

II. Giving Instructions

- Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

Task Give instructions on using Robert’s Rules of Order at a meeting.

Tool Rating Scale – Peer Assessment

The example here would be part of a Lifelong Learning unit in which Ss practice conducting formal meetings and using Robert’s Rules of Order during those meetings. As part of learning these rules, the Ss will complete a jigsaw activity in which they will present a summarized version of one of the aspects of the rules. The task could be used in other units, such as Employment, that include meetings as a topic.

1. Review key words in the jigsaw reading you’ve prepared.
2. Assign Ss part of the jigsaw to read and summarize, and give them some time to complete this part of the task.
3. Provide Ss with the rating scale and go over how to complete it. Explain to Ss how to use the scale to rate how successful their group members are at communicating the aspect of the rules that they summarized.
4. Review how to give feedback for the comments section of the rating scale, emphasizing the positive and being constructive when mentioning something for improvement.
5. Ensure that everyone receives feedback from each member of their group; for example, for a group of four Ss, each person will get three rating scales on their performance.
6. When Ss review their feedback, invite them to reflect on the areas to improve and have them share with you how they plan to make improvements.
7. Share these ideas with the class, and do some brainstorming to facilitate the generation of ideas for those Ss who are unsure of what action they should take.
8. Provide Ss with future opportunities to use Robert’s Rules of Order as part of group work.

LINC 8 Peer's Name: _____ Date: _____

CLB: Speaking 8-II Giving Instructions

Task: Use Robert's Rules to give instructions

Peer Assessment: Put an 'X' on the part of the line you think is best.

- | | |
|---|-------------------------|
| 1. The instructions were clear. | Clear ←————→ Unclear |
| 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:

LINC 8 Peer's Name: _____ Date: _____

CLB: Speaking 8-II Giving Instructions

Task: Use Robert's Rules to give instructions

Peer Assessment: Put an 'X' on the part of the line you think is best.

- | | |
|---|-------------------------|
| 1. The instructions were clear. | Clear ←————→ Unclear |
| 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:

LINC 8 Peer's Name: _____ Date: _____

CLB: Speaking 8-II Giving Instructions

Task: Use Robert's Rules to give instructions

Peer Assessment: Put an 'X' on the part of the line you think is best.

- | | |
|---|-------------------------|
| 1. The instructions were clear. | Clear ←————→ Unclear |
| 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: