

Task Title: Learning and Time Management Tracker B

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will reflect on the goals they set, and progress they have made since completing the “Learning and Time Management Tracker A” task.

**Main Competency/Task Group/Level Indicator:**

* Communicate Ideas and Information/Write continuous text/B2.1
* Manage Learning/E.2

**Materials Required:**

* Pen/pencil and paper and/or digital device

# Notes for Instructors/Practitioners

This task has two parts, A and B. Part A must be completed first. In this task, Part B, the learner will reflect on how they are progressing towards the time management goals they set in Part A. Part B should be completed approximately two weeks after Part A. The learner will require the tracking sheets they completed in Part A in order to complete this task.

Learner Information

Managing your time lets you to stay organized and prioritize tasks. This will reduce stress and allow you to accomplish more in your day.

Review the “Learning and Time Management Tracker”, “Weekly Averages Tracker” and “Optimized Learning and Time Management Plan” documents you filled out in Part A of this task. You should complete this task approximately two weeks after you finished Part A.

# Work Sheet

**Task 1: What progress have you made towards the objectives you identified in the “Optimized Learning and Time Management Plan”? List at least two things you are doing differently so you can accomplish your goals.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: List at least two barriers that may be preventing you from achieving your goals. If you have not encountered any barriers in the last two weeks, list two things that you think could possibly be barriers you may encounter in the future.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 3: List at least two actions you can take to improve your chances for success.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Answers

Answers will vary.

Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| B2.1 | writes simple texts to request, remind or inform |  |  |  |
|  | conveys simple ideas and factual information |  |  |  |
|  | demonstrates a limited understanding of sequence |  |  |  |
|  | uses sentence structure, upper and lower case and basic punctuation |  |  |  |
|  | uses highly familiar vocabulary |  |  |  |
| E.2 | sets realistic short- and long-term goals |  |  |  |
|  | identifies steps required to achieve goals |  |  |  |
|  | monitors progress towards achieving goals |  |  |  |
|  | identifies barriers to achieving goals |  |  |  |
|  | begins to adjust goals, activities, and timelines to address obstacles to achieving goals |  |  |  |
|  | monitors own learning |  |  |  |
|  | begins to identify ways to improve performance |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**