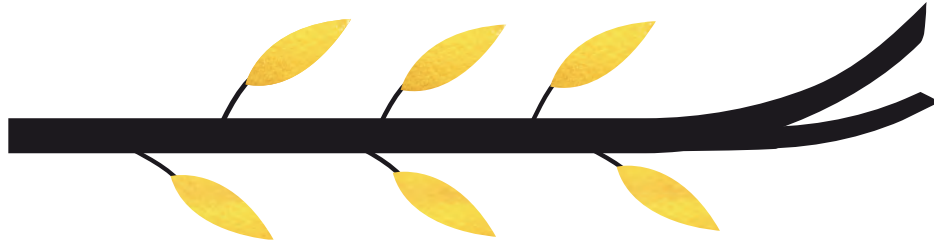


# Assessor's Booklet: Writing Level 2



**This Assessor's Booklet is divided into two parts.**

*Part One includes:*

- Assessor's instructions for administering the Writing Level 2: Client Assessment Booklet.

*Part Two includes:*

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Assessment Location: \_\_\_\_\_

Assessor's Name: \_\_\_\_\_

# PART ONE

## Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their writing skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how writing skills are used in different jobs in Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the assessment **instructions** out loud and provide further explanation if required. It is important to encourage clients to read and complete the tasks **independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many tasks as possible on their own, you can assist them to complete the remaining tasks.**
- The assessment uses a number of different answer formats: multiple choice; open answer and fill in the blanks. For multiple choice answers, ensure clients choose only **one** answer from the options provided. They can circle the letter that corresponds to the answer they choose or they can circle the answer itself. For open answer format – clients are to write their answers in the space provided after each question. There is no set length for the answers but some questions do have a suggested length (e.g. “write a short note” or “your answer should be no more than 1 or 2 sentences”). If clients do require more room, there are extra pages at the end of the assessment booklet.
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

- Use the Results and Observations section following each assessment task to:
  - record results;
  - identify the writing skills demonstrated; and
  - document any difficulties the client had in completing the tasks, such as problems understanding the task.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

- If clients do not successfully complete **7** of the **10** tasks, you should discuss what action they would like take to improve their writing skills as part of a training plan or job search (e.g. take a course to upgrade their grammar skills).



## PART TWO

### Client Introduction (*as it appears in the Writing Level 2: Client Booklet*)

**Writing** is the ability to communicate a thought or an idea by arranging words, numbers and symbols, whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).

You are about to complete a needs assessment for **Writing, Level 2**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

### Client Instructions (*as it appears in the Writing Level 2: Client Booklet*)

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. The assessment questions use both *multiple* choice and open answer formats. For multiple Choice questions, make sure that you choose only one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself. For open answer questions - there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between **1** and **2** sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a **sample** question to help familiarize you with the assessment format:

A tour guide has run out of *BC Forest* pamphlets to give to tour participants. Write a short note (about 1 or 2 sentences in length) to the office assistant requesting more pamphlets.

**Sample Answer:**

*Please order more pamphlets on the BC forests since we are out of them.*



# Assessment Tasks

## Question 1:

A miner needs to fill out an accident report after being injured on the job. The report requires that the worker write down what happened before, during and after the accident. Review the statements below and re-write them in the correct order (what you think happened first, second, third, and last) in the space below.

*A large rock broke off from the wall and rolled onto my leg and broke it. After the rock rolled onto my leg, I blacked out. I was walking through the mine shaft when I saw a cart bang into one of the walls. I heard a loud noise and the wall fell apart.*

### Accident Report

---

Please describe the details of the accident:

### Sample Answer:

When writing, ideas must be presented in a logical flow to be clear to the reader. The recommended order of the statements is as follows:

*I was walking through the mine shaft when I saw a cart bang into one of the walls.  
I heard a loud noise and then the wall fell apart.  
A large rock broke off from the wall and rolled onto my leg and broke it.  
After the rock rolled onto my leg, I blacked out.*

**Results and Observations Section:**

Writing Task	<input type="checkbox"/> Writing brief text that is intended to serve a variety of puposes <input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Standard spelling and grammar is expected
Occupation	NOC 8614 – Mine Labourers
Writing Skill(s)	<input type="checkbox"/> Re-writes and re-organizes details of an accident in logical sequence
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

## Question 2:

A warehouse supervisor wants to tell a new customer that his shipment has arrived. The supervisor also has to remind the customer that before he can pick up his shipment, he must complete, sign and submit the release forms that were sent to him two weeks ago.

Write an e-mail message to the new customer

- Tell him about the shipment's arrival.
- Remind him about the release forms.
- Company policy requires that the supervisor thank new customers for their business.

### Sample Answer:

*From: John Banks [john.banks@ace\_trucking.com]  
To: Steve Carlson [scarlson@empco.org]  
Subject: Your shipment is in*

*Mr. Carlson,*

*We are pleased to inform you that your shipment has arrived at our warehouse. Please submit the required paperwork at your earliest convenience so that your order can be released. If you require assistance filling out the necessary forms or have any questions, please do not hesitate to contact me any time.*

*Thank you,  
John Banks  
Warehouse Supervisor  
Ace Trucking and Forwarding  
john.banks@ace\_trucking.com  
Cel: 403-555-1479*



**Results and Observations Section:**

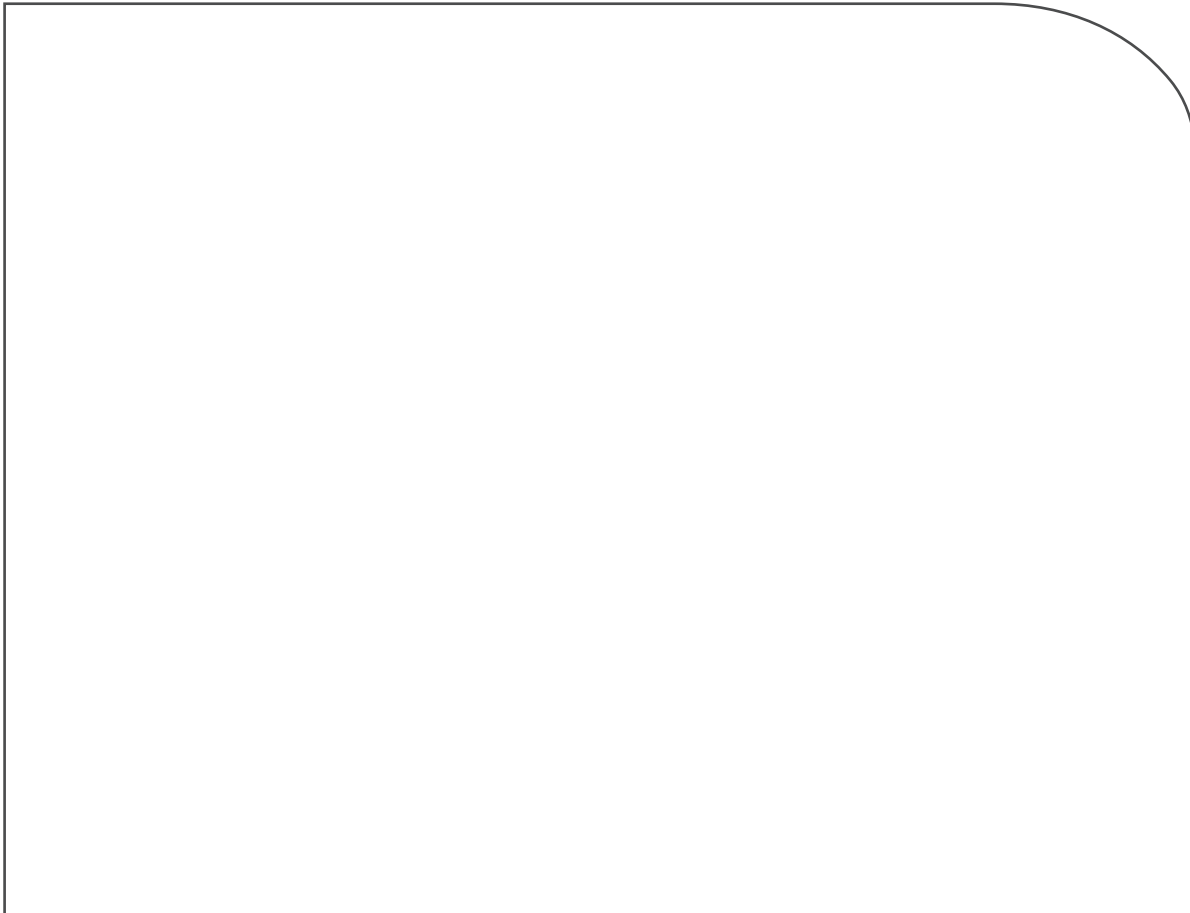
Writing Task	<input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Writing sets a tone which is appropriate for the occasion (e.g. friendly and respectful)
Occupation	NOC 1471 – Shippers and Receivers
Writing Skill(s)	<input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	



### Question 3:

A customer service agent from a snow removal company needs to contact a client, Mr. Charles Horton, about his unpaid bill. The agent has tried to contact Mr. Horton by phone three times but each time, there was no answer. The company policy states that after three attempts to contact the client by phone, a letter of notification must be mailed. The policy also states that if an overdue account is not paid in full within 30 days of the date of the letter, the company will be forced to stop the snow removal service.

Based on the information above, write the letter of notification from the customer service agent to Mr. Horton in the space below.



### Sample Answer




*Mr. Horton,*

*This letter is to inform you that your account is overdue. We have attempted to contact you by phone three times without success. According to our company policy, your account must be paid in full within 30 days of the date of this letter or we will be forced to terminate your service. Please contact us immediately so that we can discuss the details of your account.*

*Thank you for your attention to this matter.*

**Answer Criteria:**

Did the client:

- use an appropriate tone (professional and authoritative)
- include the key pieces of information:
  -  the account is overdue
  -  the company has tried to contact the client three times by phone
  -  the account must be paid in full within 30 days of the date of the letter or snow removal service will stop – as per company policy
- write in complete sentences, including punctuation
- use correct spelling and grammar

**Results and Observations Section:**

Writing Task	<input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Writing sets a tone which is appropriate for the occasion (e.g. friendly and respectful) <input type="checkbox"/> Writing is a paragraph or longer <input type="checkbox"/> Content is routine
Occupation	NOC 1453 – Customer Service, Information and Related Clerks
Writing Skill(s)	<input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

## Question 4:

A cashier notices that one of the \$50.00 bills in his till looks different than the others. He suspects that it may be counterfeit. The cashier recalls serving a customer that acted strangely and who was very impatient while paying for his purchase. The cashier informs the store supervisor who decides to contact the police. When the police arrive at the store, they confirm that the bill is counterfeit and ask the cashier to prepare a written statement describing what the customer looked like, and any other details that could be important. The cashier writes down a few notes about the customer and his behaviour:

- The customer came to his cash early in the morning.
- He was wearing a baseball cap.
- He had never seen the customer before.
- It was his first customer of the day.
- He was an older man.
- He bought a pack of gum.
- He acted very nervous and asked me to hurry-up because he was in a rush.
- He seemed around 50 years old with long grey hair.
- He also bought a bus ticket.
- He was wearing a black leather jacket and jeans.
- The baseball cap the customer was wearing was reddish in colour and worn.
- He was not a regular customer.
- He was pretty tall and had a big build.

Using the cashier's notes above, organize the information and write a statement for the police in the space below. The statement should describe the appearance of the customer first, and any other important details second. The statement should be about two paragraphs long.

### Sample Answer:

*The customer was about 50 years old and had long grey hair. He was wearing a black leather jacket, jeans and a worn, reddish baseball cap. He was tall and had a big build.*

*He was my first customer of the day. He acted very nervous which made me suspicious. He bought a pack of gum and a bus ticket and asked me to hurry-up because he was in a rush. He is not a regular customer.*

### Answer Criteria:

- Did the client include all the relevant information?
- Was the statement well organized? Did the client place all the facts about the customer's appearance in the first paragraph and all the remaining facts in the second paragraph?
- Did the client use proper grammar and spelling?
- Did the client use appropriate tone and language?



**Results and Observations Section:**

Writing Task	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing brief text that is a paragraph in length intended to serve a variety of purposes</li><li><input type="checkbox"/> Writing with a more formal style for an audience other than co-workers</li><li><input type="checkbox"/> Standard spelling and grammar is expected</li></ul>
Occupation	NOC 6611 – Cashier
Writing Skill(s)	<ul style="list-style-type: none"><li><input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience</li><li><input type="checkbox"/> Organizes the information</li><li><input type="checkbox"/> Uses proper grammar and spelling</li></ul>
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

### Question 5:

A server in a coffee shop has been asked by her manager to write a procedure on how to safely serve coffee. The server has learned from her training and experience that there are some key steps to pouring coffee safely. Most importantly, the server always holds the cup away from the customer as she pours the coffee, and is careful to never overfill the cup. She also makes sure that when she is carrying the coffee pot that she holds it to her side - away from her body and anyone who could accidentally bump into it. When the server uses a freshly brewed pot of coffee, she always advises the customer that the coffee may be extremely hot. If children are at the table, the server takes care to place the cups of coffee out of their reach.

Using the server's advice in the introduction as a starting point, write a set of procedures for safely serving coffee.

#### **Sample Answer:**


*Please follow these procedures when serving coffee:*

1. *When carrying the coffee pot, carry it to your side - away from you and from anyone who may bump into it.*
2. *When using a freshly brewed pot of coffee, advise customers that coffee may be extremely hot.*
3. *When pouring coffee near children, make sure to place the cups out of their reach.*
4. *Pour coffee holding the cup away from the customer.*
5. *Never overfill the cup.*

#### **Answer Criteria:**

- Did the client include all of the key pieces of information in the text?
- Were the steps clear and easy to understand?
- Did the client use proper spelling and grammar?

**Results and Observations Section:**

Writing Task	<input type="checkbox"/> Writing brief text that is a paragraph or longer intended to serve a variety of purposes <input type="checkbox"/> Standard spelling and grammar expected
Occupation	NOC 6453 – Food and Beverage Servers
Writing Skill(s)	<input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience <input type="checkbox"/> Includes all of the safe handling procedures <input type="checkbox"/> Ensures that spelling and grammar are correct
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

## Question 6:

A hotel front desk clerk responds to emails from potential guests. The clerk reads an email from Mrs. Sampson who is asking whether the room that she has reserved is wheelchair accessible. The clerk checks the room specifications and finds that the room is fully accessible to wheelchairs and also has a special shower stall equipped with support bars, a bench and adjustable showerhead.

Write a short e-mail response to Mrs. Sampson. Thank her for her business. Let her know you are looking forward to her visit.

### Sample Answer:

*From: Amy Wilton [Amy@WhisperingPines.com]  
To: Mrs. Sampson [SSampson23@gmail.com]  
Subject: Room booking at Whispering pines*

*Dear Mrs. Sampson*

*I have verified that the room you have reserved is fully accessible by wheelchair. I am also pleased to inform you that the room is equipped with a special shower stall that includes support bars, a bench and adjustable showerhead. If you have any additional questions, please do not hesitate to contact me.*

*We are looking forward to your stay with us.*

*Regards,  
Amy Wilton  
Night Manager  
Whispering Pines Hotel  
Amy@WhisperingPines.com Cell: 403-555-1479*

### Answer Criteria:

- Did the client use the appropriate tone for the audience?
- Was the email clear/easy to understand?
- Did the client include the additional information about the special shower stall?
- Did the client use an acceptable correspondence format? For example:

**I have verified that the room you have reserved is fully accessible by wheelchair. I am also pleased to inform you that the room is equipped with a special shower stall that includes support bars, a bench and adjustable showerhead.** (This paragraph should respond to Mrs. Sampson's question about wheelchair accessibility. It can also include additional information that may be useful for the client to know). **If you have any additional questions, please do not hesitate to contact me.**

**We are looking forward to your stay with us.**

**Regards,** (The clerk should sign-off the letter using a sentence, or a salutation such as "Thank You" or "Regards".)



**Results and Observations Section:**

Writing Task	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing brief text that is a paragraph or longer</li><li><input type="checkbox"/> Writing with a more formal style for an audience other than co-workers</li><li><input type="checkbox"/> Standard spelling and grammar is expected</li></ul>
Occupation	NOC 6435 – Front Desk Clerks
Writing Skill(s)	<ul style="list-style-type: none"><li><input type="checkbox"/> Answers the customer’s question - informs the customer that the room is wheelchair accessible</li><li><input type="checkbox"/> Includes additional information that may be useful for the customer to know</li><li><input type="checkbox"/> Uses correct letter format</li><li><input type="checkbox"/> Ensures that spelling and grammar are correct</li></ul>
Did the client complete the task successfully?	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance</p> <p>Comments:</p>
Additional Observations	

## Question 7:

Workers in a fish processing plant enter information into logbooks to keep track of work that has and has not been completed. A worker has just finished his shift and needs to update the logbook. During his shift, the worker cleaned machines 1, 2, 3, and 4; but did not have time to clean machines 5, 6 and 10. He was able to sweep all of the floors. He also mopped the staff room but not the rest of the shop. He cleaned out the air filters and did the weekly check of the air ducts. The worker did not have time to complete the daily safety inspection.

In the space below, write a short log entry for the next shift worker that includes what work has been completed and what work still needs to be done.

Log Book	April 26

### Sample Answer:

#### Work Completed:

- *Cleaned out all air filters and did the weekly check of the ducts.*
- *Swept all of the floors in the building.*
- *Mopped the staff room.*
- *Completed cleaning of machines 1,2,3, and 4.*

#### Work Remaining:

- *Clean machines 5, 6 and 10.*
- *Mop all the floors except staff room.*
- *Complete the daily safety inspection.*

### Answer Criteria:

- Did the client include all of the information that was in the text?
- Did the client organize the work into tasks that have already been completed and tasks that still need to be done?
- Are the spelling and grammar correct?

**Results and Observations Section:**

Writing Task	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing brief text that is intended to inform</li><li><input type="checkbox"/> Content of writing is routine, with little variation from one instance to another</li><li><input type="checkbox"/> Standard spelling and grammar expected</li></ul>
Occupation	NOC 9463 – Fish Plant Workers
Writing Skill(s)	<ul style="list-style-type: none"><li><input type="checkbox"/> Informs next shift worker of tasks already completed and work that still needs to be completed by updating a log book</li><li><input type="checkbox"/> Organizes tasks into work completed and work to be done so that it is easy for the next shift worker to follow and understand</li><li><input type="checkbox"/> Spelling and grammar are correct</li></ul>
Did the client complete the task successfully?	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance</p> <p>Comments:</p>
Additional Observations	



## Question 8:

An office worker prepares a written summary of what was discussed at a staff meeting so that she can send a copy to all the participants. Review the office worker's email and correct any spelling and grammar mistakes she may have made.

*Good morning*

*Here are the notes from the June 24th Staff Meeting:*

- *All staff was present at the meeting.*
- *Sarah gave a update on the budget analysis.*
- *Andre reminded everyone to submit their training forms as soon possible.*
- *Joanne present an overview of what the team will be working on this year.*
- *Clara is colecting contributions for our charity fundraiser and would like to now if any one would like to volunteer to help out.*
- *Fred gave a quik presentation on emailing etiquette*
- *All project reports are due to Tuesday.*
- *Mario would like every one to provide their input on the new poster designs by Wensday.*
- *It is everyones responsibility to clean up after themself when using the kitchen.*

*If you have any question, please come see me.*

*Anne*

### **Answer:**

There are 17 mistakes in the email. Below you will find the mistakes corrected.

Good morning,

Here are the notes from the June 24th Staff Meeting:

- All staff were present at the meeting.
- Sarah gave an update on the budget analysis.
- Andre reminded everyone to submit their training forms as soon as possible.
- Joanne presented an overview of what the team will be working on this year.
- Clara is collecting contributions for the charity fundraiser and would like to know if anyone would like to volunteer to help out.
- Fred gave a quick presentation on emailing etiquette.
- All project reports are due on Tuesday.
- Mario would like everyone to provide their input on the new poster designs by Wednesday.
- *It is everyone's responsibility to clean up after themselves when using the kitchen.*

If you have any questions, please come see me.

Anne

**Answer Criteria:**

- Did the client identify all the spelling and grammar issues?
- Did the client correct the mistakes properly?

**Results and Observations Section:**

Writing Task	<input type="checkbox"/> Standard grammar and spelling are expected
Occupation	NOC 1411 – General Office Clerks
Writing Skill(s)	<input type="checkbox"/> Provides summary of meeting outcomes to colleagues that is free of grammar and spelling errors
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

## Question 9:

A clerk at a newspaper proofreads articles to verify that the correct words have been used. Read the article below and fill in the blanks using the options provided.

### An Essential Skills Success Story

Essential Skills help people to carry out different tasks, provide a starting point for learning other skills, and help them adjust to change. (1) \_\_\_\_\_ are nine Essential Skills:

(Their / There / They're)

reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning. Here is one worker's story of how upgrading her Essential Skills contributed to improvements in job performance and career choices. Perhaps her story can help you improve (2) \_\_\_\_\_ success at work.

(you're / your)

#### Anne McKenna's Story

While I was working on a production line at a canning factory, I found my key to success. Essential Skills training opened new doors for me and my career. I left high school after Grade 10 and went to work on a production line at a local canning company. After a few years, I applied for a job in quality control. The manager, (3) \_\_\_\_\_ team I have worked with in the

(whose / who's)

past, let me try it out to see if I could do it. Based on my experience and the fact that I'm a quick learner, I got the job. But in order to keep it, I had to work on my Essential Skills.

Fortunately, the company sponsored a continuous learning program. I earned my high school diploma through the General Educational Development (GED) program. Like many people who have been out of school for a long time, I (4) \_\_\_\_\_ was scared of going back

(to / too)

to the books. Even so, I knew that I was ready and once I got started, I really enjoyed it.

After graduating, I focused on improving the skills that (5) \_\_\_\_\_

(were / we're / where)

important in my job. I took a night course at a local college to improve my reading, numeracy and oral communication skills and earned a certificate from the Canadian Society for Quality. I felt more confident and better prepared when talking to union representatives and Head Office. Having improved some of my Essential Skills, I had a good understanding of what I could do (6) \_\_\_\_\_.

(good / well)

I have always loved history and was fascinated by stories about the old building where I worked. I began working with a local writer and historian to find out more about the building and put my writing skills to work. We eventually finished a manuscript which many of my co-workers enjoyed reading. Today, I have a new job with a major food company, (7) \_\_\_\_\_ been like a dream come true. I'm here because I got over my fear

(its / it's)

and opened doors for myself by investing in Essential Skills training. I look forward to the future and know my life will always be full of learning.

**Answers:**

- (1) There
- (2) your
- (3) whose
- (4) too
- (5) were
- (6) well
- (7) it's

***Results and Observations Section:***

Writing Task	<input type="checkbox"/> Standard grammar and spelling are expected
Occupation	NOC 1452 – Correspondence, Publication and Related Clerks
Writing Skill(s)	<input type="checkbox"/> Edits text to verify proper use of words
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

## Question 10:

An office clerk reviews and edits texts before they are posted on websites. The text below is awkward to read because it has missing or incorrect punctuation and contains run-on or fragmented sentences. Make changes to the text below by adding punctuation and blending or splitting up sentences so that it reads more smoothly.

### ***Are you the right person for the job. You won't know unless you try?***

When William saw the job listing for a parts manager he was eager to apply he had been unemployed for several weeks so he was available to start work right away. William had worked in the parts and service department of a car dealership before his previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job William received an email regarding an interview, He called to confirm the time. He called to confirm the location of the meeting. During the interview William emphasized that he was flexible. He could work evenings and weekends. William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate the manager made William an offer and William accepted the job.





**Answer:**

**Are you the right person for the job?** [replace period with a question mark] **You won't know unless you try!** [replace question mark with an exclamation mark] ?

When William saw the job listing for a parts manager he was eager to apply. [added a period to address run-on sentence] He had been unemployed for several weeks, so he was available to start work right away. William had worked in the parts and service department of a car dealership before. [added a period to address run-on sentence] His previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job, William received an email regarding an interview. He called to confirm the time and location of the meeting. [addressed sentence fragments by combining: "He called to confirm the time." and "He called to confirm the location of the meeting."] During the interview, [added a comma] William emphasized that he was flexible and could work evenings and weekends. [addressed sentence fragments by combining: "During the interview William emphasized that the was flexible." and "He could work evenings and weekends."] William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate. [added period to address run-on sentence] The manager made William an offer and he accepted the job.

**Results and Observations Section:**

Writing Task	<input type="checkbox"/> Standard grammar and punctuation are expected
Occupation	NOC 1452 – Correspondence, publication and related clerks.
Writing Skill(s)	<input type="checkbox"/> Edits text to verify proper use of punctuation and corrects run-on or fragmented sentences.
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance  Comments:
Additional Observations	

## ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: \_\_\_\_\_ Level: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Location of Assessment: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Question 1	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 2	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 3	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 4	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 5	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 6	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 7	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 8	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 9	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 10	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

I, \_\_\_\_\_, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

*These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at [hrsdc.gc.ca/essentialskills](https://hrsdc.gc.ca/essentialskills).*