

# **Formative Assessment Toolkit: ELSA levels Literacy to 7**

Teaching Resource

Materials  
and  
Resources

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## Best Practices in Formative Assessment

*The Formative Assessment Toolkit* (2010) is a great resource for instructors to learn how to actively incorporate formative assessment into their classroom practice. The definition of Formative Assessment as outlined in *The Formative Assessment Toolkit* is written below:

Formative Assessment is an on-going, informative process. It is “assessment for learning verses assessment of learning.” (Integrating Assessment in the CLB classroom & Manitoba on-line “Language Assessment” video). It provides immediate feedback and information to both the student and the teacher. This feedback allows the student to: correct mistakes and improve; focus on their strengths; build their self-confidence; and empower them to self-assess, self-correct, and be more in charge—or stewards—of their learning. (p. 4)

It is important for instructors to keep this definition in mind when choosing tasks, preparing assessment tools, and implementing an assessment plan.

In addition to reinforcing best practices in formative assessment, this article will explore the importance of using authentic, task-based activities for assessment, how to implement assessment for specific tasks, and ways to incorporate formative assessment into classroom practice overall.

### Using Authentic, Task-based Activities in Assessment

As mentioned in *The Formative Assessment Toolkit* (2010), the ELSA program incorporates the framework of the Canadian Language Benchmarks (CLBs) as the foundation that informs both language instruction and the development of assessment tools (*Canadian Language Benchmarks revision working document*, 2010, p. iv).

From a communicative language teaching point of view, “the elements of linguistic competence that learners need to master are determined by the specific requirements of individual real-life tasks” (*Canadian Language Benchmarks revision working document*, 2010, p. v). The CLBs fit the ELSA (and LINC) classroom because one of the main objectives of the ELSA program is for students to function in the community and participate in Canadian society. Thus, the CLBs are used because they are **task-based** and focused on what the students **can do** in the real-world (*The Formative Assessment Toolkit*, 2010, pp.1-2).

With this understanding, it is clear that since the CLBs are focused on real world competencies and tasks, assessments should also focus on learners' completion of authentic tasks which are valued in the real world. Accordingly, *The Program Planner: A Companion to the Adult ESL Guidelines CLB 5-7* (2007) states:

Performance assessment measures the learner's ability to do an authentic task that is meaningful to the learner and that they will use outside the classroom. (p. 56)

Hence, performance assessment tasks and in-class communicative tasks should look exactly the same. The only difference is that the instructor measures how successfully the learners complete the task.

In this regard, the instructor should match the learner's learning goals to what is being assessed. Furthermore, the learners should practice the CLB competencies in various contexts (e.g., Body & Mind, Lifelong Learning, Sustainable Communities). Those competencies should then be assessed in similar ways in order to verify the achievement of the classroom learning goals—like mastering a CLB competency of the next level.

Below are considerations for designing specific assessment tools used for formative assessment purposes.

### **Implementing Assessment for Specific Tasks**

When planning for assessment, the instructor should begin by identifying the purpose of the assessment and what learning is to be assessed. The instructor should also think about what exactly is being assessed. In terms of formative assessment, the instructor and the learners need the assessment data to see how the learners are progressing and how the instructor is teaching. Also, since the CLBs are incorporated into the ELSA classroom, the instructor should assess the CLB competencies that learners are working towards.

When an instructor sets up an assessment tool, the criteria should reflect what is most important to complete the task. What should learners be able to do in order to demonstrate the target CLB competency? What do they need to do to successfully complete the task? Additionally, according to Holmes (2005), "the number of analytic criteria you select will depend on the level of the task. Generally, the lower the benchmark level, the fewer the criteria" (p. 108).

To help support learners to feel more comfortable with assessment, it is important that the instructor informs them of the performance conditions beforehand. This could include the time they have to complete a task, the number of times they

will have to listen to a passage, the length of the text they need to produce, or the length of a passage they need to read. In line with this concept, the instructor should also share the assessment criteria with the learners. If they know what the instructor is looking for, then they have a better chance of demonstrating what they can do. In addition, it is beneficial for the instructor to share a sample of a speaking or writing task that demonstrates what is expected—or to have a sample listening or reading task that the learners should be able to comprehend.

Assessing Listening and Reading can be more challenging because they are receptive skills and comprehension is based on how the learners respond to questions, commands, or instructions. If questions are being used, the instructor needs to ensure that the questions are designed to match the language demands at that level. The questions can be neither too easy nor too difficult for what is being assessed. A good resource for question design and complexity is *Controlling Complexity: An Introduction to Question Structure* by Lew and Hardt (2011) available through SkillPlan.

Since ELSA classes are learner-centered, the instructor should strive to engage the learners not just in the results of formative assessment, but when possible, in the process as well. As the learners become more familiar with the CLB competencies, the learners can be involved in establishing the criteria for assessment, the performance conditions, and the procedures that should be followed. When learners are involved in the process, they will feel much more confident in assessment situations and will likely perform better.

It is also good practice for the instructor to provide learners with comments about their performance that are specific and useful for their growth. When writing comments, the instructor should use the language from the CLBs, the rubric, or the checklist, and should be sure to link comments to the learning outcomes for language proficiency.

### **Implementing Formative Assessment into Classroom Practice**

Overall, assessment happens in the classroom all the time. As mentioned in *The Formative Assessment Toolkit (2010)*:

Many teachers are already doing **informal assessment**—they engage in this type of assessment but are unaware of it, or they just haven't had the opportunity to articulate this type of assessment in their teaching practice. (p. 4)

According to O'Malley and Valdez-Pierce (1996), "to turn your observations into assessments, you need to record observations systematically over time to note changes in student performance" (p. 14). The vision for formative assessment is that it is an integrated and on-going process—a regular classroom routine—that becomes an integral part of instruction. Less formal, undocumented assessment occurs in every class, but with formative assessment, there should be a shift to incorporate some documented assessments approximately once a week. O'Malley and Valdez-Pierce (1996) suggest "ways of completing assessments—set up learning centres, working in small groups, [or] staggering cycles..." (p. 52). All are possibilities of completing the assessment while engaging all of the learners.

If the assessment is documented, then it can be tracked. By tracking what has been assessed, the instructor can make sure that all skill areas and competencies have been covered and can demonstrate what the learners have mastered. Tracking learner progress through each unit thereby enables the instructor to identify when the learner has achieved enough of the CLB competencies to write the progress or exit tests.

It is also important that the instructor employs multiple measures to gain a better picture of the learners and to address different learning styles. The instructor might try different methods, tools, or tasks so that all learners—from diverse backgrounds—have an opportunity to fully demonstrate their competencies.

In sum, when the instructor incorporates these suggestions for formative assessment into their classroom practice, the learners benefit from seeing their progress over time. As stated in *Portfolio-Based Language Assessment (PBLA): Best Practices Guide for Programs and Teachers* (2010):

Good teaching practices ensure a consistency between assessment and instruction so that the **most optimal conditions exist to elicit the learner's best communicative performance.**" (p.73 emphasis added)

## References

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## Introduction

### Formative Assessment Toolkit

The **Formative Assessment Toolkit** will help focus teachers in the classroom and assist them in embedding assessment into their everyday teaching practices. It will provide ideas of how to articulate and align their informal assessment, how to provide appropriate feedback to students, and how to adjust future teaching to revisit CLB tasks that have already been taught, but have not yet been mastered by the students.

#### What is assessment and why do we need it?

In the English Language classroom, we use assessment in 3 ways – to place students in the appropriate class, to monitor on-going progress, and to inform classroom teaching.

Many English language learners in Canada, including British Columbia, are assessed by the CLBs and given a benchmark. But what are the CLBs?

#### What is ELSA? What are the CLBs?

**ELSA (English Language Services for Adults)** provides basic and intermediate level English training for adult newcomers to Canada. ELSA is government funded and free to students.

The **Canadian Language Benchmarks** (or CLBs) The CLBs are a national descriptive framework of communicative language for adult ESL programs in Canada.

In the English language classroom, a topic is taught in conjunction with the Canadian Language Benchmarks. The CLBs are used because they are task-based and focused on what the students **can do** in the real-world.

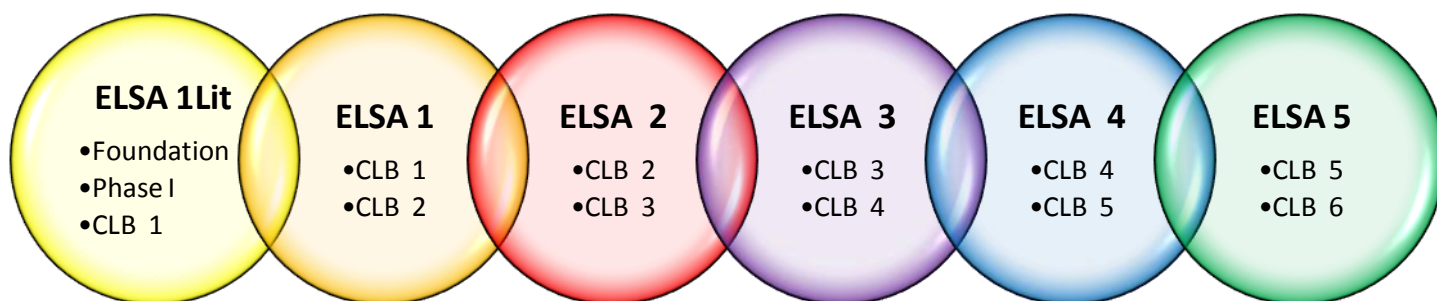
The CLBs are intended to fit the ELSA (and LINC) classroom because one of the main objectives of the program is to get students functioning in the community and participating in Canadian society.

Using the CLBs is necessary because it is the national standard. It provides individuals, programs, and provinces the ability to speak the same language. If a student moves from Prince Edward Island to Manitoba and says “I am a CLB 4”, the teacher/administrator/assessor will have an idea of the language ability

of the student – no matter what program they have attended or have come from.

The ELSA Levels are aligned to the CLBs. A student coming into a Level should have mastered 70% of the competencies of that benchmark. For example, an ELSA Level 1 student will have mastered 70% of the Benchmark 1 competencies.

In order to progress to the next level, the student will need to solidify and complete their current Benchmark competencies, and achieve 70% of the competencies in the next Benchmark. So, that ELSA Level 1 student will need to finish up the remaining Benchmark 1 competencies, and work on achieving 70% of the Benchmark 2 competencies in order to successfully pass the Level 1 progress test and move up to ELSA Level 2.



### What assessment processes do students experience in the ELSA program?

In ELSA (English Language Services for Adults), all students are assessed by an Assessment Centre – usually using the CLBPT (**Canadian Language Benchmark Placement Test**). Based on their scores in the 4 skill areas, their ELSA Level is determined and they are placed in class.

Once in class, students are taught thematic units based on **settlement and integration topics** (e.g. the law, health & safety, consumerism, etc) – those that are of immediate relevance to the students. As students' language abilities improved, they would progress to the next level – eventually leaving the program because they would exhaust their entitlement hours.

In 2003, to better measure how students progressed from level to level standardized progress and exit tests – aligned to the CLBs – were developed for ELSA Levels 1 to 3, then later (2008) for Levels 4 and 5. Having all service

providers using these standardized tests helped in turn to standardize the ELSA Levels across providers and come closer to having students properly progressing to the next level. It also helped to ensure that an ELSA Level 2 student at one school would be similar in ability to an ELSA Level 2 student at another school.

These progress and exit tests would be considered **Summative Assessment** tests. They are to be administered at the “end” of study at any particular level. It takes a snapshot of the student’s skills at one point in time. The biggest challenge for teachers has been to know when the students are ready to take the tests. In order for test security and reliability, the tests cannot be administered too often. Additionally, the students should not try to test too many times. If either of these were to happen, test security – and the reliability of the results – could come into question.

Facing these issues, some teachers – knowingly or not – may fall into the trap of “teaching to the test”. Each test contains certain thematic topics, with very specific tasks. The belief is that if such information has not been covered in the class, the students would not achieve well. But, what is really being tested is the ability to achieve a certain CLB competency, not to demonstrate knowledge of a particular topic.

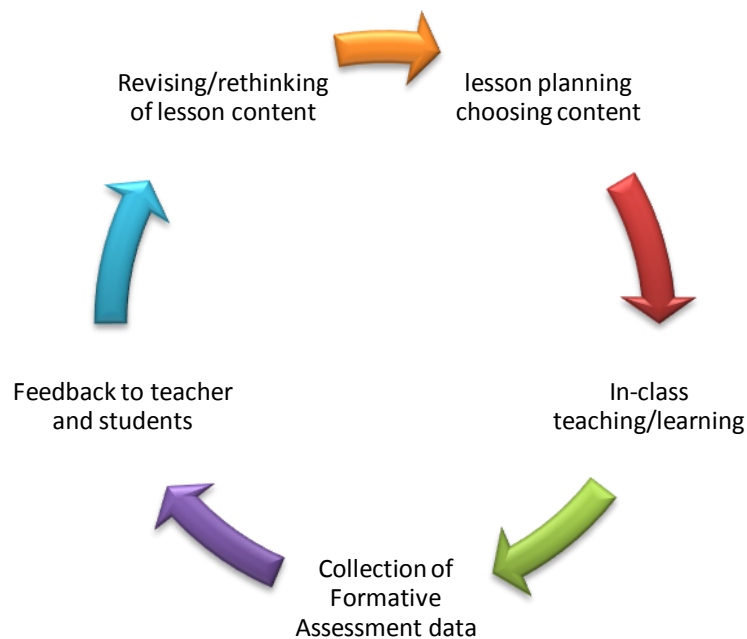
Students that come to the ELSA program as new immigrants or refugees, come from extremely diverse backgrounds, educational achievement, and cultures. Many ELSA students are not used to, familiar, nor comfortable with a formal testing process. This has been another challenge that is faced by both teachers and students. After taking a standardized, formal test, the student’s results seemed to not reflect the abilities the student had demonstrated in class. This type of testing – whether familiar or not to the students – creates anxiety and stress for those needing to go through the process.

In sum, in ELSA programs we have diagnostic assessment with placement testing of students using the CLBPT and summative (or achievement) assessment such as the VCC standardized tests to determine students’ progress through the program levels or to exit the program. However, there has been a huge gap in assessing students’ abilities as they progress through their completion of their ELSA classes that is, **Formative Assessment**.

### **What is Formative Assessment and what are its benefits?**

Formative Assessment is an on-going, informative process. It is “assessment for learning verses assessment of learning.” (Integrating Assessment in the CLB classroom & Manitoba on-line “Language Assessment” video). It provides immediate feedback and information to both the student and the teacher. This feedback allows the student to: correct mistakes and improve; focus on their strengths; build their self-confidence; and empower them to self-assess, self-correct, and be more in charge - or stewards - of their learning.

For teachers, it allows them to adjust their lessons and the pace of their teaching. It helps teachers make adjustments to determine the effectiveness of their instruction and if the needs of the students are being met.



This assessment information also gives teachers a clearer idea of what CLB competencies need to be covered, areas of teaching/learning that need to be covered again, as well as give a clear picture of when students would be ready to write the progress/exit test.

Many teachers are already doing **informal assessment** – they engage in this type of assessment but are unaware of it, or they just haven't had the opportunity to articulate this type of assessment in their teaching practice. The question then becomes – is it focused on the CLBs? Is it focused on the themes being taught in class? Is it focused on the students being able to do something in the real-world?

Keeping in mind the ELSA context and the types of students participating in our programs, this toolkit will focus on methods that are generic enough to be used in any thematic topic – yet aligned to the CLBs. This will allow teachers' creativity and teaching style to be incorporated. It will also allow for the constantly changing demographics of ELSA students that come along with the challenge of continuous intake. Teaching within this context dictates constant adaptation and revision of materials, approach, and assessment.

## Using the Formative Assessment Toolkit

Available Tools in the Toolkit for CLB Competencies - Literacy		
	Foundation Phase	Phase I
<b>Reading</b>	<ul style="list-style-type: none"> <li>Understand the concept of same/different</li> <li>Identify letters of the alphabet from memory</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; understand short instructions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to print – lower/uppercase letters, numerals, words</li> </ul>	<ul style="list-style-type: none"> <li>Express written ideas &amp; feelings</li> </ul>
<b>Numeracy</b>		<ul style="list-style-type: none"> <li>Understand, read &amp; create a simple graph</li> <li>Sort like objects from unlike objects</li> </ul>

\*Based on *Canadian Language Benchmarks 2000: ESL for Literacy Learners*

Available Tools in the Toolkit for CLB Competencies (*only 2 tools were developed per skill area)						
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6
<b>Speaking</b>	<ul style="list-style-type: none"> <li>social interaction</li> <li>suasion</li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>suasion</li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction               <ul style="list-style-type: none"> <li>➤ conversation mgmt</li> </ul> </li> <li>information               <ul style="list-style-type: none"> <li>➤ interaction in a group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>suasion</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>instructions</li> <li>information</li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>suasion</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>suasion</li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>suasion</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>social interaction</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>business/ service texts</li> <li>informational texts</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>business/ service texts</li> <li>informational texts</li> </ul>	<ul style="list-style-type: none"> <li>social interaction texts</li> <li>informational texts</li> </ul>	<ul style="list-style-type: none"> <li>instructions</li> <li>business/ service texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>social interaction</li> <li>recording information</li> </ul>	<ul style="list-style-type: none"> <li>business/ service texts</li> <li>presenting information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>recording information</li> </ul>	<ul style="list-style-type: none"> <li>business/ service messages</li> <li>presenting information</li> </ul>	<ul style="list-style-type: none"> <li>social interaction</li> <li>reproducing information</li> </ul>	<ul style="list-style-type: none"> <li>business/ service texts</li> <li>presenting information &amp; ideas</li> </ul>

\*Based on *Canadian Language Benchmarks 2000*

## **What do I need to know about my class?**

The placement of students into a particular level is fine in terms of where they are starting, but like most things, having a bigger/better/more informed picture is much more useful. Teachers need to know their students in order to inform their choices in class – this is done by doing **Needs Assessment**.

Try to gather information with questions like: what do they have? What can they do? What do they know? What is most important for them right now? Create a profile for each student to get a sense of their needs/wants. Things to take into consideration: gender, age, number of children, marital status, educational background, employment status, do they drive/take transit, do they rent/own, etc.

As the students begin to open up, and trust is built up within the classroom, the teacher will be able to elicit information that will help to inform the topics that should be covered, the CLB competencies required, and performance outcomes that could be expected.

Part of this process could also incorporate **Goal Setting**. Help the students form goals for themselves – this month, in 6 months, 1 year, 5 years, etc. Where do they want to end up? What is important for them? What steps will they need to make to get there? It will help the students feel more in control of their own learning and to have some realistic expectations of needs to be done to get there.

## **Which tools to choose for my class? What are the steps to use the Toolkit?**

For your class, you need to choose a Benchmark (referring to the chart above), a skill area – listening/speaking/reading/writing, and then the competency you have been focusing on in class (social interaction, instructions, suasion, information).

The toolkit will have ideas and methods of formative assessment at each of the CLBs.

**Step 1** – identify your ELSA Level/Benchmark

**Step 2** – choose a Skill Area (listening, speaking, reading, writing)

**Step 3** – choose a CLB competency (social interaction, instructions, suasion, information).

**Step 4** – locate the appropriate formative assessment tool

**Step 5** – adapt it for the context of your classroom (topic, students, content)

### **How often should I be doing Formative Assessment in my class?**

This is a difficult question to answer because it really depends on the needs of the class and the circumstances of the particular teacher. Formative Assessment is an on-going process and is something that is done informally by teachers every day. To actually record and keep track of that assessment data is probably different. Some sources indicated that formative assessments could happen twice a week, or maybe four times within a unit. This would vary depending on the number of classes per week and the number of hours per class. Incorporate this type of assessment as much into your class as is appropriate for your situation.

### **How should I keep track of the data I collect?**

This is another question that really can't be answered definitively. But, here are some suggestions of what could be done:

1. You could keep an **Assessment Log** (see appendix). This log could be for the entire class and/or for individual students. It would just help you keep track of assessments you've done and what you could do next.
2. You could keep a **binder** with individual pages for each student. On these pages you could put your Labels or Sticky notes. Or just write comments and thoughts as you think about each student.
3. You could have a set of **file folders** – one for each student. As you collect your data, you would just need to put the paper in the student's folder. This would allow for quick organization and reference when looking at student's performance.
4. You could have **wall chart** with pockets for the students. As with the file folders, you would just put the data in the pockets as you collect it. This option also allows students to easily access their information so they can remind themselves about their own progress.



## What tools can be used for Formative Assessment?

The following is a list of different types of tools that can be utilized when implementing Formative Assessment in the classroom.

Tool Name	What it is...	Used in Class	Examples (page #s)	Templates (page #s)	Source
<b>anecdotal records</b>	<ul style="list-style-type: none"> <li>❖ Informal written notes on student performance</li> <li>❖ Based on teacher's observations as the students engage in classroom activities</li> <li>❖ Can be used with labels, sticky notes, or comments charts</li> <li>❖ See "<i>Observations</i>"</li> </ul>	<input type="checkbox"/>	13, 21, 25, 33, 35, 44, 51, 65, 75		Herrell & Jordan 2004 p. 7
<b>buddy journals</b>	<ul style="list-style-type: none"> <li>❖ Students share insights, thoughts, learning via journals with one another</li> <li>❖ See "<i>Learning Logs</i>"</li> </ul>	<input type="checkbox"/>	68		PDE Mentors p. 5
<b>'Can Do' checklists</b>	<ul style="list-style-type: none"> <li>❖ Lists competencies for each skill area at each Benchmark level</li> <li>❖ Can be used as a self-assessment, needs assessment, as well as observational assessment</li> <li>❖ The teacher can check off each competency as the student demonstrates it in class</li> </ul>	<input type="checkbox"/>	On-going "big picture" tool		Available on-line at <a href="http://learning.ca">learning.ca</a>
<b>checklists</b>	<ul style="list-style-type: none"> <li>❖ A list to identify characteristics or behaviours that are present or not present</li> <li>❖ Scored as yes/no ratings</li> </ul>	<input type="checkbox"/>	14-5, 16, 23, 27, 29, 30, 32, 34, 38, 41, 52, 55, 60, 62, 64, 77	p. 87-100	Holmes et al. 2001 p.154

<b>comments chart</b>	<ul style="list-style-type: none"> <li>❖ Keeps track of behaviours that are present or not present as well as quick notes or comments for improvement</li> <li>❖ A combination of a “<i>checklist</i>” and “<i>anecdotal record</i>”</li> </ul>	☐	24, 57	p. 101-102	
<b>journals</b>	<ul style="list-style-type: none"> <li>❖ Students record in a journal their understanding of the topic or lesson taught</li> <li>❖ The teacher reviews the entry to see if the student has the understanding of the topic.</li> <li>❖ See “<i>Learning Logs</i>”</li> </ul>	☐	47, 53		WSD's etoolbox
<b>learning logs</b>	<ul style="list-style-type: none"> <li>❖ Students write journal entries summarizing what they have learned</li> <li>❖ comment on the strategies they used that were successful in aiding their learning</li> <li>❖ record experiences with English use outside of the classroom</li> </ul>	☐	On-going “big picture” tool		Holmes et al. 2001 p.183
<b>observations</b>	<ul style="list-style-type: none"> <li>❖ Walk around the classroom and observe students as they work to check for learning</li> <li>❖ can be used in combination with: verbal comments, anecdotal records, checklists</li> </ul>	☐	18, 51		WSD's etoolbox
<b>peer assessments</b>	<ul style="list-style-type: none"> <li>❖ Students give feedback to their classmate(s) on a particular performance</li> <li>❖ The teacher models and guides this feedback so that students know what to look for and how best to present their</li> </ul>	☐	19, 30, 36, 39, 46, 49, 52, 56, 58, 72, 78-9		Anderson & Seabrook de Vargas 2003 p. 14

	<ul style="list-style-type: none"> <li>❖ comments</li> <li>❖ Gives students some idea of how other students perceive their language performance</li> <li>❖ Can be done in conjunction with many other tools</li> </ul>				
<b>performance samples</b>	<ul style="list-style-type: none"> <li>❖ A form of “authentic assessment” where the student is observed in the process of accomplishing tasks and are evaluated on how the tasks are done</li> <li>❖ The focus is on their ability to perform the task</li> </ul>	<input type="checkbox"/>	Supports other info by providing a sample		Herrell & Jordan 2004 p. 8
<b>quizzes</b>	<ul style="list-style-type: none"> <li>❖ Assess “discreet skills” of students</li> <li>❖ Some examples used are: multiple choice, true/false, short answer, paper &amp; pencil, matching, cloze exercises, extended response</li> </ul>	<input type="checkbox"/>	More traditional form of assessment – very class/topic specific		WSD's etoolbox
<b>rubrics (marking guide)</b>	<ul style="list-style-type: none"> <li>❖ A fixed scale with a list of characteristics that describe each score for a particular outcome (or task)</li> <li>❖ Usually achievement of 70% of the total score is used to indicate mastery of the task</li> </ul>	<input type="checkbox"/>	42-3, 48, 66-7, 70-1, 78-9	p. 103-107	Holmes et al. 2001 p. 154
<b>scales</b>	<ul style="list-style-type: none"> <li>❖ Marking on a continuum</li> <li>❖ Two end points are assigned a meaning and performance is rated in relation to the two extremes</li> <li>❖ E.g. 0=never 5=always</li> </ul>	<input type="checkbox"/>	46, 76	p. 108-109	Holmes et al. 2001 p. 154

<b>score/record sheet</b>	<ul style="list-style-type: none"> <li>❖ Keeps track of students' scores</li> <li>❖ Identifies what score is required to master the competency</li> <li>❖ Gives a quick look of how the class is doing as a whole</li> <li>❖ Usually achievement of 70% of the total score is used to indicate mastery of the task</li> </ul>	<input type="checkbox"/>	18, 28, 36, 37, 45, 54, 74	p. 110-115	
<b>self-assessments (reflection)</b>	<ul style="list-style-type: none"> <li>❖ A process in which students collect information about their own learning</li> <li>❖ analyze what it reveals about their progress toward the intended learning goals</li> <li>❖ plan the next steps in their learning</li> <li>❖ can be used in conjunction with many other tools</li> </ul>	<input type="checkbox"/>	19, 53, 63		WSD's etoolbox
<b>surveys</b>	<ul style="list-style-type: none"> <li>❖ Measures the individual and collective progress of students</li> <li>❖ especially attitudes and behaviours</li> </ul>	<input type="checkbox"/>	20, 26, 61, 73	p. 116	CasIt p. 13
<b>verbal comments</b>	<ul style="list-style-type: none"> <li>❖ Observe a student's performance</li> <li>❖ The teacher provides specific and focused feedback to students on how to improve that performance</li> <li>❖ See "<i>Observations</i>"</li> </ul>	<input type="checkbox"/>	19		

<b>CLB</b>	<b>Foundation Phase: Reading - Initial</b>
<b>Competency</b>	<i>Understand the concept of same/different</i>
<b>Task</b>	Students sort pictures into categories of same and different
<b>Tool</b>	Anecdotal records - labels
<b>Example</b>	Food unit – pictures of fruits and vegetables
<b>Your own idea</b>	

The topic you are teaching is “Food”. You have been working with the students in terms of vocabulary and different groups of foods. You want to assess if they are able to sort a set of food pictures into 4 different groups (carrots, apples, bananas, and potatoes).

At the front of the class, demonstrate what you want them to do – sort the same pictures into groups. Arrange the class into groups of three. Give each group a set of picture cards that have the pictures mentioned above that you’ve taught in class. While the groups are working on sorting, do not provide help. Observe individual students in each group – can the student do this easily? Is the student able to do it with some help from their group members? Is the student unable to perform the task at all?

As you circulate and observe, have a sheet of labels (2"x4"), write the name of the student, the date, and a specific observation you made. For example, “Min took the lead in the group. He easily sorted the pictures into the groups.” OR “Joy struggled with the task. She was hesitant with where to place each picture.”

*Min – Nov 15<sup>th</sup>, 2010*

*Min took the lead in the group. He easily sorted the pictures into the groups.*

*Joy – Nov 15<sup>th</sup>, 2010*

*Joy struggled with the task. She was hesitant with where to place each picture.*

By looking at the group as a whole, you should be able to get a picture of whether the entire group has mastered the competency, or if it needs to be revisited again in future lessons.

For record keeping, the labels can be placed on individual student papers in a binder – as additional observations and anecdotal records are made, they can just be added after the last.

<b>CLB</b>	<b>Foundation Phase: Reading - Initial</b>
<b>Competency</b>	<i>Identify letters of the alphabet from memory</i>
<b>Task</b>	Students spell a word using letter cards while the teacher dictates the spelling
<b>Tool</b>	Checklist
<b>Example</b>	Health – Body Part vocabulary
<b>Your own idea</b>	

The topic you are teaching is “Health”. You have been working with the students in terms of vocabulary of different body parts. You want to assess if they are able to identify the letters of the alphabet during a dictation.

At the front of the class, begin by just calling out various letters and have the students hold them up – to see if they are able to identify them from memory.

Then demonstrate what you want them to do for the dictation – use the letters to spell out the body part that is being dictated. Arrange the class into pairs. Give each pair a set of letters needed to spell the vocabulary words. Post a picture of the body part on the wall/whiteboard and say the name. Then say the name of each letter to spell the word. For example, “HAND, H-A-N-D, HAND.” Do this as many times as is necessary for the students to complete the task. While the pairs are working on spelling, do not provide help. Observe individual students in each pair – can the student do this easily? Is the student able to do it with some help from their partner? Is the student unable to perform the task at all? Continue in this fashion with a number of body part vocabulary words – enough to enable you to observe all of the students.



As you observe the pairs of students, have a checklist sheet and tick the box that is most appropriate for each student.

Date of observation: November 15<sup>th</sup>, 2010

CLB Competency observed: Identify letters of the alphabet from memory

<b>Name</b>	<b>Can do it</b>	<b>Only with help</b>	<b>Not yet</b>
<i>Min</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Joy</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Amir</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Edgar</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Template on p. 87

<b>CLB</b>	<b>Foundation Phase: Writing</b>
<b>Competency</b>	<i>Demonstrate the ability to print – lower/uppercase letters, numerals, words</i>
<b>Task</b>	Students copy personal information from ID onto an adapted form
<b>Tool</b>	Checklist
<b>Example</b>	Community – Accessing the Library
<b>Your own idea</b>	

The topic you are teaching is “Community”. You have been working with the students about personal information and sections of a form. You want to assess if they are able to copy their own personal information from their ID onto an adapted form.

On the overhead projector, demonstrate what you want them to do – project a blank form as well as a fake ID. Elicit the information for each section of the form (i.e., first name, last name, address, etc). Copy the information from the fake ID onto the form. Have the students take out their ID and give them an adapted library form. Tell them to copy their information onto the form. Observe individual students – can the student do this easily? Is the student able to do it with some help? Is the student unable to perform the task at all? Are they struggling with spelling, letter spacing or writing on the line? Are the letters formed correctly?

Collect the completed worksheets and use a checklist to assess their performance.

Name: <i>Amír</i>		Date: <i>November 15<sup>th</sup>, 2010</i>	
Copied information accurately	<input checked="" type="checkbox"/>	Copied Uppercase letters	<input type="checkbox"/>
Filled each section with the correct information	<input checked="" type="checkbox"/>	Copied Lowercase letters	<input checked="" type="checkbox"/>
Letter spacing appropriate	<input type="checkbox"/>	Copied Numerals	<input checked="" type="checkbox"/>
Letters written on the line	<input type="checkbox"/>	Copied words	<input type="checkbox"/>
<b>Comments:</b> <i>Amír is able to copy the correct information in each section correctly; however, he is still struggling with spacing letters and words properly. Also, he tends to write in the middle of the line. I will need to provide more practice for these skills in future lessons, and/or see if he is able to practice more at home.</i>			

\*Template on p. 89



<b>Foundation Phase</b>	<b>CLB Competencies for Tool Creation</b>
<b>Reading - Initial</b>	Understand the concept that real objects can be represented pictorially
	Understand the concept of left-right directionality
	Understand the concept of top-down directionality
	Understand the concept of left-right, top-down directionality using letters
	Identify letters of the alphabet by name
<b>Reading - Developing</b>	Understand the concept that print conveys personal meaning
	Understand the relationship between words used in forms and personal information
	Understand the meaning of common symbols for everyday survival
<b>Writing</b>	Use oral language to use new literacy concepts
	Understand the concepts of left-right, top-down directionality, and same/different strokes



<b>CLB</b>	<b>Phase 1: Reading - Initial</b>
<b>Competency</b>	<i>Read and understand short instructions</i>
<b>Task</b>	Students follow instructions on worksheets
<b>Tool</b>	Observation and record sheet
<b>Example</b>	All units
<b>Your own idea</b>	

Over the period of time the student is in your class, observe and make note of when they master an understanding of common simple instructions that appear on worksheets. For example, circle, underline, write, read, say, cross out, point, listen, etc.

When you give them a worksheet to complete, before giving them instructions on what to do, observe if they understand what is expected. Do they read the instructions? Are they able to follow what is being asked on the paper? Afterwards, be sure to model what the worksheet instructs.

As a student demonstrates their understanding, mark the date on the record sheet to visually show how they are progressing.

**ELSA Level:** *Literacy*




**Class:** *afternoon*

Name	Circle	underline	cross out	write	read	say
<i>Min</i>	<i>11/15/10</i>					
<i>Edgar</i>						<i>11/10/10</i>
<i>Amir</i>			<i>11/04/10</i>			
<i>Joy</i>	<i>11/10/10</i>	<i>11/09/10</i>				

\*Templates on p. 110 & 111

**ELSA Level:** *Literacy*

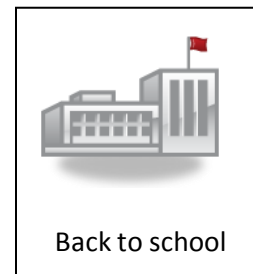
**Class:** *afternoon*

Name	<u>circle</u>	<u>underline</u>	<del>cross out</del>			
<i>Min</i>	✓					
<i>Edgar</i>						✓
<i>Amir</i>			✓			
<i>Joy</i>	✓	✓				

<b>CLB</b>	<b>Phase 1: Writing - Initial</b>
<b>Competency</b>	<i>Express written ideas and feelings</i>
<b>Task</b>	Students create a “book” of illustrations based on a personal experience
<b>Tool</b>	Verbal comments, peer assessment, self-assessment
<b>Example</b>	Fieldtrip to take the Skytrain
<b>Your own idea</b>	

After going on a fieldtrip to take the Skytrain, review with the students what happened and what they did. Provide students with a number of different media to illustrate a book about their trip – magazines, construction paper, scrap paper, coloured paper, glue, scissors, tape, markers, pencil crayons, etc. Give the student an opportunity to make a booklet or strip story in order to express what happened – did they like the trip? How did they feel? Where would they like to go next time? As the students work, circulate and observe their work – provide verbal comments. Ask questions about each picture. Prompt students with information to expand their story or to make the pictures more detailed. Help Ss with immediate feedback about their work in order to improve their ideas and feelings. Make sure comments are specific with clear ideas for improvement.

Student's illustrations of the fieldtrip:



Verbal comment to student from teacher: “Before the skytrain, what did we do? Is it free? Or do you have to pay? Maybe add a picture of getting the ticket.”

Once the students complete their work, display the work around the classroom. Have them go around the room to look at each piece of work. Give students happy face stickers. Assign one project to each student (not their own), and have them place a happy face sticker on the picture they liked best in the story. If able to, have them express why they liked that part of the work. Have the students place a happy face sticker on their own work to indicate the part that they liked best. See if the two opinions are the same or not.

<b>CLB</b>	<b>Phase 1: Numeracy</b>
<b>Competency</b>	<i>Sort like objects from unlike objects</i>
<b>Task</b>	Students indicate if the flashcard belongs in one group or another
<b>Tool</b>	Survey – colour-coded cards
<b>Example</b>	Numerals and number words
<b>Your own idea</b>	

You have been working with the students – teaching them both the numerals and the number words. You want to assess if they are able to distinguish if it is a numeral or a number word.

At the front of the class, demonstrate what you want them to do – if it's a numeral then hold up a blue card; if it is a number word then hold up a pink card. On the board, post a blue card and a pink card with an example beside it.

Give each student a blue card and a pink card. Have a set of large flash cards (so the entire class can see) with numerals and numbers words on them (those that have been covered in class – so maybe 0-9). Hold up one flash card and say the name. The students should hold up the correct colour-card.



Follow this process over and over until you've gone through all of the flashcards.

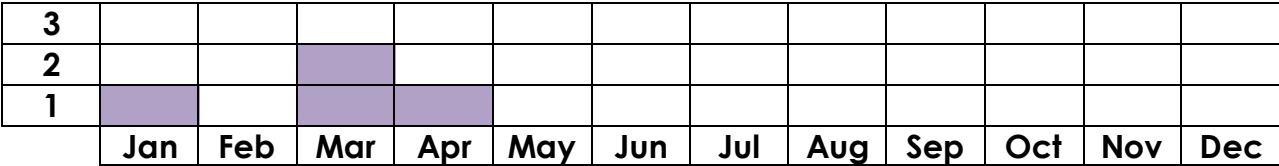
As you go through each flashcard, observe the students. Are they all answering correctly? Are they hesitating? Do they change their answer once they see the answers of other students? Are some easier for them to answer than others? This is a very visual type of assessment. It will provide immediate information to you as to whether more practice needs to be done, or if you can move on. If the students are still struggling, then it may be necessary to rethink how the information is being presented – maybe different types of activities are needed in order to aid mastery.

<b>CLB</b>	<b>Phase 1: Numeracy</b>
<b>Competency</b>	<i>Understand, read and create a simple graph</i>
<b>Task</b>	Students create a bar graph using information about their classmates
<b>Tool</b>	Anecdotal records – sticky notes
<b>Example</b>	Personal Information - birthdays
<b>Your own idea</b>	

You have been teaching “personal information” in class. Students have done many different activities around their birthday. They have also worked on the months of the year as part of learning about birthdays. You have worked with the students around grouping students into different categories and representing these groups graphically. For example: men/women, old/young (maybe), country of origin, number of children, etc.

Now you want to be able to assess if they can create a graph based on the month that each person was born. You can start by having students collect the “data”. Post the months of the year around the room and have each student write their name under the month they were born. At the front of the class, demonstrate what you want the students to do. Start with “January” – go over to where it is posted and count the number of names. Go to your chart (that is on the overhead projector) and mark the number on the graph by placing the correct number of squares.

<b>January</b> <i>Amir</i>	<b>February</b>	<b>March</b> <i>Joy Edgar</i>	<b>April</b> <i>Min</i>
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Give each student a worksheet with a graph on it. Also give them small squares of paper in a contrasting colour and some glue. As the students work to complete their graph, have some sticky notes to write comments about the students’ performance – make sure to include the name and date of the observation.

*Nov 15<sup>th</sup>, 2010 – Edgar has done very well. I notice he is still counting in his first language, but has shown that he understands how the information is represented*

<b>Phase I</b>	<b>CLB Competencies for Tool Creation</b>
<b>Reading - Initial</b>	Read and understand formatted and unformatted interactional messages
	Read and understand formatted and unformatted information
	Read and interpret written ideas and feelings
<b>Writing - Initial</b>	Convey formatted and unformatted messages
	Record formatted and unformatted information
	Present formatted and unformatted information
<b>Numeracy</b>	Understand number concepts and place value
	Understand that numbers always represent something in real life
	Recognize and create simple patterns
	Understand that information can be expressed in different ways
	Understand the concept of addition and subtraction
	Recognize basic fractions
	Read and tell time to quarter-hour
	Understand and use a thermometer for different purposes
	Understand and use measuring implements
	Understand the different types of measurement
	Understand the relative value of Canadian coins and bills
	Identify coins and bills
	Read a price
Recognize and read money symbols	

<b>CLB</b>	<b>Benchmark 1 - Speaking</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Students use and respond to basic courtesy formulas in a reception line
<b>Tool</b>	Checklist - Holistic
<b>Example</b>	Education – meeting a new classmate
<b>Your own idea</b>	

You have been working on introductions and how to greet people when meeting them for the first time – or seeing them again after already meeting. You want to assess whether they are able to use the courtesy formulas on their own, if they need assistance, or are unable to produce them at all.

Arrange the students in a reception line. Demonstrate what you would like the students to do. For example: "Hi, my name is \_\_\_\_\_. What is your name? My name is \_\_\_\_\_. It's nice to meet you. It's nice to meet you, too." Have the dialogue written on the board, but encourage students to perform without looking at it (only if it is absolutely necessary).

As the students perform the dialogue with different partners in the reception line, you will be observing and marking the student's performance on a checklist. Are they able to perform the dialogue without looking at the board? Do they frequently need help by referring to the board? Are they just unable to perform at all?

Date of observation: November 15<sup>th</sup>, 2010

Competency: Social Interaction - use and respond to basic courtesy formulas

Name	Can do it	Only with help	Not yet
Min	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amir	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Edgar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Template on p. 87

<b>CLB</b>	<b>Benchmark 1 - Speaking</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Students ask for and state the time.
<b>Tool</b>	Comments Chart
<b>Example</b>	All units
<b>Your own idea</b>	

You have been teaching students about how to ask for and state time. You want to assess if they are able to perform independently – without any aids. Additionally, you want to also assess any grammar or pronunciation errors that occur so that you can focus on those aspects in future lessons.

At the front of the class, demonstrate the dialogue you want them to perform with their partner. For example: “Excuse me. What time is it? It is \_\_\_\_\_. Thank you. You’re welcome.” Let students know that you want each person to have a turn asking for the time and stating the time. When they have finished, they should switch partners and perform again.

As the students practice, circulate around the room with your Comments Chart. Make notes about any errors, or improvements that each student makes. After collecting information for all of the students, analyze the data on the chart to find common errors that can then be used for developing future lessons.

**ELSA Level:** Level 1

**Class:** evening

Name	Asks for Time	States Time	uses politeness	pronunciation errors	grammar errors
<i>Min</i>	✓		✓	<i>-ty &amp; -teen endings</i>	<i>saying 'you' not 'you're'</i>
<i>Edgar</i>		✓	✓		<i>trouble w/ question form</i>
<i>Amir</i>	✓	✓	✓	<i>'th' as /t/</i>	
<i>Joy</i>	✓	✓	✓	<i>adding 'uh' at end</i>	

\*Template on p. 101



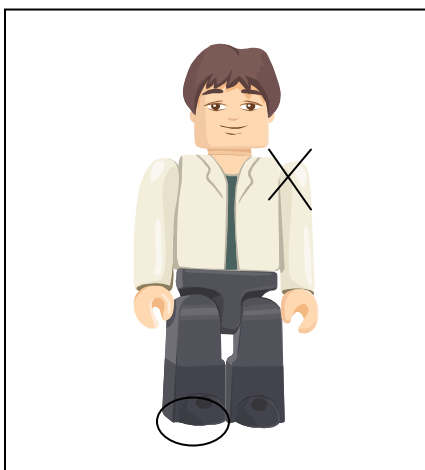


<b>CLB</b>	<b>Benchmark 1 - Listening</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Students draw or act out the instructions they hear
<b>Tool</b>	Anecdotal record
<b>Example</b>	Health – body parts
<b>Your own idea</b>	

You have been teaching a unit on health and have been working on body part vocabulary. You've also been working on instructions they may have to follow when they see the doctor. You want to assess if they are able to follow simple instructions (either on paper or acting out).

At the front of the class, demonstrate what you want the students to do. You will give them a command and they have to act it out. You can ask stronger students to volunteer to give commands to the other students while you observe the group. Make sure to review the commands and body parts you want them to perform. For example: touch, pat, rub, squeeze, hold, bend, etc. Call out a command – “bend your knee” or “pat your stomach”. Observe if the students are able to follow, if they look to others for help, or are unable to perform the task.

Alternatively, you can give them a paper with a picture of a body. Have them follow your instructions. For example: “circle the foot” or “cross out the shoulder”. Collect the sheets and see if the students were able to execute the instructions correctly.



Nov 15<sup>th</sup>, 2010 - Joy  
 Joy successfully acted out the commands as well as completed the worksheet.

Make an anecdotal record of your observations and the student work. Make sure it is specific and will help to inform future classroom lessons.



<b>CLB</b>	<b>Benchmark 1 - Listening</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Students listen to information and choose the correct pictures to demonstrate comprehension
<b>Tool</b>	Survey
<b>Example</b>	Clothing - descriptions
<b>Your own idea</b>	

You've been doing a unit on Clothing. One of the topics has been how the clothes can be described. You want to assess the students' listening skills for specific information.

At the front of the class, project a picture of a person. Elicit from the students what the person is wearing – ask about the colour, size and type of clothing they are wearing. Give each student a set of cards with pictures of different people wearing different types of clothing. Tell the students to hold up the correct picture as you describe them.



*The woman is wearing an orange sweater, a grey skirt, and brown shoes.*

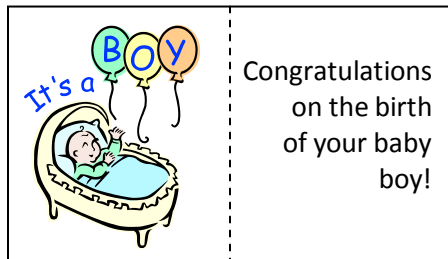
As the students perform the task, observe how they are doing. Are the students able to choose the correct picture easily? Do the students look to others to choose the correct answer? After the activity, write notes about which descriptions seemed to be most difficult for students to comprehend. Incorporate those elements into future lessons.



<b>CLB</b>	<b>Benchmark 1 - Reading</b>
<b>Competency</b>	<i>Social Interaction Texts</i>
<b>Task</b>	Students read a goodwill written expression for an occasion, then draw a picture appropriate to the message
<b>Tool</b>	Checklist
<b>Example</b>	Family – Birth of a child
<b>Your own idea</b>	

You have been studying the Family. You have talked about goodwill messages for special family occasions. You want to assess if students are understanding the message of the text and not just guessing from the pictures on cards.

Provide the students with markers and pencil crayons to use when drawing their picture for the card. Make up cards with messages on the inside about the birth of a new baby (some boy, some girl, some not mentioned). At the front of the class, demonstrate that you want students to read the message in the card, then to draw a picture on the front of the card that would match the message inside.



Collect the different cards from the students and record the results on your checklist. Through-out the month, give students different types of goodwill message cards to do the same task – to be sure that they are familiar with each type. For example: birthday, graduation, marriage, etc. Continue to record their results on the checklist.

**ELSA Level:** Level 1

**Class:** morning

<b>Name</b>	<b>birth</b>	<b>birthday</b>	<b>marriage</b>	<b>graduation</b>
<i>Min</i>	✓			
<i>Edgar</i>	✓			
<i>Amir</i>	✓			
<i>Joy</i>	✓			

\*Template on p. 88

<b>CLB</b>	<b>Benchmark 1 - Reading</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Students read and act out simple instructions
<b>Tool</b>	Score Sheet
<b>Example</b>	Classroom – teacher instructions
<b>Your own idea</b>	

You've been teaching "Classroom" to your students – especially instructions a teacher may give. You want to assess if they are able to not only listen to the instructions, but can also read the instructions.

Arrange the students into groups of three. Give each group a set of instruction cards. At the front of the class, demonstrate what you want the students to do with the cards – choose one, read it, then act it out. Have each student in the group take turns so that everyone has an opportunity to perform tasks.

*Go to the whiteboard.*

*Choose a green marker.*

*Write your name on the board.*

While circulating and observing the students, try to make note of how many cards each student performs correctly out of six – use classmates' feedback as well to round out the information. Make note of instructions that students struggle with. Think of new ways of revisiting this information in future lessons.

<b>Date:</b> <i>November 15<sup>th</sup>, 2010</i>	
<b>Name</b>	<b>Score (5/6=mastery)</b>
<i>Amir</i>	<i>5</i>
<i>Min</i>	<i>6</i>
<i>Joy</i>	<i>6</i>
<i>Edgar</i>	<i>5</i>
<b>Comments:</b> <i>Need to review colours – students unsure about which marker to choose. Students understand most of the instructions – will probably only need to revisit these again in a week or so to make sure the information has been retained.</i>	
<i>*Template on p. 112</i>	

<b>CLB</b>	<b>Benchmark 1 - Writing</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Students choose and fill out a greeting card for someone
<b>Tool</b>	Checklist
<b>Example</b>	Personal Information - birthdays
<b>Your own idea</b>	

You have been teaching Personal Information for the month. The topic of 'birthdays' have been covered at length in numerous ways for various competencies. You want to assess if students are able to choose and fill out an appropriate greeting card.

Review with the class about birthdays and what types of messages are appropriate for the occasion. Give the students a scenario about their friend's birthday. Project on the overhead projector the friend's name and the birth date. Scatter a number of different cards around the room – but enough birthday cards for each student. Have the students choose a card that is appropriate for the occasion. Instruct the students to complete the card with a salutation, simple message, and closing.

Collect the cards and use your checklist to assess how successful the students are with their performance.

Name: <i>Joy</i>	Date: <i>November 15<sup>th</sup>, 2010</i>
Chose appropriate card	<input checked="" type="checkbox"/>
Used a salutation	<input checked="" type="checkbox"/>
Included an appropriate message	<input checked="" type="checkbox"/>
Used a closing	<input checked="" type="checkbox"/>
Correct spelling	<input type="checkbox"/>
Correct punctuation	<input type="checkbox"/>
<b>Comments:</b> <i>Joy successfully completed the task. There were some spelling and punctuation errors. These will need to be reviewed in future lessons so more practice is available for improvement.</i>	

\*Template on p. 90

<b>CLB</b>	<b>Benchmark 1 - Writing</b>
<b>Competency</b>	<i>Recording Information</i>
<b>Task</b>	Students copy an address onto an envelope
<b>Tool</b>	Peer Assessment - checklist
<b>Example</b>	Personal Information - addresses
<b>Your own idea</b>	

Connecting with the unit and tasks worked on above, you want to assess if students are able to properly address an envelope.

On the overhead projector, display the name and address of the friend that the card will be mailed to. Distribute envelopes to each student. Make sure you review where to copy the address – if students need more help, the teacher can put a return address already and a “stamp”. Have the students copy the name and address onto their envelope.

Have the students switch envelopes with a partner. Provide each student with a checklist. Have them assess the accuracy of the performance of their classmate.

**ELSA Level:** *Level 1*

**Class:** *evening*

<b>Name</b>	<b>Easy to read</b>	<b>No errors</b>	<b>correct place</b>
<i>Mín</i>	✓		✓
<i>Edgar</i>	✓	✓	✓
<i>Amír</i>		✓	✓
<i>Joy</i>	✓	✓	✓

\*Template on p. 91

<b>Benchmark 1</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Instructions
	Information
<b>Listening</b>	Social Interaction
	Suasion
<b>Reading</b>	Business/Service Texts
	Informational Texts
<b>Writing</b>	Business/Service Messages
	Presenting Information

<b>CLB</b>	<b>Benchmark 2 - Speaking</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Students give commands or instructions to their partner to complete a task
<b>Tool</b>	Checklist – pair
<b>Example</b>	Telephone – making a long distance call
<b>Your own idea</b>	

You've been teaching "telephone" and how to make long distance phone calls. You want to know if students have gotten the steps and if they can give instructions on how to do it.

Break the students into pairs. Give one student a sheet with who they need to call and the phone number. The other student will need to listen and follow the instructions in order to complete the task. Have a fake phone for the student to use when listening to the instructions. Have the listener write down the number they are told.

You need to call MSP about your CareCard. The toll-free number is 1-800-663-7100.



As you circulate around the classroom, use the checklist to assess the performance of both the speakers AND the listeners. You will have information for two different competencies. Collect the information from the checklist and decide what needs to be covered in the class in more detail. \*Template on p. 94

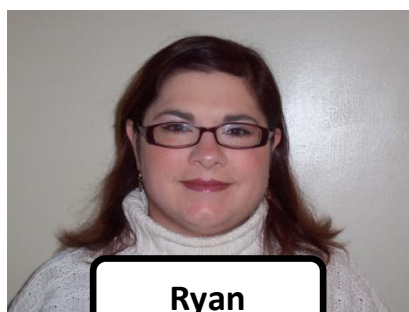
Date: <i>November 15<sup>th</sup>, 2010</i>	Speaker: <i>Min</i>	Listener:
Instructions easy to follow	<input checked="" type="checkbox"/>	
Pronunciation clear	<input type="checkbox"/>	
Uses first/next/then	<input checked="" type="checkbox"/>	
Follows instructions		<input type="checkbox"/>
Correctly writes phone number		<input type="checkbox"/>
Uses strategies: asks for repetition etc		<input type="checkbox"/>
<p><b>Comments:</b> <i>Min is able to convey the instructions and used sequencing. The most difficult thing for Min is the pronunciation of numbers. Need to focus more on this aspect in future lessons.</i></p>		



<b>CLB</b>	<b>Benchmark 2 - Speaking</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Students describe an item to their partner. The partner needs to listen to what they hear and guess who it is.
<b>Tool</b>	Anecdotal record - Labels
<b>Example</b>	Descriptions – describing people
<b>Your own idea</b>	

You've been working on a larger unit on "Family" but you have been focusing on describing people. You want to assess if the students are able to use the information to describe a picture of a person.

Break the students into pairs. Have pictures of people they may know in the school – teachers, teaching assistants, volunteers, program assistants, managers, receptionists, etc. Glue the pictures onto cardstock so their partner can't "peek." Have one of the pairs choose a picture randomly. They then need to describe the person in the picture to their partner. The partner needs to listen and take notes of what they hear. For example, "short brown hair, glasses, round face, short, heavy, brown eyes, etc). The student listening needs to guess who the person is based on the description. When finished, partners can switch roles and try a new picture.



The picture is of a woman. She has straight brown hair. Brown eyes, with glasses. She has a round face...etc

Using labels, the teacher will circulate around the room and make notes of how students are doing: were they using the target vocabulary? Was the pronunciation clear? Any grammatical issues? Could their partner understand the description? Use this information to revisit problem areas in future classes.

Edgar - Nov 15<sup>th</sup>, 2010

Struggling with /b/ and /v/ sounds. S-V agreement is also an issue - "She have brown eyes." Revisit the use of "heavy" vs. "fat".

<b>CLB</b>	<b>Benchmark 2 - Listening</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Students give commands or instructions to their partner to complete a task.
<b>Tool</b>	Checklist - pair
<b>Example</b>	Telephone – making a long distance call
<b>Your own idea</b>	

You've been teaching "telephone" and how to make long distance phone calls. You want to know if students have gotten the steps and if they can follow instructions on how to do it.

Break the students into pairs. Give one student a sheet with who they need to call and the phone number. The other student will need to listen and follow the instructions in order to complete the task. Have a fake phone for the student to use when listening to the instructions. Have the listener write down the number they are told.

You need to call MSP about your CareCard. The toll-free number is 1-800-663-7100.



As you circulate around the classroom, use the checklist to assess the performance of both the speakers AND the listeners. You will have information for two different competencies. Collect the information from the checklist and decide what needs to be covered in the class in more detail. \*Template on p. 94

Date: <i>November 15<sup>th</sup>, 2010</i>	Speaker:	Listener: <i>Amir</i>
Instructions easy to follow	<input type="checkbox"/>	
Pronunciation clear	<input type="checkbox"/>	
Uses first/next/then	<input type="checkbox"/>	
Follows instructions		<input checked="" type="checkbox"/>
Correctly writes phone number		<input checked="" type="checkbox"/>
Uses strategies: asks for repetition etc		<input type="checkbox"/>
<b>Comments:</b> <i>Amir is doing very well with his listening. He doesn't use any strategies, and would like to make sure that he utilizes them when needed. Incorporate those into the next few lessons to make sure that he working on them.</i>		

<b>CLB</b>	<b>Benchmark 2 - Listening</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Students listen to a description of an item. They need to make notes of what they hear and guess who the person is.
<b>Tool</b>	Anecdotal record - labels
<b>Example</b>	Descriptions – describing people
<b>Your own idea</b>	

You've been working on a larger unit on "Family" but you have been focusing on describing people. You want to assess if the students are able to use the information to guess the picture of a person from the descriptions they hear.

Break the students into pairs. Have pictures of people they may know in the school – teachers, teaching assistants, volunteers, program assistants, managers, receptionists, etc. Glue the pictures onto cardstock so their partner can't "peek." Have one of the pairs choose a picture randomly. They then need to describe the person in the picture to their partner. The partner needs to listen and take notes of what they hear. For example, "short brown hair, glasses, round face, short, heavy, brown eyes, etc). The student listening needs to guess who the person is based on the description. When finished, partners can switch roles and try a new picture.



The picture is of a woman. She has straight brown hair. Brown eyes, with glasses. She has a round face...etc

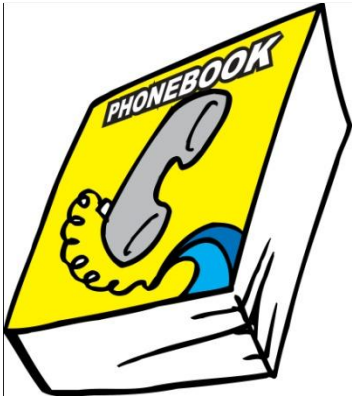
Using labels, the teacher will circulate around the room and make notes of how students are doing: were they able to take notes? Were they able to guess who the person is? Were they using strategies if the speaking was unclear? Use this information to revisit problem areas in future classes.

Joy - Nov 15<sup>th</sup>, 2010  
 Struggling with colours. Not asking for repetition when not understanding. Not taking notes to help remember.

<b>CLB</b>	<b>Benchmark 2 - Reading</b>
<b>Competency</b>	<i>Business/Service Texts</i>
<b>Task</b>	Students locate information on a formatted text and circle it. Students then compare answers.
<b>Tool</b>	Peer Assessment – Score/record sheet
<b>Example</b>	Telephone – white pages
<b>Your own idea</b>	

You've been teaching the students some basic strategies around using the telephone and telephone books – white/yellow/blue pages. For example, finding headings, page numbers, and emergency/non-emergency numbers. You want to assess if students are able to locate emergency information in the white pages.

Photocopy the first page of the phone book with the emergency numbers. Give students a sheet with instructions and information they need to find.



Circle the following information on the sheet:

- The poison control number
- The non-emergency police number for Coquitlam
- The emergency number

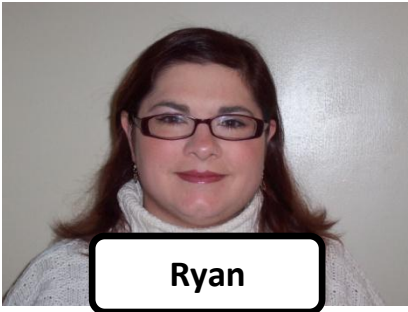
Once individual students have completed the activity, put them into pairs. Have the students compare answers for verification and discussion. Have students complete an Observation Record sheet for their partner.

<p><b>Date:</b> <i>November 15<sup>th</sup>, 2010</i></p> <p><b>Name:</b> <i>Min</i></p> <p><b>Score out of 3:</b> <i>2</i></p>
<p><b>Comments:</b>  <i>Min did not circle – he underlined the answers. He missed some of the section headings.</i>  <i>*Template on p. 113</i></p>

<b>CLB</b>	<b>Benchmark 2 – Reading</b>
<b>Competency</b>	<i>Informational Texts</i>
<b>Task</b>	Students match pictures to short written descriptions.
<b>Tool</b>	Record Sheet – 70% correct=mastered
<b>Example</b>	Descriptions – describing people
<b>Your own idea</b>	

You've been working on a larger unit on "Family" but you have been focusing on describing people. You want to assess if the students are able to use the information to match descriptions to a picture of a person.

Have stations around the room so other students can work on similar activities while you record how well each student does on this task. Have 10 pictures of people they may know in the school on cards – teachers, teaching assistants, volunteers, program assistants, managers, receptionists, etc – with 10 matching descriptions on separate cards. For example, "short brown hair, glasses, round face, short, heavy, brown eyes, etc). When finished, partners can switch roles and try a new picture.



The picture is of a woman. She has straight brown hair. Brown eyes, with glasses. She has a round face...etc

Give students a reasonable amount of time to match them. Check their score out of 10 with 70% correct = mastery of the task (or at least 7/10 correct matches). Make notes of which descriptions/words students find most difficult. Could ask probing questions about why they chose to match certain pictures with descriptions. Use this information to plan future lessons – can the materials be presented differently? Which vocabulary words need to be reviewed? What other activities could be done to help students make the connection?

Date: Nov 15 <sup>th</sup> , 2010		Class: Evening
<b>Name</b>	<b>Score</b>	<b>Comments</b>
Edgar	8/10	80% - realized mistakes after the fact
Joy	10/10	100% - very well done - no difficulties
Amir	4/10	40% - need to work on target vocab more

\*Template on p. 114

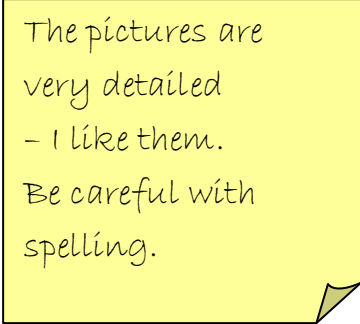
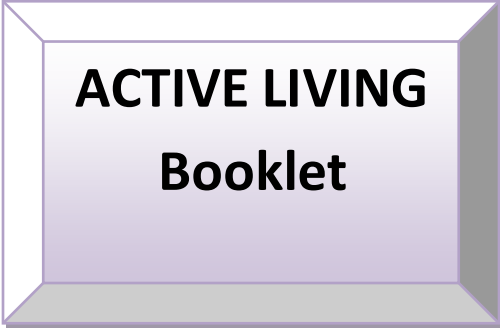


<b>CLB</b>	<b>Benchmark 2 - Writing</b>
<b>Competency</b>	<i>Presenting Information</i>
<b>Task</b>	Students create a “retelling” of a story by making their own booklet with sentences and illustrations.
<b>Tool</b>	Peer Assessment – sticky notes
<b>Example</b>	Active Living Video
<b>Your own idea</b>	

The topic you’ve been covering this month is “Active Living.” You’ve covered many aspects on the topic, but want to assess the students’ writing skills and their use of the content knowledge.

You show them the “Active Living” video from the ELSA Net website. Just have them watch the video first. Elicit details from the students by asking specific questions about the video. Play it again, pausing at certain points to allow students to take notes. Once finished have the students work to ‘retell’ the story. Tell them to write sentences ‘telling’ what happened in the video. Give them a pre-done, but blank booklet. Have them create their version of the video, by drawing pictures and writing sentences in the booklet.

Mix up the booklets and have students randomly choose a booklet to read and make a comment on a sticky note and stick it to the back of the book. Have students go through this process a few times so there are multiple comments for each booklet.



Make sure you teach students to give specific comments about what they liked and what could be improved – spelling, punctuation, grammar point, vocabulary words, etc.

<b>Benchmark 2</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Social Interaction
	Suasion
<b>Listening</b>	Social Interaction
	Suasion
<b>Reading</b>	Social Interaction Texts
	Instructions
<b>Writing</b>	Social Interaction
	Recording Information



<b>CLB</b>	<b>Benchmark 3 - Speaking</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Indicate problems in communication
<b>Tool</b>	Checklist
<b>Example</b>	All units
<b>Your own idea</b>	

These skills are continually being worked on and developed in your classroom. You have been teaching them to do this both as an entire class and individually.

Have the students working on an activity – maybe a role play or worksheet. As you circulate around the room, students will ask questions or you can offer some feedback or advice. But, when you are talking make sure they won't be able to understand you very well. Purposely use difficult language (maybe higher level vocabulary or grammar structures), or speak very quickly, or garble your words (either don't enunciate or use "nonsense" words). When you do this, you are trying to get the students to use strategies to better understand what you are saying – like "Pardon me?", "I'm sorry. I don't understand.", or "Could you repeat that please?". If they use any appropriate strategy to indicate a communication problem, answer them again in a manner they can understand.

Have you checklist on a clipboard and check off what ways students indicate a problem in communication. Later, take a look at your checklist – do students mostly use just one type? Do they use everything? Do they just give a blank look? Use this information to work in activities/teaching in future lessons.

**Date of observation:** November 15<sup>th</sup>, 2010

**Class:** Morning

Name	Used – excuse me? Pardon me?	Used – I'm sorry. I don't understand.	Used – could you repeat please?	Used body lang (shake head, shrug shoulders)	Said nothing
<i>Min</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Joy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Edgar</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Amir</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** *None of the students used "I'm sorry. I don't understand." And a couple didn't really respond orally at all. Will need to continue to teach strategies for them to use when problems with communication arise.*

*\*Template on p. 95*

<b>CLB</b>	<b>Benchmark 3 - Speaking</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Role Play – asking/offering/accepting assistance
<b>Tool</b>	Rubric
<b>Example</b>	All units
<b>Your own idea</b>	

You've been teaching students how to ask for and offer help over the last while because the students had not been doing so in the class. Before, they practiced with a structured dialogue, now you want to assess if they are actually able to manage a role play and the language without help. You give them scenario cards to act out with a partner.

**Asking Scenario:**

You and your friend are walking to the car. You are carrying lots of bags. You can't open the car door. Ask your friend for help.

**Offering Scenario:**

You came to class early. You see your teacher moving the tables and chairs. You want to help your teacher. Offer to help.

Give the students a few minutes to read the scenario card they were given and think about how they are going to act it out.

While they are performing the role play, use the rubric to assess how well the students are able to achieve the task. You will look at it holistically and analytically. Achieving a score of 15 points or more will equate to mastery of the competency.

Name: Joy

Date: November 15<sup>th</sup>, 2010

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to perform the task well.	Joy was able to successfully complete the role play.	4 ③ 2 1
<b>Analytic</b>		
<b>Pronunciation</b> Able to understand speaking clearly.	Still struggling with the 'b' and 'v' sounds. Sometimes incorrect intonation impeded understanding	4 3 ② 1
<b>Grammar</b> Uses correct grammar structures during the task.	very good use of grammar.	④ 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.	used all of the vocabulary learned in class and used it correctly.	④ 3 2 1
<b>Body Language/Eye Contact</b> Uses appropriate body language and maintains eye contact.	Still sometimes not making eye contact.	4 3 ② 1
4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet	<b>Total score:</b> 15	

\*Template on p. 103



<b>CLB</b>	<b>Benchmark 3 - Listening</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Matching courtesy formulas to situations (formal to casual)
<b>Tool</b>	Anecdotal Comments - Labels
<b>Example</b>	All Units
<b>Your own idea</b>	

You had noticed that many of the students were not using an appropriate level of formality when using courtesy formulas. You have been covering these in your class for a while and now want to assess if students are better able to identify the correct level of formality for a situation.

Set the students up in pairs with a set of picture cards, a language master, and numbered language master cards with pre-recorded courtesy formulas. Students need to match the picture card with the correct courtesy formula on the language master card. As students are working on the activity, circulate and observe their work. On labels, record their progress: are they correctly matching them? Are they choosing items that are too formal? Too informal? Which types need to be covered again in class?

Provide feedback to the group and work on incorporating into future lessons, aspects where students are struggling.



**Listening Text:**

Hey buddy! What's up?



**Listening Text:**

Hello, Mr. Doe. It's a pleasure to meet you.

November 15<sup>th</sup>, 2010 - Min

Mostly choosing formal greetings. Need to revisit informal choices.

<b>CLB</b>	<b>Benchmark 3 - Listening</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Listen to short dialogues and identify the correct picture
<b>Tool</b>	Record Sheet
<b>Example</b>	911 Emergencies
<b>Your own idea</b>	

You've been covering Emergencies and calling 911 for the month. You want to make sure students are able to identify situations where people are asking for assistance.

Have a series of short dialogues of emergency situations. Create a worksheet for each student with a corresponding number of pictures and a space for numbering them. Instruct the students to listen to the short dialogue, then number the pictures that match what they heard.

Collect the worksheets, mark their choices, and identify which dialogues were missed most often and plan to work it into future lessons. Record students' scores on a record sheet – 70% indicates mastery (or 4 out of 5 in the example below).



**Listening Text:**

**A:** 9-1-1. Police. Ambulance. Fire.

**B:** Police. Can you help me? Someone is in my house.

Date: Nov 15 <sup>th</sup> , 2010		Class: Evening
<b>Name</b>	<b>Out of 5</b>	<b>Passed</b>
Edgar	5	<input checked="" type="checkbox"/>
Joy	3	<input type="checkbox"/>
Amir	4	<input checked="" type="checkbox"/>
Min	5	<input checked="" type="checkbox"/>
*Template on p. 115		

<b>CLB</b>	<b>Benchmark 3 - Reading</b>
<b>Competency</b>	<i>Social Interaction Texts</i>
<b>Task</b>	Locating information in telephone messages
<b>Tool</b>	Peer Assessment - scale
<b>Example</b>	Employment
<b>Your own idea</b>	

You have been teaching employment this month. As part of the unit, you've covered taking messages and receiving telephone messages at work. You want to make sure that they are able to correctly locate information in a telephone message.

Set the students up in pairs. Give one student a set of questions (with the answers) and the other student the "While you were out" message. Have the one student ask questions while the other student with the message locates the information and answers the questions. Have the student with the questions mark the number of correct answers and use a scale to represent how easily their partner was able to answer the questions. The scale indicates how their classmate interprets how easily they answered the questions.

Gather up the feedback and look for areas that need to be covered in more depth in future lessons.

**MESSAGE FOR**

John Doe

**While you were out**

Nancy Grace

OF

ICBC

Phone No. 604-555-0931

Telephoned	<input checked="" type="checkbox"/>	Returned your call	<input type="checkbox"/>
Called to see you	<input type="checkbox"/>	Please call	<input checked="" type="checkbox"/>
Wants to see you	<input type="checkbox"/>	Will call again	<input type="checkbox"/>

Message: Re: the promotional material that we had discussed.

\_\_\_\_\_

\_\_\_\_\_

Date 11/15/10 Time 10:32 am

Received by Joan

**Name:** Edgar      **Date:** Nov 24<sup>th</sup>, 2010

What time was the message? **10:32 am**

Should you call the person? **Yes.**

Who is the message from? **ICBC**

What is the message about? **The promotional material.**

Good ☺

**So-So** ☹

Needs Practice ☹

\*Template on p. 108

<b>CLB</b>	<b>Benchmark 3 - Reading</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Following instructions to locate places on a map.
<b>Tool</b>	Journal
<b>Example</b>	Community
<b>Your own idea</b>	

You've been studying "Community" and the services available to the students (i.e., Postal Outlet, Library, Community Centre, etc). As part of the unit, you want students to be able to follow instructions in order to locate places in their own community on a simplified map.

Individually, give the students a simplified map of their community. Also, give them a set of instructions (in point form) to have them locate places on the map. Provide them with a coloured marker they can use to mark the directions they followed on the map.

After the students have completed the task, go over the answer and how you came to it (go through the instructions step by step). Collect the maps and look at which instruction(s) were most commonly missed. Make notes about the most common difficulties in order to cover them in future lessons.



**Instructions:**

- Start at the intersections of King St. and Lonsdale St.
- Go straight one block on Lonsdale St. To William St.
- Turn Left onto William St.
- Go straight four blocks on William St.
- Take a slight right onto Peel St.

What is on your right?  
\_\_\_\_\_

<b>CLB</b>	<b>Benchmark 3 - Writing</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Write a short note to a child's teacher
<b>Tool</b>	Rubric
<b>Example</b>	Education
<b>Your own idea</b>	

You have been covering the topic of "Education" in your class. One aspect you've taught is writing a note to the child's teacher (absence, medical appointment, being late, etc). You want to assess how well they are able to complete the task.

Have the students work independently. Give them a scenario card to complete their note. Make sure they have a reasonable amount of time to complete the task.

**Scenario:**

Your daughter has a dentist appointment next week. Write a note to her teacher explaining her absence. Include the date and time of the appointment.

November 29<sup>th</sup>, 2010

Dear Ms.,

My daughter has dentist apoinment next week. She will absent.

Sincerely,

Joy

**Name:** Joy

**Date:** November 15<sup>th</sup>, 2010

	<b>Comments</b>	<b>Rating</b>
<b>Overall Effectiveness</b> Able to complete the task well. Message can be understood.	The message can be understood, but key information was not included.	4 3 (2) 1
<b>Salutation/Name/Date</b> Includes an appropriate salutation and name for the task. Includes the date.	Does not include the teacher's last name in the salutation. The name and date have been done correctly, but no last name has been used, so difficult to identify the student.	4 3 (2) 1
<b>Grammar</b> Uses correct grammar structures to complete the task.	Difficulty with future tense and use of articles.	4 3 (2) 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.	used the limited vocabulary correctly.	4 3 (2) 1
<b>Mechanics</b> Good control of spelling and punctuation.	Spelling mistakes with more difficult words.	4 3 (2) 1

4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet

**Total score:** 11

**Comments:** Joy has not achieved this task yet. Will need to work more on the aspects above in the coming weeks.

\*Template on p. 105



<b>CLB</b>	<b>Benchmark 3 – Writing</b>
<b>Competency</b>	<i>Recording Information</i>
<b>Task</b>	Copy information from a recreation schedule
<b>Tool</b>	Peer Assessment – sticky notes
<b>Example</b>	Recreation
<b>Your own idea</b>	

You've been teaching "Recreation" this month. As part of the unit, you've looked at schedules of activities happening at the Recreation Centre. You now want the students to find information in the schedule and be able to copy it.

Put the students in pairs. Give them an adapted version of a Recreation Schedule and a worksheet to copy information. Have each student work to complete the task. Have pairs exchange worksheets. Elicit answers and project them on an OHP. Once the answers have been reviewed, have students write comments on sticky notes (i.e., good spelling, neat handwriting, be careful with accuracy, etc).

Collect the papers and make a note of common errors or difficulties to inform future teaching.

#### **FACULTY HOURS**

*Ongoing:*

Monday-Friday: 6:00 AM-9:00 PM

Saturday: 8:00 AM-5:00 PM

Sunday: 10:00 AM-9:00 PM

Beginning May 30: Sunday: Noon-5:00 PM

#### **POOL HOURS**

Lap Swim/Water Walking (Age 18+)

*Ongoing:*

Monday-Friday: 6:00 AM-8:00 PM

Saturday: 9:00 AM-3:00 PM

Sunday: Closed

#### **SENIOR CENTRE CLOSURES**

November 25, Thanksgiving

December 25, Christmas

January 1, New Years Day

*You copied the information well. Your handwriting is very clear and neat.*

Name: Amir Date: 11/29/10

#### FACULTY HOURS

*Ongoing:*

Monday-Friday: 6:00 AM-9:00 PM

Saturday: 8:00 AM-5:00 PM

Sunday: 10:00 AM-9:00 PM

Beginning May 30: Sunday: Noon-5:00 PM

#### **POOL HOURS**

Lap Swim/water walking (Age 18+)

*Ongoing:*

Monday-Friday: 6:00 AM-8:00 PM

Saturday: 9:00 AM-3:00 PM

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#### **SENIOR CENTRE CLOSURES**

November 25, Thanksgiving

December 25, Christmas

January 1, New Years Day

<b>Benchmark 3</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Instructions
	Information
<b>Listening</b>	Instructions
	Information
<b>Reading</b>	Business/Service Texts
	Informational Texts
<b>Writing</b>	Business/Service Messages
	Presenting Information

<b>CLB</b>	<b>Benchmark 4 - Speaking</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Give instructions on how to use something
<b>Tool</b>	Observation – Anecdotal Comments
<b>Example</b>	Food – cooking/recipes
<b>Your own idea</b>	

Throughout the month, you have been teaching about food, cooking in a Canadian kitchen and following recipes. Since many students were unfamiliar with using a variety of small kitchen appliances, you decided to incorporate this into your unit. You have already demonstrated how to use each appliance and have taught and reviewed direction words (first, then, next, etc).

Break the class into pairs and give them an appliance (blender, toaster, coffee maker, etc) – realia would be best, but pictures could work too. Have one student give their partner instructions (step by step) on how to use it. The partner should listen, and then perform the action (pretending there is food). Have the pair present/demonstrate to the class. While observing the demonstrations, record comments of what they did well and what need to be improved. Make note of items that the majority are struggling with and work to revisit those in future lessons.

First decide how many cups of coffee you want to make. Next fill the coffee maker with the water. Add the correct amount of coffee grounds. Close the top of the maker. Place the pot in the machine.



*Date: January 4<sup>th</sup>, 2011      Name: Joy*

*Forgot to tell her partner to add a filter and to turn on the coffee machine. Good use of direction words of “first, next and then”.*

<b>CLB</b>	<b>Benchmark 4 - Speaking</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Relating a story about an everyday activity
<b>Tool</b>	Peer Assessment - checklist
<b>Example</b>	Shopping for a "big ticket" item
<b>Your own idea</b>	

The students have been learning about shopping for "big ticket" items – anything from furniture to electronics. Some students have already had some personal experiences doing this, others have only experienced this via a contact assignment you gave them to complete.

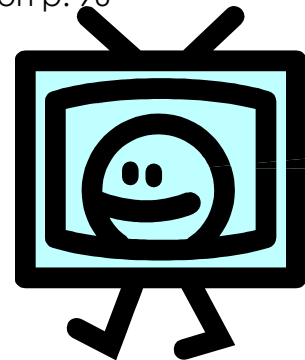
To begin, you have them listen to a recording about your own experience. After listening to it a couple of times, you go over the criteria you're looking for: is the listener able to follow the story, has a need been expressed, have likes/dislikes been expressed, is the pronunciation clear, etc. Give each student some time to think about what story they want to tell and what information they want to include (thinking about the criteria). Each student is given the opportunity to record their story on a tape recorder or digital recorder.

Once all the students have completed their recording, divide the class into groups of 3 or 4. Have them listen to 3 or 4 other students' recordings (enough so that all have been listened to). Have them evaluate the story by completing a checklist – one for each person in the group, and one for each recording. Each person needs to fill out the checklist, but encourage the students to discuss the marks they gave and why.

Compile the feedback and give it to the students. Discuss with the class those items that were done well overall, and those that need to be improved. Ask the students what they would like to focus on in future lessons.

Name: <i>Min</i>	Date: <i>Jan 4/11</i>
Able to follow story?	<input type="checkbox"/>
Expressed a need?	<input checked="" type="checkbox"/>
Expressed a like/dislike?	<input checked="" type="checkbox"/>
Pronunciation Clear	<input type="checkbox"/>
Comments: <i>Min's pronunciation was not very clear. This made it difficult to follow the story and to really understand what had happened. Work to really enunciate words and slow down your speech for better understanding.</i>	

\*Template on p. 96





<b>CLB</b>	<b>Benchmark 4 - Listening</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Identify inferred meanings
<b>Tool</b>	Self-reflection – journal entry
<b>Example</b>	Recreation – making plans with family & friends
<b>Your own idea</b>	

You have been covering Recreation over the month. Part of the unit you wanted to incorporate was making plans to do activities with family and friends. Many students had been struggling with telephone conversations, so you wanted to incorporate this into your unit.

As a class, have students listen to a couple of telephone conversations of people making plans to do recreational activities. Have the students answer comprehension questions about the conversations – what is the relationship between the speakers? Are both people happy with the plan? Etc.

Go over the answers to the questions as a class. Elicit reasons why students chose certain answers or why they wrote that answer.

Have students write in their journal. Ask them to reflect on the activity and the difficulties they had with the exercise: What did they find most easy? What are they still struggling with? What would they like to revisit in future classes? Also, they should reflect on what they can do now that they found difficult before – how have they seen their skills improve?

When reading over the journal entries, make note of those items that need to be incorporated further.

<b>CLB</b>	<b>Benchmark 4 - Listening</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Identify details in persuasive oral texts
<b>Tool</b>	Record Sheet – 70%=mastered
<b>Example</b>	Active Living – exercise equipment
<b>Your own idea</b>	

You have been teaching Active Living for this month's unit. But you realize that there are so many commercials that push different types of products for being active. You want to make sure students not only understand the language, but also to develop some critical thinking when watching advertisements.

You have recorded a TV commercial for the latest fitness equipment. You have made sure that it is only a small segment of the commercial where the person is speaking a bit slower than normal and is quite clear. You have identified some difficult vocabulary and have pre-taught it to the class. You go over the questions first, making sure that the questions are understood. Play the video clip a few times (or until the students feel comfortable answering all of the questions).

Collect the answer sheets and correct them. Those students that scored at least 70% have mastered the activity. Make note of which questions most of the students answered incorrectly. Have a discussion with the class about the activity – what did they find easy/difficult? Make note of these comments on your record sheet as well.

Date: <i>Jan 4, 2011</i>		Class: <i>Morning</i>
<b>Name</b>	<b>Score</b>	<b>Mastered?</b>
<i>Edgar</i>	<i>7/10</i>	<i>70% - passed</i>
<i>Joy</i>	<i>5/10</i>	<i>50%</i>
<i>Amir</i>	<i>9/10</i>	<i>90% -passed</i>
<b>Comments:</b> <i>Most students did not understand that the full price was more than what was shown on the screen (ie not \$30, but 5 payments of \$30).</i>		

\*Template on p. 114

<b>CLB</b>	<b>Benchmark 4 - Reading</b>
<b>Competency</b>	<i>Business/Service Texts</i>
<b>Task</b>	Compare facts to make choices
<b>Tool</b>	Checklist
<b>Example</b>	Shopping – finding what you need
<b>Your own idea</b>	

You've been covering shopping this month. But, you want the students to know that it is always good to do some research on what they want to buy to make sure it is going to meet their needs and requirements. You've covered lots of vocabulary and information that students may encounter. You've collected brochures and advertisements for a number of groups of products – cars, cell phone plans, televisions, cameras, etc.

You create scenarios for each group to work with – people with different situations and needs for what they want to buy. Set up stations around the classroom. Have each group visit each station. They need to read the texts and their scenario, then decide which product/service is the best fit. The groups should discuss the reasons for their choice and list the facts that support their decision.

Collect the worksheets and evaluate how well each group did.

Names: <i>Joy, Min and Edgar</i>		Date: <i>Jan 4<sup>th</sup>, 2011</i>	
Chose best product for:	Car		<input type="checkbox"/>
	Cell phone		<input checked="" type="checkbox"/>
	Television		<input checked="" type="checkbox"/>
	Camera		<input type="checkbox"/>
Identified relevant facts for:	Car		<input checked="" type="checkbox"/>
	Cell phone		<input checked="" type="checkbox"/>
	Television		<input type="checkbox"/>
	Camera		<input checked="" type="checkbox"/>
<b>Comments:</b> <i>Need to work on pulling out the appropriate details – some were not very important for the requirements listed on the scenario cards. A couple of products were chosen that had major requirements missing. Need to review how to compare information again to make the best choices.</i>			

\*Template on p. 100



<b>CLB</b>	<b>Benchmark 4 - Reading</b>
<b>Competency</b>	<i>Informational Texts</i>
<b>Task</b>	Label a diagram from a text
<b>Tool</b>	Peer Assessment
<b>Example</b>	Emergencies – Exit route diagrams
<b>Your own idea</b>	

You have been working on 911/Emergencies this month. You want to prepare your students for an upcoming Fire Drill, so have been reviewing the escape route diagram for your building. To help students with this (and so they have their own copy of it), you want them to label a blank diagram.

After preparing a 2-3 paragraph text about the diagram and the escape routes, you give each student a blank copy of the diagram and the text. The students need to read the text and label the diagram appropriately as well as marking the escape routes.

Once everyone has completed the task, have students exchange papers. While projecting the completed diagram on the OHP, have students compare and correct the paper they have. On the back of the worksheet, have them give comments – what was done well, what could be improved, etc. Give students some guidance on things they could look for: legibility, spelling, tidiness, correct labels, etc.

Before returning the papers, collect them to see what was easy for most students and what was challenging for most students.

**Comments:**

*Handwriting is very clear and neat. Make sure you double check your spelling. Make sure your labels clearly indicate the area on the diagram – some were not placed well.*



<b>CLB</b>	<b>Benchmark 4 - Writing</b>
<b>Competency</b>	<i>Business/Service Messages</i>
<b>Task</b>	Convey a simple message as a written note
<b>Tool</b>	Comments chart
<b>Example</b>	Employment
<b>Your own idea</b>	

You have been covering Employment and the workplace for your unit this month. One thing students had identified as needing practice was writing business notes. You've been covering how to write a note and the type of language that should/shouldn't be used.

Give the students a scenario of what information needs to be included in their note and who it is for. Give the students time to think about and write their note. Collect the work and provide comments on how well they achieved the task. Make notes of which aspects most students struggled with and which they were able to achieve easily.

**ELSA Level:** Level 3

**Class:** Afternoon

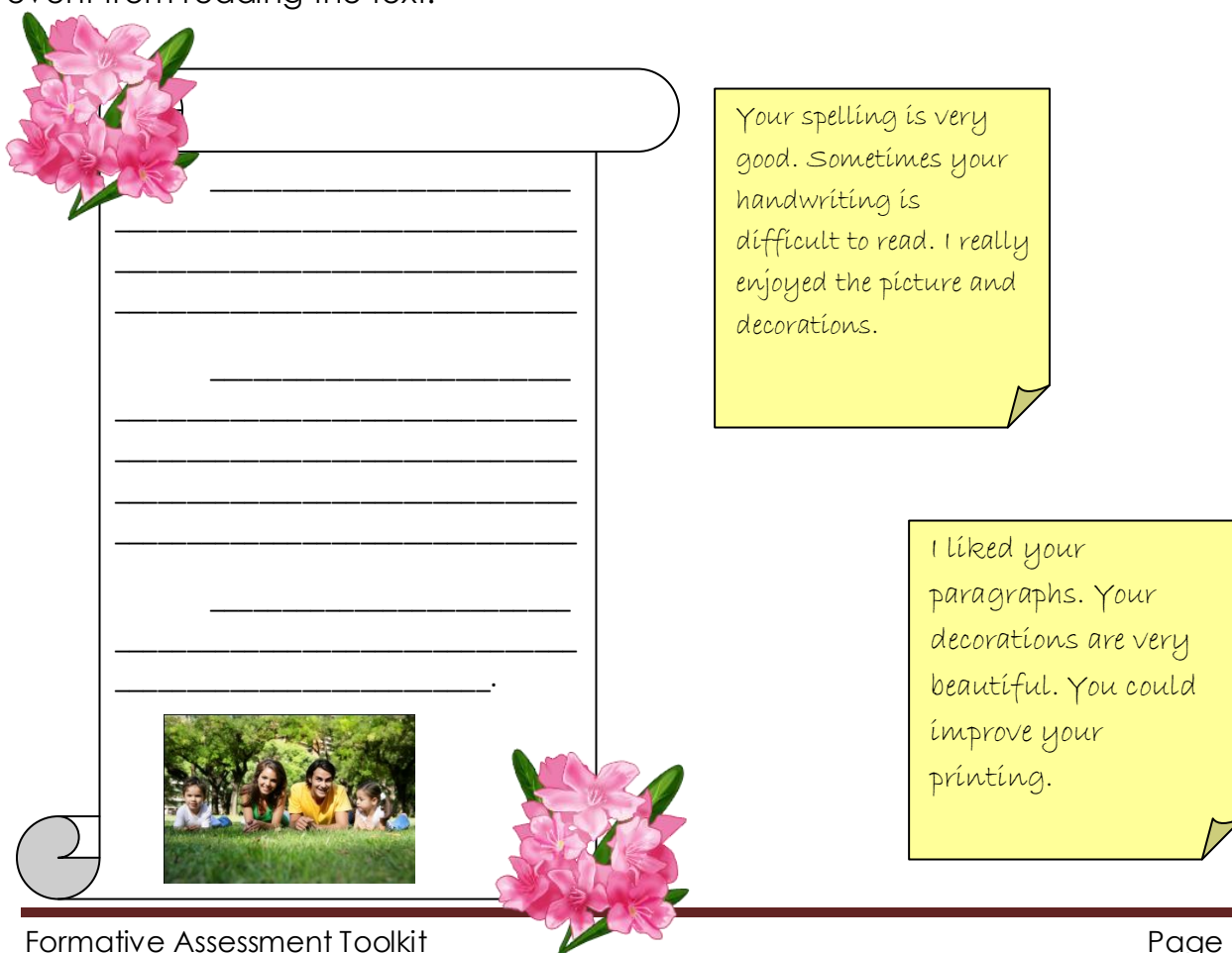
Name	Closing, signed	Salutation, Name & Date	Legible	Spelling Errors	punctuation errors	grammar errors
<i>Min</i>	✓	<i>No date</i>	✓	<i>none</i>		<i>Not using articles</i>
<i>Edgar</i>	<i>Printed</i>	✓	<i>Spacing off</i>	<i>Difficulty with 'ed' endings</i>	<i>Not using commas</i>	<i>S-V agreement and tenses</i>
<i>Amir</i>	✓	✓	<i>Not on the line</i>	<i>Most words phonetic</i>	<i>Little punctuation used</i>	<i>Word order and word forms</i>
<i>Joy</i>	<i>Not signed</i>	✓	✓	<i>none</i>		<i>Subject-verb agreement</i>

\*Template on p. 102

<b>CLB</b>	<b>Benchmark 4 - Writing</b>
<b>Competency</b>	<i>Presenting Information</i>
<b>Task</b>	Write a short text about a personal event
<b>Tool</b>	Peer Assessment – sticky notes
<b>Example</b>	Celebration or party
<b>Your own idea</b>	

Students write a short text about a personal or familiar situation, event, personal experience, future plans. Encourage the students to include pictures, drawings or decorations to give the reader a better feel for the event. Have the students format and arrange “nicely” their work and display the work on a wall or bulletin board in the classroom.

Have the classmates (or another class) look at and read the work. The classmates can write comments to the authors by using sticky notes. Be clear on the criteria you wish them to focus on: punctuation, spelling, handwriting/printing, proper paragraph structure, can the reader follow, etc. Encourage the readers to comment on what they liked about the work and what they learned about the event from reading the text.



Your spelling is very good. Sometimes your handwriting is difficult to read. I really enjoyed the picture and decorations.

I liked your paragraphs. Your decorations are very beautiful. You could improve your printing.

<b>Benchmark 4</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Social Interaction
	Suasion
<b>Listening</b>	Instructions
	Information
<b>Reading</b>	Social Interaction Texts
	Instructions
<b>Writing</b>	Social Interaction
	Recording Information

<b>CLB</b>	<b>Benchmark 5 - Speaking</b>
<b>Competency</b>	<i>Social Interaction – Conversation Management</i>
<b>Task</b>	Encourage others in a conversation by showing interest
<b>Tool</b>	Checklist
<b>Example</b>	All Units
<b>Your own idea</b>	

Over the last few months, you had observed that some students were dominating group discussions while others were not participating at all. You wanted to focus student attention on how to encourage participation of everyone in the conversations. That in Canada there are certain ways you can promote and encourage others and that it is polite to do so.

You have reviewed and demonstrated the verbal and non-verbal ways of encouraging others by showing interest (eye contact, smiling, nodding, vocalizations (uh-hm, mm-hm), and short phrases (yeah, continue)). You have told students that you will be watching for them to employ these techniques over the coming weeks.

When students are participating in pair or group discussion, circulate and observe how they are encouraging others. Use the checklist to indicate methods they are using. If most students are not employing certain techniques, then review it as a class. If a particular student is not using one, encourage and remind them personally.

\*Template on p. 97

Name	Date	Eye contact	Smiling	Nodding	Vocalizations	Short phrases
Edgar	12/17/10	✓	✓		✓	
Amir	12/10/10	✓		✓	✓	✓
Min	01/04/11			✓	✓	
Joy	01/04/11		✓	✓		
<b>Comments:</b> Most of the class are not using short phrases – review this again. Talk to Min and Joy about making eye contact and its importance.						

<b>CLB</b>	<b>Benchmark 5 - Speaking</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Discuss an issue and express an opinion
<b>Tool</b>	Survey – coloured cards
<b>Example</b>	Family Roles & Responsibilities
<b>Your own idea</b>	

You've been working on the topic of Family. You have covered that there are many different types of families and that in a family each person takes on or is given a different role or responsibility.

In groups, you give the students a set of cards with different family members. They need to discuss and decide to rank the most important member to the least important member. It is their job to express their opinions and to agree or disagree with others' opinions. In the end, they need to agree on the order and be able to explain how they came to that decision. Have the students present their rankings and give reasons for their choices.

Then give the students 2 cards of different colours. Assign each colour an answer – one colour means “yes” and the other colour means “no”. Have the students answer your questions by holding up one of the cards. As you go through each question, make notes of the majority answer. To get more specific information from the class, have the students provide verbal comments to you as well – make notes of their suggestions.

<b>Date:</b> <i>January 4<sup>th</sup>, 2011</i>	<b>Class:</b> <i>Level 4 evening</i>	
Were you able to effectively communicate your opinion?	Yes	<input type="radio"/> No
Did you feel others listened to you?	Yes	<input type="radio"/> No
Did you feel others wanted to hear your opinion?	Yes	<input type="radio"/> No
Was everyone able/encouraged to participate?	Yes	<input type="radio"/> No
Was this discussion easy?	Yes	<input type="radio"/> No
<b>Comments:</b> <i>Many students felt that they were not being heard in the discussions. There were many differing opinions and they had a hard time coming to an agreement, or just “gave in” instead of standing up to others in the group.</i> *Template on p. 116		



= YES



= NO



<b>CLB</b>	<b>Benchmark 5 - Listening</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Take a phone message
<b>Tool</b>	Checklist
<b>Example</b>	Telephone
<b>Your own idea</b>	

Your students had expressed that they were having difficulty taking phone messages correctly. You reviewed the conventions of what needed to be included in the message and how it should/could be laid out. You now want to see if they have improved and/or what areas still need work.

Have students listen to voicemail recordings for/from various people and in various situations. Allow the students to listen to the messages 1-2 times depending on the length of the message and if students request it. Have students write a phone message based on the voicemail – including who it is for, who it is from, the date and time, and the reason for the call with the return phone number.

Using a checklist, evaluate how well students were able to record the information and in a clear format.

Name	Date	Caller	Phone #	Message for	Date	Time	Reason
Edgar	12/17/10	✓	✓		✓		
Amir	12/17/10	✓	✓	✓	✓	✓	✓
Min	12/17/10		✓	✓	✓		✓
Joy	12/17/10		✓	✓			✓
<b>Comments:</b> <i>Still pieces of information are being missed - is this because of the students forgetting? Or that they are unable to hear/understand what is being said?</i>							

\*Template on p. 98





<b>CLB</b>	<b>Benchmark 5 - Listening</b>
<b>Competency</b>	<i>Information</i>
<b>Task</b>	Demonstrate comprehension of a descriptive text
<b>Tool</b>	Self-assessment - comments
<b>Example</b>	Transportation
<b>Your own idea</b>	

You have been covering the topic of transportation. The pros and cons of different modes of transportation have been discussed. You were able to record a news item from CBC Radio about the issues with the Skytrain expansion. You edited the recording to make sure that it was no more than 5 minutes in length.

Develop questions for the news recording – make sure they are questions based on factual details, but also some questions on inferred meanings. Give the students a chance to listen to the recording at least 2 times. Also, be sure to pre-teach any specific difficult vocabulary you think needs to be covered before listening to the text.

Have students answer the questions. Go over the answers with the students being sure to replay the section where the answer is located so students can hear it for themselves.

After, have student write comments about the activity – was it easy/difficult? What questions were most challenging? What could they (the student) do to improve their performance next time? What would be helpful to cover in future classes?

Date: Jan 4<sup>th</sup> Name: Amir

I found this to be quite easy. The most challenging question to answer was about how the Mayor felt about the situation. I got most of the questions correct, so I don't think I need to improve. I think we need longer, more difficult listening exercises.



<b>CLB</b>	<b>Benchmark 5 - Reading</b>
<b>Competency</b>	<i>Social Interaction Texts</i>
<b>Task</b>	Identify likes/dislikes and preferences
<b>Tool</b>	Checklist
<b>Example</b>	Clothing – designer labels vs. value brands
<b>Your own idea</b>	

This month you've been discussing clothing. You have covered and talked about the pros and cons of clothes with designer labels and clothes that are value brands. All the students have had an opportunity to express their opinions and all have various viewpoints. You want to continue with this topic by working on their reading skills – especially email.

Create an email that expresses likes/dislikes and preferences when it comes to designer labels. Give a set of directions for the students to indicate the reader and the writer. Have them answer questions about the purpose of the email, the reader-writer relationship, and some of the details of the text. Use a checklist to indicate those aspects that students are able to identify.

<b>Name:</b> <i>Joy</i>	<b>Date:</b> <i>Jan 4<sup>th</sup>, 2011</i>
<b>Was able to identify:</b>	
Reader	<input checked="" type="checkbox"/>
Writer	<input checked="" type="checkbox"/>
Relationship	<input type="checkbox"/>
Purpose	<input type="checkbox"/>
Details	<input checked="" type="checkbox"/>
Preference	<input checked="" type="checkbox"/>
<b>Comments:</b> <i>Having difficulty figuring out the reader-writer relationship as well as the purpose of the email. Other students have a similar difficulty, so will revisit these in future lessons.</i>	

\*Template on p. 99







<b>CLB</b>	<b>Benchmark 5 - Reading</b>
<b>Competency</b>	<i>Informational Texts</i>
<b>Task</b>	Demonstrate comprehension of a moderately complex text
<b>Tool</b>	Anecdotal comments
<b>Example</b>	All Units
<b>Your own idea</b>	

For any unit, you may want students to complete a project near the end of the unit that encourages them to delve a bit deeper into certain aspects of the subject.

Split the class into groups and assign topics related to the main topic of the month. Give each member of the group a reading text that is not longer than 2-3 paragraphs. These could be from different sources, or different sections of the same source.

Their task is to read the text and pull out the important information from it. Then as a group, they need to create a data chart pulling all the information together from each of their texts. The students can give a presentation of what they created. Then, these can be displayed around the classroom for the whole class to see.

The purpose of your comments needs to focus on their demonstration of understanding the **reading** – NOT their writing skills nor their presentation skills (though you could be assessing all of these aspects if you want to focus on more than one skill area).

Date: Jan 4<sup>th</sup>, 2011 Names: Min, Edgar, Joy

Some of the information included is not relevant. Missing important details. Need to revisit this text again and help identify the main points.

<b>CLB</b>	<b>Benchmark 5 - Writing</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Write a formal invitation to a group function
<b>Tool</b>	Rubric (marking guide)
<b>Example</b>	Employment – staff BBQ
<b>Your own idea</b>	

You have been covering the topic of Employment this month. Your focus has been on workplace culture. You've noticed that students have not had experience writing invitations, so you've created the situation where they are in charge of organizing their company's annual staff BBQ. You have shown examples and covered aspects that are usually included.

Provide the students with the date, time, and location (they need to Google the directions to be included). They need to create an invitation that includes the details with directions, the purpose of the event, and an RSVP with contact information with a "reply by" date. Students can choose to make the invitations in hard or soft copy.

Using a rubric, you will look for all the elements of the invitation.

Name: Amír

Date: January 4<sup>th</sup>, 2011

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to complete the task well. Invitation can be understood.	<i>understanding is difficult because of poor handwriting and spacing.</i>	4 3 ② 1
<b>Analytic</b>		
<b>Salutation/Name</b> Includes an appropriate salutation and name for the task.		4 ③ 2 1
<b>Purpose of the event</b> Includes the purpose of the invitation.		4 ③ 2 1
<b>Date/Time/Location</b> The date and time of the event is included. The location with clear directions included.		4 ③ 2 1
<b>RSVP information</b> The contact person's name and phone number are included along with a "reply by" date.		4 ③ 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.	<i>Many grammar errors especially S-V agreement and word forms.</i>	4 3 ② 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 ③ 2 1
<b>Mechanics</b> Good control of spelling and punctuation.	<i>Poor spelling and lack of punctuation - really impeded understanding</i>	4 3 ② 1
4 = easily achieved    3 = achieved 2 = some difficulty    1 = not yet	<b>Total score:</b>	21
		<b>*24=mastered</b>
<b>Comments:</b> Did not pass because needed a score of 24 to fully achieve the task. Suggest word processing to help.		

\*Template on p. 106

<b>CLB</b>	<b>Benchmark 5 - Writing</b>
<b>Competency</b>	<i>Reproducing Information</i>
<b>Task</b>	Reduce information to 7-10 important points
<b>Tool</b>	Peer Assessment – Buddy journal
<b>Example</b>	All Units
<b>Your own idea</b>	

Over the past few months, you've been working with your class on how to read a piece of text and pull out the important information. You want to see how the students are doing with this skill.

Related to the current topic being taught, you give students a 2-3 paragraph text to read and reduce to 7-10 important points. Once going over the answers, you have peers read their partner's points. They need to write feedback to their partner in their journal – providing specific comments on areas that need improvement and those that they are excelling at.

Student will get the journal comments and will work on the exercise again to improve it. They will then write a response in their journal with insights on how they were able to improve their work, those feedback items they are still struggling with, and how they plan to make improvements for the future.



<b>Benchmark 5</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Social Interaction <ul style="list-style-type: none"> <li>• Phone competencies</li> <li>• Interpersonal competencies</li> </ul>
	Instructions
	Suasion
	Information <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Interaction one-on-one</li> </ul>
<b>Listening</b>	Social Interaction
	Suasion
<b>Reading</b>	Instructions
	Business/Service Texts
	Informational Texts <ul style="list-style-type: none"> <li>• Information literacy/reference and study skills competencies</li> </ul>
<b>Writing</b>	Business/Service Messages
	Presenting Information and Ideas

<b>CLB</b>	<b>Benchmark 6 - Speaking</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Give a set of instructions
<b>Tool</b>	Rubric (marking guide)
<b>Example</b>	Computers – using Google
<b>Your own idea</b>	

You've worked over the last few months with the students giving verbal instructions on how to do things. This month you want to see how they are doing with this skill. You have been working on computer skills and vocabulary.

You split the class into pairs. One student needs to sit at a computer, the other student needs to give them directions. The student at the computer needs to be instructed to ONLY do what their partner tells them. The student giving directions can ONLY speak to them – they cannot show or point out anything to their partner.

While the students go through this process, observe the verbal instructions and use a rubric to evaluate how successful the student is at the task of giving instructions.

Name: *Min*

Date: *January 4<sup>th</sup>, 2011*

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to perform the task well. Listener able to follow instructions.		4 ③ 2 1
<b>Analytic</b>		
<b>Correct Sequence of Steps</b> Provides steps in correct order without changes.		4 ③ 2 1
<b>Stress &amp; Intonation</b> Uses appropriately for ease of understanding.	<i>Sometimes word stress is off - can impede understanding.</i>	4 3 ② 1
<b>Clear References</b> Uses landmarks and prepositions clearly in order to indicate the location of an icon.	<i>Struggled with this - wanted to just point. Work more on building descriptive vocabulary.</i>	4 3 ② 1
<b>Pronunciation</b> Able to understand speaking clearly.	<i>Difficulty with "r" and "l" and multi-syllable words.</i>	4 3 ② 1
<b>Grammar</b> Uses correct grammar structures during the task.		④ 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.	<i>For giving instructions, this was good.</i>	4 ③ 2 1
4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet	<b>Total score:</b>	19
	<b>*21=mastered</b>	

\*Template on p. 104

<b>CLB</b>	<b>Benchmark 6 - Speaking</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Making suggestions with an appropriate reason
<b>Tool</b>	Peer Evaluation – sticky notes
<b>Example</b>	Active Living
<b>Your own idea</b>	

You have discussed the benefits of having an active lifestyle and the detriments of an inactive lifestyle. You want to see if the students have grasped the information for this unit, but also you want to make sure that they are able to provide suggestions to others.

Break the class into groups. Give each group a set of scenario cards. Each card will have situations where the person is suffering because they are not active, not eating properly, or are not making choices for a balanced lifestyle. One student needs to choose a card. They read the scenario to the group, then give a suggestion for the person to make better choices. They also have to indicate the reason why that is a good suggestion. The group members need to listen to the person and use sticky notes to make comments on how they did – was it an appropriate suggestion for the situation? Did they provide a good reason? Were they able to understand what they were saying? Etc.

The sticky notes are given to the person to read and use the information to improve their performance next time.

**Scenario:**

Brad is constantly tired. He drives to work, sits at his desk all day. Drives home. Then watches TV all night. He doesn't understand why he has no energy.

**Suggestion:**

*Brad should work in some activity during his day – like taking a walk during his lunch hour.*

*Good suggestion. But, you forgot to say why this is a good reason. You could have said - when you exercise you have more energy and feel less tired.*



<b>CLB</b>	<b>Benchmark 6 - Listening</b>
<b>Competency</b>	<i>Social Interaction</i>
<b>Task</b>	Identify details in a dialogue to cancel an appointment
<b>Tool</b>	Survey
<b>Example</b>	Employment
<b>Your own idea</b>	

You have been working on the topic of Employment. Within this topic, you've been teaching the students about making and cancelling appointments with co-workers and clients. Specifically you've been focusing on language for cancelling appointments – being polite and apologetic as well as offering to reschedule. You want to see if the students are able to correctly identify what is being said.

Break the students into pairs. Give each pair a card with the details of the appointment and the reason for cancelling the appointment. Have the pair perform a role play as if they are on the phone.

Give the rest of the class 2 coloured cards – one for “True” and one for “False”. Ask the class questions about the conversation. They need to hold up a card for true or the other for false. Make notes of which questions the majority of the class answered incorrectly. Do this for each role-play performance. Is there a particular aspect that students consistently get wrong? What needs to be covered in future lessons?

 pink = TRUE       blue = FALSE





<b>CLB</b>	<b>Benchmark 6 - Listening</b>
<b>Competency</b>	<i>Suasion</i>
<b>Task</b>	Identify details of suggestions or advice
<b>Tool</b>	Score Sheet
<b>Example</b>	Community Involvement - Volunteering
<b>Your own idea</b>	

This month's topic has been about Community Involvement and volunteering. You've covered language for this area and have found a YouTube video talking about the benefits of volunteering and how to begin to get involved in the community. You review any difficult vocabulary before viewing the clip.

Show the students the video and allow them to take notes while watching. If needed, allow them to watch the video again. Afterwards, have the students write down as many of the suggestions from the video that they can remember. If they are able to recall 7 of the 10 items, then they have mastered the task.

Make notes of any suggestions/points that most of the class seemed to miss or any comments that students give you about the difficulty they had with the task.

<b>Date:</b> <i>January 4<sup>th</sup>, 2011</i>	
<b>Name</b>	<b>Score (7/10=mastery)</b>
<i>Amir</i>	<i>9</i>
<i>Min</i>	<i>4</i>
<i>Joy</i>	<i>6</i>
<i>Edgar</i>	<i>8</i>
<b>Comments:</b> <i>Many of the students indicated that the speaking was a bit too fast. Some found this to be a very difficult task, while others found it relatively easy.</i>	

\*Template on p. 112



<b>CLB</b>	<b>Benchmark 6 - Reading</b>
<b>Competency</b>	<i>Instructions</i>
<b>Task</b>	Follow a set of instructions found on an object
<b>Tool</b>	Anecdotal Comments - labels
<b>Example</b>	Health - equipment
<b>Your own idea</b>	

While covering the topic of health, you've taught about home remedies, over-the-counter medications and equipment used to measure symptoms and/or help alleviate symptoms. There has been lots of discussion about following advice, but you also want the students to be able to follow instructions as well.

You bring a number of pieces of realia (dehumidifier/humidifier, digital thermometer, digital scale, medications, etc) into the class and set up stations. In pairs, have the students go to each station, read the instructions, and have them "use" the item by following the instructions for the product.

Circulate around the room and observe how the students are carrying out the task(s). Make notes on labels about their performance. Interact with the students and ask them what they are finding challenging – or particularly easy.



Date: January 4<sup>th</sup>, 2011      Name: Amir

unable to find the on/off switch. Still uncertain what the machine is for. Need to review reading diagrams that accompany instructions.

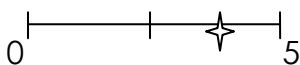
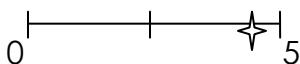
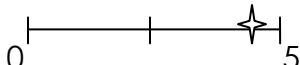



<b>CLB</b>	<b>Benchmark 6 - Reading</b>
<b>Competency</b>	<i>Business/Service Texts</i>
<b>Task</b>	Find 2-3 pieces of information in moderately complex formatted texts
<b>Tool</b>	Scale
<b>Example</b>	Housing
<b>Your own idea</b>	

You have been discussing purchasing a house in BC. Specifically you've been looking at the Multiple Listing Service (or MLS) listings and the language that can be encountered when reading these listings. You want to make sure that students are able to navigate these formatted texts while keeping certain requirements in mind.

You give the students a list of requirements for a specific family – none of the listings explicitly match the requirements (they are actually all kind of similar – like a list a realtor might give when searching what is on the market). Post the listings around the room. Have the students read each of the listings and choose the one they think fits their “family” best. Have them provide the reasons for their choice.

With your scale, indicate how well they made their choice. Provide some specific comments for improvement.

Date: <i>Jan 4/11</i>	Class: <i>Level 5 morning</i>	
Name	Scale	Comments
<i>Amir</i>		<i>Did not choose a home close to transit - his "family" doesn't have a car.</i>
<i>Joy</i>		
<i>Min</i>		
<i>Edgar</i>		<i>House chosen was out of price-range and is not close to the school - his "family" has young children.</i>
<b>0 = doesn't match at all    5 = perfect match</b>		

\*Template on p. 109

<b>CLB</b>	<b>Benchmark 6 - Writing</b>
<b>Competency</b>	<i>Business/Service Messages</i>
<b>Task</b>	Fill out a moderately complex form
<b>Tool</b>	Checklist
<b>Example</b>	Job Application
<b>Your own idea</b>	

You've been working on filling out applications. This month in particular – job applications. Form words have been reviewed that the students will encounter.

Have the students fill out an application that is 1-2 pages in length with their own personal information and experience.

Use a checklist to assess how well they completed the application form.

<b>Name:</b> <i>Min</i>	<b>Date:</b> <i>Jan 4<sup>th</sup>, 2011</i>
Legible	<input checked="" type="checkbox"/>
Correct Spelling	<input checked="" type="checkbox"/>
Follows format (ie dd/mm/yy)	<input type="checkbox"/>
Information in correct section	<input type="checkbox"/>
Signed & Dated	<input checked="" type="checkbox"/>
Appropriate vocabulary	<input checked="" type="checkbox"/>
<b>Comments:</b> <i>Should review again how to read examples for entering dates and to follow them. Some information was put in the wrong section of the application – clarify why (didn't understand vocabulary or just misread the form).</i>	

\*Template on p. 92

<b>CLB</b>	<b>Benchmark 6 - Writing</b>
<b>Competency</b>	<i>Presenting information and Ideas</i>
<b>Task</b>	Write 1-2 paragraphs to provide a description and comparison
<b>Tool</b>	Peer Assessment - rubric
<b>Example</b>	Family
<b>Your own idea</b>	

Over the past month you've been teaching about family and ways of describing people. You have also talked about language for making comparisons.

To get the students using this language, you have them choose 2 family members. The student needs to describe each person, then make comparisons between them. Show the students a writing sample of what you expect in terms of content, format, and style.

Before having the students exchange their writing with one another, go over the rubric they will be using to assess the writing text. Review again the expectations of how the text should be. Give each student a blank copy of the rubric and another student's writing. They need to read the writing text and then fill out the rubric to mark it.

Name: Edgar

Date: January 4<sup>th</sup>, 2011

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to complete the task well.		4 ③ 2 1
<b>Analytic</b>		
<b>Descriptions</b> Describes the family members well with some detail.		④ 3 2 1
<b>Comparison</b> Able to compare the two family members .		④ 3 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.	<i>Some difficulty with word forms and clauses.</i>	4 3 ② 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 ③ 2 1
<b>Mechanics</b> Good control of spelling and punctuation.	<i>Spelling mistakes of more difficult vocabulary.</i>	4 3 ② 1
4 = easily achieved    3 = achieved 2 = some difficulty    1 = not yet	<b>Total score:</b>	18
		<b>*18=mastered</b>
<b>Comments:</b> Overall, the writing was very good. Still some problem areas to work on. Will incorporate some specific exercises to work on those difficulties.		

\*Template on p. 107

<b>Benchmark 6</b>	<b>CLB Competencies for Tool Creation</b>
<b>Speaking</b>	Social Interaction <ul style="list-style-type: none"> <li>• Interpersonal competencies</li> <li>• Conversation management</li> <li>• Phone competencies</li> </ul>
	Information <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Interaction one-on-one</li> <li>• Interaction in a group</li> </ul>
<b>Listening</b>	Instructions
	Information
<b>Reading</b>	Social Interaction Texts
	Informational Texts <ul style="list-style-type: none"> <li>• Information literacy/reference and study skills competencies</li> </ul>
<b>Writing</b>	Social Interaction
	Reproducing Information



<b>CLB</b>	<b>Benchmark 7 - Speaking</b>
<b>Competency</b>	<i>I: Interacting with Others</i>
<b>Task</b>	Participate in less routine social conversations
<b>Tool</b>	Peer Assessment - Checklist
<b>Example</b>	Employment & Workplace—interview each other and present a work-related anecdote ( <i>ELSA 6/7 Curriculum Guidelines, p.46</i> )
<b>Your own idea</b>	

As part of the Employment & Work unit—Strategies section, you are working with the learners to help them build a career map. The first task is to create a self-profile from a personal anecdote-interview.

Before putting the students into small groups, you can review with the learners ways in which to manage a conversation. Each strategy and item from the checklist should be covered. You can demonstrate with one of the stronger students, or elicit from the class what they think are appropriate ways of managing a conversation. You can also review with learners how to provide useful and appropriate comments to help their classmates to improve while not discouraging them.

In small groups, learners work together to ask each other questions, and present their work-related anecdotes. After the activity, the learners fill out a checklist for each of their group members. Distribute the checklists to each person, and give them time to read and reflect on the information provided. You can then facilitate a sharing session where learners can voice their reactions and reflections to the comments.

Date: \_\_\_\_\_

Classmate’s Name: \_\_\_\_\_

- Asked questions to keep the conversation going
- Resumed conversation after interruption
- Changed topic appropriately
- Repeated or paraphrased to confirm comprehension
- Held the floor and kept their turn

Comments:

<b>CLB</b>	<b>Benchmark 7 - Speaking</b>
<b>Competency</b>	<i>IV: Sharing Information</i>
<b>Task</b>	Describe, compare and contrast two systems
<b>Tool</b>	Rubric
<b>Example</b>	Body & Mind—comparing public vs. private health care ( <i>ELSA 6/7 Curriculum Guidelines, p. 27</i> )
<b>Your own idea</b>	

In the ELSA 6 class, you have been implementing the Body & Mind unit from the *ELSA 6&7 Curriculum Guidelines*. You have been working on the Core Curriculum component of Health Literacy. At the end of the Core, the students have been asked to research the two healthcare systems and compare the public vs. private health care plans. Learners can use resources listed in the *ELSA 6 & 7 Curriculum Guidelines (2011)* such as the *CBC News in Depth: "Health Care"*, 2006; the *Iron Warrior: "Should Canada Allow Two Tier Healthcare?"*, 2011; and *The Globe & Mail* four-part debate on Canadian Health Care, 2010. With that research, learners are asked to present a short informal report comparing two health systems—public vs. private health care plans.

Before learners prepare their presentation, you can review the rubric with the class to inform them of the expectations of the presentation as well as to outline the analytic items that will be focused on. Learners will have the opportunity to ask about each item so that they are clear about what they will need to deliver.

As learners are presenting their information, you can use the following rubric to capture the results of their performance, make some notes for the students to improve upon, and think about how you can support your learners in future classes with their informal presentation skills.

While you are evaluating presentations using the rubric, you can also ask students to rate their own performance using the same rubric. Then, you will meet with each learner, to compare each set of ratings and discuss any differences.

**Skill:** Speaking

**CLB:** 7

**Competency Type:** IV – Sharing Information

**Unit/Topic:** Body & Mind

**Competency:** Describe, compare, and contrast two systems.

Assessment Task	Assessment Criteria/ Performance Indicators						Achievement Ratings	
	Holistic	Analytic					Total	Comments
Learners will give a 7-10 minute moderately complex presentation based on research	Task performed effectively	Clear use of present, past, future tenses	Adequate vocabulary	Appropriate eye contact, body language	Voice, volume, rate, pronunciation	Introduction, development, conclusion		
Name								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

*\*From The Program Planner: A Companion to the Adult ESL Curriculum Guidelines, p.63*



<b>CLB</b>	<b>Benchmark 7 - Listening</b>
<b>Competency</b>	<i>II: Comprehending Instructions</i>
<b>Task</b>	Understand simple directions on the phone
<b>Tool</b>	Self-Assessment Checklist
<b>Example</b>	Body & Mind—listen to a recorded message about what to do when calling Medical Services Plan Subscriber Information ( <i>ELSA 6/7 Curriculum Guidelines, p. 27</i> )
<b>Your own idea</b>	

In the ELSA 6 class, you have been exploring the core curriculum of Health Literacy. You have been working on the learners' skills to follow simple oral directions — with the goal that they will be able to follow the directions on the phone for automated messages.

With this task, the learners are given the scenario that they have lost their CareCard and need to contact the BC Ministry of Health in order to get a replacement card. You give the students the task of calling the toll-free telephone lines after hours, and they need to follow the steps to get the required information to get a replacement card.

As they follow the directions on the phone, they have a worksheet where they fill in the steps they need to complete in order to get the information they are looking for. In the end, the learners should discover that they need to visit a website in order to fill out the necessary form for a replacement card.

The learners first use the checklist once they have finished the task, then again after they have communicated the steps to a partner. The learners should quickly realize if they have missed steps or have not gotten to the message that they need to hear—and they can compare their notes with their partner. This information is then shared with you so that specific difficulties common among most learners can be addressed and worked on in future lessons.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**After Task:**

- I was easily able to follow the phone instructions.
- I only needed to listen to the message once.
- I know where to find more information.
- I will be able to explain to my partner what to do to get a replacement card.

**After sharing with partner:**

- I was able to explain to my partner how to get a replacement card.
- The steps I made note of matched my partner's notes.
- We both know where to find more information.

**Comments:**

<b>CLB</b>	<b>Benchmark 7 - Listening</b>
<b>Competency</b>	<i>III: Getting Things Done</i>
<b>Task</b>	Understand moderately complex communication intended to influence or persuade
<b>Tool</b>	Score/Record Sheet
<b>Example</b>	Immigration & Multiculturalism—listen to an interview between two people ( <i>ELSA 6/7 Curriculum Guidelines, p. 61</i> )
<b>Your own idea</b>	

Within the Immigration & Multiculturalism unit, you are working with learners on the project to interview a newcomer. To begin the process of preparing for the interview, the learners need to develop interview skills and techniques. One method suggested in the *ELSA 6/7 Curriculum Guidelines (2011)* is to have the learners listen to an interview between two people. You can create some questions for the learners to answer after they listen to the clip. In this way, you will be able to check their comprehension of the content of the clip, the purpose of the interaction, and the strategies used.

Before listening to the clip, the learners would have already practiced an interview role-play in front of the class. They have also been working on identifying the opening and closing of the interview, ways of changing the topic, using appropriate phrases to interrupt, etc.

The learners' task while listening to the clip is to identify the purpose of the interview, some factual details, phrases used, etc. The learners must correctly answer at least 70% of the questions in order to successfully complete the task. You can collect the results and determine which aspects of the interview learners need to work more on in subsequent lessons.

<b>Date:</b>	<b>Class:</b>	<b>Skill:</b>
<b>Name</b>	<b>Score (5/6 = pass)</b>	<b>Comments</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## Canada's Top Immigrants – CBC Edmonton Monthly Radio Story

(<http://www.cbc.ca/edmonton/eal/2012/03/story-13-canadas-top-immigrants.html>)

You will hear a Radio Talk Show host interview two immigrants to Canada. You will hear the interview once. As you listen, answer the questions. You have 30 seconds to read the questions before you listen.

**Instructions:** Circle the correct answer for each question.

1. What is the purpose of this radio interview?
  - a. To bring attention to the contest by The Canadian Immigrant
  - b. To talk to some interesting Canadians about their experiences
  - c. To nominate these two people for a wonderful reward
  
2. What countries are the interviewees from?
  - a. The Philippines and Saudi Arabia
  - b. Ethiopia and Mexico
  - c. Pakistan and England
  
3. Mohammed mentions that he and his wife were "pen pals". What does this mean?
  - a. They were both university students
  - b. They were friends that both liked pens
  - c. They wrote letters to each other as friends
  
4. How does the radio show host transition from one person he is interviewing to the other?  
He says:
  - a. Back to you.
  - b. How about you?
  - c. Both a and b
  
5. The Radio Show host mentions that the guests are "counting on your vote". This means...
  - a. There is an election happening soon that Canadians will need to vote in
  - b. They are hoping that you will vote for the nominated immigrants so they will win
  - c. The guests will be counting your votes to discover how many more they received
  
6. Why does Mohammed mention the website and getting an account?
  - a. He wants you to tell your friends about the website to get credit at his store
  - b. He is promoting his own website to develop a stronger customer base
  - c. He is informing the audience how they can vote for the nominated immigrants

<b>CLB</b>	<b>Benchmark 7 - Reading</b>
<b>Competency</b>	<i>I: Interacting with Others</i>
<b>Task</b>	Identify factual details and inferred meanings in moderately complex letters expressing a complaint/dissatisfaction.
<b>Tool</b>	Score/Record Sheet
<b>Example</b>	Business & Consumer—identifying format, layout and organization of complaint letters ( <i>ELSA 6/7 Curriculum Guidelines</i> , p.194)
<b>Your own idea</b>	

In this unit on Consumerism, you have been exploring with the learners how to express a complaint or dissatisfaction. As a precursor to having the learners practice writing complaint letters, you want them to be familiar with the format, layout, and organization of this type of formal letter.

Assign the learners to research and read three to five on-line samples of formal consumer complaint letters. When they are finished their research, have them complete the diagram indicated what each section of the letter should contain — not the actual text itself, but the type of information that is expected.

Mark the diagrams and record the learners' results and analyze them for what needs to be revisited before they continue to work with complaint letters.

<b>Date:</b>	<b>Class:</b>	<b>Skill:</b>
<b>Name</b>	<b>Score (9/12 = pass)</b>	<b>Comments</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

Large empty rectangular box for writing.

Large empty rectangular box for writing.

Large empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

Empty rectangular box for writing.

**Complaint Letter Instructions:**

These boxes represent sections of a formal complaint letter. From your on-line research, indicate what belongs in each section (what type of information).

For example, in Box 1, you would write “sender’s name and address”. This is where you would write your name and address if you were sending the letter.





<b>CLB</b>	<b>Benchmark 7 - Reading</b>
<b>Competency</b>	<i>III: Getting Things Done</i>
<b>Task</b>	Get information from moderately complex business/service texts
<b>Tool</b>	Comments Chart
<b>Example</b>	Employment & the Workplace—Search on-line to find three jobs and summarize orally to members of the group ( <i>ELSA 6/7 Curriculum Guidelines</i> , p. 41)
<b>Your own idea</b>	

In the ELSA 6 class, you have started the Employment & Workplace unit and are working on Step 2 of the core curriculum — searching and applying for jobs. You want the students to start looking for jobs on-line and be able to identify the jobs that they would like to have.

The first step of the task is for learners to find three jobs that they would like to apply for. Then for their group, the learners need to summarize each of those job postings. Once summarized, the learners need to identify to their group which of those three postings they would have the best chance of obtaining.

As the learners complete the different steps of the task, use the comments chart to record what you've observed and the feedback you would like to provide your learners. Since there are many aspects to keep track of, it would be a good idea to select a few learners that you want to assess. Then you could create a similar task and have the learners work complete it during a subsequent lesson – thus giving you the opportunity to assess the rest of the learners. Alternatively, you could stagger this task over a couple of lessons in order to be able to observe and provide feedback to all of the learners.

**CLB 7-III: Reading – Getting Things Done**

**Name:**

**Date:**

Able to navigate and locate appropriate jobs

Able to locate specific information

Chooses appropriate postings for own employment goal

Able to summarize posting with main points and details

Does not include irrelevant details to summary

Chooses the option with the best chance of obtaining that position

**Overall Comments:**

<b>CLB</b>	<b>Benchmark 7 - Writing</b>
<b>Competency</b>	<i>III: Getting Things Done</i>
<b>Task</b>	Fill out moderately complex forms with 40 items
<b>Tool</b>	Comments Chart
<b>Example</b>	Body & Mind—Fill out an MSP Application Form with all required information ( <i>ELSA 6/7 Curriculum Guidelines, p.27</i> )
<b>Your own idea</b>	

As part of the Mind and Body unit, you have been discussing and looking at the Medical Services Plan (MSP) and the different services it covers. At some point, the learners will need to complete either on-line or print forms to apply for certain services or subsidies.

Many of the MSP medical forms can be found on-line, and you have looked at the forms with the learners, identified their purpose, and talked about what types of information the forms ask for —what information to put in each section.

Though most of the learners in class have already enrolled in MSP, the MSP application form is the best choice to meet the CLB 7 performance indicators, as the form requires the most information. You ask the learners to complete the form in full, but do not tell them what the form is for. To ensure that the form is not easily identified, you can take off the title of the form before distributing it. As they are filling out the form, you can circulate and quietly ask each of the learners what the purpose of the form is and mark their response on the comments chart.

When learners have completed the form, collect it from them and look at the different aspects of form filling as outlined in the comments chart. Provide your feedback and comments to learners so that they can focus on improvements they need to make. For you, look at the results for the entire class to determine what might need to be further covered and practiced in upcoming lessons.

**CLB 7-III: Writing – Getting Things Done**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Purpose of form identified	
All required information included	
Information in correct spaces	
Correct spelling	
Correct punctuation	
Correct capitalization and spacing	
Correct format for dates and numbers	
Form signed	
Boxes marked correctly with a “✓” or “x” as indicated	

Overall Comments:

<b>CLB</b>	<b>Benchmark 7 - Writing</b>
<b>Competency</b>	<i>IV: Sharing Information</i>
<b>Task</b>	Write two or three connected paragraphs to make a comparison
<b>Tool</b>	Assessment Grid
<b>Example</b>	Sustaining Canadian Communities—compare and contrast two ecological footprints ( <i>ELSA 6/7 Curriculum Guidelines</i> , p. 255)
<b>Your own idea</b>	

For this unit on Sustaining Canadian Communities, you have been working on the core curriculum of Connecting to the Community. You want the learners to practice writing expository essays and have given them the opportunity to choose a number of different topics and styles; however, you do want them to include comparisons in their essays using the information from charts and graphs.

In order to generate some charts and graphs that are personally relevant to the learners, have them visit the *Center for Sustainable Economy* website for the Ecological Footprint survey ([http://myfootprint.org/en/visitor\\_information](http://myfootprint.org/en/visitor_information)). Have the learners complete the Ecological Footprint survey based on their habits here in Canada, then have them complete it again based on their habits back in their home country. For each survey, the learners will get a set of charts (bar graph and pie chart). Have the learners print the information and keep it for the writing task.

For the writing task, ask the learners to use the two sets of figures to compare and contrast their own ecological footprint living here in Canada and their footprint when they were still living in their home country. Before they begin the writing task, review the assessment grid with them. Make sure that they understand the criteria that will be used to mark their writing. If possible, have an example essay that can be shared to demonstrate what a successful piece of writing would look like.

After marking the essays, analyze and summarize the results to share with the class. Make a plan for how deficiencies will be worked on and practiced in future lessons. Also, be sure to celebrate successes and share those examples with the class.

## Writing Task Scoring Grid (CLB 7)

<b>Name:</b>		<b>Date:</b>	<b>Task:</b>
<b>Overall Objectives</b>			
The writer achieves the main communicative purpose of the task		<input type="checkbox"/> Yes	<input type="checkbox"/> Not quite <input type="checkbox"/> No
The writer presents the ideas and information in a format appropriate to the task type		<input type="checkbox"/> Yes	<input type="checkbox"/> Not quite <input type="checkbox"/> No
The writer shows a sense of audience in language, format and content		<input type="checkbox"/> Yes	<input type="checkbox"/> Not quite <input type="checkbox"/> No
The text is effectively organized and the ideas are always clearly expressed		<input type="checkbox"/> Yes	<input type="checkbox"/> Not quite <input type="checkbox"/> No
The reader can understand most of the content on the first reading		<input type="checkbox"/> Yes	<input type="checkbox"/> Not quite <input type="checkbox"/> No
<b>(all of the above must be answered with "Yes" to be considered for CLB 7 or 8)</b>			
<b>↙ No</b>	<b>↙ Yes, but...</b>	<b>Yes ↘</b>	<b>Yes, easily ↘</b>
<p><b>Main ideas</b> are expressed with fewer details and supporting information</p> <p>Good use of <b>simple grammatical structures</b>, spelling, and mechanics</p> <p><b>Some difficulty with complex structures</b></p> <p>Errors sometimes cause misunderstanding</p> <p><b>Vocabulary and word choice</b> is often awkward</p> <p><b>Reader may have difficulty understanding content on the first reading</b></p>	<p><b>Main ideas</b> are expressed and supports with some details</p> <p>Good control of <b>simple grammatical structures</b>, spelling, and mechanics; writer shows developing ability to use complex structures</p> <p>Errors occasionally cause misunderstanding</p> <p><b>Vocabulary is adequate</b> to the task, but may be borrowed heavily from the prompt. Many phrases are word choices are awkward</p> <p><b>Extra effort often</b> required by the reader</p>	<p><b>Main ideas</b> are clearly expressed and supported adequately</p> <p><b>Complex grammatical structures</b> are often used correctly</p> <p>Errors seldom cause misunderstanding</p> <p><b>Word choices and word forms</b> use usually accurate, although expressions are often awkward. Writer may rely somewhat on the prompt</p> <p><b>Extra effort sometimes</b> required by the reader</p>	<p><b>Main ideas</b> are very clearly expressed and well supported</p> <p>The writer uses a variety of <b>complex grammatical structures</b> accurately</p> <p>Errors rarely cause misunderstanding</p> <p>Writer uses an adequate range of <b>vocabulary and word choices</b> are usually natural.</p> <p><b>Extra effort occasionally</b> required by the reader</p>
<b>CLB 5</b>	<b>CLB 6</b>	<b>CLB 7</b>	<b>CLB 8</b>
<b>Notes/Comments:</b>			

<b>CLB</b>	<b>Benchmark 8 - Speaking</b>
<b>Competency</b>	<i>II: Giving Instructions</i>
<b>Task</b>	Give instructions and directions for a range of procedures
<b>Tool</b>	Rating Scale – Peer Assessment
<b>Example</b>	Lifelong Learning—present a summary of one aspect of Robert's Rules of Order ( <i>ELSA 6/7 Curriculum Guidelines, p.286</i> )
<b>Your own idea</b>	

You have started the Lifelong Learning unit with your ELSA 7 class. As part of this unit, the learners are to learn about conducting formal meetings and using Robert's Rules of Order during those meetings. As part of learning these rules, the learners will complete a jigsaw activity where they will present a summarized version of one of the aspects of the rules.

Before the learners begin sharing their summaries with their group, each person in the group is given a rating scale. The learners use this scale to rate how successful their group members are at communicating the aspect that they summarized. Everyone will receive feedback from each member of their group—for a group of four learners, each person will get three rating scales on their performance.

Make sure that you review how to give feedback for the comments section of the rating scale—emphasizing the positive and being constructive when mentioning something for improvement.

When the learners review the feedback, have them reflect on the areas to improve and have them share with you how they plan to make improvements—these ideas can be shared with the class, and some brainstorming can facilitate the generation of ideas for those learners who are unsure of what action they should take.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The instructions were clear.	Easy <----->Difficult
2. The pronunciation was clear.	Clear <----->Unclear
3. The sequence of steps was easy to follow.	Easy <----->Difficult
4. The speaker tried to make sure I understood.	Tried<----->Didn't try

Comments:

<b>CLB</b>	<b>Benchmark 8 - Speaking</b>
<b>Competency</b>	<i>III: Getting Things Done</i>
<b>Task</b>	Propose or recommend solutions to problems in a familiar area
<b>Tool</b>	Reflection Form—Self-Assessment
<b>Example</b>	Sustaining Canadian Communities—explore and agree upon solutions for a sustainability issue in the community ( <i>ELSA 6/7 Curriculum Guidelines, p.250</i> )
<b>Your own idea</b>	

In the Sustaining Canadian Communities unit, the learners need to identify and analyze a sustainability issue in their community. The class is divided into groups to discuss their ideas.

Once in groups, the learners need to decide on an issue, and then explore possible solutions to that issue. As part of the process, the learners need to give their opinions and provide suggestions for the ideas being discussed. To prepare them for doing this, you have reviewed language the learners can use language, such as “In my opinion...,” “The problem is...,” “I think the real issue here is...,” etc.

In the group, the learners decide upon the issue, express their thoughts and opinions about possible solutions, and now they need to recommend the best solution to the issue. When deciding on this solution, the learners will have to give reasons that will support their recommendation.

At the end of the task, give each of the students a reflection form. Give them some time to reflect on their performance during the task and to think of ways that they could improve their performance and the language they used during the task.

Once the learners have completed their forms, you can collect them to get a sense of the learners' views of their performance. Where the learners have indicated that they rarely did something, or have comments for improvement, you can make note of that information to see what is common for the class. This information will assist you in planning future lessons that can focus on building skills that need more practice and reinforcement.



## Reflection Form – proposing solutions to problems

<b>Name:</b>		<b>Date:</b>		
<p>How often did you do the following things in your group today?          Put a check (✓) in the box that best describes your response and add comments.</p>				
<b>Task</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Comments</b>
1. I gave suggestions.				
2. I gave my opinion.				
3. I listened to others in my group.				
4. I summarized what others said.				
5. I asked for clarification.				
6. I agreed or disagreed.				
7. I made recommendations.				
8. I gave reasons to support my recommendation.				
9. I used language that helped communicate my point.				
10. I spoke clearly with a normal pace.				

\*based on Figure 4.10 in *Authentic Assessment*, p. 74



<b>CLB</b>	<b>Benchmark 8 - Listening</b>
<b>Competency</b>	<i>I: Interacting with Others</i>
<b>Task</b>	Understand an expanded range of moderately complex social exchanges
<b>Tool</b>	Reflection form—Self-Assessment
<b>Example</b>	Interpersonal & Group Dynamics—watch a conflict situation from a movie and identify the situation, relationships, and details ( <i>ELSA 6/7 Curriculum Guidelines, p. 271</i> )
<b>Your own idea</b>	

As part of the Interpersonal and Group Dynamics unit, you are having the learners work on the project to present on resolution strategies. You want the learners to become more familiar with recognizing conflict situations and identifying language or tone of voice that can be involved in conflict situations.

To assess the learners' listening skills, you want to find out what they can garner from a listening. Using one minute of a video clip, have the learners watch and listen to a conflict scene a couple of times and answer multiple choice questions. The following page provides you with an example video clip and questions (with the transcript following). The learners need to identify the speakers' relationships as well as the meaning of some of the verbal exchanges in the clip.

When the task is complete, you can collect the results to discover which items were the most difficult. At the same time, have the learners complete the reflection form. Depending on the group, the information they write on the form could be discussed as a class – and you can take notes of what was challenging for them; or you could collect the forms and make note of the difficulties and plan for future lessons.

Additionally, after this task, you can show the video clip and go over different aspects of the conflict conversation, certain phrases or vocabulary, and more of the implied meanings.

As an extension, the learners could use the transcript to re-enact the conversation and practice the voice inflections and word stress.

<b>Name:</b>		<b>Date:</b>	
<b>Listening Task</b>			<b>Comments</b>
I was able to identify the situation.	<input type="checkbox"/>		
I easily followed the conversation.	<input type="checkbox"/>		
I could identify the relationships.	<input type="checkbox"/>		
I understood the implied meanings.	<input type="checkbox"/>		

## Conflict Situation Movie Clip – Monster-in-Law

(<http://www.youtube.com/watch?v=NYF11-FTw94&feature=related> ) (time 0:48-1:48 only)

You will watch a video clip of three women fighting—Viola, Charlie, and Gertrude. You will watch the clip two times. As you watch, answer the questions. You have 30 seconds to read the questions before you watch.

**Instructions:** Circle the correct answer for each question.

1. What is Viola's relationship to Charlie?
  - a. Family friend of Viola's
  - b. Mother of the bride
  - c. Soon to be Mother-in-law
  
2. What is Gertrude's relationship to Viola?
  - a. Mother to be
  - b. Mother-in-law
  - c. Family friend
  
3. Gertrude: Well look at you...all in white. So predictable!  
What does she mean?
  - a. Gertrude knew that Viola would wear white on Charlie's wedding day.
  - b. Gertrude knew that Viola would fight with Charlie during the wedding.
  - c. Gertrude knew that white is Viola's favourite colour to wear on Sunday.
  
4. Viola: Oh, Gertrude! I didn't know **you** were coming...  
Gertrude: You **didn't**?
  - a. Gertrude is bored of the conversation.
  - b. Viola is happy to see Gertrude.
  - c. Gertrude is acting surprised.
  
5. What does Gertrude mean by "You...are...a **stunner!**"
  - a. She can't believe that it is Charlie.
  - b. She thinks that Charlie is very beautiful.
  - c. She thinks that Charlie is ugly.

## Monster-in-law Transcript:

**Charlie:** Ahhh! This is crazy! What don't you just face it? I'm marrying Kevin today and there's **nothing** you can do about it!

**Viola:** YOU face it! You'll **never** be good enough for him!

**Gertrude:** That didn't stop you from marrying my son.

**Viola:** Oh god no.

**Gertrude:** (laughs) Look at you! All in white. You are sooooo predictable!

**Viola:** Oh, Gertrude. I didn't know that **you** were coming.

**Gertrude:** You didn't? Wonder why? Oh I know, you didn't send me an invitation!

**Viola:** I thought you were dead. But evil doesn't die so easily.

**Gertrude:** Heard you got sacked and thrown into a loonie bin.

**Viola:** Oh.

**Gertrude:** My congratulations.

**Viola:** Oh.

**Gertrude:** (puts food in her mouth) Oh my god! Oh my god! (spits out food) These hors d'oeuvres taste like old socks!

**Viola:** Oh, oh.

**Gertrude:** Now. I want to get an up close look at the bride. Holy Toledo! You are...a **stunner**! My grandson is a lucky fella.

<b>CLB</b>	<b>Benchmark 8 - Listening</b>
<b>Competency</b>	<i>IV: Comprehending Information</i>
<b>Task</b>	Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field
<b>Tool</b>	Score/Record Sheet
<b>Example</b>	The Media—watch a general interest TED Talk lecture to identify the main idea, detailed information, implied meanings and inferences ( <i>ELSA 6/7 Curriculum Guidelines, p. 207</i> )
<b>Your own idea</b>	

In the ELSA 7 unit on The Media, you want your learners to listen to extended monologues to gather information of general knowledge topics.

With this TED Talk lecture by Noah Wilson-Rich “Every City Needs Healthy Honey Bees”, 2012 (<http://www.ted.com/talks/>), the learners have the opportunity to practice their listening skills.

Give the learners the questions and provide them with one minute to review the questions before starting the task. The learners should have the opportunity to watch/listen to the lecture twice.

When the task is complete, collect the learners' answers and see which questions were the most difficult for students to answer correctly. In a subsequent lesson (or time permitting, done during the same lesson), go over the answers and play back the section of the lecture so that learners can hear the correct information. If there is still some uncertainty, you could encourage the learners to discuss the answers.

<b>Date:</b>	<b>Class:</b>	<b>Skill:</b>
<b>Name</b>	<b>Score (6/8 = pass)</b>	<b>Comments</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## Every City Needs Healthy Honey Bees – Noah Wilson-Rich

(<http://www.ted.com/talks/> )

You will listen to a speaker present an argument as to the need for healthy honey bees in cities. You will hear the lecture twice. As you listen, answer the questions. You have 60 seconds to read the questions before you listen.

**Instructions:** Fill in the blank/circle the correct answer for each question.

1. What is the main idea of this lecture?
  - a. People should stop eating honey because they are stealing
  - b. The importance of bees and encouraging urban bee keeping
  - c. Bees are being infected with a virus all over the continent
  
2. Why is urban bee keeping beneficial for both bees and humans?
  - a. Easy access to honey and flowers in the gardens
  - b. Less bees on the farm and fewer humans being stung
  - c. Better over-wintering survival and higher honey yield
  
3. Noah is a researcher. His research is looking at how to make bees...?  
\_\_\_\_\_
  
4. Which city is a terrific model for urban bee keeping?  
\_\_\_\_\_
  
5. Why would this speaker be biased towards wanting urban bee keeping?
  - a. He conducted his research in graduate school on bees
  - b. He owns an urban bee keeping company
  - c. Both a and b
  
6. What is Noah's opinion of urban honey?  
\_\_\_\_\_
  
7. What is the speaker's tone?
  - a. Angry, frustrated, and mean
  - b. Friendly, relatable, and optimistic
  - c. Sad, discouraged, and melancholy
  
8. What is Noah's attitude toward current city design?
  - a. Negative – it promotes climate change
  - b. Positive – it keeps people warmer
  - c. Neutral – he doesn't have an opinion



<b>CLB</b>	<b>Benchmark 8 - Reading</b>
<b>Competency</b>	<i>II: Comprehending Instructions</i>
<b>Task</b>	Understand extended, moderately complex multistep instructions and instructional texts for establishing procedures related to familiar, specialized texts
<b>Tool</b>	Anecdotal Record
<b>Example</b>	Career & Personal Development—Summarize and extract key steps for good presentations from an on-line passage ( <i>ELSA 6/7 Curriculum Guidelines</i> , p. 228)
<b>Your own idea</b>	

As part of the core curriculum of the Career & Personal Development unit, the learners need to research and work on their presentation skills.

Have the learners read an on-line article about effective presentations (<http://www.itplacements.com/ITP/EffectivePresentationTechniques.html>). As they read the passage, have the learners extract and summarize the key ideas in point form notes.

Once they have completed the task, have them hand in the notes so that you can review them and make sure that learners have included all of the relevant information. When reading over the notes, remember that you are not assessing their writing skills, you are focusing on their ability to pull out the important information from the reading passage.

Use anecdotal records to record your feedback on their work. These can be shared with individual students, but also analyzed as a whole so that you are able to incorporate activities in future lessons that can address the difficulties learners' may be experiencing.

Whenever using anecdotal records for assessment, it is important to include the learner's name and the date so that it is clear who the feedback is for and when the feedback was given.

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

Date: \_\_\_\_\_

Comments:



<b>CLB</b>	<b>Benchmark 8 - Reading</b>
<b>Competency</b>	<i>IV: Comprehending Information</i>
<b>Task</b>	Understand moderately complex extended descriptions, feature articles, reports and narrations
<b>Tool</b>	Score Sheet
<b>Example</b>	The Media—Read a two to three page article on a controversial topic and answer questions to facilitate comprehension ( <i>ELSA 6/7 Curriculum Guidelines, p. 206</i> )
<b>Your own idea</b>	

As part of the Media unit for your ELSA 7 class, you have been asking your learners to read articles about controversial current events and to answer questions to facilitate comprehension.

For this task, the learners will read a newspaper article from July 28<sup>th</sup>, 2012 edition of *The Globe and Mail*, “National energy strategy must address B.C. pipeline worries”. Once the learners have read the article, have them answer the comprehension questions to see if they understood the content of the article.

When the task is finished, the learners hand in their answers. Learners' individual scores can be recorded, and the results can be analyzed to see which questions were the most difficult for the entire class.

In a subsequent lesson, the answers can be reviewed as a class, and remaining difficulties can be reviewed and discussed.

<b>Date:</b>	<b>Class:</b>	<b>Skill:</b>
<b>Name</b>	<b>Score (6/8 = pass)</b>	<b>Comments</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

## “National energy strategy must address B.C. pipeline worries”

2012, July 28. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com>

**Instructions:** Read the newspaper article and answer the questions by filling in the blank/circling the best answer.

1. How many requirements need to be met before Premier Christy Clark will consider the pipeline?  

---
2. What other commodities are also transported through BC to the coast?
  - a. Gold and grain
  - b. Copper and lumber
  - c. Both a and b
3. Which report did Enbridge submit to the environmental review process?
  - a. Alberta Environmental Report
  - b. Wright Mansell Report
  - c. Clark Report
4. Alberta will receive 40% of the incremental income generated over 30 years. How much is that in dollars?  

---
5. What is the “key energy resource” the BC government is working to develop?
  - a. Hydro-electric power
  - b. Lumber
  - c. Liquefied natural gas
6. What does Christy Clark mean when she says “We must work in concert”?
  - a. The provinces and the federal government should work together
  - b. The government should host a concert for the people
  - c. Alberta and BC should not work too closely on this project
7. What is the name of the heavy oil pipeline project?
  - a. Enbridge project
  - b. Northern Gateway project
  - c. Both a and b
8. How many kilometres will the proposed pipeline be?  

---

<b>CLB</b>	<b>Benchmark 8 - Writing</b>
<b>Competency</b>	<i>I: Interacting with Others</i>
<b>Task</b>	Convey personal messages in formal correspondence for a social purpose
<b>Tool</b>	Rubric
<b>Example</b>	Lifelong Learning—write a thank you email to a fair participant ( <i>ELSA 6/7 Curriculum Guidelines, p. 287</i> )
<b>Your own idea</b>	

With the core curriculum component of the Lifelong Learning unit, learners are to draft and revise exemplars of various types of emails.

Before having the learners complete the task, it is important that you review the rubric with them. This allows them to see how their work will be assessed and what they should be focusing on.

In this task, you provide learners with a scenario for thanking a Fair participant for their contribution to the event. Learners, using what they have learned from writing the exemplars, send you their thank you email. Use the rubric on the following page to assess how successfully the learners have completed the task. When writing comments, ensure that they are specific enough for learners to use.

Look at all of the submissions to determine where learners are most successful. Choose examples or sections from the writing to share with the class. Also, determine the areas learners are struggling with. This is where additional practice exercises and tasks can be worked on in more depth.

**Skill:** Writing

**CLB:** 8

**Competency Type:** I – Interacting with Others

**Unit/Topic:** Lifelong Learning

**Competency:** Convey personal messages in formal correspondence for a social purpose

Assessment Task	Assessment Criteria/ Performance Indicators						Achievement Ratings	
	Holistic	Analytic					Total	Comments
Learners write thank you emails to fair participants	Task performed effectively	Appropriate salutation and closing	Appropriate thanking expressions	Adequate vocabulary	Good use of mechanics	Sense of audience conveyed		
Name								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

*\*From "The Program Planner: A Companion to the Adult ESL Curriculum Guidelines" p.62*

<b>CLB</b>	<b>Benchmark 8 - Writing</b>
<b>Competency</b>	<i>II: Reproducing Information</i>
<b>Task</b>	Reduce a text of up to about 2 pages to a summary
<b>Tool</b>	Rating Scale
<b>Example</b>	Lifelong Learning—reduce 1.5 page text to a summary about lifelong learning ( <i>ELSA 6/7 Curriculum Guidelines</i> , p. 293)
<b>Your own idea</b>	

As part of the Lifelong Learning unit, the ELSA 7 learners are learning how to conduct formal meetings. As part of that process, they need to become familiar with Robert’s Rules of Order.

The learners are directed to the website: <http://www.robertsrules.org/> and each student is assigned a different aspect of the key Rules of Order. Each aspect should be no longer than two pages in length.

The task for the learners is to summarize their assigned aspect of the key Rules of Order. That text should be summarized into the key instructions needed in order for their classmates to understand how to use the rules in a formal meeting. This summary will then be used for their presentation to their group members.

When the task is complete, have the learners hand in their work so that it can be rated using the scale below. Be sure to review the rating scale with the class and the aspects you expect them to complete beforehand.

Identify the strong, successful summaries and share those with the class as good models. The areas that need more work can be revisited in subsequent lessons when similar summarizing exercises need to be completed.

## Summary Evaluation Rating Scale

<b>Name:</b>		<b>Date:</b>		
<b>The Learner:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<input type="radio"/> Identifies the topic	1	2	3	4
<input type="radio"/> Identifies the main idea	1	2	3	4
<input type="radio"/> Combines/chunks similar ideas	1	2	3	4
<input type="radio"/> Paraphrases accurately	1	2	3	4
<input type="radio"/> Deletes minor details	1	2	3	4
<input type="radio"/> Reflects author's emphasis	1	2	3	4
<input type="radio"/> Recognizes author's purpose	1	2	3	4
<input type="radio"/> Stays within appropriate length	1	2	3	4
<b>Comments</b>				

\*based on Figure 6.5 in *Authentic Assessment*, p. 152

## Glossary

**Assessment:** a systematic approach for collecting information on student learning or performance usually based on various sources of evidence (Holmes et al. 2001 p. 180)

**Content:** Information that is covered in the classroom. How the teacher combines the CLB competencies with the topic information. For example, making an appointment to see a doctor.

**Diagnostic assessment (placement test):** An assessment tool or process that attempts to diagnose, or identify, a student's strengths and weaknesses, typically so that an effective and appropriate course of instruction can be presented (Holmes et al. 2001 p. 181).

**Evaluation:** The collection and assessment of information for the purpose of decision-making. It can be formative and on-going, or summative/final (Pawlikowska 2002 p. 72).

**Formal assessment:** Any type of assessment that is collected, evaluated, or used to assign a mark – traditionally a test.

**Formative assessment:** ongoing assessment providing information to guide instruction and improve student performance (Holmes et al. 2001 p.182).

**Informal assessment:** Any type of assessment that is not recorded and not used to assign a mark – verbal comments, observations, etc.

**Needs assessment:** Is done before lesson plans are developed. The teacher then plans the classes around the identified needs of the students (Holmes et al. 2001 p. 184).

**Portfolio Assessment:** A selective collection of student work, teacher observations, and self assessment that is used to show progress over time with regard to specific criteria (Holmes et al. 2001 p. 184).

**Rubric (marking guide):** a measurement scale used to evaluate a student's performance. It consists of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome (Holmes et al. 2001 p. 185).

**Settlement language:** Topics and content covered in the classroom that will assist students with their settlement in Canada. The information will help them be able to do things in the community, understand the processes, and be aware of cultural expectations and norms.

**Summative assessment:** provides feedback at the end of a learning unit or program. It provides a snapshot of learner performance (Holmes et al. 2001 p. 147).

**Survival language:** Topics and content necessary for a student to “survive” or take care of themselves and their family in the “real world”. This information is to help meet their immediate basic needs.

**Topic:** An area of study for the ELSA classroom. Usually pertaining to settlement or cultural information. Examples include - Canadian holidays, recreation, employment, Canadian geography, etc.



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\*Additional documents can be found on the ELSA Net Moodle site.

To access the moodle site:

Go to <http://www.elsanet.org>

Click on 'Resources'

Click on 'Log in to the ELSA Net E-Learning Portal'

To request a Username and Password from [esl@elsanet.org](mailto:esl@elsanet.org)

Login in to the Moodle site – enter your Username and password

# Appendix I – Stage I Assessment Log (CLB 1-4)

Class:	Listening				Speaking				Reading				Writing			
	Social Interaction	Instructions	Suasion	Information	Social Interaction	Instructions	Suasion	Information	Social Inter. Texts	Instructions	Bus./Service Texts	Informational Texts	Social Interaction	Recording Information	Bus./Service Messages	Presenting Information
Student's Name																

# Appendix I – Stage II Assessment Log (CLB 5-8)

Class:	Listening				Speaking				Reading				Writing			
	Social Interaction	Instructions	Suasion	Information	Social Interaction	Instructions	Suasion	Information	Social Inter. Texts	Instructions	Bus./Service Texts	Informational Texts/Info	Social Interaction	Reproducing Information	Bus./Service Messages	Presenting Info & Ideas
Student's Name																

# Appendix II – Templates

Date of observation: \_\_\_\_\_

CLB Competency observed: \_\_\_\_\_

Name	Can do it	Only with help	Not yet
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELSA Level: \_\_\_\_\_

Class: \_\_\_\_\_

Name	birth	birthday	marriage	graduation

Name:	Date:
Copied information accurately	<input type="checkbox"/> Copied Uppercase letters <input type="checkbox"/>
Filled each section with the correct information	<input type="checkbox"/> Copied Lowercase letters <input type="checkbox"/>
Letter spacing appropriate	<input type="checkbox"/> Copied Numerals <input type="checkbox"/>
Letters written on the line	<input type="checkbox"/> Copied words <input type="checkbox"/>
Comments:	

Name:	Date:
Copied information accurately	<input type="checkbox"/> Copied Uppercase letters <input type="checkbox"/>
Filled each section with the correct information	<input type="checkbox"/> Copied Lowercase letters <input type="checkbox"/>
Letter spacing appropriate	<input type="checkbox"/> Copied Numerals <input type="checkbox"/>
Letters written on the line	<input type="checkbox"/> Copied words <input type="checkbox"/>
Comments:	

Name:	Date:
Copied information accurately	<input type="checkbox"/> Copied Uppercase letters <input type="checkbox"/>
Filled each section with the correct information	<input type="checkbox"/> Copied Lowercase letters <input type="checkbox"/>
Letter spacing appropriate	<input type="checkbox"/> Copied Numerals <input type="checkbox"/>
Letters written on the line	<input type="checkbox"/> Copied words <input type="checkbox"/>
Comments:	

Name:	Date:
Copied information accurately	<input type="checkbox"/> Copied Uppercase letters <input type="checkbox"/>
Filled each section with the correct information	<input type="checkbox"/> Copied Lowercase letters <input type="checkbox"/>
Letter spacing appropriate	<input type="checkbox"/> Copied Numerals <input type="checkbox"/>
Letters written on the line	<input type="checkbox"/> Copied words <input type="checkbox"/>
Comments:	



Name:	Date:
Chose appropriate card	<input type="checkbox"/>
Used a salutation	<input type="checkbox"/>
Included an appropriate message	<input type="checkbox"/>
Used a closing	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>
Correct punctuation	<input type="checkbox"/>
Comments:	

Name:	Date:
Chose appropriate card	<input type="checkbox"/>
Used a salutation	<input type="checkbox"/>
Included an appropriate message	<input type="checkbox"/>
Used a closing	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>
Correct punctuation	<input type="checkbox"/>
Comments:	

Name:	Date:
Chose appropriate card	<input type="checkbox"/>
Used a salutation	<input type="checkbox"/>
Included an appropriate message	<input type="checkbox"/>
Used a closing	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>
Correct punctuation	<input type="checkbox"/>
Comments:	

ELSA Level: \_\_\_\_\_

Class: \_\_\_\_\_

Name	Easy to read	No errors	correct place

Name:	Date:
Legible	<input type="checkbox"/>
Correct Spelling	<input type="checkbox"/>
Follows format (ie dd/mm/yy)	<input type="checkbox"/>
Information in correct section	<input type="checkbox"/>
Signed & Dated	<input type="checkbox"/>
Appropriate vocabulary	<input type="checkbox"/>
<b>Comments:</b>	

Name:	Date:
Legible	<input type="checkbox"/>
Correct Spelling	<input type="checkbox"/>
Follows format (ie dd/mm/yy)	<input type="checkbox"/>
Information in correct section	<input type="checkbox"/>
Signed & Dated	<input type="checkbox"/>
Appropriate vocabulary	<input type="checkbox"/>
<b>Comments:</b>	

Name:	Date:
Legible	<input type="checkbox"/>
Correct Spelling	<input type="checkbox"/>
Follows format (ie dd/mm/yy)	<input type="checkbox"/>
Information in correct section	<input type="checkbox"/>
Signed & Dated	<input type="checkbox"/>
Appropriate vocabulary	<input type="checkbox"/>
<b>Comments:</b>	

**Date of observation:** \_\_\_\_\_

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

	<b>Yes</b>	<b>Needs help</b>	<b>Not yet</b>
Legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed in spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed (not printed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**Date of observation:** \_\_\_\_\_

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

	<b>Yes</b>	<b>Needs help</b>	<b>Not yet</b>
Legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed in spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed (not printed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**Date of observation:** \_\_\_\_\_

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

	<b>Yes</b>	<b>Needs help</b>	<b>Not yet</b>
Legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed in spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed (not printed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Date:	Speaker:	Listener:
Instructions easy to follow	<input type="checkbox"/>	
Pronunciation clear	<input type="checkbox"/>	
Uses first/next/then	<input type="checkbox"/>	
Follows instructions		<input type="checkbox"/>
Correctly writes phone number		<input type="checkbox"/>
Uses strategies: asks for repetition etc		<input type="checkbox"/>
Comments:		

Date:	Speaker:	Listener:
Instructions easy to follow	<input type="checkbox"/>	
Pronunciation clear	<input type="checkbox"/>	
Uses first/next/then	<input type="checkbox"/>	
Follows instructions		<input type="checkbox"/>
Correctly writes phone number		<input type="checkbox"/>
Uses strategies: asks for repetition etc		<input type="checkbox"/>
Comments:		

Date:	Speaker:	Listener:
Instructions easy to follow	<input type="checkbox"/>	
Pronunciation clear	<input type="checkbox"/>	
Uses first/next/then	<input type="checkbox"/>	
Follows instructions		<input type="checkbox"/>
Correctly writes phone number		<input type="checkbox"/>
Uses strategies: asks for repetition etc		<input type="checkbox"/>
Comments:		

Date of observation: \_\_\_\_\_

Class: \_\_\_\_\_

Name	Used – excuse me? Pardon me?	Used – I’m sorry. I don’t understand.	Used – could you repeat please?	Used body lang (shake head, shrug shoulders)	Said nothing
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Name:</b>	<b>Date:</b>
Able to follow story?	<input type="checkbox"/>
Expressed a need?	<input type="checkbox"/>
Expressed a like/dislike?	<input type="checkbox"/>
Pronunciation Clear	<input type="checkbox"/>
Comments:	
<b>Name:</b>	<b>Date:</b>
Able to follow story?	<input type="checkbox"/>
Expressed a need?	<input type="checkbox"/>
Expressed a like/dislike?	<input type="checkbox"/>
Pronunciation Clear	<input type="checkbox"/>
Comments:	
<b>Name:</b>	<b>Date:</b>
Able to follow story?	<input type="checkbox"/>
Expressed a need?	<input type="checkbox"/>
Expressed a like/dislike?	<input type="checkbox"/>
Pronunciation Clear	<input type="checkbox"/>
Comments:	

Name	Date	Eye contact	Smiling	Nodding	Vocalizations	Short phrases	Comments



Name	Date	Caller	Phone #	Message for	Date	Time	Reason	Comments

<b>Name:</b>	<b>Date:</b>
<b>Was able to identify:</b>	
Reader	<input type="checkbox"/>
Writer	<input type="checkbox"/>
Relationship	<input type="checkbox"/>
Purpose	<input type="checkbox"/>
Details	<input type="checkbox"/>
Preference	<input type="checkbox"/>
<b>Comments:</b>	

<b>Name:</b>	<b>Date:</b>
<b>Was able to identify:</b>	
Reader	<input type="checkbox"/>
Writer	<input type="checkbox"/>
Relationship	<input type="checkbox"/>
Purpose	<input type="checkbox"/>
Details	<input type="checkbox"/>
Preference	<input type="checkbox"/>
<b>Comments:</b>	

<b>Name:</b>	<b>Date:</b>
<b>Was able to identify:</b>	
Reader	<input type="checkbox"/>
Writer	<input type="checkbox"/>
Relationship	<input type="checkbox"/>
Purpose	<input type="checkbox"/>
Details	<input type="checkbox"/>
Preference	<input type="checkbox"/>
<b>Comments:</b>	

Names:	Date:
Chose best item for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Identified relevant facts for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:	

Names:	Date:
Chose best item for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Identified relevant facts for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:	

Names:	Date:
Chose best item for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Identified relevant facts for:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:	

ELSA Level: \_\_\_\_\_

Class: \_\_\_\_\_

Name	Asks for Time	States Time	uses politeness	pronunciation errors	grammar errors

ELSA Level: \_\_\_\_\_ Class: \_\_\_\_\_

Name	Closing, signed	Salutation, Name & Date	Legible	Spelling Errors	punctuation errors	grammar errors

Name:

Date:

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to perform the task well.		4 3 2 1
<b>Analytic</b>		
<b>Pronunciation</b> Able to understand speaking clearly.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures during the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Body Language/Eye Contact</b> Uses appropriate body language and maintains eye contact.		4 3 2 1
4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet		<b>Total score:</b>

Name:

Date:

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to perform the task well.		4 3 2 1
<b>Analytic</b>		
<b>Pronunciation</b> Able to understand speaking clearly.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures during the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Body Language/Eye Contact</b> Uses appropriate body language and maintains eye contact.		4 3 2 1
4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet		<b>Total score:</b>

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

Date: \_\_\_\_\_

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to perform the task well. Listener able to follow instructions.		4 3 2 1
<b>Analytic</b>		
<b>Correct Sequence of Steps</b> Provides steps in correct order without changes.		4 3 2 1
<b>Stress &amp; Intonation</b> Uses appropriately for ease of understanding.		4 3 2 1
<b>Clear References</b> Uses landmarks and prepositions clearly in order to indicate the location of an icon.		4 3 2 1
<b>Pronunciation</b> Able to understand speaking clearly.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures during the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
4 = easily achieved 3 = achieved 2 = some difficulty 1 = not yet		<b>Total score:</b>  <b>*21=mastered</b>

**Comments:**

Name:

Date:

	Comments	Rating
<b>Overall Effectiveness</b> Able to complete the task well. Message can be understood.		4 3 2 1
<b>Salutation/Name/Date</b> Includes an appropriate salutation and name for the task. Includes the date.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Mechanics</b> Good control of spelling and punctuation.		4 3 2 1
4 = easily achieved    3 = achieved    2 = some difficulty 1 = not yet		<b>Total score:</b>
<b>Comments</b>		

Name:

Date:

	Comments	Rating
<b>Overall Effectiveness</b> Able to complete the task well. Message can be understood.		4 3 2 1
<b>Salutation/Name/Date</b> Includes an appropriate salutation and name for the task. Includes the date.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Mechanics</b> Good control of spelling and punctuation.		4 3 2 1
4 = easily achieved    3 = achieved    2 = some difficulty 1 = not yet		<b>Total score:</b>
<b>Comments</b>		



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

Date: \_\_\_\_\_

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to complete the task well. Invitation can be understood.		4 3 2 1
<b>Analytic</b>		
<b>Salutation/Name</b> Includes an appropriate salutation and name for the task.		4 3 2 1
<b>Purpose of the event</b> Includes the purpose of the invitation.		4 3 2 1
<b>Date/Time/Location</b> The date and time of the event is included. The location with clear directions included.		4 3 2 1
<b>RSVP information</b> The contact person's name and phone number are included along with a "reply by" date.		4 3 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Mechanics</b> Good control of spelling and punctuation.		4 3 2 1
4 = easily achieved    3 = achieved 2 = some difficulty    1 = not yet		<b>Total score:</b> <b>*24=mastered</b>

**Comments:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Comments	Rating
<b>Holistic</b>		
<b>Overall Effectiveness</b> Able to complete the task well.		4 3 2 1
<b>Analytic</b>		
<b>Descriptions</b> Describes the family members well with some detail.		4 3 2 1
<b>Comparison</b> Able to compare the two family members .		4 3 2 1
<b>Grammar</b> Uses correct grammar structures to complete the task.		4 3 2 1
<b>Vocabulary</b> Uses appropriate and correct use of words in the task.		4 3 2 1
<b>Mechanics</b> Good control of spelling and punctuation.		4 3 2 1
4 = easily achieved    3 = achieved 2 = some difficulty    1 = not yet		<b>Total score:</b> <b>*18=mastered</b>
<b>Comments:</b>		

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_ What time was the message?

\_\_\_ Should you call the person?

\_\_\_ Who is the message from?

\_\_\_ What is the message about?

Good ☺

So-So ☹

Needs Practice ☹

| |

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\_\_\_ What time was the message?

\_\_\_ Should you call the person?

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Good ☺

So-So ☹

Needs Practice ☹

| |

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Good ☺

So-So ☹

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| |

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\_\_\_ What time was the message?

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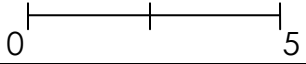
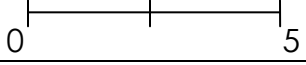
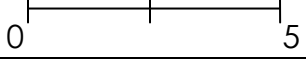
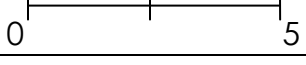
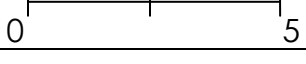
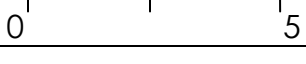
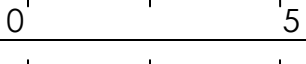
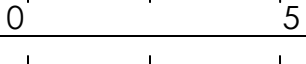
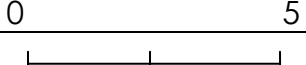
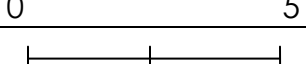
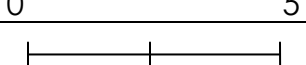
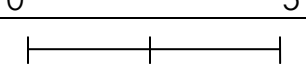

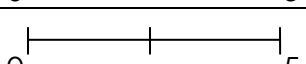
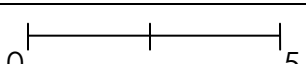
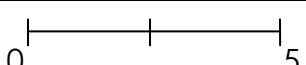
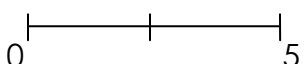
  

Good ☺

So-So ☹

Needs Practice ☹

| |

Date:	Class:	
Name	Scale	Comments
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
<b>0 = doesn't match at all    5 = perfect match</b>		



ELSA Level: \_\_\_\_\_

Class: \_\_\_\_\_

Name	circle	underline	cross out	write	read	say



ELSA Level: \_\_\_\_\_

Class: \_\_\_\_\_

Name	circle	underline	cross out			

Date:	Name	Score ( / =mastery)

Comments:

<b>Date:</b> <b>Name:</b> <b>Score out of ____:</b>
Comments:

<b>Date:</b> <b>Name:</b> <b>Score out of ____:</b>
Comments:

<b>Date:</b> <b>Name:</b> <b>Score out of ____:</b>
Comments:

<b>Date:</b> <b>Name:</b> <b>Score out of ____:</b>
Comments:

<b>Date:</b> <b>Name:</b> <b>Score out of ____:</b>
Comments:



Date:		Class:
<b>Name</b>	<b>Score</b>	<b>Comments</b>

Date:		Class:
Name	Out of ____	Passed
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<b>Date:</b>	<b>Class:</b>	
Were you able to effectively communicate your opinion?	Yes	No
Did you feel others listened to you?	Yes	No
Did you feel others wanted to hear your opinion?	Yes	No
Was everyone able/encouraged to participate?	Yes	No
Was this discussion easy?	Yes	No
<b>Comments:</b>		

\*Circle what the majority of the class answered