



Learner Self-Assessment Toolkit: ELSA Levels Literacy to 7

Developed by Aaron Kilner
and Ryan Drew (CLBs 7 and 8)

Project Manager: Colleen Rogan

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Stella Chung

S.U.C.C.E.S.S.

Lisa Herrera

Immigrant Services Society of British Columbia

Shelley MacDonald-Lin

Burnaby English Language Centre

Richard Sim

Vancouver Community College

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The Guidelines

What is the Learner Self-Assessment Toolkit?

The *Learner Self-Assessment Toolkit* is the companion document to the *Formative Assessment Toolkit*. The *Formative Assessment Toolkit* helps instructors to conduct assessment for learning, monitor learner progress and make decisions about future learning objectives. The *Learner Self-Assessment Toolkit* provides guidelines and tools to help instructors introduce or develop learner self-assessment activities. The toolkit will help encourage learners as they take greater responsibility for their own learning. The tools will also help learners understand and track the Canadian Language Benchmark competencies that they acquire over time. For example, an instructor can use the *Formative Assessment Toolkit* to develop a tool for measuring learner proficiency at a specific task, such as filling in a simple form with personal information. The instructor can use this tool to gauge each learner's ability to complete the task and use this data to evaluate each learner's overall progress and help the instructor with planning future lessons. The instructor may also wish to provide learners with a tool for measuring their own proficiency at filling in the same form. The instructor can refer to the *Learner Self-Assessment Toolkit* to develop this tool, resulting in a more balanced assessment process that includes instructor and learner input.

What is self-assessment?

Self-assessment is a process in which learners make judgments about their own performance and abilities. Through a variety of activities, learners can gather information about their own learning, reflect on this information, and make decisions about their language learning goals. This process "involves learners in discovering what they know and what they feel as well as what they can do" (Cram 1995: 271).

As with other kinds of formative assessment, self-assessment can come at any time in a lesson - before, during or after a task. A self-assessment activity can be an extension of a formative assessment activity, providing both the instructor and the learner with information about the learning process, or it can be more independent, for the learner's benefit only. In either situation, self-assessment can serve as:

- a measure or description of language proficiency and accomplishments, such as the achievement of CLB outcomes;
- an awareness-raising activity (of culture, learning strategies, language-learning needs, linguistic strengths and weaknesses);

- a foundation for setting goals;
- a record of classroom and real-world activities and achievements.

What are the benefits of doing self-assessment?

Some of the benefits of incorporating self-assessment in the teaching-learning process are:

- the potential increase in self-awareness and self-confidence among learners;
- the potential for learners to take more control over their learning, reducing their dependence on the instructor and directing their learning towards specific goals;
- the development of each learner's ability to judge the appropriateness and accuracy of their performance using a set of criteria.
(Cram 1995: 274 - 278)

David Nunan (1998) summarizes the advantages for learners as follows: "In a learner-centred system, learners can be sensitized to their role as learner, and can also be assisted to develop as autonomous learners by the systematic use of self-assessment" (p. 130). Instructors, by creating opportunities and establishing routines for self-assessment, can emphasize to learners the overall importance of assessment and the mutual responsibility for evaluating and using one's learning.

How do I introduce self-assessment into my classroom?

While the concept of self-assessment may be unfamiliar to many learners, most of them are probably already doing it. Rolheiser and Ross (2011) write: "The choice for [instructors] is not whether [learners] evaluate their own work (they will regardless of [instructor] input) but whether [instructors] will attempt to teach them how to do so effectively" (p. 6). Learners are making judgments about their English ability all the time. Proficient language learners are more often able to quickly identify their weaknesses and exploit their strengths while less confident learners can quite easily fall into the trap of repeating judgments such as, "My English is no good."

How can instructors guide and support learners at various stages of proficiency in this process of self-evaluation? In fact, many instructors are already including learner self-assessment in their classrooms, some deliberately and others in a more intuitive way. Some of these techniques and routines include:

- Asking the learners a simple question at the end of a task to get feedback.

- Providing a checklist of things to include in a poster presentation.
- Asking learners to copy down the lesson agenda in their notebooks.
- Asking learners to rank the lesson activities from most to least useful.
- Instructing learners to look at their written work again for something they might have missed.
- Giving written and oral feedback, especially in the form of a question that prompts learners to think about why they wrote or said something in a particular way.
- Guiding learners in how they organize, display, and talk about their in-class work.
- Having learners mark their own tests, quizzes and worksheets using an answer key.

Self-assessment practices that are already part of the teaching-learning process provide a strong foundation for choosing, adapting, and implementing additional self-assessment tools.

Although there are many options for introducing self-assessment in the ELSA classroom, here are some possible starting points (adapted from the Ontario Ministry of Education's Capacity Building Series Pamphlet, 2007):

Raise awareness

For ELSA levels 2 and up, it is possible to teach self-assessment explicitly. A simple lesson could be based on illustrations depicting a learner and instructor. With the help of plain English, a few arrows and some planned facial expressions and gestures, the instructor can highlight the role of both instructor and learner in assessment. The main point to emphasize is that ultimately it is the learners who decide how they learn and use English.



Instructors can talk with learners about what they think self-assessment means and how it can help them. Introducing self-assessment does not mean that instructors are giving up their responsibility of assessing learner performance; responsibility is shared.

Allow time for learners to get used to self-assessment

Start with short self-assessment activities and questions (such as the ones listed at the beginning of this section) before moving on to the longer checklists and goal-planning charts. Expect that learners will respond differently to self-assessment activities.

Provide opportunities to practice self-assessment

Try a variety of self-assessment activities, using them as extensions of other activities. Try making a routine out of one or more of them. Plan for task repetition, feedback sessions, and peer discussions that involve some aspect of self-assessment that is appropriate for a particular level and group of learners.

How can I ensure that self-assessment is successful?

Identify the criteria

Self-assessment is most effective when learners are aware of the criteria as well as the outcomes, and have been informed about the process. The criteria that the instructor uses to assess learners can be the same criteria the learners use to assess themselves. It is also possible that the criteria will have been agreed upon by both parties.

Provide a model

When including a self-assessment activity for a specific task, it is important to provide a model of what is expected. Depending on the level, instructors and learners can identify aspects of the model that are interesting, noticeable and desirable, providing learners with a point of reference as they attempt their own versions of the model.

Get feedback

In addition to providing the more traditional feedback to learners in the form of encouragement, error correction, and suggestions for improvement, instructors can invite learners to give feedback of their own. Jim Scrivener writes: "The

essential engine of a richer, more productive learning environment is communication, two-way feedback from learners to [instructors] and vice versa" (Scrivener 2011: 95).

Practice self-assessment of your own teaching

By engaging in self-reflection and action research, instructors can gain a deeper understanding of how self-assessment works and what its benefits are.

How might learners' cultural backgrounds impact self-assessment?

Due to cultural or educational backgrounds and expectations, some learners and instructors will be unfamiliar with the concept of self-assessment in the language classroom. Those learners who normally expect correction, approval or a grade from the instructor may be surprised when their ELSA instructor asks them to self-correct and self-evaluate. It is important to recognize that many ELSA classroom procedures, with their emphasis on communicative fluency, learner-centred interaction, and task-based outcomes, are new for many learners who are more accustomed to learning language through programs that may place more emphasis on grammar-translation, textbooks and tests. This is not to suggest these are illegitimate or inferior methods. Jeremy Harmer (2007) writes:

If [...] learning is conditioned both by the [learner's] educational culture and also by his or her individual learning styles and preferences, then the idea that all [learners] should be forced to become autonomous seems unnecessarily prescriptive. Why should [learners] who are, for whatever reason, reluctant to become autonomous, have autonomy thrust upon them? (p. 403)

Harmer's answer to this dilemma is to provide learners with a variety of opportunities for taking control of their own learning, and to do so often, with the knowledge that not all learners will embrace such opportunities with the same enthusiasm.

What if I encounter resistance from learners?

Like many activities, learners may not accept or understand the reason for self-assessment. Some ways of responding to learners' resistance include: informing learners of the reasons for doing something, showing them the benefits of the activity, giving them some say in how the activity is conducted, teaching them how to do the activity, presenting it in an engaging way, and, above all, listening

to learners' concerns. Forcing learners to do something that they have not in some way agreed to do will only create greater resistance.

What if there is a mismatch between the instructor's assessment and the learner's self-assessment?

Without adequate guidance, learners may rate themselves higher or lower than their actual abilities. If a learner's self-assessment is part of a dialogue with the instructor, meaning the instructor can read it or respond to it in some way, the instructor may be able to guide the learner to a more realistic evidence-based assessment. For learners who judge themselves too harshly, the instructor can emphasize the learner's accomplishments, such as a recent presentation, piece of writing or completion of a task. Instructors can show this evidence to learners or remind them of it; even better is if learners have learning portfolios or samples of recent work to document their progress and success (see the Formative Assessment Toolkit on p. 8 for some ideas).

Learners might also rate themselves higher than they actually are. Again, instructors can turn to the evidence, acknowledge achievements and point out areas that can be adjusted for even greater achievements: *This is a good email. It's very neat and clear. Can you make it even better? Is there a more suitable word that you can use here?* In this way, the instructor can encourage a confident learner while highlighting areas for improvement.

A third possibility is that a learner's self-assessment is in tune with the instructor's. It is important to point this out to learners through written and oral feedback. A learner's level of confidence can be raised if she knows that her self-assessment is accurate and in line with the instructor's assessment.

What does self-assessment look like for lower-level learners?

In lower levels, the majority of self-assessment activities should focus on highlighting learners' strengths and accomplishments. Instructors will want to encourage learners to recognize, use and build on what they do well. Therefore, self-assessment at the lower levels is best directed at getting learners to see their successful attempts at using English rather than their weaknesses.

What role does the CLB play in self-assessment?

ELSA levels are aligned with the CLB, and ELSA providers use curriculum guidelines that reflect this. Many instructors already use the CLB “Can Do” checklists (available at www.language.ca), which include *needs assessment*, *goal-setting* and *self-assessment* as options. These checklists can serve as a general reference of language competencies that have already been successfully attained or provide the basis for future teaching and learning. Many of the self-assessment tools presented here incorporate these “Can Do” statements. As learners progress through the levels, the instructor can make more explicit reference to the CLBs and help learners understand how the CLB relates to their learning.

How can I make self-assessment an on-going activity, especially in a program with continuous intake?

Since ELSA involves continuous intake of learners, many class routines that have become familiar with current learners will be new for learners entering the program. This can be challenging if the instructor has established some routines involving self-assessment in class, only to have to introduce them to a new group. However, the same can be said of all classroom routines, and there are simple things the instructor can do to assist new learners as they adapt to their learning environment:

Allow time for new learners to adjust to their new environment before asking them to do activities that require both background knowledge and the learners’ trust.

Write the main points of the lesson on board before each class. This could include the name of the task or task type, the CLB competency, or the main learning aims. Use the same “task language” and put the plan in the same place everyday.

As much as possible, include a demonstration of an activity. Instructors can do this themselves or can ask learners to show the class what to do.

Provide clear signals to learners when something is a routine. Present a routine task in a similar manner each time, using the same words to describe it, announce it, assign it, etc. This includes the kinds of instructions you give and the manner in which you give them (e.g. “Copy,” spoken with the same intonation, with visual support, without extra words).

Ask the same types of post-task feedback questions, such as “What was the most difficult part of this task?” for higher levels or use pictures or symbols for lower levels.

Pair up learners strategically, such as higher-level learners with lower-level ones or more confident with slightly less confident. Monolingual pairs are also an option.

Regularly devote the last 5-10 minutes of class to discussing the day's activities.

Ask the learners if they found a particular activity useful. Ask learners why they think you chose a particular activity. Generally, encourage learners to think about what they have done, why they have done it, and whether or not it was useful.

When introducing a routine self-assessment activity, such as a learning log or journal, it may be possible to instruct the new learners how to do the activity separately while the other learners do the task they are already familiar with. Another possibility, provided you have the trust of the learners as well as their permission, is to ask a few willing learners to share their last entries from their assessment log, using a learner-generated model for new learners to refer to.

The Tools

Using the Learner Self-Assessment Tools

ELSA instructors can choose from the following collection of tools to help their learners engage in self-assessment. An introductory grid prefaces each tool, summarizing the intended CLB level, competency area, tool type, the example topic and the aim. This is followed by a description of a procedure and an example of how the tool is used or simply the tool itself. For the sake of consistency, some tools are extensions of formative assessment tools in the *Formative Assessment Toolkit*. This encourages greater integration of self-assessment activities into the overall assessment process already described in the *Formative Assessment Toolkit*. For example, the rubric tool scenario on page 48 of the *Formative Assessment Toolkit* can be followed (or preceded) by the learners completing a plain language self-assessment checklist using the same task criteria: inclusion of salutation, name, date, future tense, etc. The overall process will generate evidence that both instructor and learner can use to measure a learner's proficiency at a language task and make informed decisions based on that information, such as which areas to focus on in future lessons or which goals have been reached.

The learner self-assessment tools are presented through level-specific examples. However, all of the tools in the toolkit can be adapted for higher or lower levels by changing the language to suit the learner or by grading the task so that the language demands are greater or lesser. For example, the goal planner for CLB 4 could be used at higher levels, with the expectation that a learner working at CLB 6 will be able to draw upon a wider range of language and competencies and may finish the worksheet more quickly. The envelope template on page 18, although intended for low levels, might be used as is for those CLB 3 learners who have gaps in their writing skills. The Action Plan tool on page 37 could be simplified by removing one or more sections and used for learners working on CLB 1 and 2 outcomes.

A quick survey of the tools will give instructors an idea of what can be done at each level. The tool overview that follows provides another possible starting point. While many of these tools are ready to be used without any adaptation, instructors always have the option to make the tools their own. This can be done in several ways including:

- changing the way in which a tool is introduced (before or after the main task, in small chunks or all at once?);
- changing the way it looks on paper, screen, or board;
- changing the criteria to be assessed;

- changing the follow-up to the self-assessment activity (class or peer discussion, one-to-one conferences, journal entries, or a simple reminder?).

To facilitate adaptation, templates have been provided in the Appendix. In fact, some adaptation is inevitable given the diversity of learners ELSA instructors work with and the variety of approaches instructors use in the classroom. The more the instructor deliberately chooses and plans an activity, the greater chance it has of success in the classroom. Whether the tools presented here are used or they inspire the creation of new tools better suited to a specific learning context, the overarching goal is to highlight the possibilities of self-assessment in the classroom and its value as a form of assessment and as a learning-aid.

What tools can be used for learner self-assessment?

The following is a list of different types of tools that can be used when implementing self-assessment in the classroom.

Tool Name	Description	Examples (page #s)	Sources
action plan	<ul style="list-style-type: none"> ❖ A goal-setting tool composed of a combination of sentence stems, questions, and prompts designed to help learners identify specific language-learning targets and timelines based on collected assessment data. 	37	Chamot (1999) et al., p. 187; Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide (2004), p. 54
chart	<ul style="list-style-type: none"> ❖ A graphic organizer for representing learners' goals and achievements, performance criteria for tasks, learners' opinions and preferences. ❖ Can also be used for reviewing lessons, target language, content, etc. from a unit of work. 	39, 41, 49, 60, 65	Brown (1998), p. 120; Chamot (1999) et al., p. 123
checklist	<ul style="list-style-type: none"> ❖ Can be used to track CLB competencies and outcomes, task-specific criteria, learning preferences and strategies. 	22, 32, 42, 44, 52, 53	AMEP (2004), Teaching Strategies 5, p. 3; Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide (2004), p. 45
exemplar	<ul style="list-style-type: none"> ❖ A model which learners can refer to when making their own attempts at a language task. 	13, 18	Capacity Building Series (2007), p. 6
journal and diary	<ul style="list-style-type: none"> ❖ Learners record in a journal their understanding of the topic or lesson taught. ❖ The instructor can review the entry to see if the learner has understood topic and respond to the learners' writing. ❖ See "Learning Log." 	30	Nunan (1988), p. 134; Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide (2004), p. 58

learning log	<ul style="list-style-type: none"> ❖ Learners write journal entries summarizing what they have learned. ❖ Learners can comment on the strategies they used that were successful in aiding their learning and record experiences with English use outside of the classroom. 	16, 24, 26	CAL, Practitioner Toolkit: Working With Adult English Language Learners (2008), p. 11 – 14
rating scale	<ul style="list-style-type: none"> ❖ Marking on a continuum ❖ Two end points are assigned a meaning and performance is rated in relation to the two extremes ❖ e.g. 0=never 5=always 	20, 50, 69	Nunan (1988), p. 133
rubric	<ul style="list-style-type: none"> ❖ A set of descriptors aligned with a rating scale or scoring guide ❖ Used for measuring and describing proficiency in a specific task 	29	AMEP Teaching Strategies 5 (2006), p. 3; Brown (1998), p. 219
questionnaires	<ul style="list-style-type: none"> ❖ A set of questions for conducting needs analysis, getting information on learning style preferences, or gathering feedback on classroom activities and materials. 	34, 35, 44, 50, 55	Brown (1998), p. 90
self-/peer-observation	<ul style="list-style-type: none"> ❖ An activity in which the learner, using a clear set of criteria, assesses his or her performance of a task or that of a peer's using audio or video recordings or in-class performance. 	34, 47, 57	Brown (1998), p. 165

CLB	Literacy - Writing
Competency	<i>Record Information</i>
Task	Trace or copy letters in first name
Self Assessment Tool	Exemplar (template on p. 71)
Example	Personal information
Aim	To expose learners to the practice of thinking about their learning by asking them to identify a good example of their work

Your learners practice letter formation in every class. Recently, you’ve been getting learners to focus on the letters in their first name. Learners are familiar with upper and lower case letters.

Provide a simple worksheet like the one below, one for each learner with his or her first name:

Copy your first name. 

Aaron

1.

2.

3.

4.

To help learners understand the criteria for good letters written on a line, do an example using your own name. After learners have copied their first name several times, instruct them to look at their attempts and choose the one they think is the best by circling it. Again, demonstrate this selection process using your own example. As you demonstrate, draw learners' attention to letters that aren't written on the line correctly as well as those that are. Using appropriate body language and gestures, emphasize those aspects that make for a good attempt (e.g. on the line, proper capitalization). When learners choose their best attempts, try to draw out the reasons why they chose the one they did. Some learners may be able to say "on line" or show "on the line" if provided with enough demonstration.

Alternatives:

Use this self-assessment tool for other topic-related words or short sentences.

CLB	Literacy - Writing
Competency	<i>Record Information</i>
Task	Copy simple sentences from the board
Self Assessment Tool	Learning Log
Example	Community - Accessing the Library
Aim	To remind learners of their accomplishments; to establish "Can do" language at an early stage

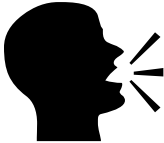
You are nearing the end of a unit on health. You want to review with your class the main tasks covered in the unit and guide them to copy the tasks in a guided learning log.


Instructors can guide learners as they fill in each quadrant as a class. Items recorded could be simple "Can do" statements similar to those on the CLB "Can do" checklists or examples of language studied that month. For example, "I can write my name" or the learner's name could be under writing. Alternatively, the instructor can guide learners at the end of each task cycle throughout the unit, by the end of which, learners have a record of what they accomplished.

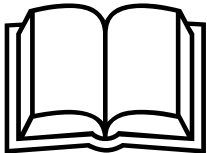
Learning Log


Name: _____ Month: _____

I learned about _____.

I can say: 

I can understand: 

I can read: 

I can write: 

CLB	Benchmark 1 - Writing
Competency	<i>Recording information</i>
Task	Send a thank you card with minimum required information
Self Assessment Tool	Exemplar (template on p. 72)
Example	Community – Visiting the community centre
Aim	To help learners create a model envelope to use for writing future envelopes

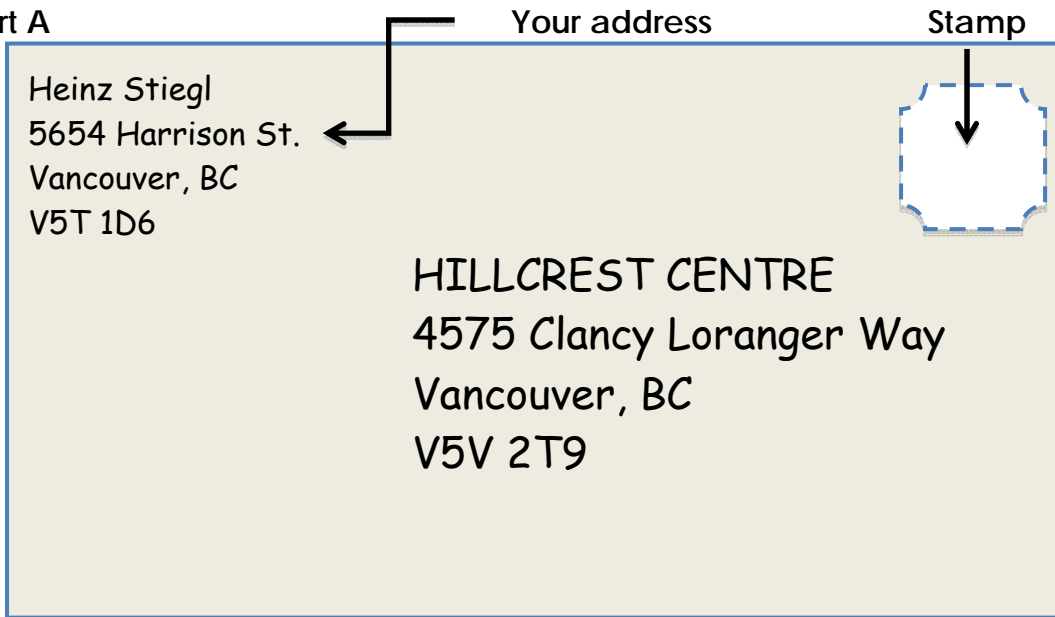
You and your learners have just completed a field trip to the local community centre. One of the staff there gave a simple tour of the facilities and answered questions that the learners prepared beforehand. As part of the unit, you create a task sequence in which learners each write a simple thank-you note to the staff member who gave the tour. You particularly want to raise learners' awareness about the importance of correctly and legibly addressing an envelope. You also want them to create a model that they can use for future writing tasks.

After learners have completed their thank-you notes, introduce the next step: addressing an envelope. Elicit the necessary envelope vocabulary: address, first name, last name, street, house number, etc. These could be written on cards so that they can be manipulated on a table or whiteboard. Invite learners to place the address elements where they think they should be. Check in with as many learners as possible before revealing the answer.

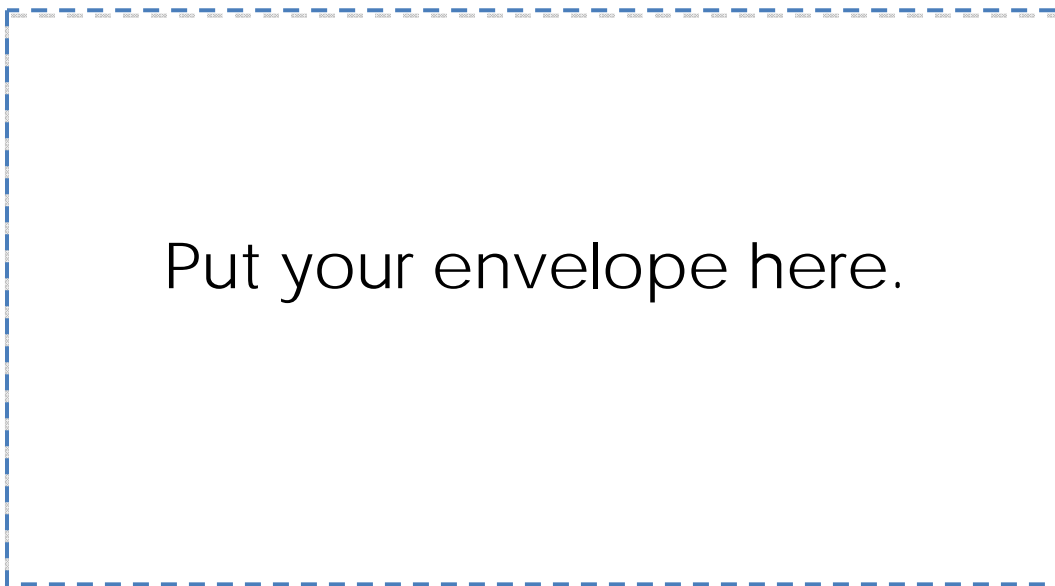
Display a blank envelope using an OHP or other device. Ask learners to give you the address for the community centre they just visited. Elicit the best location on the envelope for the address. Write your own address in the top left corner, emphasizing "my address." Give learners the blank envelope writing template and ask them to copy the community centre address and add their own address in Part A. Check for correctness and legibility as they do this or collect them to ensure they've produced a good model. Next, have learners address a real envelope, using their model to self-assess their envelope. They can place the blank envelope in Part B and refer to model in Part A. Peer assessment can be done at this point. Give learners stamps to put on their envelopes or have them go to the post office to mail their thank-you cards. Finally, remind learners that they now have a template to use for writing future envelopes. Put your model on the classroom wall, suggesting that they can do the same at home.

Writing an address on an envelope

Part A



Part B



CLB	Benchmark 1 - Reading
Competency	<i>Informational Texts</i>
Task	Identify specific details
Self Assessment Tool	Rating scale (template on p. 73)
Example	Weekly learning review
Aim	To train and encourage learners to self-reflect on their learning through a rating scale















You want to encourage learners to start reflecting on their learning. You create a simple feedback form in which learners read statements about their learning for the week. The three statements focus on acquisition of language studied in class, use of language outside of class, and feelings about the class.

At the end of the week, elicit the unit theme, topics and some of the target language covered during that time. Draw a large circle on the board and label it "ELSA Class." Start by writing one example of something learners learned that week or ask a question such as: "What did you learn to say this week?" You could have learners work individually followed by group work before you write anything on the board. Let the learners give you as much input as possible, writing it inside the circle. Resist the urge to fill in missing information, provide or repeat answers, or comment on their responses. Simply record the information that you are able to elicit, making sure to include as many learners as possible and not just the more confident ones.

Once you have elicited a sufficient amount of information, display the feedback form on the OHP or some other device. Introduce and demonstrate the main instruction: "Circle" Elicit the meaning and feeling of the faces using appropriate gestures or words. Ask a learner for the date. Repeat this with several learners before filling it in on the model form. Next, read the first statement, point to the words given by the learners, using appropriate body language to suggest a question, then point out Yes/So-so/No and mime "circle" Read the next statement, emphasizing "outside of school" by drawing additional shapes around the "ELSA Class" circle to suggest places in the community (e.g. home, bank, supermarket). Read the last statement, drawing a happy face to explain "like" and eliciting its opposite. Distribute the feedback form and give them a few minutes to complete it. At this point, you can ask learners if they want to give the forms to you (which you'll return to them) or if they want to keep them. In this way you can emphasize ideas of responsibility and choice. In either case, learners can keep these weekly reviews in a special section in their notebooks. If you do collect them, you can count the responses to get a sense of the overall effectiveness of your lessons and identify those learners who may need extra help.

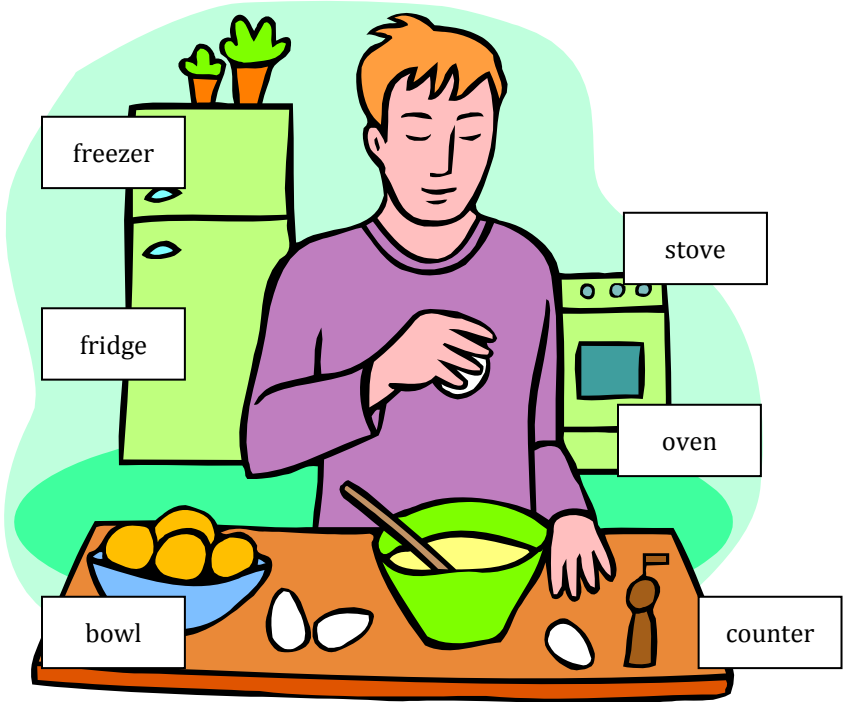
Name: _____

Date: _____

Circle.  			
	Yes	So-so	No
<p>I learned new words.</p> 			
<p>I spoke English outside of class.</p> 			
<p>I liked my ELSA classes.</p> 			

CLB	Benchmark 1 – Reading
Competency	<i>Business/service texts</i>
Task	Match words with a picture and authentic item
Self Assessment Tool	Checklist
Example	Food – Kitchen vocabulary
Aim	To introduce learners to a vocabulary learning strategy; to provide learners with a model for checking their own answers

You have been teaching kitchen vocabulary as part of a unit on food. As learners have been introduced to the new words, they have labeled a simple picture of a kitchen. Once this has been completed, collect each learner’s labeled picture and check for correct spelling and labeling.



For the next class, bring some kitchen realia from home that matches some of the vocabulary you have taught learners (e.g. plate, knife, kettle, pan). Display these items at the beginning of class, but don’t reveal their purpose or tell learners what they are right away. Give learners between 4-7 index cards or post-it notes. On the board, draw a box to represent the index card or post-it note and write *I have a _____* in the middle of the box. Draw additional boxes for however many cards you have given the learners and repeat. Instruct learners to do the same for their cards. Now, elicit some vocabulary from the learners using the realia and fill in the blanks. Copy these

onto actual cards of your own. Emphasize “my kitchen” and “I have” as you repeat the sentences. Ask learners to do the same with reference to the picture. Emphasize “your kitchen” using appropriate gestures and explanation.

Once they have filled in all of their cards, physically attach an index card to one of the realia items yourself before giving the rest of your cards to learners to label. Explain to learners that you want them to go home and do the same with their cards. They can use their picture to check their answers. Additionally, you could ask them to take a picture of their labeled kitchen items to share with their classmates. This requires some sensitivity and caution since some learners may not have a camera or basic kitchen items, or they may not be willing to share this information.

By the end of this activity, what have learners done?

- Identified kitchen items using a picture
- Identified kitchen items that they have
- Created a checklist of labels
- Matched these labels with items in their homes by physically attaching them to the correct item
- Learned a strategy of labeling things around the home to remember vocabulary
- Referred to their picture to check their answers
- Taken a picture to document the completion of the activity

This can lead to a larger task in which learners complete a short guided text describing kitchen items that they have at home.

CLB	Benchmark 2 – Writing
Competency	<i>Presenting Information</i>
Task	Describe weekly learning by completing short guided texts and answering questions
Self Assessment Tool	Learning log (template on p. 74)
Example	Family – Describing People
Aim	To encourage learners to review and reflect on what they have learned, what they can use, and how they feel about it

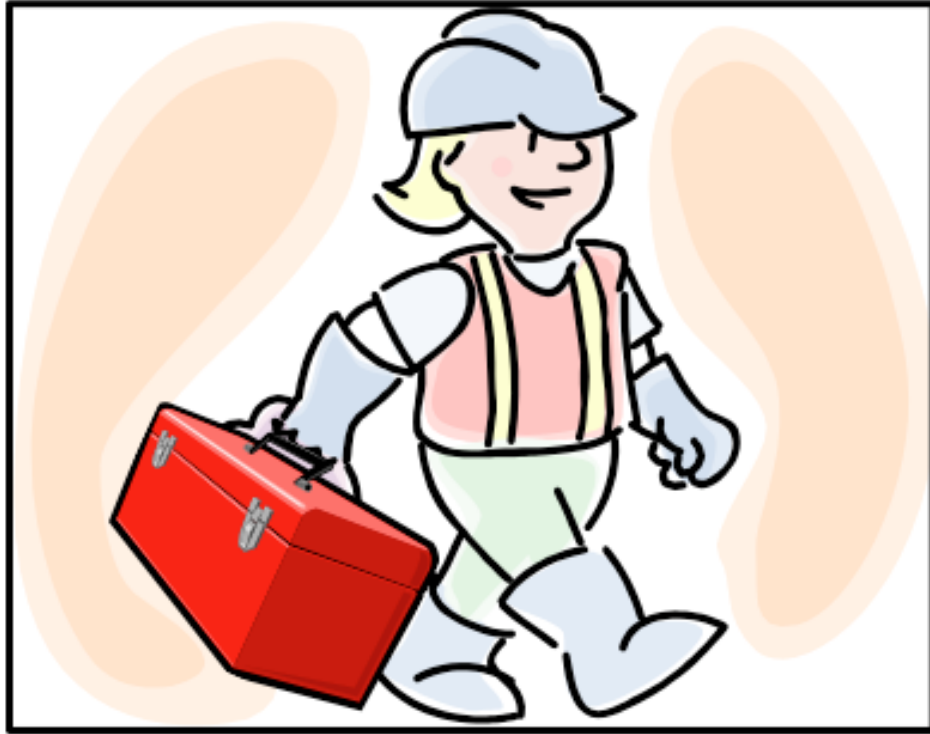
You have been doing a unit on family with a particular focus on describing people. You want to encourage learners to reflect on their learning on a weekly basis using a visual aid.

On the board, write the following three prompts:

1. This week I learned _____.
2. I can _____ outside of class.
3. This week was _____.

Elicit some input from as many learners as possible and add this information to the appropriate blanks. Make it clear to them that they are writing about *this week*. Give each learner three post-it notes. Instruct learners to complete the first sentence on one note, the second sentence on another, and the third sentence on the last note. When learners have completed this stage, project an image of a construction worker holding a toolbox (you could also use a picture of a person carrying a suitcase) or post an enlarged picture on the wall. Two examples are provided below. Invite learners to stick the first note (“This week I learned...”) on the person’s head, the second note (“This week was...”) on the person’s heart, and the third note (“I can...”) on the suitcase.

These can then be collected by the instructor, summarized, and reviewed the following week in class. Alternatively, learners can be given their own copy of the picture on which to place their notes, placing more emphasis on the individual learner’s progress rather than the class as a whole. The visual associations, combined with the physical movement of the activity, can help reinforce the cognitive, affective and practical aspects of their learning. This activity is based on an evaluation task in *Project Based Learning and Assessment*. (Arlington Education and Employment Program 1997: 22)



Example:



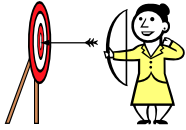


CLB	Benchmark 2 – Writing
Competency	<i>Business/service messages</i>
Task	Fill out a section of a language log
Self Assessment Tool	Learning Log (template on p. 75)
Example	Health – Filling in an MSP form
Aim	To provide learners with a tool to track tasks and indicate the degree to which they can complete each task themselves

You want to raise learners' awareness of the different language tasks they are learning in class, when they are doing them, and how independently. Learners have been doing a unit on health, which included the task of filling out a simplified MSP form.

After finishing one of the main unit tasks, conduct a feedback session with the whole class. Display the learning log using an OHP or other device. Ask learners what the task was and then fill in this information on your model. Using the pictures shown on the learning log as well as appropriate gestures and body language, ask learners if they did the task by themselves, with their classmates, or with the instructor's help. Avoid showing preference for one of these, but rather present them equally as valid performances. Ask a learner to come up to the OHP and complete the form by writing his or her name and checking the appropriate box. Instruct learners to keep the learning log in their notebooks or portfolios for future tasks, providing them with extra log sheets as necessary.

Learning Log

Name: _____ Level: _____

What did you do?	Date	I did it on my own. 	My instructor helped me. 	My classmates helped me. 
I filled out an MSP form.	June 4, 2012		✓	

CLB	Benchmark 3 - Writing
Competency	<i>Recording information</i>
Task	Copy a class-generated summary of main tasks covered in a unit and use a simple rubric
Self Assessment Tool	Rubric (template on p. 76)
Example	Community
Aim	To give learners an opportunity to review the main CLB tasks covered in a unit and self-assess their proficiency for each one; to introduce/review how to use “can do” statements

You are nearing the end of a unit on community. You want the learners to review the main tasks of the unit and self-assess their proficiency for each main task using CLB-aligned “can do” statements.

Learners first summarize the main tasks they have studied throughout the unit. This can be done with the instructor’s guidance, in groups or pairs, individually, or a combination of all three. Start by eliciting the main theme, and then ask learners to identify the main tasks they did. Give them a sufficient amount of time to do this (try 10-15 minutes). Allow the learners to provide as much of the input as possible at this stage, challenging them to do the work of recalling and identifying the main tasks. To facilitate this stage of the activity, you could provide them with an example, beginning with a base verb. You could also have sub-headings or pictures for Listening, Reading, Speaking and Writing. Encourage them to look through their notebooks and talk to their classmates. Ideally, the main tasks will have been made clear to learners throughout the unit using daily agendas, brief summaries at the end of class, task aims clearly stated on worksheets, etc. At the end of this stage, the board might look like this:

Theme: Community

Main tasks:

- Listening
understand a description of a building
- Reading
follow directions
find a location on a map
- Speaking
ask for and give directions
ask for help
- Writing
describe a building

Try to elicit any missing tasks or language before providing it yourself. Once the unit has been summarized in this way, provide learners with the "Can do" rubric. Together with the class, add the date and theme. Ask learners to write the elicited main tasks on the worksheet as "can do" statements. You may want to do this together as a class or have learners work in small groups. Learners can then do a self-assessment of how well they can perform the task. At the end, learners will have a CLB aligned and theme-based summary of tasks performed for a specific unit. In addition to being a record of accomplishments, which can be added to learners' portfolios or binders, the completed log also serves as a basis for goal setting.

What did you learn in this unit? What can you do?

Name: _____	Date: _____						
Themes and topics:							
<p>Circle one number for each statement. </p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">I need more practice.</td> <td style="padding: 5px;">I can do this with some help.</td> <td style="padding: 5px;">I can do this on my own.</td> </tr> </table>		1	2	3	I need more practice.	I can do this with some help.	I can do this on my own.
1	2	3					
I need more practice.	I can do this with some help.	I can do this on my own.					
Listening							
• I can understand and follow directions to a local address.	1 2 3						
• I can understand a description of a local building or place.	1 2 3						
•	1 2 3						
Reading							
• I can understand a description of a building.	1 2 3						
• I can find important information on a map.	1 2 3						
• I can follow directions to a local address.	1 2 3						
•	1 2 3						
Speaking							
• I can ask for directions to a local address.	1 2 3						
• I can ask for help.	1 2 3						
• I can give directions to a local address.	1 2 3						
• I can describe a local building or place.	1 2 3						
•	1 2 3						
Writing							
• I can write directions to a local address.	1 2 3						
• I can describe a local building.	1 2 3						
•	1 2 3						
Language knowledge							
• I can use prepositions to describe a location.	1 2 3						
• I can use "and" to join 2 short sentences. (Turn right and walk straight ahead).	1 2 3						
• I can use words for asking for directions. (Excuse me. Could you tell me where...?).	1 2 3						

CLB	Benchmark 3 – Writing
Competency	<i>Presenting Information</i>
Task	Describe
Self Assessment Tool	Journal
Example	Can be used with any theme
Aim	To introduce a structured component to journal writing with an emphasis on self-assessment

Learners already keep journals, in which they write on typical instructor-assigned topics: *What are you going to do on the weekend? What did you do on the weekend? Describe your community, etc.* You want to start encouraging learners to think about how they study English, their performance of tasks in the classroom, and how they use the target language outside of the classroom.

At the end of the week, you write 5 sentence stems on the board:

This week I studied _____.

This week I learned _____.

I need to practice _____.

This week I used English at _____.

This week I spoke to _____.

Next week I will _____.

Ask for a volunteer or call on a learner who is confident enough to share his or her answers in front of the class. Prompt the learner by turning each sentence stem into a question. Write down the learner's answers. Now ask the rest of the class to choose a minimum of three stems to write about in their journals. The volunteer can copy the answers he or she provided and expand on them. Be clear with learners if you intend to read the journals or not, and if the former, how you will respond. To challenge the learners more, especially early finishers, ask them to write an additional sentence after each completed sentence stem.

CLB	Benchmark 3 - Writing
Competency	<i>Social Interaction</i>
Task	Write a short note to a child's teacher
Self Assessment Tool	Checklist
Example	Education
Aim	Learners will work with the instructor to choose the criteria for a successful written note and create a checklist for later use

You are doing a unit on Education that includes the task of writing a note to a child's teacher. After eliciting from the learners some language needed for the task, such as explaining a child's absence, you present them with a model note.

Invite learners, working individually or in pairs, to scan the model and find the words you have just elicited. How many words match? Did they correctly identify some of the parts of the note, such as the salutation or date? Ask learners to share their answers with each other before briefly getting feedback from the whole class, highlighting key words they provide or introducing them as necessary.

After the feedback session, ask learners to work in small groups to generate a list of things they need to remember when writing a note to a teacher. Groups can assign one of their members to report back to the class. Lists could be done on a white board, computer or poster paper. Together as a class, create a master checklist for writing a note to a child's teacher. Explain to them that they will be using this checklist to check their own attempt at writing a note to a child's teacher.

Checklist for writing a note to a child's teacher

Look at your note. Put a check mark (✓) under **Yes** or **No**.

My note:	Yes	No
• has a message for a child's teacher.		
• has the teacher's name, the child's name and my name.		
• has the date.		
• has an explanation.		
• has a polite request.		
• has a closing.		

CLB	Benchmark 3 - Speaking
Competency	<i>Social Interaction</i>
Task	Ask and answer some basic questions in a sales situation
Self Assessment Tool	Questionnaire and self-observation (templates on pp. 77-78)
Example	Consumerism
Aim	To introduce learners to self-observation as a learning strategy using a simple questionnaire

In the unit, you have been building up to a role-play in which a customer asks a sales clerk some polite questions about an item. Learners have heard a model dialogue, identified polite requests used in the model, and completed some written and spoken drills using the target phrases. You have decided to record their initial attempt using these phrases.

Decide how you will record the conversations. You could use digital voice recorders or a simple web-based application such as [Vocaroo](#), which can be used with a laptop that has a built-in microphone or a computer with an external microphone.

Allow learners a few rehearsals before they record their conversation. You could allow them to record several attempts and choose the best one, adding yet another self-assessment element. After each pair is satisfied with their recording, instruct them to do a more focused listening using the worksheets, which can be collected by the instructor or taken up in a whole class feedback session. As a possible follow-up, have learners create a listening test based on their recording and have them swap these with other pairs.

Role-play self-observation

Partner A

Your name:	Your partner's name:		
Task:	Date:		
Circle one word for each sentence.			
I said "Excuse me."	Yes	No	
I asked for the price.	Yes	No	
I asked for a different size.	Yes	No	
I said "Thank you."	Yes	No	
I understood my partner.	All	Some	
If I didn't understand, I asked a question.	Yes	No	
The task was _____.	Easy	Okay	Difficult
Write one thing you want to improve. How will you practice it?			

Role-play self-observation

Partner B

Your name:	Your partner's name:		
Task:	Date:		
Circle one word for each sentence.			
I said "How can I help you?"	Yes	No	
I answered my partner's questions.	Yes	No	
I said "You're welcome."	Yes	No	
I understood my partner.	All	Some	
If I didn't understand, I asked a question.	Yes	No	
The task was _____.	Easy	Okay	Difficult
Write one thing you want to improve. How will you practice it?			

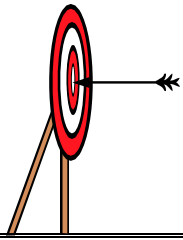
CLB	Benchmark 4 - Writing
Competency	Presenting information
Task	Write a short text about future plans
Self Assessment Tool	Action plan (template on p. 79)
Example	Education – Learning Strategies
Aim	To help learners identify and refine language learning goals

You and your learners have been focusing on language learning strategies. You want to help learners apply these strategies in a more systematic way by providing them with a template for setting goals.

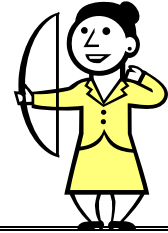
Do a quick brainstorm around the word “Goal.” Find out what learners associate with this word. Let this lead into a story about a recent goal you have set for yourself and the plan you made or intend to make; alternatively, tell a similar story about someone you know. Stories about failure to reach goals are also possible. As much as possible, include the elements from the worksheet in your story. When finished, allow learners to ask a few initial questions about your story before displaying the action plan worksheet using an OHP or other device. Use the story as the basis for drawing learners’ attention to each section of the worksheet. Explain any problematic vocabulary (e.g. *timeline, reach, reward myself*) as you go along. Ask as many learners as possible which parts of your story refer to which parts of the worksheet. Ask learners to retell the story with reference to the worksheet, first in pairs and then as a class. Demonstrate the task by filling out the template with the goal described in the story.

Before learners begin their action plans, refer back to the brainstorm at the beginning of the lesson. Ask learners to think of a personal goal they or someone else has had. Give learners a few minutes of silence to think. Invite the class to share some of these goals. If possible, and without interrupting the flow of the story too much, ask learners who share their stories some questions based on the worksheet. Next, frame “goals” in terms of language learning. Elicit some common language learning goals.

Have learners fill out the template on their own. A possible follow up might be to have learners organize their responses into a coherent paragraph.



Action Plan



Name:	Date:
I want to:	
To reach my goal, I will need to:	
This is my timeline for reaching my goal:	

When I reach my goal, this is how I will reward myself:

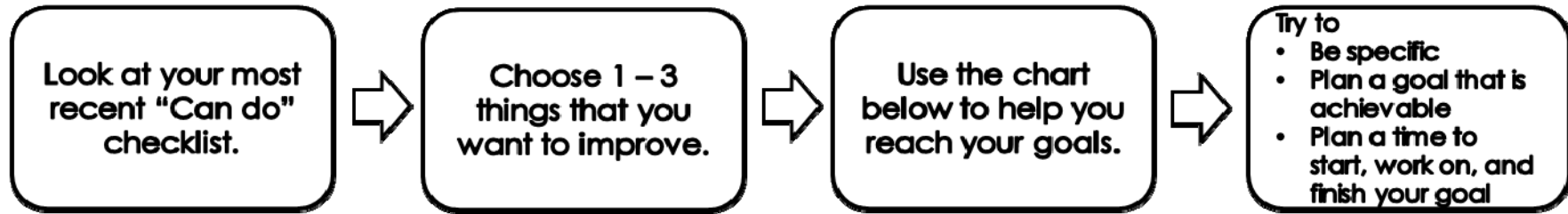
A large banner or scroll shape with a central rectangular area for writing, flanked by decorative triangular shapes on the left and right sides.

CLB	Benchmark 4 - Writing
Competency	<i>Presenting information</i>
Task	Fill in a form about future plans
Self Assessment Tool	Chart
Example	Education – Learning Strategies
Aim	To give learners a formal way of tracking their language learning goals

This graphic organizer is based on SMART goal setting: Specific, Measurable, Achievable, Realistic/Relevant, and Time-bound. Using a “Can Do” checklist or some other record of competencies achieved or yet to be attained, learners can better identify the areas they need to improve, prioritize how they study English, and monitor their progress.

Prior to initiating this kind of planning, the instructor can guide learners through a goal-setting process, and introduce the criteria for good goals (see the previous tool for introducing goals). Rather than make unrealistic goals such as “I want to speak fluently in one month,” the goal-tracking chart helps focus learners’ attention on specific, measurable, and realistic outcomes; what learners need to do to achieve those outcomes; when they will take action; and when they expect to complete the goal. Try to plan for check-in sessions in which learners can update you or their classmates on their progress. Have they reached their goal? Have they encountered some hurdles along the way? Does the goal need to be revisited or abandoned for now?

Learning Goals Track Sheet



	I want to _____.	To reach my goal, I need to _____.	My start date is _____.	Notes on progress	Completed on _____.
Learning Goal 1					
Learning Goal 2					
Learning Goal 3					

CLB	Benchmark 4 – Speaking
Competency	<i>Information</i>
Task	Express needs and preferences, and record these on a chart
Self Assessment Tool	Chart (template on p. 80)
Example	Community – Visiting the community centre
Aim	To activate learners’ prior knowledge, identify their needs and preferences, and provide an opportunity for self-reflection

You are just starting a unit on community. The topic is “At the Community Centre”. You want the learners to brainstorm what they know about this topic and what they want to learn about it. The tasks that you would like to include are following instructions to locate a place on a map; finding information on a community centre brochure; filling out a simple form to enroll in a course; and asking for information about a particular course at a community centre.

Begin by creating a chart using flip-chart paper, a portable whiteboard, a word file, or a sharable Google Docs spreadsheet—anything that can be displayed, reviewed and modified over time. Introduce the topic and then have learners brainstorm ideas for the first two columns in pairs or small groups. Fill this in together as a class, gathering input from as many learners as possible, not just the more vocal ones. Use this information to develop the main tasks for the topic based on learners’ needs and interests. At the end of the unit, have learners brainstorm ideas for the last two columns. They can review their notebooks and worksheets and work in pairs or small groups. Ask learners to help you fill in this information or assign a few learners to do this. Learners can copy the completed chart or access it using a computer. This activity is based on the K-W-L-H Chart in *The Learning Strategies Handbook*. (Arlington Education and Employment Program 1997: 122)

Topic: Using the community centre Date: Aug. 7			
What do we know about this topic?	What do we want to learn about this topic?	What did we learn about this topic?	How did we learn this?
<p>Hillcrest Centre</p> <p>register</p> <p>fee</p> <p>sports</p> <p>activities</p> <p>swimming pool</p> <p>registration form</p>	<p>How do I register for a course?</p> <p>How can I apply online?</p> <p>Are there summer camps for my children?</p> <p>Are there programs for seniors?</p> <p>Where is the nearest community centre to my home?</p> <p>How do I ask for a registration form?</p>	<p>We learned and practiced 3 different ways to register for a course.</p> <p>We practiced filling out on-line registration forms.</p> <p>We located the nearest community centre to our school.</p> <p>We learned how to make polite requests at a community centre.</p>	<p>We looked at different registration forms and practiced filling them in.</p> <p>We used Google Maps to find community centres. We wrote down the addresses. We visited the community centre.</p> <p>We practiced asking questions before we went to the community centre.</p> <p>We asked our questions at the community centre.</p>

CLB	Benchmark 4 - Reading
Competency	Informational texts
Task	Use a basic checklist for checking written work.
Self Assessment Tool	Checklist (template on p. 81)
Example	Employment – Writing a business note
Aim	To raise awareness of and give learners more control over their most common writing mistakes; use homework as a basis for self-assessment

Your learners have been working on writing simple business notes, such as leaving a brief message for a co-worker. Learners have read a model note and identified the key parts.

Give learners the checklist below. Tell learners that you will be looking for these things in their notes. They can refer to the checklist but they must not fill it in yet. For homework, ask learners to write a note to a classmate explaining a message given by the instructor. Collect the homework in the next class, but instruct learners to fill in the checklist before they hand it in. Mark it according to the criteria, giving learners clear indication of and comments on those errors that are related to the checklist. Give the homework back to the learners in the following class and ask them to read their notes again. Do their completed checklists match with the instructor’s comments and marking?

Homework check	✓
I wrote about something in the past. I used simple past.	
I wrote about the future. I used "going to" or "will."	
I wrote neatly.	
I used subjects with verbs.	
I checked my spelling.	
I completed the task. I answered the questions.	
I included important information.	

CLB	Benchmark 5 - Writing
Competency	<i>Social Interaction</i>
Task	Write a formal invitation to a group function
Self Assessment Tool	Checklist and questionnaire (template on p. 82)
Example	Employment – Writing an invitation
Aim	To guide learners' self-assessment of writing using criteria generated by the instructor and learners

Your learners have been studying the task of writing a formal invitation to a group function. You have presented learners with model texts and together have identified key features of a formal invitation to a party sent through email. You and the learners have identified the criteria for successful completion of the task and have analyzed a few examples, both good and bad. You ask the learners to apply the criteria on their first attempt at the task using a checklist and self-reflection questions.

Give the learners a writing template as a worksheet or on the board for them to copy. Go over your chosen template with the learners before giving them the criteria checklist. You may want learners to anticipate the criteria on the checklist (in pairs, as a class, etc) before giving it to them. Allow learners to work on the task with the checklist, checking off each item. This can be followed by a pair discussion about the task or a peer assessment, before moving on to a second writing attempt to be assessed by the instructor.

Writing checklist

Name: _____ Date: _____

Task: Writing an invitation to a staff BBQ	
Instructions: Put a check mark (✓) next to each thing you did.	
In my invitation:	✓
• I used a greeting.	
• I described the event.	
• I included the date and time of the event.	
• I included the location of the event.	
• I gave clear directions to the event.	
• I gave instructions for what to bring.	
• I gave instructions for replying to the invitation.	
• I included my contact information.	

Ask yourself:	Write your responses below:
1. Do you think the reader can understand and respond to your invitation?	
2. What do you like about your invitation?	
3. What was difficult about this task?	
4. Write one thing you can do better for next time.	

CLB	Benchmark 5 - Listening
Competency	<i>Social Interaction – Conversation Management</i>
Task	Indicate non-comprehension
Self Assessment Tool	Self-observation (template on p. 83)
Example	All units
Aim	To raise learners' awareness about their use of conversation management techniques for indicating non-comprehension

Instructors often assign learners to perform a role-play in front of the class. Many instructors use these performances as an opportunity to assess learners' language proficiency. If recorded, learners can review their performances as a self-assessment activity.

Your learners have been working on strategies for indicating non-comprehension. They have seen and heard the strategies in model texts, practiced pronunciation, and answered questions on formal and informal ways of indicating non-comprehension. You have given learners several opportunities to practice the target language and you would like them to put it all together in a role-play.

1. Inform the learners in advance that you would like to record role-plays using a camcorder/voice recorder. Tell them that it is for self-observation and it will help them improve their speaking. Get their approval and support.
2. Invite one learner to act as the camera person.
3. Record each pair's performance as a separate video or audio file.
4. Download the files to a computer and prepare these for viewing or listening (on laptops, on Youtube, on a TV hooked up to a camcorder).
5. Instruct learners to use the checklist as they watch or listen to their performances.
6. Once all learners have completed the checklist, you can instruct them to answer the post-task questions for additional self-assessment. The questions assume that learners are watching themselves perform a task in English for the first time. The questions can be changed so that they're more task-specific (e.g. Did you notice anything that will help you the next time you do this speaking task?)
7. Finally, have learners switch partners and do the role-play again. This second performance does not necessarily have to be recorded. The main purpose is to give learners an opportunity to try the task again using the information they gathered in the self-assessment stage.

Alternatives:

- An additional column could be added for learners to write down what they actually said.
- An initial attempt at the role-play, or rehearsal, could be recorded for comparison with later attempts. Although more work is required, the potential reward is that learners may be able to observe improvements in their performance of a specific task. If archiving of video is possible, learners may wish to collect their videos over the course of several units, comparing earlier videos with more recent ones.
- To make this activity even more learner-centered, create additional roles for learners to take on: director, time-keeper, stage director, etc.
- Many new laptops have a built-in camera that can be used to record a video, which can then be emailed. If you have access to several of these laptops, these could be arranged in stations for simultaneous recording of role-plays and dialogues.

Role-play Observation

Name: _____ Date: _____

In the video/recording...	Yes	No
1. I told my partner when I didn't understand something.		
2. My partner explained when I didn't understand something.		
3. I used some body language to show that I didn't understand.		

Answer these questions after watching or listening to your role-play:

1. What did you say to your partner when you didn't understand?

2. How did you feel while watching yourself?

3. Was it useful to watch yourself? Why or why not?

4. What was the most surprising thing about watching yourself?

CLB	Benchmark 6 - Listening
Competency	<i>Information</i>
Task	Listen to a 3 minute Youtube video about 811 and list 7 to 10 important points about the service using an instructor-prepared note-taking grid.
Self Assessment Tool	Questionnaire and rating scale (template on p. 84)
Example	Health
Aim	To encourage learners to self-assess their listening comprehension for a particular task by checking their own answers using an answer sheet; to give learners an opportunity to reflect on the listening text in terms of level of difficulty and interest.

As part of a health unit, you and the learners are working on the topic of Accessing Health Services in BC. Some learners are not familiar with 811, so you decide to introduce them to it using the following Youtube video:

<http://www.youtube.com/watch?v=RkHF1EhKA2U&feature=relmfu>

1. Provide learners with a summary grid to facilitate note-taking.
2. Go over the questions and have learners, either individually or in pairs, predict the answers to the questions before viewing the video. Invite learners to share their predictions with the class, eliciting vocabulary as necessary. Introduce potentially difficult vocabulary.
3. Tell the learners that they will listen to the video twice.
4. After playing the video once, ask the learners to check their notes against their predictions.
5. Do a quick survey of the class to find out which questions learners had trouble with. Ask individual learners, not just the whole class.
6. Play the video again, then run another feedback session, calling on individual learners as much as possible and building consensus around answers.
7. To check the answers, you can play the video a third time and ask learners to tell you when to stop it when they hear the answer to a particular question. Alternatively, you can provide the answers yourself.
8. After the listening task, provide learners with the "Reflection on listening" questions. Have learners share their responses in small groups before running another feedback session on the reflection.

This could be followed up with a review or discussion of the listening strategies they used during this task. Which strategies did they use? Were they useful? What could they do for next time?

Note-taking Grid

Name: _____ Date: _____

Predictions	Questions	Notes and answers
	What kind of service is HealthLinkBC?	
	When you dial 811, who answers?	
	How many languages can 811 health experts access?	
	What are 3 things you can do at www.healthlinkbc.ca ?	
	Who did the mother of the child with food allergies talk to?	
	What information can the mobile app provide?	

Self-Assessment Questionnaire

What did you think of the listening task?

1. The video was _____.

- a) very easy b) easy
- c) difficult d) very difficult

2. My predictions were _____.

- a) mostly accurate b) partly accurate
- c) a little different d) very different

3. Taking notes was _____.

- a) very easy b) easy
- c) difficult d) very difficult

4. Why was this task easy/difficult? Circle the letters and words that are true for you.

- a) The speaker's voice was clear/unclear.
- b) The speaker's voice was slow/fast.
- c) I couldn't see the speaker.
- d) The sound quality was good/not good.
- e) Some words were easy/difficult.
- f) I could catch most of the information that was given.

CLB	Benchmark 6 - Writing
Competency	<i>Social Interaction</i>
Task	Write an email to a friend to express an apology
Self Assessment Tool	Checklist (templates on pp. 85-86)
Example	Friends and Socializing
Aim	To give learners practice using models and checklists to review their writing

One of the topics of this unit is writing emails to friends. You have created a series of simple checklists for learners to self-assess their writing using a set of criteria and a model to reference.

Begin by showing them a model apology email on an OHP or other device. Give learners some time to read the message before drawing their attention to the parts of the email. One way to do this is to have learners gather around the projected image and try to identify the parts as you call them out. Another way might be to create large labels for learners to match with the part in the model. Provide learners with the guidelines worksheet and have them copy the required parts from the model email.

Guidelines for writing an email

Parts of an email	Examples
To	
Subject	
Greeting	
Introduction (opening sentence)	
Message <ul style="list-style-type: none">• main idea• supporting details	
Conclusion	
Closing (goodbye)	

Show learners another model and have them, in pairs or small groups, use the following checklist to analyze the model email. The checklist includes some additional language criteria that may incorporate previously studied language items. This stage can be made more challenging by providing a bad example of an email as well as a good one, giving learners the opportunities to identify missing criteria or language that is inappropriate to the context. Learners could also compare their completed checklists with the instructor's checklist to examine if they overlooked anything.

Apology email checklist

The email:	Yes	No
• has a "To" address.		
• has a subject.		
• has a greeting.		
• has an introduction.		
• has a clear message.		
• has details to support the message.		
• has paragraphs.		
• has a conclusion.		
• has an appropriate closing (<i>ex. Sincerely, Your friend,</i>)		
• has connected ideas using joining words.		
• uses the appropriate tone.		
• uses past tense.		
• uses language for expressing the future.		
• uses language for giving an apology.		

Give them a new scenario:

Situation: Earlier today you had a car accident on your way to meet a friend for lunch. You were not able to call your friend to cancel the lunch.

Instructions: Write an email to your friend. Apologize and explain why you were not able to make it to lunch. Offer to make it up to your friend and suggest another time for lunch. Be sure to complete the "To" and "Subject" lines.

Learners can use both the guidelines and the checklist for writing their emails. This stage can be followed by peer correction using the same tools before being submitted to the instructor. Repeat the task with additional situations, providing further opportunities for learners to write and self-assess with reference to a model and explicit criteria. This is based on an activity outlined in "*Teaching strategies – 4 Using learner assessment for speaking tasks.*" (Bowering and Foster 2006)

CLB	Benchmark 7 - All
Competency	<i>All</i>
Task	Can be used with any task
Self Assessment Tool	Self-progress report
Example	Can be used with any theme
Aim	Learners focus on those competencies and become fully aware of what those competencies are

ELSA 6 Student Tool – Working toward CLB goals

As ELSA 6 learners are working towards achieving CLB 7 competencies, it is important that the learners focus on those competencies and be fully aware of what those competencies are. Once they are familiar with the Can Do Checklist for CLB 7, they can then reflect on the steps that they’ve taken in (or outside of) class that have moved them closer to this goal.

At the end of each study week, ask learners to report their progress to you in writing on a card or sheet of paper. These questions are to be used in conjunction with the Can Do Checklist for CLB 7.

Name: _____ Date: _____

a. What does your work this week show that you can do?

b. Write about what you did well.

c. Think about realistic goals. Write one thing you need to do better. Be specific.

Based on "Setting Improvement Goals" p. 42 *Authentic Assessment*

The purpose of this self-reflection is to keep those CLB competencies at the forefront of the learners' minds. It should also act as a means of focusing learners on the purpose of their studies – to improve their language proficiency. This information will assist learners in seeing what they've accomplished and what they need to continue to work on. Additionally, it will help instructors have a better feel for how their students view their learning and accomplishments and plan on activities in the coming week(s) that will aid the learners in furthering their goals.

CLB	Benchmark 7 - Communication Strategies
Competency	<i>Speaking</i>
Task	Can be used with any task
Self Assessment Tool	Self-reflection
Example	Can be used with any theme
Aim	Learners better identify how they use communication strategies and how often they use them during speaking tasks

ELSA 6 Student Tool – Identifying Communication Strategies

With this tool, learners should be able to better identify how they use communication strategies and how often they use them during speaking tasks. This information should bring to light the learners' strengths and weaknesses. The learner should reflect on their answers to determine if they never use a strategy is it because they don't want/have to? Or are they not aware of that strategy – but would use it if they could?

Learners complete a self-assessment of Communication Strategies in spoken language circling Never/Sometimes/Often to best describe their strategy use.

Name:	Date:
Circle the answer that shows how often you do the following things.	
When I have problems speaking in English, I...	
1. Correct myself	Never Sometimes Often
2. Rephrase what I said	Never Sometimes Often

3. Change the topic	Never	Sometimes	Often
4. Use my native language	Never	Sometimes	Often
5. Ask for help	Never	Sometimes	Often
6. Use gestures or facial expressions	Never	Sometimes	Often
7. Avoid communication totally or partially	Never	Sometimes	Often
8. Use a synonym	Never	Sometimes	Often
9. Simplify what I want to say	Never	Sometimes	Often
10. Use a description	Never	Sometimes	Often
11. Use pauses or utterances while thinking (ie, um)	Never	Sometimes	Often

Based on "Self-Assessment of Communication Strategies in Oral Language" p. 72 *Authentic Assessment*

CLB	Benchmark 7 – Reflection
Competency	<i>General</i>
Task	Reflecting on learning
Self-Assessment Tool	Rating Acquisition Chart
Example	Can be used with any theme
Aim	Learners are better able to express how they feel their learning is progressing; this information will be beneficial in showing learners their gains over a period of time

ELSA 6 Student Tool – Rating Acquisition of CLB Competencies

When using the Can Do Checklists, the learners may feel that just answering “yes or no” is restrictive and does not show small gains in acquisition of CLB competencies. Reflecting on the CLB 7 competencies, learners will be better able to express how they feel their learning is progressing. This information will be beneficial in showing learners their gains over a period of time. The learners could use this rating scale at the start of ELSA 6, and can then repeat this process monthly, bi-monthly, or quarterly and compare where they started with where they are today.

Instructors will have a better understanding of learners’ perceptions of their abilities and can plan instruction to better meet their learning needs.

Learners complete a rating scale for CLB 7 competencies identifying their ability as Very well/well/okay/not very well. At the end, there is a section for comments where students can add more detail to their ratings and provide more in-depth thought to their language ability.

Name:	Level:	Date:		
Speaking	Very well	Well	Okay	Not very well
I can participate in a small group discussion and express my opinions, feelings and reservations about a topic.				
I can express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.				
I can give clear instructions and directions related to moderately complex, familiar, technical and non-technical tasks.				
I am comfortable speaking about almost any topic that comes up in normal conversation.				
I am comfortable speaking formally or informally, on topics involving problem-solving or decision-making. I can make a detailed comparison.				
I can research, develop and deliver a 10-minute presentation.				
I can use a variety of sentence structures and idioms.				
I sound fluent when I speak. When I know that people do not understand me, I can correct myself or rephrase what I said.				
I am comfortable talking on the phone about familiar and routine matters. I can take a message for someone else and pass it on with specific details.				
I use a number of strategies to keep the conversation going. I can change the topic.				
Comments:				

Name:	Level:	Date:		
Listening	Very well	Well	Okay	Not very well
I can understand the main points and important details of a conversation as well as inferred meanings.				
I can identify the situation, relationship, mood and attitude of the people I listen to.				
I can understand a formal or informal conversation on familiar topics at a descriptive level, especially if I am involved in the conversation.				
My vocabulary is expanding, and I know more idioms.				
I can predict consequences and outcomes.				
I can understand more complex, indirect questions about personal experience, familiar topics and general knowledge.				
I can understand routine, work-related conversation.				
I can understand a phone message if I am familiar with the topic.				
Comments:				

Name:	Level:	Date:		
Reading	Very well	Well	Okay	Not very well
I can read authentic text that is 1 – 2 pages long and moderately complex.				
I can locate and integrate, or compare and contrast information from a variety of visually complex sources.				
I read for information, to learn English and develop reading skills. I am also beginning to read for pleasure.				
I can follow everyday instructional texts containing 10 – 15 steps.				
I use an English dictionary for ESL learners. Mostly, I use it for confirmation and to be precise.				
I can distinguish facts from opinions and feelings.				
When I see a new word, I can sometimes infer its meaning by the context or by the use of prefixes and suffixes in the word.				
I can paraphrase and summarize the main points of a story.				
Comments:				

Name:	Level:	Date:			
Writing	Very well	Well	Okay	Not very well	
I can respond in writing to appreciation, complaint, disappointment, satisfaction and hope.					
I can write personal and routine business letters.					
I summarize longer texts without losing essential information.					
I write coherent paragraphs on familiar, concrete topics with clear main ideas and some supporting details. I have a developing sense of audience.					
I can write 2 – 3 paragraphs to narrate a sequence of events or give a detailed description.					
I have fairly good control over complex structures, spelling and sentence mechanics although my sentences may sound 'foreign' to English readers.					
I can write down 7 – 10 points from a clear, pre-recorded phone message.					
I can complete moderately complex forms (40 items).					
I can write a report comparing two products or describing a process.					
Comments:					

CLB	Benchmark 8 - Reflection
Competency	<i>General</i>
Task	Reflecting on learning
Self-Assessment Tool	Reflection Chart
Example	Can be used with any theme
Aim	To link the activities learners did in class with the language competencies

ELSA 7 Student Tool – In-class Activity Reflection Chart

It is important for learners to link the activities they did in class, with the language competencies they are working towards. By having them keep a record of those activities and reflect on them, the learners will readily connect the usefulness of the lessons in helping them reach their language goals.

Learners should keep this sheet at the front of their binders so that they can add to it on a daily or weekly basis (depending on the learners and how often they want to reflect and comment on what they’ve done). If the activity has produced a piece of work that the learners are particularly proud of and feel that it exemplifies how they’ve demonstrated that competency, encourage them to keep that work with their chart.

If there is not adequate time during class to complete this chart, learners can be directed to complete it at home. At the end of a unit, students can look back on the chart overall to see what has been accomplished and what they will need to continue to work on.

Learners complete the reflection chart listing the activities they did in class that focus on a particular CLB competency and record their observations (for each of the 4 skill areas and competencies – depending on the unit).

Thinking about My Language Learning

SPEAKING

Date	Activity	Competency	Comments
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Giving Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Giving Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Giving Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Giving Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	

Thinking about My Language Learning...cont.

LISTENING

Date	Activity	Competency	Comments
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information	

Thinking about My Language Learning...cont.

READING

Date	Activity	Competency	Comments
		<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with Others <input type="checkbox"/> Comprehending Instructions <input type="checkbox"/> Getting things done <input type="checkbox"/> Comprehending Information 	

Thinking about My Language Learning...cont.

WRITING

Date	Activity	Competency	Comments
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Reproducing Information <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Reproducing Information <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Reproducing Information <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	
		<input type="checkbox"/> Interacting with Others <input type="checkbox"/> Reproducing Information <input type="checkbox"/> Getting things done <input type="checkbox"/> Sharing Information	

Based on "Thinking about My Language Learning" p.42-3 *Portfolio-Based Language Assessment (PBLA): Best Practices Guide for Programs and Teachers*

CLB	Benchmark 8 - Speaking
Competency	<i>I: Interacting with Others</i>
Task	Can be used with any oral interaction
Self-Assessment Tool	Speaking Ability Rating Scale
Example	Can be used with any theme
Aim	Learners become more aware of successful interactions and what strategies the learner could employ to be more successful next time

ELSA 7 Student Tool – Speaking Ability Rating Scale

This is a student tool that learners can use to really reflect on and think about their oral interactions with others – whether it is with the instructor, their classmates, a native speaker, or a friend.

The rating scale is to help learners become more aware of how successful an interaction is, what makes an interaction successful, and what strategies the learner could employ to be more successful next time.

Learners complete a rating scale on a weekly basis reflecting on an oral interaction that occurred in- or outside of the classroom in the last week. Learners indicate how much they Agree or Disagree with each statement, then reflect on strategies that could be employed to aid comprehension of both participants.


As the learners get into the habit of reflecting weekly, the instructor could be encouraging them to choose interactions that are more unique, those that might occur less frequently.

Name:	Date:
This week I talked with _____ about _____.	
Part I: Place an X on each line to show how much you agree or disagree.	
1. I think that I was successful.	Disagree —— —— —— —— Agree
2. The person I spoke to understood me.	Disagree —— —— —— —— Agree

3. I felt comfortable speaking with another person in English.	Disagree ----- Agree
4. I understood everything that this person said to me.	Disagree ----- Agree
5. I could do this again with no problem.	Disagree ----- Agree
Part II: Complete the sentences below.	
6. When someone doesn't understand me, I...	
7. When I don't understand someone, I...	
8. Now I know...	

Based on "Self-Assessment of Speaking Ability" p. 73 *Authentic Assessment*

APPENDIX – Templates

Copy your first name. 

1.

2.

3.

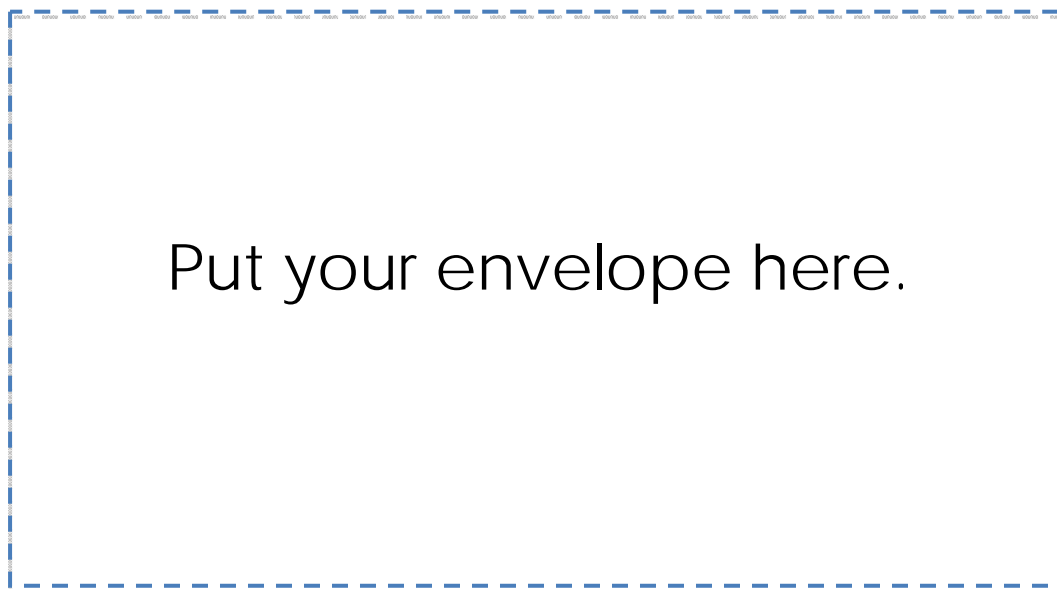
4.

Writing an address on an envelope

Part A














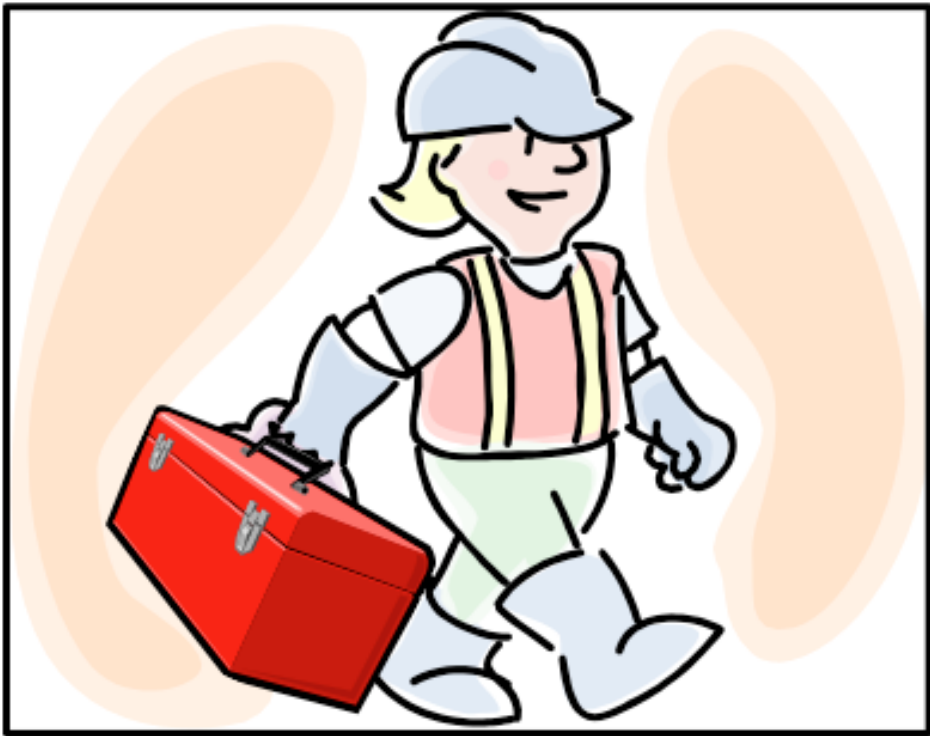
Part B



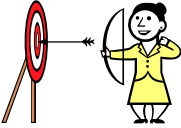


Name: _____

Date: _____







Circle.  			
	Yes	So-so	No
			
			
			



Name: _____ Level: _____

What did you do?	Date	I did it on my own. 	My instructor helped me. 	My classmates helped me. 

What did you learn in this unit? What can you do?

Name: _____		Date: _____	
Themes and topics:			
Circle one number for each statement.  			
1	2	3	
I need more practice.	I can do this with some help.	I can do this on my own.	
Listening 			
•		1	2 3
•		1	2 3
•		1	2 3
Reading 			
•		1	2 3
•		1	2 3
•		1	2 3
•		1	2 3
Speaking 			
•		1	2 3
•		1	2 3
•		1	2 3
•		1	2 3
•		1	2 3
Writing 			
•		1	2 3
•		1	2 3
•		1	2 3
Language knowledge			
•		1	2 3
•		1	2 3
•		1	2 3
•		1	2 3



Role-play self-observation

Partner A

Your name:	Your partner's name:
Task:	Date:
Circle one word for each sentence.	
	Yes No
	Yes No
	Yes No
	Yes No
	All Some
	Yes No
	Easy Okay Difficult
Write one thing you want to improve. How will you practice it?	



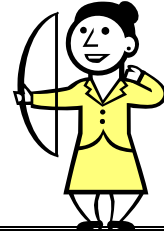
Role-play self-observation

Partner B

Your name:	Your partner's name:		
Task:	Date:		
Circle one word for each sentence.			
	Yes	No	
	Yes	No	
	Yes	No	
	Yes	No	
	All	Some	
	Yes	No	
	Easy	Okay	Difficult
Write one thing you want to improve. How will you practice it?			

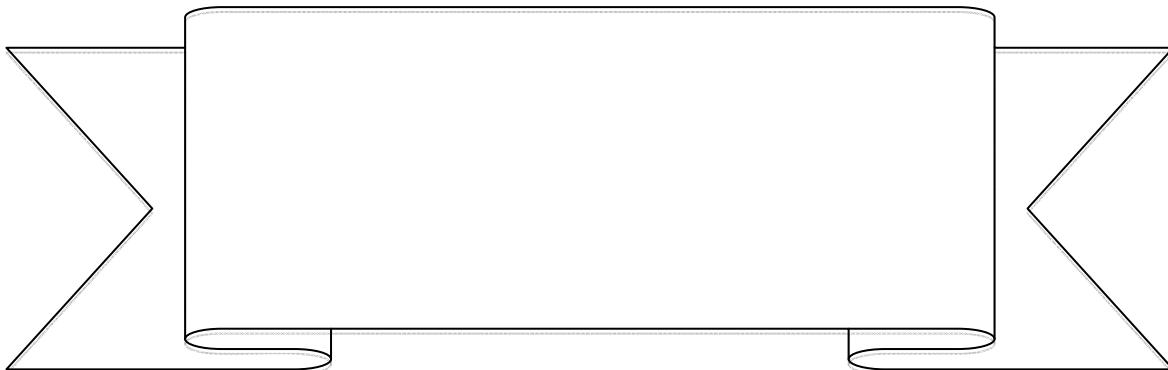


Action Plan



Name:	Date:
I want to:	
To reach my goal, I will need to:	
This is my timeline for reaching my goal:	

When I reach my goal, this is how I will reward myself:





Topic:		Date:	
What do we know about this topic?	What do we want to learn about this topic?	What did we learn about this topic?	How did we learn this?

Homework check	✓
I wrote about something in the past. I used simple past.	
I wrote about the future. I used "going to" or "will."	
I wrote neatly.	
I used subjects with verbs.	
I checked my spelling.	
I completed the task. I answered the questions.	
I used polite words.	
I used casual words.	
I included important information.	

Writing checklist

Name: _____ Date: _____

Task:	
Instructions: Put a check mark (✓) next to each thing you did.	
	✓
•	
•	
•	
•	
•	
•	
•	
•	

Ask yourself:	Write your responses below:
1.	
2.	
3.	
4.	

Role-play Observation

Name: _____ Date: _____

In the video/recording...	Yes	No
1.		
2.		
3.		
4.		

Answer these questions after watching or listening to your role-play:

1. What did you say to your partner when you didn't understand?

2. How did you feel while watching yourself?

3. Was it useful to watch yourself? Why or why not?

4. What was the most surprising thing about watching yourself?

Name: _____ Date: _____

Predictions	Questions	Notes and answers

	Examples

	Yes	No
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		
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