

# **Training and Curriculum**

Level Scores for Foundational Skills Assessments						
Applied Mathematics	<3	3	4	5	6	7
Locating Information	<3	3	4	5	6	
Reading for Information	<3	3	4	5	6	7





# Preparing for WorkKeys:

Pace yourself.





## Preparing for W

Listen to and read the directions for each test carefully.





# **Preparing for WorkKeys:**





# **Locating Information**

- # of items: 38
- Test length:
  - 55 minutes (internet)
  - 45 minutes (paper/pencil)



• The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.



#### Level Characteristics of Items Skills Elementary workplace Find one or two pieces of graphics such as simple information in a graphic View • Fill in one or two pieces of order forms, bar graphs, <u>sampl</u> e item tables, flowcharts, maps, information that are missing instrument gauges, or floor from a graphic plans One graphic used at a time



- You regularly check the pressure gauge on a large tank. According to the gauge shown, what is the current pressure (in PSI)?
- A. 30
- B. 35
- C. 40
- D. 45
- E. 100





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- B. 35
- C. 40
- D. 45
- E. 100





#### Skills Level Characteristics of Items Find several pieces of Straightforward workplace information in one or two graphics such as basic order View graphics forms, diagrams, line graphs, <u>sample</u> Understand how graphics tables, flowcharts, item are related to each other instrument gauges, or maps Summarize information One or two graphics are used from one or two straightforward graphics at a time Identify trends shown in one or two straightforward graphics Compare information and trends shown in one or two straightforward graphics



- You must sort clothes in a dry cleaning establishment according to the customer's instructions. According to the form shown, how should this customer's shirt be treated?
- A. Dryclean it, add light starch, and fold it.
- B. Dryclean it, add light starch, and place it on a hanger.
- C. Launder it with no starch and place it on a hanger.
- D. Launder it with light starch and place it on a hanger.
- E. Launder it with medium starch and fold it.





#### 75053

FRESH 'N' CLEAN 1200 14TH ST MAPLETON, OH 45768 555-6301 4:16 Pm 8/26/00



PHONE 555-2261 DATE 8-29 CLERK'S INTIALS SW

PRINT NAME

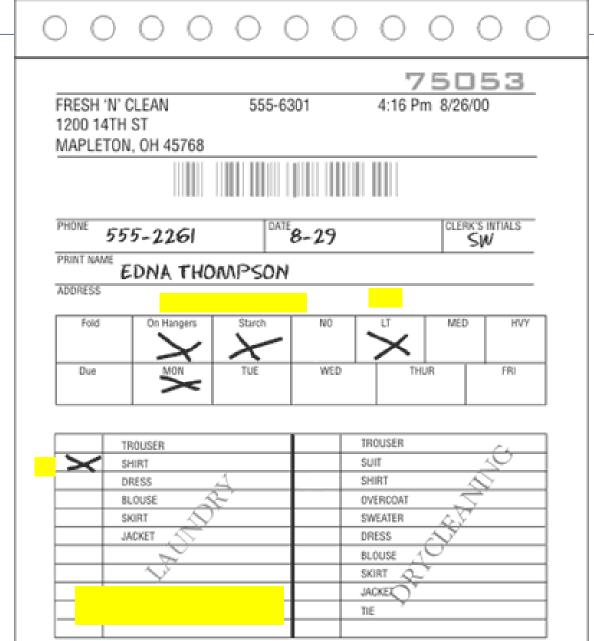
#### EDNA THOMPSON

ADDRESS

Fold	On Hangers	Starch	NO NO	LT	MED	HVY
	$\rightarrow$	X		$\times$		
Due	MON	TUE	WED	THL	JR	FRI

TROUSER	TROUSER
SHIRT	suit
DRESS 🔟	SHIRT
8LOUSE S-	OVERCOAT
SKIRT	SWEATER &
JACKET ,	DRESS
2	BLOUSE 1
	SKIRT Q_
	JACKET
	TIE







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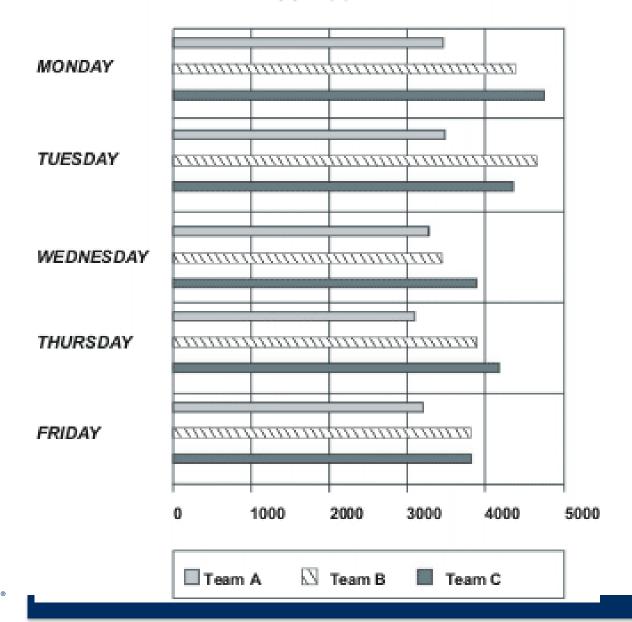
Level	Characteristics of Items	Skills
View sample item	<ul> <li>Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges</li> <li>Graphics may have less common formats</li> <li>One or more graphics are used at a time</li> </ul>	<ul> <li>Sort through distracting information</li> <li>Summarize information from one or more detailed graphics</li> <li>Identify trends shown in one or more detailed or complicated graphics</li> <li>Compare information and trends from one or more complicated graphics</li> </ul>



- You are a line supervisor at a plant that packages dishwashing soap in bottles. Each week you review the production rates for the three teams that work on your line. According to the bar chart shown, which team had the highest overall production for Week 38?
- A. Team A
- B. Team B
- C. Team C
- D. Team A and Team B had the same high production rate.
- E. Team B and Team C had the same high production rate.

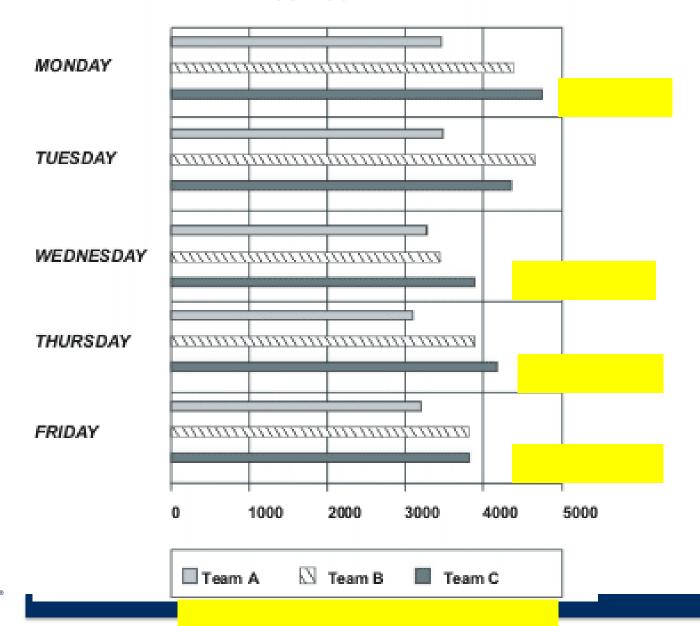


## Bottle Packaging Production Week 38





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See, Students!
You can do
this!!!
I see all
Platinum!



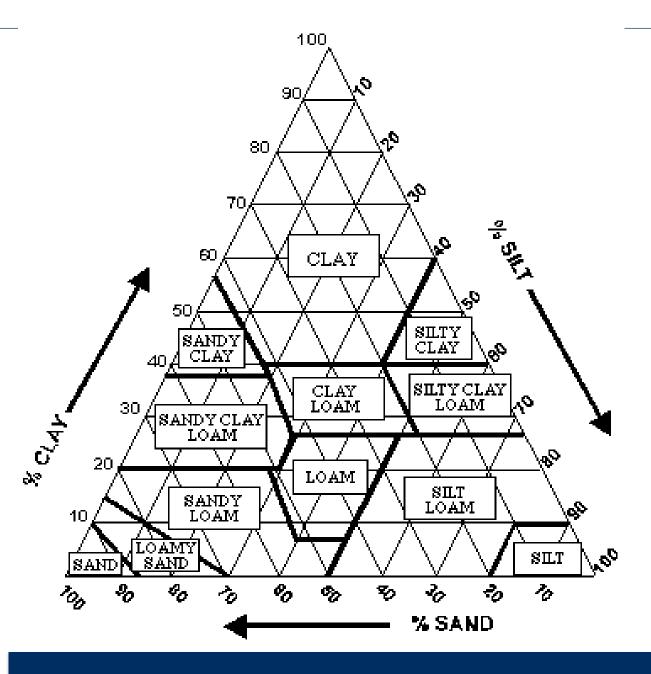


#### Level Characteristics of Items Skills Very complicated and detailed. Draw conclusions **View** graphs, charts, tables, forms, based on one maps, and diagrams sample complicated graphic or several Graphics contain large <u>item</u> amounts of information and related graphics Apply information may have challenging formats. One or more graphics are used from one or more at a time complicated graphics to specific Connections between graphics situations may be subtle Use the information to make decisions



- You are a road contractor and you have analyzed a soil that you want to use for road fill. Your analysis shows that the soil contains 15% sand, 65% silt, and 20% clay. You need to know what the shrink-swell potential is for the soil because it will affect the durability of the road. Based on the diagram and table shown, what is the shrink-swell potential at a 30-inch depth for this soil?
- A. Low
- B. Low to moderate
- C. Moderate
- D. Moderate to high
- E. High

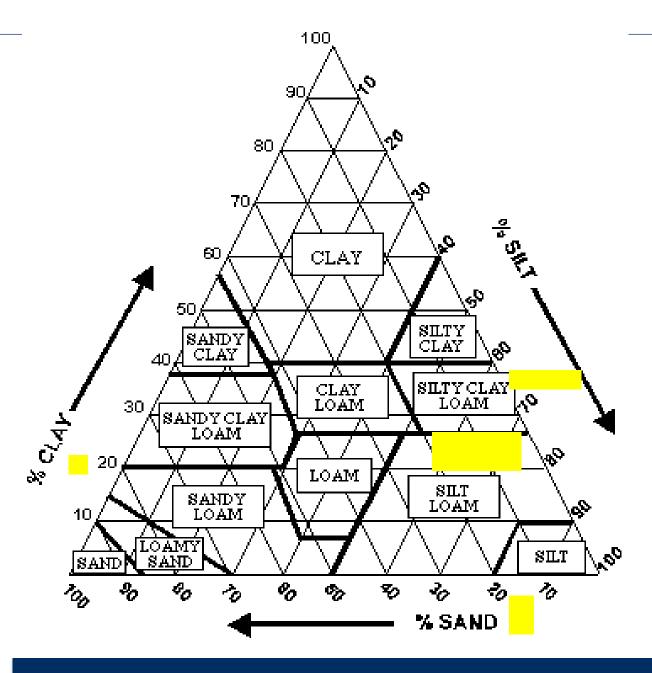






Soil name	Texture class	Depth (inches)	Shrink-swell potential
Sarpy	sandy loam	0-7 7-60	low low to moderate
Kennebec	silt loam	0-38 38-60	moderate low to moderate
Colo	silty clay loam	0-31 31-60	high high
Blend	silty clay	0-17 17-29 29-60	high moderate to high high
Nevin	clay loam	0-28 28-48 48-60	moderate to high moderate moderate
Kenmoor	loamy sand	0-24 24-60	low high







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# More information:

https://www.act.org/workkeys/



# We love you and want you to do your best!



