

Engaging Learners in PBLA

Tip Sheet and Resources for Peer Feedback and Self Reflection and Assessment

CLB 1-8

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CLB-aligned self assessment and peer feedback tools

NOTE: Many of the tools on the below websites are compiled in this package.

- Quartz Toolbox: quartzon.ca
- Bow Valley College tools: centre.bowvalleycollege.ca/tools/instructor-tools-pbla
- Practical PBLA: practicalpbla.weebly.com
- LISTN tools: listn.tutela.ca/resources/linc-assessment/classroom-assessment-toolkit.html
- Tutela: tutela.ca

Classroom assessment includes a variety of assessment types: instructor-administered and assessed, learner self-assessed and peer-assessed. Although many assessment tasks may be instructor-assessed, some can be skill-using activities¹, with a self-reflection or peer feedback component to them. During peer feedback activities, feedback is non-evaluative (that is, the *quality* of performance is not rated or commented on). Instead, feedback focuses on whether or not specific criteria are present.

Learner Self Reflection or Assessment

A process in which a learner reflects on his/her own task performance, typically by comparing it with elements of successful task performance (criteria) and checking that criteria that are present.

Key benefits

Because learners are tasked with identifying specific criteria in their own performance:

- they gain a clearer understanding of the task criteria (i.e., features of successful performance),
- they identify gaps and strengths in their performance, as well as their learning needs,
- they engage in critical self-reflection, and may take more responsibility for their own learning.

Peer Feedback

A process in which a learner observes a peer's task performance, then gives non-evaluative feedback, typically by checking that specific elements (or criteria) are present.

Key benefits

Because learners are tasked with identifying specific criteria in a peer's performance:

- they gain a clearer understanding of the task criteria (i.e., features of successful performance),
- they are exposed to various samples of task performance (i.e., their peers),
- they can transfer their increased understanding of successful task performance to their own learning.

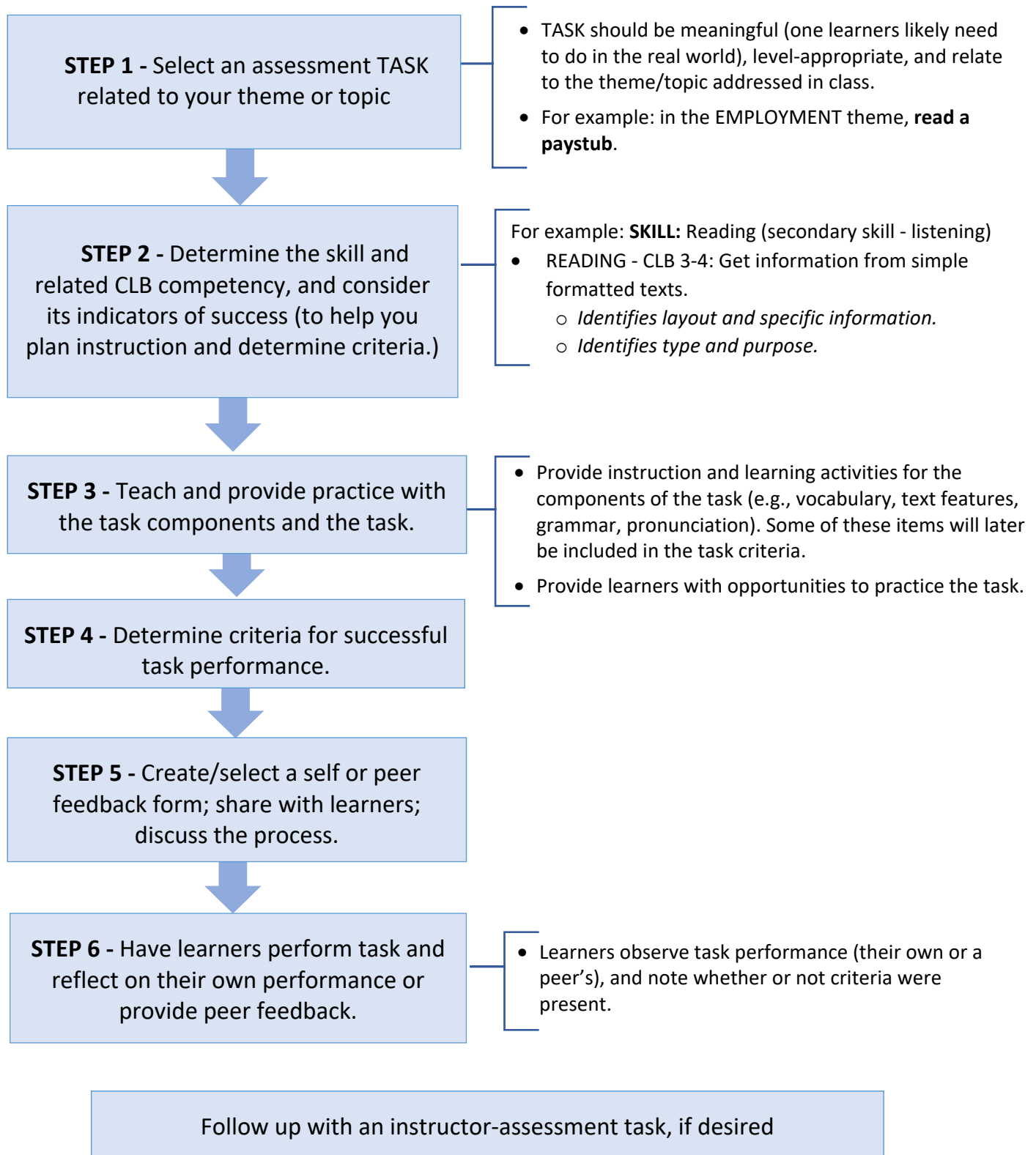
Classroom Tips and Strategies

- Facilitate self-assessment and peer-feedback activities often; they should be a regular part of classroom practice.
- Begin a unit with a **real- world task** in mind (that learners likely need to perform in the real world), and a simulation of it for classroom skill-using task/s; share it with learners.
- Share criteria for successful task performance during the learning process. (learners can be involved in agreeing on criteria). Limit criteria items to the most essential, ensure they are clear and observable.
- Ensure learners are exposed to several models of task performance, and get sufficient instruction and practice performing the task and criteria.
- Use clear and simple forms and processes to facilitate the self- reflection or peer feedback process. Use the sample forms in this package, search online for other forms, or create your own.
- Model/demonstrate the self or peer feedback process, and how feedback is given.
- Follow self-reflection or peer-feedback with a goal-setting activity. (Setting a learning goal can naturally happen after one reflects on task performance).
- Consider following self-reflection or peer-feedback with an instructor administered and assessed task.
- Have learners file their self-reflection or peer feedback in their portfolio.

¹ Skill-using activities are communicative language tasks that simulate real world language tasks.

A Self-Assessment/Reflection or Peer Feedback Process

See pages 3-10 for a classroom example



Peer or Self-Assessment Process

An Example, CLB 3-4, Margaret's class

Step 1 Select an assessment TASK related to your theme or topic

Step 2 Determine the skill and the CLB competency, and consider its indicators of success. (They help you plan instruction and determine task criteria.)

THEME: Employment

REAL WORLD TASK: Read a pay stub

ASSESSMENT TASK: Listen to someone describe their pay stub, and enter the amounts in the correct place on a blank pay stub.

KEY SKILL/S: Reading, with secondary skill of listening

CLB COMPETENCY & Indicators of Ability (in italics):

- **READING - CLB 3-4:** Get information from simple formatted texts.
 - *Identifies layout and specific information.*
 - *Identifies type and purpose.*
- **LISTENING – CLB 3-4:** Understand short narrative communication on topics of personal relevance.
 - *Gets the gist.*
 - *Identifies factual details, key words and expressions as required.*

Step 3 Teach and provide practice with the task components and the task.

Margaret facilitated classroom activities to teach and provide practice with reading a pay stub, pay stub vocabulary (gross, net...), pay stub conventions (e.g., mandatory deductions, CPP and EI, income tax deduction...), and money understanding money amounts.

She drew on learner experience with pay stubs, used various samples of authentic pay stubs, and complimented classroom activities and handouts with mini lessons and drills on language items of need. Margaret ensured learners had plenty of practice reading pay stubs. See the following 4 pages for practice activities.

Step 4 Determine criteria for successful task performance.

Step 5 Select a self-reflection or peer-feedback form; share with learners; discuss the process

Margaret considered her learners' performance throughout the unit, and felt learners were ready to demonstrate their knowledge. They were prepared to recognize the layout of a pay stub, identify its components and understand money amounts. She decided to do this as a listening task.

Margaret decided it was easiest to include a simple self-assessment on the same form as the task. She used two tasks (a listening and a reading task) with self-assessment checklist at the bottom of the task (see pages 8 to 9).

Based on Margaret Stasiak's classroom experience, TCDSB

C. Read the pay stub. Then, match the terms with their meanings.

<h1>XYZ Company</h1>				EMPLOYEE	John Smith		
				PAY FROM	July 18, 201_		
				PAY TO	July 22, 201_		
				PAY DATE	July 26, 201_		
STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS			
Type	Hours	Rate	Amount	YTD	Type	Current	YTD
BASIC	40	10.75/hour	430.00	11,610.00	INCOME TAX	64.50	1741.50
					EI	7.65	206.66
					CPP	21.29	574.70
SUMMARY		GROSS PAY		DEDUCTIONS		NET PAY	
THIS PAY		430.00		93.44		336.56	
YEAR-TO-DATE		11,610.00		2,522.36		9,087.64	

1. ____ pay period a. money you earn
2. ____ gross pay b. your total earnings before deductions
3. ____ hourly rate c. tax on your earnings (income) imposed by the federal and provincial governments
4. ____ earnings d. Employment Insurance; money you will receive if you're laid off or unable to work, e.g., because you're ill or pregnant
5. ____ net pay e. Canada Pension Plan; public pension benefits that everybody contributes to depending on how much they earn
6. ____ deduction f. money the employer takes away or deducts
7. ____ CPP g. a period of time for which you get paid
8. ____ EI h. your earnings after deductions; the amount you get paid
9. ____ income tax i. how much you earn per hour
10. ____ YTD j. Year-To-Date; a period from the start of this year until this pay date

D. Read the sentences. Write T for true and F for false. Rewrite the false sentences to make them true.

1. The employer's name is John Smith. _____
2. His pay stub only includes pay for July 18 and July 22. _____
3. John Smith works 40 hours a week. _____
4. He earns \$1,075 a week. _____
5. There are four deductions on the pay stub. _____
6. The largest deduction is for income tax. _____
7. His current gross pay is \$93.44. _____
8. His net pay is less than his gross pay. _____
9. The pay stub is for a two-week period. _____
10. John will receive this pay on July 26. _____
11. John worked overtime in this pay period. _____
12. John's employer includes vacation pay with each paycheque. _____

H. Listen and write the amounts in the correct places on the pay stub.

STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS			
Type	Hours	Rate	Amount	YTD	Type	Current	YTD
BASIC	40				INCOME TAX		
					EI		
					CPP		
SUMMARY		GROSS PAY			DEDUCTIONS	NET PAY	
THIS PAY		700.00					
YEAR-TO-DATE		18,200.00					

J. Information gap—Student A

Ask your partner about the missing information on the pay stub. Then, answer his/her questions.

A-1 Products Limited				PAY FROM	October 10, 2011	
				PAY TO	October 14, 2011	
				PAY DATE	October 17, 2011	
STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS		
Type	Rate	Amount	YTD	Type	Current	YTD
BASIC	10.50/h	_____	17,672.74	INCOME TAX	69.30	_____
OVERTIME		94.50	_____	CPP	_____	874.80
VACATION		22.24	109.80	EI	27.81	883.63
SUMMARY	GROSS PAY			DEDUCTIONS	NET PAY	
CURRENT	578.74			_____	452.98	
YEAR-TO-DATE	_____			3,840.28	_____	

**J. Information gap—Student B**

Answer your partner's questions about the information on the pay stub. Then, ask your partner about the missing information.

A-1 Products Limited				PAY FROM	October 10, 2011	
				PAY TO	October 14, 2011	
				PAY DATE	October 17, 2011	
STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS		
Type	Rate	Amount	YTD	Type	Current	YTD
BASIC	_____	462.00	_____	INCOME TAX	69.30	2,650.91
OVERTIME		94.50	157.50	CPP	28.65	_____
VACATION		_____	109.80	EI	27.81	888.63
SUMMARY	GROSS PAY			DEDUCTIONS	NET PAY	
CURRENT	_____			125.76	_____	
YEAR-TO-DATE	17,940.04			_____	13,832.46	

LISTENING SELF-ASSESSMENT TASK: A Pay Stub

CLB 4: Understand short descriptive or narrative communication on topics of personal relevance.

1. Listen. Fill in the missing information.

XYZ Company				Employee <u>Bill Jones</u> Pay period FROM <u>April 16</u> TO <u>April 23, 2017</u> Pay date <u>April 30, 2017</u>		
STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS		
TYPE	HOURS	RATE PER HOUR	AMOUNT	TYPE	THIS PAY	YTD
BASIC	40		656.00	Income tax		
				EI		207.00
				CPP		182.00
SUMMARY						
		GROSS PAY	DEDUCTIONS	NET PAY		
This Pay		656.00				
Year-to-date						

2. Your teacher will take up the answers in class. Mark your work and correct it.

3. Assess yourself. Check one of the boxes below.

- I made many mistakes (more than 50%). I need more practice with numbers.
- I need some practice with dollar amounts and numbers.
- I need more practice with vocabulary related to earning money, salaries and pay stub.

Instructor note: Narrate the following text to learners.

Bill makes \$16.40 per hour. His gross pay for the week was 656.00. \$131 dollars was deducted for income tax. \$13.52 was deducted for Employment Insurance, and \$32 was deducted for CPP. So far for the year, Bill's employer has deducted \$1,134 for income tax. Bill's total deductions for this pay were 176.52. After deductions, his net pay was \$479.48. So far for the year, Bill has grossed \$7,872.

READING SELF-ASSESSMENT TASK: A Pay Stub

1. Look at the pay stub from the listening self-assessment task. For each statement, check True or False.

- | | | |
|--|-------------------------------|--------------------------------|
| 1. Bill's paystub is for one week. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Bill worked overtime last week. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. There are four deductions on his pay stub. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. CPP stands for Canadian Pension Plan. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. EI stands for Employment Income. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. The largest deduction is for employment insurance. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Bill has earned \$7,872 from the beginning of the year. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Bill's CPP contribution for this pay is \$44.65. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. Bill has earned \$650 before deductions. | <input type="checkbox"/> True | <input type="checkbox"/> False |

2. Your instructor will take up the answers. Mark and correct your work.

Your Score: _____

3. Assess yourself. Check one of the boxes below.

- It was difficult for me to understand the key ideas.
- I understood some details, but it was difficult for me to understand everything.
- I understood the main ideas and details correctly.
- The person was speaking too fast for me.

Customizable Learner Self-Assessment Forms on QUARTZ

In the Quartz toolbox, there are 16 ready-made (customizable) learner self-assessment forms for speaking and writing, in PDF format. They include a **Planning for learning** section and an **Assessing learning** section. Each form targets a different CLB competency, and includes a variety of tasks and success criteria related to that competency.

SELF-ASSESSMENT FORMS:

- CLB 3-4 SPEAKING (4 forms)
- CLB 3-4 WRITING (4 forms)
- CLB 5-6 SPEAKING (4 forms)
- CLB 5-6 WRITING (4 forms)

To get the forms:

- Go to **quartzon.ca**
- Select **Toolbox**; Click on **Tools**
- Select **Assessment** from the Category dropdown options, then click on the Submit button
- Scroll down the list of files to locate the **LEARNER SELF-ASSESSMENT FORMS**
- Download to your own computer!

Each form targets a different CLB competency and level

Fillable text boxes for learner name and date

Dropdown menus in the task and criteria sections with several ready-made task and criteria options, or the option to write your own

The image displays two screenshots of a learner self-assessment form for the category 'Speaking I (Interacting with Others)'. The form is divided into two main sections: 'Planning for learning' and 'Assessing learning'.

Planning for learning section:

- Includes a 'Name:' field and a 'Date:' field.
- Section title: 'We will practise English to do this task:'
- Task selection: 'Select/edit a task from the dropdown or write your own.' with a dropdown menu and a 'Write your own' option.
- Criteria selection: 'To do this task, you need to:' followed by a list of criteria with dropdown menus and checkboxes.
- Assessment options: 'I can already do this' and 'I want to learn this' with checkboxes.

Assessing learning section:

- Section title: 'Can you do this task now?'
- Assessment options: 'YES', 'ALMOST', and 'NO' with checkboxes.
- Task selection: 'Select/edit a task from the dropdown or write your own.' with a dropdown menu and a 'Write your own' option.
- Criteria selection: 'As you do the task, can you ...' followed by a list of criteria with checkboxes.

Teacher note: Have learners use a common address (listed on the board), or their own.
Can Do CLB 1 – Complete very short simple forms.
Can Do CLB 2 – Complete short, simple forms.

Name _____ Date _____

1. Complete the form. There are 8 blanks.

Surname	Given name	
<input type="text"/>	<input type="text"/>	
Home address		
Number	Street	Apartment
<input type="text"/>	<input type="text"/>	<input type="text"/>
City	Province	Postal code
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Assess yourself.

_____ out of 8

Teacher note: Write the class schedule on the board (e.g., Mon-Fri 9:00 am – 12:00 pm). Include details such as break times, or start and end dates for the course. List any dates (e.g, holidays) there will be no classes.

Can Do CLB 1 – Copy numbers, simple lists of words, or very short, simple sentences.

Can Do CLB 2 – Copy 3-5 short, simple sentences. Copy lists with 10-15 items.

Name _____ Date _____

1. Copy the class schedule below

CLASS SCHEDULE:

--

NO CLASSES ON THESE DATES:

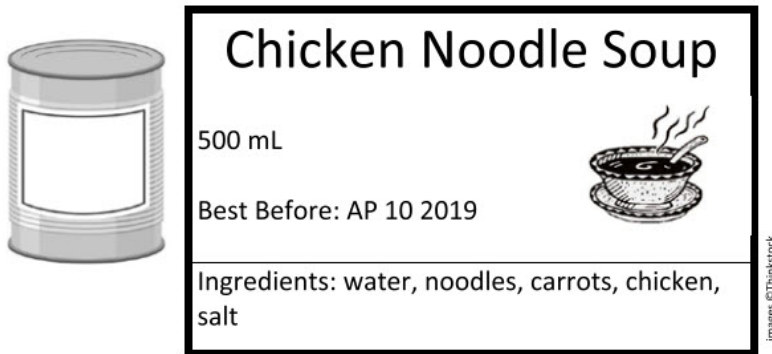
2. Compare with a partner. Assess your partner.

- Copies class days and times correctly. YES
- Copies holidays correctly. YES
- Writes clearly (I can read it). YES

Can Do CLB 1-2: Find some information in very simple forms, maps, signs and labels.

Name _____ Date _____

A. Read the label. Answer the questions.



1. What is in the can?

- Soup Cookies Eggs

2. What is the best before date?

- August 10, 2019 April 10, 2019 January 10, 2019

3. Does the soup have carrots?

- YES NO

4. Copy two ingredients: _____

5. This soup has 500 _____ .

- Kilograms Milligrams Millilitres

B. Assess yourself.

- I got _____ answers correct.
- Choose one: This was: EASY A little difficult Difficult

¹ Label Source: ESL for ALL Support Kit, Centre for Canadian Language Benchmarks

Teacher note: Adjust the content and speed of your weather report, according to level of learners.

Can Do CLB 2 – Understand simple information.

Name _____ Date _____

1. Listen to your teacher give a short weather report. Check the conditions you hear. Write down the temperatures. Compare with a partner.

- Low temperature
- High temperature
- windy
 - cloudy
 - rain
 - snow
 - sunny
 - fog



2. Assess yourself. Check one.

- I could follow the speaker. I got all information correct.
- It was a bit hard. I got some information correct.
- It was hard. I could not understand the speaker.

Can Do CLB 2 – Find some information in very simple forms, maps, signs and labels.

Name _____ Date _____

A. Read the flyer below about a flu shot. Check off True or False.



- | | | |
|---|-------------------------------|--------------------------------|
| 1. The address of the pharmacy is 210 Downy Street. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 2. The flu shot costs \$10. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 3. You need an appointment. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 4. The pharmacy is open from 9:00 am – 6:00 pm. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 5. The pharmacy is open Monday – Friday. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 6. You can get a flu shot at 7 pm. | <input type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |

B. Assess yourself.

- I got _____ answers correct.
- Choose one: EASY A little difficult Difficult

Can Do CLB 3 – Write short, simple messages to get things done.

Name _____ Date _____

1. Write a note to ask a friend or neighbour to buy a few items at the grocery store. Remember to thank your friend and let him/her know you will pay him/her back.

Date: _____

Hi _____

2. Assess yourself or a partner.

- Write the date
- Make a request
- Thank the person
- Write neatly
- Use complete sentences, capital letters and periods.

I can: ↓	My classmate _____ can: ↓
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

² Task adapted from CLB ESL for ALL Support Kit, CCLB

Self- or Peer-Assessment

LEARNER A

SPEAKING – CLB 2-3 GIVING INSTRUCTIONS

Name: _____ Date _____

CAN DO: CLB 2 - SPEAKING: Give short simple instructions.

TASK: Give short directions to a classmate to the washroom.

	I can: ↓	My classmate _____ can: ↓
• Make eye contact	<input type="checkbox"/>	<input type="checkbox"/>
• Speak clearly (I can understand the directions)	<input type="checkbox"/>	<input type="checkbox"/>
• Use steps (first, then...)	<input type="checkbox"/>	<input type="checkbox"/>
• Repeat if needed	<input type="checkbox"/>	<input type="checkbox"/>
• Be polite	<input type="checkbox"/>	<input type="checkbox"/>

LEARNER B

SPEAKING – CLB 2-3 – GETTING THINGS DONE

Name: _____ Date _____

CAN DO: CLB 2 - SPEAKING: Make simple requests.

TASK: Ask a classmate for directions to the washroom.

	I can: ↓	My classmate _____ can: ↓
• Ask a question politely.	<input type="checkbox"/>	<input type="checkbox"/>
• Speak clearly (I can understand the question)	<input type="checkbox"/>	<input type="checkbox"/>
• Repeat if needed.	<input type="checkbox"/>	<input type="checkbox"/>
• Be polite (say thank you)	<input type="checkbox"/>	<input type="checkbox"/>

II. Reproducing Information

- Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.

Task Peer Assessment - Checklist.

Tool Exemplar - Self-Assessment

1. Review target language and functional knowledge for properly addressing an envelope.
2. Using a projector or interactive whiteboard, display the name and address of the friend that the card will be mailed to. Distribute envelopes to each S.
3. Review where to copy the address. If Ss need more help, Ts can include a return address and a “stamp” to guide them.
4. Have the Ss copy the name and address onto their envelope.
5. Have the Ss switch envelopes with a partner.
 - a. Provide each S with a checklist.
 - b. Have them assess the accuracy of the performance of their classmate.
6. Instruct Ss to use a shorter checklist (see template below) for their own envelope, which they can include in their portfolios along with their completed envelopes.

LINC 1 Name: <u>Edgar</u> Date: <u>March 2, 2015</u>			
CLB: <u>Writing 1-II: Reproducing Information</u>		Task: <u>Addressing an Envelope</u>	
	Yes 😊	Almost 😐	Not Yet 😞
The address is easy to read.	✓		
There are no errors.		✓	
The addresses and stamp are in the correct place.	✓		

LINC 1 Name: _____		Date: _____	
CLB: <u>Writing 1-II: Reproducing Information</u>		Task: <u>Addressing an Envelope</u>	
	Yes 😊	Almost 😐	Not Yet 😞
The address is easy to read.			
There are no errors.			
The addresses and stamp are in the correct place.			

LINC 1 Name: _____		Date: _____	
CLB: <u>Writing 1-II: Reproducing Information</u>		Task: <u>Addressing an Envelope</u>	
	Yes 😊	Almost 😐	Not Yet 😞
The address is easy to read.			
There are no errors.			
The addresses and stamp are in the correct place.			

LINC 1 Name: _____		Date: _____	
CLB: <u>Writing 1-II: Reproducing Information</u>		Task: <u>Addressing an Envelope</u>	
	Yes 😊	Almost 😐	Not Yet 😞
The address is easy to read.			
There are no errors.			
The addresses and stamp are in the correct place.			

III. Getting Things Done

- Make and respond to an expanding range of simple requests related to everyday activities.

Task Ask and answer some basic questions in a sales situation to make a decision about a purchase.

Tool Questionnaire and Self-Observation

This example is based on a Shopping & Consumerism unit in which Ss perform and record a role-play involving a customer asking a sales clerk some polite questions about an item. The task could be adapted for other units (e.g., asking about recreation activities; asking the landlord to do a minor repair, etc.) and the tool can be adapted to suit different themes.

1. Play a model dialogue for Ss and have them identify polite requests used in the model and complete some written and spoken drills using the target phrases.
2. Decide how you will record the conversations. Try digital voice recorders or a web-based application such as Vocaroo.
3. Tell Ss that they need to perform a role-play using the target language and that they will be recording their performances for the purpose of self-observation.
4. Allow Ss a few rehearsals before they record their conversation. Have them record several attempts and choose the best one, adding yet another element of self-assessment.
5. After each pair is satisfied with their recording, instruct them to do a more focused listening using the worksheets, which the instructor can collect or take up in a whole class feedback session.
6. As a possible follow-up, have Ss create a listening test based on their recording and have them swap these with other pairs.

LINC 2	Role Play Self-Observation: Partner A	Date: _____
Your Name: _____	Your Partner's Name: _____	
CLB: 🗣️ 2-III Getting Things Done	Task: Shopping Role Play	
🔄 Circle 1 word for each sentence.		
1. I said "Excuse me."	Yes	No
2. I asked for the price.	Yes	No
3. I asked for a different size.	Yes	No
4. I said "Thank you."	Yes	No
5. I understood my partner.	All	Some
6. If I didn't understand, I asked a question.	Yes	No
7. The task was _____.	Easy	Okay Difficult
8. Write one thing you want to improve. How will you practice it?		

LINC 2	Role Play Self-Observation: Partner B	Date: _____
Your Name: _____	Your Partner's Name: _____	
CLB: 🗣️ 2-III Getting Things Done	Task: Shopping Role Play	
🔄 Circle 1 word for each sentence.		
1. I said "Excuse me."	Yes	No
2. I asked for the price.	Yes	No
3. I asked for a different size.	Yes	No
4. I said "Thank you."	Yes	No
5. I understood my partner.	All	Some
6. If I didn't understand, I asked a question.	Yes	No
7. The task was _____.	Easy	Okay Difficult
8. Write one thing you want to improve. How will you practice it?		

Name: _____ Level: _____ Date: _____

SPEAKING SELF-ASSESSMENT

Now that you have finished your own presentation, write your notes on this page for yourself. What was your main topic and purpose? Did you include all the criteria? What did you like and what would you change next time?

Main topic of presentation: _____

Purpose of presentation: _____

Point #1: _____

Point #2: _____

Point #3: _____

Criteria	✘ - missing	? - not sure	✓ - yes
About 5 minutes long			
Ideas are connected/organized			
Introduction, details and conclusion			
Some connecting words			
Appropriate body language			
Understandable (volume, speed, etc.)			

What was one thing you liked about your presentation?

If you could do your presentation again, what is one thing you would do differently?

Source: ASSIST Community Services Centre, Edmonton, AB,
downloaded from Practical PBLA, at <http://practicalpbla.weebly.com>

Name: _____ Level: _____ Date: _____

Friendly Phone Conversations - CLB 5

Listen carefully to each group's phone conversation. Write in the names of the students in each group, then write "Yes" or "No" in each column and the items you hear in their conversation.

	Group Members	Did they use appropriate greetings?	Did they introduce themselves?	Did they ask who was speaking?	Did they end the conversation politely?	Was the conversation friendly?
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Source: ASSIST Community Services Centre, Edmonton, AB,
 downloaded from Practical PBLA, at <http://practicalpbla.weebly.com>

Name: _____ Level: _____ Date: _____

WRITE A CARD ACTIVITY

<p>1. Write a message for a classmate who is celebrating their birthday.</p> 	<p>2. Write a message to wish someone good luck at their new job.</p>
<p>3. Write a message to show sympathy for a friend who lost a loved one.</p> 	<p>4. Write a message to give to someone for Valentine's Day.</p>

Read the card messages and circle one option in the table below to make sure all the parts are included.

Criteria	Card 1			Card 2			Card 3			Card 4		
Date	x	?	✓	x	?	✓	x	?	✓	x	?	✓
To	x	?	✓	x	?	✓	x	?	✓	x	?	✓
From	x	?	✓	x	?	✓	x	?	✓	x	?	✓
Reason	x	?	✓	x	?	✓	x	?	✓	x	?	✓
Hope/wish (future)	x	?	✓	x	?	✓	x	?	✓	x	?	✓

x = no ? = not sure ✓ = yes

Source: ASSIST Community Services Centre, Edmonton, AB, downloaded from Practical PBLA, at <http://practicalpbla.weebly.com>

CLB 4 Listening Comprehending Instructions—Doctor’s Visit

Name:	Date:	Task: Listen to a doctor give instructions to a patient on how to recover from an illness.	
<i>I can . . .</i>			
• understand the purpose of the instructions		Yes	No
• identify some factual details		Yes	No
• identify the order of the steps		Yes	No
• identify words that explain <i>where, when, how often, or how long</i>		Yes	No
• guess the meaning of some words		Yes	No
• can respond to or repeat basic instructions		Yes	No
<p>Learner Reflection: <i>What did I do well? Give an example.</i></p>			

CLB 4 Speaking Interacting With Others—Work Phone Call

Learner A: Interviewer/Caller

My name: My partner's name:	Date:	Task: Call a job candidate, make a request to come in for an interview, give date/time/place.		
<ul style="list-style-type: none"> I said "hello" and asked to speak to the person. 			Yes	No
<ul style="list-style-type: none"> I gave my name and the company name. 			Yes	No
<ul style="list-style-type: none"> I explained the reason for my call. 			Yes	No
<ul style="list-style-type: none"> I asked the person to come in for an interview. I used <i>would</i> or <i>could</i>. 			Yes	No
<ul style="list-style-type: none"> I gave a date, time, and place. 			Yes	No
<ul style="list-style-type: none"> I repeated some parts, if the person asked. 			Yes	No
<ul style="list-style-type: none"> I think my pronunciation was clear. 			Yes	No
<ul style="list-style-type: none"> I was polite. 			Yes	No

Learner B: Candidate

My name: My partner's name:	Date:	Task: Answer the phone, and accept a date/time /place for job interview.		
<ul style="list-style-type: none"> I said "hello" and answered the interviewer's greeting. 			Yes	No
<ul style="list-style-type: none"> I gave my name. 			Yes	No
<ul style="list-style-type: none"> I listened well. I said things like <i>okay, yes, uh huh, um hmm</i>. 			Yes	No
<ul style="list-style-type: none"> I answered when the interviewer asked me to come in for an interview. 			Yes	No
<ul style="list-style-type: none"> I repeated the date/time/place. 			Yes	No
<ul style="list-style-type: none"> I said "thank you." 			Yes	No
<ul style="list-style-type: none"> I think my pronunciation was clear. 			Yes	No
<ul style="list-style-type: none"> I was polite. 			Yes	No

CLB4 Speaking Sharing Information 2—Narrative

Name:	Date:	Task: Tell what happened by narrating a brief series of events in a movie, TV show, or book.
<p><i>Did I . . . ?</i></p> <ul style="list-style-type: none"><input type="checkbox"/> look at the other person while I was talking<input type="checkbox"/> describe a situation or story<input type="checkbox"/> put my story in order<input type="checkbox"/> use short sentences and some longer ones<input type="checkbox"/> use past tense(s) or other useful forms<input type="checkbox"/> give some details<input type="checkbox"/> speak clearly so my classmates could understand me		
<p>Learner Reflection: <i>What new skill did you develop or improve to prepare for this task?</i></p>		

CLB4 Writing Reproducing Information—Lab Appointment

Name:	Date:	Task: Copy necessary information from a laboratory website to be prepared for an appointment for lab tests.	
<i>I can . . .</i>			
• copy dates and times		Yes	No
• copy phone numbers		Yes	No
• copy full names and addresses		Yes	No
• copy punctuation: period, comma, colon, semi-colon, dash, slash, bracket		Yes	No
• copy capitals		Yes	No
• use appropriate spacing		Yes	No
• copy format (i.e. bullet points into point form structure)		Yes	No
• copy complete sentences or phrases, as required		Yes	No
• copy a website and underline it		Yes	No
<p>Learner Reflection: <i>What parts did you have the most trouble copying? Why is that?</i></p>			

CLB 5 Reading Interacting with Others—Email Update

Name:	Date:	Task: Read an email update from a friend.
<p><i>I was able to . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> identify specific facts<input type="checkbox"/> identify implied meanings<input type="checkbox"/> understand the relationship between the reader and writer<input type="checkbox"/> Identify the attitude of the writer<input type="checkbox"/> Guess some meanings from the context<input type="checkbox"/> Identify whether the text was formal or informal<input type="checkbox"/> Understand the purpose of the text<input type="checkbox"/> figure out where information was located in the text		
<p>Learner Reflection: Was this task <i>easy / just right / difficult</i>? Why?</p>		

CLB 5 Speaking Getting Things Done—Landlord

Learner A: *Tenant*

My name:	Date:	Task: Phone the landlord, describe problems with the rental unit, and request repairs. <u>Extension:</u> ask for a date and time for the repairs.		
My partner's name:				
• I opened the conversation.			Yes	No
• I identified myself and responded to the landlord.			Yes	No
• I described problems.			Yes	No
• I asked the landlord to fix the problems.			Yes	No
• I gave important details and information.			Yes	No
• I used polite language and tone.			Yes	No
• I was organized and clear.			Yes	No
• I answered any questions.			Yes	No
• I said <i>"thank you"</i> and closed the conversation.			Yes	No

Learner B: *Landlord*

My name:	Date:	Task: Answer the phone politely, listen to the problems with the rental unit, and agree to do the repairs. <u>Extension:</u> suggest a date and time for repairs.		
My partner's name:				
• I answered the phone politely.			Yes	No
• I asked <i>"How are you?"</i>			Yes	No
• I listened to the problem(s).			Yes	No
• I asked questions to make sure I understood.			Yes	No
• I agreed to fix the problems.			Yes	No
• I suggested a time and a date to fix the problems.			Yes	No
• I used polite language and tone.			Yes	No
• I said <i>"Thank you for calling"</i> and closed the conversation.			Yes	No

CLB 5 Writing Interacting with Others—New Job

Name:	Date:	Task: Write an email to a friend informing him/her of your new job.	
<i>Did I ... ?</i>			
• complete the <i>To:</i> section		Yes	No
• complete the <i>Subject:</i> section		Yes	No
• use appropriate greeting		Yes	No
• give the reason for my email (inform of new job)		Yes	No
• explain my job (tasks and responsibilities)		Yes	No
• give my opinion, feeling, or prediction		Yes	No
• use paragraph form		Yes	No
• use full sentences		Yes	No
• use correct tenses for task		Yes	No
• use appropriate closing and give my name		Yes	No
• use punctuation and capitals correctly		Yes	No
<p>Learner Reflection: <i>Why is important to share our good news with our friends in Canada?</i></p>			

CLB 6 Listening Getting Things Done—Public Health Announcement

Name:	Date:	Task: Listen to a public health announcement about making physical activity a routine.
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I was able to . . .

- understand the purpose of the communication
- identify factual details
- guess the meaning of words and expressions from the context
- understand most of the conversation on the first listening
- identify how the speaker was trying to persuade
- identify when things were being compared or contrasted
- recognize suggestions or advice
- recognize conditions and results
- identify words of encouragement

Learner Reflection: *Do you think the speaker was persuasive? Why or why not?*

CLB 6 Reading Instructions—Cancellation Policy

Name:	Date:	Task: Read the instructions for renting, cancelling, or changing a party room booking with the City of Calgary Recreation.	
<i>I can . . .</i>			
• understand the purpose of the instructions		Yes	No
• find some important details		Yes	No
• understand the order of the instructions		Yes	No
• understand when to follow specific instructions (i.e. look for signal words and understand the organization of the text)		Yes	No
• guess the meaning of some words from the context		Yes	No
• make conclusions or inferences		Yes	No
• understand what will happen if I don't follow instructions (i.e. cause and effect)		Yes	No
<p>Learner Reflection: <i>What part of this task was the easiest? Hardest? Why?</i></p>			

CLB 6 Writing Sharing Information—Paragraph Checklist

Name:	Date:	Task: Write 1-2 paragraphs to compare two hobbies, sports, recreational activities that you enjoy.	
<i>Did I . . . ?</i>			
• write a topic sentence	Yes	No	
• give accurate details to explain/support my main idea	Yes	No	
• check my verbs for correct tenses/forms	Yes	No	
• check for subject-verb agreement	Yes	No	
• use appropriate connecting words and phrases	Yes	No	
• use complete sentences	Yes	No	
• capitalize the first word of each sentence and proper name	Yes	No	
• end each sentence with a period, question or exclamation mark	Yes	No	
• check my spelling	Yes	No	
• write a concluding sentence	Yes	No	
<p>Learner Reflection: <i>What things did I do well? What things need improvement?</i></p>			

CLB 6 Writing Reproducing Written Information—Work Habits

Name:	Date:	Task: Take notes on an article about work habits. Create a point form outline or summary.
<p><i>Did I . . . ?</i></p> <ul style="list-style-type: none"><input type="checkbox"/> organize my notes in an “<i>at a glance</i>” structure*<input type="checkbox"/> use a method to list things: numbers, bullets, dashes, stars, letters<input type="checkbox"/> use appropriate common short forms (\$, %, mos.)<input type="checkbox"/> use headings or categories<input type="checkbox"/> copy accurate details<input type="checkbox"/> write legibly: it is easy to read and understand<input type="checkbox"/> use imperatives for instructions, if applicable<input type="checkbox"/> copy capitals and spelling accurately<input type="checkbox"/> use appropriate punctuation, where applicable <p><small>*Note: neatly arranged so it gives a “picture” of the information</small></p>		
<p>Learner Reflection: <i>Where might you have to take notes and organize the information outside the classroom?</i></p>		

CLB 7 Speaking Interacting with Others—Constructive Criticism

Name:	Date:	Task: Express dissatisfaction with employee's work in performance review.	
• Opened conversation politely		Yes	No
• Identified the purpose of the meeting		Yes	No
• Stated concern with facts and/or observations (details)		Yes	No
• Stated the effect on company, work, or others		Yes	No
• Reviewed expectation/suggest what could have been done		Yes	No
• Used expressions for diplomacy		Yes	No
• Pre-closed and closed		Yes	No
• Was polite, tactful, supportive		Yes	No
<p><i>For next time . . .</i></p>			

CLB 7 Writing Getting Things Done—Cover Letter Checklist

Name:	Date:	Task: Write cover letter to accompany resume.	
<i>My letter . . .</i>			
• is made out to a specific person with a proper title and address	Yes	No	
• identifies the purpose of letter in the first sentence	Yes	No	
• addresses the skills and qualifications described in the job ad	Yes	No	
• shows that the applicant is a good fit for the particular job	Yes	No	
• has some specific details	Yes	No	
• asks for an interview in a polite way	Yes	No	
• thanks the reader for his/her time and consideration	Yes	No	
• is positive, respectful and professional in tone	Yes	No	
• provides accurate contact information in correct format	Yes	No	
• is short and clear	Yes	No	
<p>Learner Reflection: <i>Was this task useful? Why or why not?</i></p>			

CLB 7 Writing Getting Things Done—Completing Forms

Name:	Date:	Task: Complete a job application form.
<p><i>Did I ... ?</i></p> <ul style="list-style-type: none"><input type="checkbox"/> write full legal name(s)<input type="checkbox"/> write a complete home address<input type="checkbox"/> write a complete email address, if applicable<input type="checkbox"/> write dates in format requested<input type="checkbox"/> write phone numbers in format requested<input type="checkbox"/> check appropriate boxes<input type="checkbox"/> respond to instructions/questions accurately<input type="checkbox"/> use appropriate punctuation, capitals, spelling, abbreviations<input type="checkbox"/> complete all appropriate sections<input type="checkbox"/> sign document<input type="checkbox"/> write legibly		
<p>Learner Reflection: <i>Why is it so important to be very accurate on a job application? What message does it send?</i></p>		

IV. Sharing Information

- Agree, disagree and give opinions in small group discussions or meetings.

Task In small group discussion, discuss the importance of individual family members and what each person contributes to the family.

Tool Survey – Self-Assessment

This example is based on classwork undertaken during the theme of Family. This task requires Ss to present their opinions supported by reasons in a discussion of roles and responsibilities of family members.

1. In groups, give Ss a set of cards with the names of different family members.
2. Have Ss discuss the importance of each family member and what each person contributes to the family.
3. Have Ss express their opinions and agree or disagree with others' opinions. A
4. Have Ss try reaching a consensus together.
5. Have each group present their opinions and gives reasons.
6. After the discussion, have the Ss answer the questions in the survey.
7. Collect the surveys and use the results to inform your future attempts at class discussions.

LINC 5	Name: <u>Amir</u>	Date: <u>Jan.4, 2015</u>
CLB: Speaking 5-IV Sharing Information		Task: Talk about your family
Self-Assessment Survey (Circle 'Yes' or 'No')		
Were you able to effectively communicate your opinion?	Yes	<input type="radio"/> No
Did you feel others listened to you?	Yes	<input type="radio"/> No
Did you feel others wanted to hear your opinion?	Yes	<input type="radio"/> No
Was everyone able/encouraged to participate?	Yes	<input type="radio"/> No
Was this discussion easy?	Yes	<input type="radio"/> No
Comments: <i>Many students felt that they were not being heard in the discussions. It was hard to come to an agreement.</i>		

LINC 5			Name: _____		Date: _____	
CLB: Speaking 5-IV Sharing Information			Task: Talk about your family			
Self-Assessment Survey (Circle 'Yes' or 'No')						
Were you able to effectively communicate your opinion?			Yes		No	
Did you feel others listened to you?			Yes		No	
Did you feel others wanted to hear your opinion?			Yes		No	
Was everyone able/encouraged to participate?			Yes		No	
Was this discussion easy?			Yes		No	
Comments:						

LINC 5			Name: _____		Date: _____	
CLB: Speaking 5-IV Sharing Information			Task: Talk about your family			
Self-Assessment Survey (Circle 'Yes' or 'No')						
Were you able to effectively communicate your opinion?			Yes		No	
Did you feel others listened to you?			Yes		No	
Did you feel others wanted to hear your opinion?			Yes		No	
Was everyone able/encouraged to participate?			Yes		No	
Was this discussion easy?			Yes		No	
Comments:						



III. Getting Things Done

- Give and respond to informal and somewhat formal suggestions and indirect requests.

Task Make a suggestion to a friend or co-worker for how to be more active and provide an appropriate reason.

Tool Peer Evaluation – Sticky Notes

This task can be used in a unit on active living, but may be adapted for other themes in which making suggestions is an appropriate task (e.g., choosing a bank account, joining a class at a community centre, etc.). The tool can be adapted for a range of different speaking tasks.

1. Review target language for discussing the benefits of having an active lifestyle and the detriments of an inactive lifestyle.
2. Divide Ss into groups.
3. Distribute a set of scenario cards to each group. The cards should have situations in which people are suffering because they are not active, not eating properly, or are not making choices for a balanced lifestyle.
4. Explain and/or demonstrate the following procedure:
 - a. Have one student choose a card, read the scenario to the group, then give a suggestion for the person to make better choices, including a reason for the suggestion.
 - b. Have the group listen and use sticky notes to make comments on how the suggestion:
 - Is it an appropriate suggestion for the situation?
 - Is a good reason provided?
 - Is the suggestion clear and easily understood?
 - c. Have the group give the sticky notes to the speaker to read and use to improve performance next time. If necessary, provide/review some examples of appropriate feedback that Ss could give to each other before starting the activity.
5. As Ss engage in peer assessment, assess for yourself whether Ss have grasped the information for this unit, checking to see if they are able to provide suggestions to others.

Scenario:

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

Suggestion:

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

Good suggestion. But, what's the reason? You could say - when you exercise you have more energy and feel less tired.

II. Comprehending Instructions

- Understand moderately complex directions and instructions for technical or non-technical tasks.

Task Listen to a recorded message about what to do when calling Medical Services Plan Subscriber Information

Tool Self-assessment - Checklist

In this example, a LINC 7 class has been exploring the core curriculum theme of Body & Mind, which can be found on page 10 of the ELSA 6 Curriculum Guidelines (www.listn.info/site/resources/resources-for-teachers/elsa-67-curriculum-guidelines/e6). The task involves following simple oral directions on the phone for automated messages, so it could be adapted for other themes such as Employment & Workplace or Business & Consumerism. The tool can be adapted for a variety of pair speaking activities.

1. Give Ss the following scenario: they have lost their BC Services Card/CareCard and need to contact the BC Ministry of Health in order to get a replacement card. Ss must call the toll-free telephone lines after hours, and they need to follow the steps to get the required information to get a replacement card.
2. Provide Ss with a worksheet in which they fill in the steps they need to complete in order to get the information they are looking for. At the end of the task, the Ss should discover that they need to visit a website in order to fill out the necessary form for a replacement card.
3. Provide Ss with the checklist below, which they will use once they have finished the task, then again after they have communicated the steps to a partner. The Ss should quickly realize if they have missed steps or have not gotten to the message that they need to hear—and they can compare their notes with their partner.
4. Ask Ss to share their assessment information with you so that specific difficulties common among most Ss can be addressed and worked on in future lessons. Once you have reviewed their assessments, return them to the Ss so they can add them to their portfolios, if appropriate.

*Note: This file is from the Language Instruction Support and Training Network (LISTN), a society of LINC service providers in British Columbia. Adapt this task to the **Ontario context** by having learners call and listen to Service Ontario automated phone message to get information on how to replace a lost health card, at 1-800-267-8097. (This not has been added to the original pdf).*

LINC 7 Name: _____ **Date:** _____

CLB: Listening 7-II Comprehending Instructions **Task:** Listen to instructions from a recording

After Task	After sharing with partner:
<input type="checkbox"/> I was easily able to follow the phone instructions. <input type="checkbox"/> I needed to listen to the message only once. <input type="checkbox"/> I know where to find more information. <input type="checkbox"/> I will be able to explain to my partner what to do to get a replacement card.	<input type="checkbox"/> I was able to explain to my partner how to get a replacement card. <input type="checkbox"/> The steps I made note of matched my partner's notes. <input type="checkbox"/> We both know where to find more information.
Comments:	

LINC 7 Name: _____ **Date:** _____

CLB: Listening 7-II Comprehending Instructions **Task:** Listen to instructions from a recording

After Task	After sharing with partner:
<input type="checkbox"/> I was easily able to follow the phone instructions. <input type="checkbox"/> I needed to listen to the message only once. <input type="checkbox"/> I know where to find more information. <input type="checkbox"/> I will be able to explain to my partner what to do to get a replacement card.	<input type="checkbox"/> I was able to explain to my partner how to get a replacement card. <input type="checkbox"/> The steps I made note of matched my partner's notes. <input type="checkbox"/> We both know where to find more information.
Comments:	

LINC 7 Name: _____ **Date:** _____

CLB: Listening 7-II Comprehending Instructions **Task:** Listen to instructions from a recording

After Task	After sharing with partner:
<input type="checkbox"/> I was easily able to follow the phone instructions. <input type="checkbox"/> I needed to listen to the message only once. <input type="checkbox"/> I know where to find more information. <input type="checkbox"/> I will be able to explain to my partner what to do to get a replacement card.	<input type="checkbox"/> I was able to explain to my partner how to get a replacement card. <input type="checkbox"/> The steps I made note of matched my partner's notes. <input type="checkbox"/> We both know where to find more information.
Comments:	

I. Interacting with Others

- Participate in less routine social conversations for many everyday purposes.

Task Tell a work-related anecdote to a group of peers.

Tool Peer Assessment - Checklist

The task in this example would be used as part of an Employment unit. The task is to create a personal profile from an anecdote or interview in order to build a career map. The tool focuses on a particular feature of the task: managing the conversation. The checklist can be used for different speaking tasks and could focus on other communication features besides managing a conversation.

1. Review ways in which to manage a conversation. Be sure to go over each strategy and item from the checklist.
2. Demonstrate with one of the stronger Ss, or elicit from the class, what they think are appropriate ways of managing a conversation.
3. Review how Ss can provide useful and appropriate comments to help each other to improve without being negative or discouraging.
4. Divide the class into small groups and instruct Ss work together to ask each other questions, and present their work-related anecdotes.
5. After the activity, the Ss fill out a checklist for each of their group members.
6. Distribute the checklists to each person, and give them time to read and reflect on the information provided.
7. Facilitate a sharing session during which Ss can voice their reactions and reflections to the comments.

LINC 7

Peer Assessment – Checklist

Date: _____

Classmate's Name: _____

CLB: Speaking 7-I Interacting with Others

Task: Tell a workplace anecdote

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

Comments:

LINC 7

Peer Assessment – Checklist

Date: _____

Classmate's Name: _____

CLB: Speaking 7-I Interacting with Others

Task: Tell a workplace anecdote

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

Comments:

III. Getting Things Done

- Propose or recommend solutions to problems in a familiar area.

Task Explain a sustainability issue in the community and present possible solutions.

Tool Self-Assessment – Reflection Form

This example is based on the Sustaining Canadian Communities Core Curriculum unit in the *ELSA 7 Curriculum Guidelines* on pp. 40-53. In this unit, Ss need to identify and analyze a sustainability issue in their community. The task here is to present a particular issue and propose some solutions to members of a group. The task can be adapted for other themes that include problem solving, debate and discussion. The tool could also be used for other problem solving tasks.

1. Review target language such as “In my opinion...,” “The problem is...,” “I think the real issue here is...,” etc.
2. Divide the class into groups to discuss their ideas.
3. Set up the task: Ss must decide upon the issue, express their thoughts and opinions about possible solutions, and recommend the best solution to the issue.
4. When deciding on this solution, have the Ss give reasons that will support their recommendation.
5. At the end of the task, give each of the Ss a reflection form. Give them some time to reflect on their performance during the task and to think of ways that they could improve their performance and the language they used during the task.
6. Once the Ss have completed their forms, collect them to get a sense of the Ss’ views of their performance.
7. Make note of those areas that Ss identify as needing the most improvement or where they’re experiencing the greatest difficulty. This information will assist you in planning future lessons that can focus on building skills that need more practice and reinforcement.

LINC 8 **Name:** _____ **Date:** _____

CLB: Speaking 8-III Getting Things Done **Task:** Explain an issue and offer solutions.

Self-Reflection Form

**How often did you do the following things in your group today?
Put a check (✓) in the box that best describes your response and add comments.**

Task	Rarely	Sometimes	Often	Comments
1. I gave suggestions.				
2. I gave my opinion.				
3. I listened to others in my group.				
4. I summarized what others said.				
5. I asked for clarification.				
6. I agreed or disagreed.				
7. I made recommendations.				
8. I gave reasons to support my recommendation.				
9. I used language that helped communicate my point.				
10. I spoke clearly with a normal pace.				

*Adapted from Figure 4.10 in *Authentic Assessment*, p. 74

I. Interacting with Others

- Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

Task Speak with friends, neighbours and family to share concerns.

Tool Speaking Ability Rating Scale – Self-Assessment

Ss can use this tool to reflect more deeply on their social conversations with others – whether it is with the instructor, their classmates, a native speaker, or a friend. The rating scale is used to help Ss become more aware of how successful an interaction is, what makes an interaction successful, and what strategies they could employ to be more successful next time.

1. Invite Ss to reflect on a social interaction that occurred in or outside of the classroom in the last week. Elicit aspects of the interactions that they think went well as well as things they think they can improve.
2. Using the rating scale, assess one of the interactions together with the class, instructing Ss to indicate how much they agree or disagree with each statement and then reflect on strategies that could be employed to aid comprehension of both participants.
3. Instruct Ss to use the tool on a regular basis as part of a learning portfolio.

Regularly change the statements to include different features of communication for this CLB (e.g., Expresses and responds to sympathy; Encourages others to participate).

LINC 8

Name: _____ **Date:** _____

CLB: Speaking 8-1 Interacting with Others

Task: Speak with friends, family, and neighbours

Who did you talk with this week? What did you talk about? Write your answer here:

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 expressed and responded to sympathy.	Disagree	----- ----- ----- -----	Agree

Part II: Complete the sentences below.

When someone doesn't understand me, I...

When I don't understand someone, I...

Now I know...

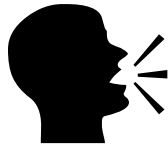
Adapted from "Self-Assessment of Speaking Ability" p. 73, *Authentic Assessment*

Learning Log

Name: _____ Month: _____

I learned about _____.

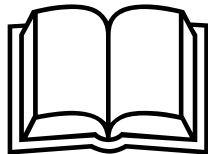
I can say:



I can understand:



I can read:



I can write:



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:

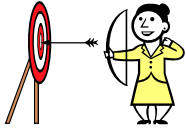


1. This week I learned _____.
2. I can _____ outside of class.
3. This week was _____.

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)

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>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.

Learning Reflection

EXIT TICKET TEMPLATE ✂ (copy and cut along the lines)

Today, the most useful thing I learned was ...

This lesson was:

😊 Very useful

😐 Useful

☹ Not useful

I want to learn more about...

Today, the most useful thing I learned was ...

This lesson was:

😊 Very useful

😐 Useful

☹ Not useful

I want to learn more about...

Today, the most useful thing I learned was ...

This lesson was:

😊 Very useful

😐 Useful

☹ Not useful

I want to learn more about...

Today, the most useful thing I learned was ...

This lesson was:

😊 Very useful

😐 Useful

☹ Not useful

I want to learn more about...

Source: Toronto Catholic District School Board

Learning Reflection

Date: _____ Today, I learned:
Date: _____ Today, I learned:
Date: _____ Today, I learned:
Date: _____ Today, I learned:
Date: _____ Today, I learned:
Date: _____ Today, I learned:

Source: Toronto Catholic District School Board

Learning Reflection

Date: _____

Today, I learned ...

Today, I liked ...

I want to do more...

Date: _____

Today, I learned ...

Today, I liked ...

I want to do more...

Date: _____

Today, I learned ...

Today, I liked ...

I want to do more...

Date: _____

Today, I learned ...

Today, I liked ...

I want to do more...

Source: Toronto Catholic District School Board

MID-TERM SELF-ASSESSMENT – READING

NAME: _____ DATE _____

READING - CLB 4 - Comprehending Information:

Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.

Think about the reading texts we have been working on in class.

1. The reading texts were:

Check one: easy hard just right

Check one: too long too short just right

2. I could understand the key ideas of the texts.

Check one: Yes most of the time sometimes no

3. I could understand the main ideas of the paragraphs.

Check one: Yes most of the time sometimes no

4. I could understand the key vocabulary.

Check one: Yes most of the time sometimes no

5. Which of the following will you do outside class to improve your reading?

Check only the items you are sure you can and will do.

Work on my vocabulary

Read online texts (news items, ESL texts)

Read newspaper articles

Borrow and read/LISTEN TO audiobooks from the local library

Other:

End of Task Reflection 2

Name:	Date:	Task:
--------------	--------------	--------------

1. What did you enjoy most about _____?

2. What thing(s) did you do well?

3. What thing(s) do you need to improve?

4. Is there any part of this task/topic that you would like to practice more in class?

5. Where can you use this task/parts of this task outside the classroom?

End of Theme Reflection

Name:	Date:	Theme: Task: Reflect on work at end of theme
--------------	--------------	---

1. What can you do **now** that you couldn't at the beginning of this theme unit?

2. What is one activity that helped you learn during this theme unit? Why or how?

3. Write about one thing that you did well during this theme unit?

4. Write one thing you need to do better for future class work or tasks outside the classroom.

Exposure and Use: Listening-Speaking

Name:	Date:
--------------	--------------

Instructions: Over the weekend (from Friday 6:00 p.m. – Sunday 11:00 p.m.), write down everything that you do in English. For example: watched TV, went to a movie, listened to a news report, spoke to a cashier or server, chatted with a co-worker or customer, talked on the phone with a friend, participated in a conversation club at the library/recreation centre, etc.

-
-
-
-
-
-
-
-
-

Estimate how much time in hours you spent listening and/or speaking: _____ hours

1. Do you think that the amount of English you practiced will contribute to your goals?
2. If so, which goal would benefit most?
3. Which goals would benefit from more practice?

Exposure and Use: Reading-Writing

Name:	Date:
--------------	--------------

Instructions: Over the weekend (from Friday 6:00 p.m. – Sunday 11:00 p.m.), write down everything that you do in English. For example: read a book to my child, read a newspaper or magazine article, searched the internet, wrote a “to do” or grocery list, wrote an email to a friend, took a phone message, helped my child with homework, filled out a form, etc.

-
-
-
-
-
-
-
-
-

Estimate how much time in hours you spent reading and/or writing: _____ hours

1. Do you think that the amount of English you practiced will contribute to your goals?

2. If so, which goals would benefit?

3. Which goals would benefit from more practice?

Listening General Strategies Reflection

Name:	Date:	Task: Identify how often you use these writing strategies.	
<i>When I have trouble listening in English, I . . .</i>			
1. Ask the person the repeat what they said	Never	Sometimes	Often
2. Write down what I hear	Never	Sometimes	Often
3. Try to guess what they said from the other words	Never	Sometimes	Often
4. Look at his/her mouth to guess the words	Never	Sometimes	Often
5. Ask someone for help	Never	Sometimes	Often
6. Ask the person to explain or describe what he/she means	Never	Sometimes	Often
7. Avoid communicating totally or partially	Never	Sometimes	Often
8. Use a dictionary or translator	Never	Sometimes	Often
9. Just nod and smile to be polite	Never	Sometimes	Often
10. Reply in my native language	Never	Sometimes	Often
11. Ask the person to write down what they said	Never	Sometimes	Often
12. Tell the person that I do not understand	Never	Sometimes	Often
Discussion Questions:			
1. <i>Which strategies do you use the most? Why is that?</i>			
2. <i>Which strategies will you try to use more often? Why is that?</i>			

Pronunciation Reflection

Name:	Date:	Task:
<p>1. What sounds in pronunciation do you need to work on the most? List some sample words that cause you problems.</p> <hr/> <hr/> <hr/> <p>2. What is one aspect of pronunciation you would like to improve? (i.e. stress, syllables, intonation, linking, slowing down, pausing more often, <-ed> or <-s> endings, etc.). Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. What are some of the things you can do to improve your pronunciation outside of class?</p> <ul style="list-style-type: none">•••••		

Reading General Strategies Reflection

Name:	Date:	Task: Identify how often you use these reading strategies.	
<i>When I have problems reading in English, I . . .</i>			
1. Look at the pictures	Never	Sometimes	Often
2. Think about and use what I already know	Never	Sometimes	Often
3. Predict the overall content or meaning	Never	Sometimes	Often
4. Guess the meaning of words from the rest of the sentence.	Never	Sometimes	Often
5. Skip words that I don't know	Never	Sometimes	Often
6. Break words into smaller parts	Never	Sometimes	Often
7. Look at punctuation (commas, parenthesis, dashes) to find definitions or explanations.	Never	Sometimes	Often
8. Use a dictionary	Never	Sometimes	Often
9. Look at how the information is organized	Never	Sometimes	Often
10. Scan to find only the information I need	Never	Sometimes	Often
11. Read the text several times	Never	Sometimes	Often
12. Ask for help	Never	Sometimes	Often
Discussion Questions:			
1. <i>Which strategies do you use the most? Why is that?</i>			
2. <i>Which strategies will you try to use more often? Why is that?</i>			

Speaking General Strategies Reflection

Name:	Date:	Task: Identify how often you use these speaking strategies.	
<i>When I have problems speaking in English, I . . .</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 (Umm, uh) while thinking	Never	Sometimes	Often
Discussion Questions:			
1. <i>Which strategies do you use the most? Why is that?</i>			
2. <i>Which strategies will you try to use more often? Why is that?</i>			

Vocabulary Reflection

Name:	Date:	Task:								
<p>1. Did you learn any new vocabulary/expressions today? <i>Yes / No</i></p> <p>2. What were some of these new words/expressions that you learned?</p> <table data-bbox="219 625 1339 898"><tbody><tr><td>1. _____</td><td>5. _____</td></tr><tr><td>2. _____</td><td>6. _____</td></tr><tr><td>3. _____</td><td>7. _____</td></tr><tr><td>4. _____</td><td>8. _____</td></tr></tbody></table> <p>4. When or where can you use these words or expressions?</p> <p>5. What can you do to help you remember to use these new words?</p>			1. _____	5. _____	2. _____	6. _____	3. _____	7. _____	4. _____	8. _____
1. _____	5. _____									
2. _____	6. _____									
3. _____	7. _____									
4. _____	8. _____									

Writing General Strategies Reflection

Name:	Date:	Task: Identify how often you use these writing strategies.	
<i>When I have trouble writing in English, I ...</i>			
1. Try to plan out my ideas before I write	Never	Sometimes	Often
2. Talk it through first and then make points	Never	Sometimes	Often
3. Review what I have written before writing more	Never	Sometimes	Often
4. Look at other texts and try to analyze them	Never	Sometimes	Often
5. Ask for help	Never	Sometimes	Often
6. Read my work out loud to listen for mistakes	Never	Sometimes	Often
7. Avoid communicating totally or partially	Never	Sometimes	Often
8. Use a dictionary	Never	Sometimes	Often
9. Simplify what I want to say	Never	Sometimes	Often
10. Write in my native language	Never	Sometimes	Often
11. Pause and think before continuing to write	Never	Sometimes	Often
12. Look at an English grammar book for help	Never	Sometimes	Often
Discussion Questions:			
1. <i>Which strategies do you use the most? Why is that?</i>			
2. <i>Which strategies will you try to use more often? Why is that?</i>			

Reflection – Engagement in Learning

Name _____ Date _____

NOTE: Use this tool to reflect on and assess your own or a classmate's language learning engagement.

- 1 How many hours per week do you spend learning English? (in and out of class) _____
- 2 Is your class attendance regular? _____
- 3 Do you bring your **Language Companion** binder to class regularly? _____
- 4 Do you know what to put in your Language Companion? _____
- 5 Do you try to use English in your community (e.g., talking to others in English)? _____
- 6 Do you watch/listen to TV, radio or news in English? _____
- 7 Do you use the internet (e.g., videos, podcasts, news) to practice English? _____
- 8 Do you want to practise English more? _____
- 9 What do you think you can do to practise English more?

Reflection - Learning Preferences

Name _____ Date _____

NOTE: Use this tool to reflect on your own or a classmate's language learning preferences.

1 How do you like to learn English **in class**?

2 How do you like to practice English **outside the class**?

3 What are your favourite kinds of class activities? (e.g., pair, group, listening...)

4 Would you like to use a digital device (computer, tablet, phone) more in learning English?
How?

Reflection – Understanding of PBLA and assessment

Name _____ Date _____

1 Do you have a Language Companion? _____

2 Do you use it regularly in your learning? _____

3 Do you know which CLB level you are in Listening, Speaking, Reading and Writing? _____


4 Do you know which level class you are attending? _____

5 Do you have a clear understanding of what to include in each section of your
Language Companion and why? _____

5 How do you think you could make better use of your Language Companion?

CLB 1 - CAN DO STATEMENTS – LISTENING (sample of learner self-assessment)

■ Understand very simple greetings and introductions.



Hi, my name is Alex.

Hi Alex, I'm Marta.

DATE	I CAN	I CAN, WITH HELP	I NEED MORE PRACTICE
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


■ Follow very short, simple instructions.



Go straight.

DATE	I CAN	I CAN, WITH HELP	I NEED MORE PRACTICE
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


■ Understand very simple requests.



Can I see your health card?

DATE	I CAN	I CAN, WITH HELP	I NEED MORE PRACTICE
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

■ Understand very simple information.



What time is it?

It's 9:30.

DATE	I CAN	I CAN, WITH HELP	I NEED MORE PRACTICE
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLB 3 Can Do Statements

date
↓

I can
↓

I can with
help
↓

I need more
practice
↓

Speaking

I can have very short simple social conversations, for example:

- Introduce myself to a new person
- talk to a receptionist about my appointment

I can give simple 2- to 3-step instructions and directions, e.g.:

- tell a new student where to sit
- give directions to the classroom

I can make and respond to simple polite requests, for example:

- ask if I may do something
- ask someone to help me

I can give very short simple warning, cautions and apologies, e.g.:

- tell someone to be careful

I can ask for and give simple information about things I need and things I do, for example:

- tell the doctor how I feel
- talk about what I did yesterday
- talk about my plans

I can describe things, people, and situations in a few short sentences, for example:

- describe my home
- describe a person in my family

Listening

I can understand very short, simple social conversations (including greetings, introductions, endings), for example:

- an apology from a friend
- an introduction to a new co-worker

I can follow 2- to 4-step common instructions and directions, e.g.:

- instructions for a classroom activity
- directions to a washroom

I can understand common request, warnings, and permission, e.g.:

- a request for a day off work
- a request to borrow a book

I can understand short descriptions of a person, object, situation, personal experience, or routine, for example:

- a description of a family photo
- details of a birthday party

CLB 3 Can Do Statements

	date ↓	I can ↓	I can with help ↓	I need more practice ↓
Reading				
I can understand very short, simple social messages, <i>for example</i> : <ul style="list-style-type: none"> • a short note from my teacher • a short email with the details for an appointment 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand simple instructions with about 5 steps, often with pictures, <i>for example</i> : <ul style="list-style-type: none"> • directions to the bus stop • steps to take care of someone's house while the person is away 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find some information in simple forms, tables, and schedules, <i>for example</i> : <ul style="list-style-type: none"> • bus schedules 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find some key information in short business texts such as flyers, form letters, and brochures, <i>for example</i> : <ul style="list-style-type: none"> • a flyer with information about a sale 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand the main idea and some important information in short, simple paragraphs, <i>for example</i> : <ul style="list-style-type: none"> • a story about my neighbourhood 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find simple information in dictionaries and encyclopedias, <i>e.g.</i> : <ul style="list-style-type: none"> • a word in an online bilingual dictionary 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing				
I can write short, simple social messages to someone I know, <i>e.g.</i> : <ul style="list-style-type: none"> • An invitation to a co-worker about a party • An email to a sick friend 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can copy very short, simple paragraph, <i>for example</i> : <ul style="list-style-type: none"> • a short recipe • details about my work schedule 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can complete short, simple forms with 12-15 items, <i>for example</i> : <ul style="list-style-type: none"> • an emergency contact form 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write short, simple messages to get things done, <i>for example</i> : <ul style="list-style-type: none"> • a note to a co-worker asking him/her to turn off the lights 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write sentences about things I know, <i>for example</i> : <ul style="list-style-type: none"> • a short description of a family member • a few sentences about my weekend 	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can Do List

Name:	Date:			
Strand	I can do this easily	I can do this with some effort	I can do some of this	I can't do this yet
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Checklist Boxes

Name:	Date:	Task:
<i>Features:</i>		
<i>I can /was able to . . .</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Comments:		

<input type="checkbox"/> Task Achieved: Meet all or most of requirements

Checklist Yes-No 2

Name:	Date:	Task:	
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No

Name:	Date:	Task:	
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No
•		Yes	No