

# Engaging Learners in PBLA

## Tip Sheets and Resources for Instructor-led Assessment **CLB 1-4**

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# Introduction

There is a growing body of ready-made CLB-referenced assessment tasks and tools for PBLA. A large collection of 250 assessment tasks is currently in development by Ottawa Catholic District School Board, and will be available in May 2018, at [realworldtasks.ca](http://realworldtasks.ca). We hope they will be a valuable resource for you.

Where communicative competence is the goal, a simple feedback form can focus on essential criteria needed to successfully perform a task in the real world, with a simple checklist or rating scale. If a benchmark level is required and the feedback form provides insufficient direction, instructors can also consult the CLB descriptors in the INSTRUCTOR REFERENCE SHEETS to determine the CLB level the communication best fits within.

We hope that as PBLA implementation grows, more suitable tools will be developed. In the meantime, we compiled this package to provide easy-to-use tools to facilitate assessment right away. Because they were selected with user-friendliness in mind, they may not contain the level of detail that other assessment tools contain. If you prefer more complex tools, you can select from the variety of tools listed on final page of this package, or create your own.

# Tips for Assessing the **Receptive Skills** (Reading & Listening)

- Select common reading or listening texts on topics you already address in class; add a comprehension task. For guidance determining if a text is level appropriate, see the CLB descriptors listed in the Features of Communication, on pages 8 (listening) and 12 (reading) of this package.
- Determine what learners will **do** to demonstrate they understand the text (see Assessment Task Types, below), and determine what constitutes success on the task (e.g., 70% correct).
- Ensure learners have had sufficient instruction and practice with the vocabulary, subject matter of the text and the task type.
- After the task is completed, take it up as a class. If you are using the first task type below (comprehension questions), you can provide an answer sheet, or write the answers on the board, and have learners mark their own or a peer's task. Then circulate to review task sheets (or all or just some learners), sign the bottom of it (to indicate your review) and have learners file in their portfolios.



## Assessment Task Types

- Answer comprehension questions about a listening or reading text. Keep in mind:
  - CLB 1-4: questions are mostly **literal** (i.e., based on specific, stated information in the text, beginning with who, what, where, when), with some **interpretive** at CLB 3-4 (i.e., integrating information and making inferences, often beginning with why, how, in what way, compare/contrast)
- Retell something heard or read
- Complete a chart to organize information/take notes based on what is heard or read
- Produce a reflective response/learning log based on a reading or listening text
- Perform an action to demonstrate comprehension of a reading or listening text
- Take notes of key points from a text
- Make a decision or judgement based on a listening or reading text

## Sample Tasks, by CLB competency area

- |                                 |  |
|---------------------------------|--|
| I – Interacting with others     | <ul style="list-style-type: none"> <li>➤ Read or listen to an invitation; identify the date of a party and mark it on a calendar</li> <li>➤ Listen to an informal social exchange between two people; answer comprehension questions</li> </ul>        |
| II – Comprehending instructions | <ul style="list-style-type: none"> <li>➤ Follow instructions from the instructor</li> <li>➤ Read and follow instructions on how to access job openings in a city and for a specific occupation; perform the instructions</li> </ul>                    |
| III – Getting things done       | <ul style="list-style-type: none"> <li>➤ Listen to recorded information about store hours, report to a classmate.</li> <li>➤ Read simple advertisements of two products to decide which to buy; tell a classmate your decision and say why.</li> </ul> |
| IV – Comprehending information  | <ul style="list-style-type: none"> <li>➤ Read/listen to a short news item. Answer questions about it.</li> </ul>   |

Source: Adapted from: <http://iclba.language.ca/chapter-4-developing-receptive-skills-assessment-tasks/>

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

**TASK:**

**Can Do:** *CLB 1: Follow short simple instructions.*  
*CLB 2: Follow simple instructions and directions.*

Indicates comprehension with appropriate response.

**Yes**



**EXAMPLE TASKS:**

- Listen to a teacher or classmate spell a word, and write the correct spelling.
- Follow instructions from a teacher or classmate (open you book. Close the door).
- Follow a spoken, one or two-line instruction about where to sign or enter information on a form.

**Determining CLB level:** For additional guidance, refer to pages 7-8 of this document.

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

**TASK:** Respond to requests for information about your health card.

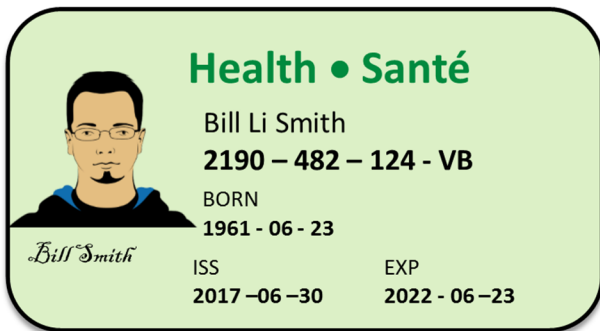
**Can Do:** CLB 1: Understand very simple requests.

CLB 2: Understand some simple requests and warnings.

**Assessment Procedure:** Use the learner’s own health card, or a sample one below. If using a sample, cut along the dotted lines; use one assessment form for each learner (learner should have a sample health card matching the one on the assessment form). In a one-to-one interaction with the learner, ask him/her to identify parts of the health card (e.g., what is the version number?). Use the assessment tool to check off items the learner correctly identifies (e.g., by pointing to it or saying it). Have learner place the assessment form in his/her portfolio.

Success: CLB 1: 4 out of 7 items correct; CLB 2: 6 out of 7 items correct

**FEEDBACK FORM**

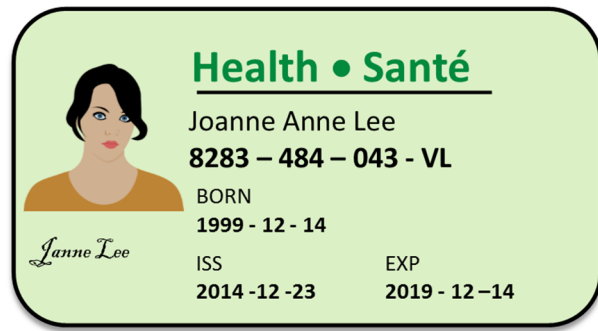


Name and date \_\_\_\_\_

Correctly identified:

- first name
- middle name
- last name
- date of birth
- expiry date
- health card number
- version code

CLB \_\_\_\_\_



Name and date \_\_\_\_\_

Correctly identified:

- first name
- middle name
- last name
- date of birth
- expiry date
- health card number
- version code

CLB \_\_\_\_\_

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

**TASK:** Listen and identify information about an employment pay stub.  
**Can Do:** CLB 4: Understand short descriptions.

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	DECUCTIONS	NET PAY		
This Pay		656.00				
Year-to-date						

Items correct: \_\_\_\_ out of 9.

**Success:**

- CLB 4: 6 out of 9.

✂ -----

**Instructor note:** Narrate the following text to learners. *(remove this box before photocopying)*

*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.*



## Strengths and Limitations Section of the Profiles of Ability

Use this page to help determine the **CLB level** a learner is performing at.

Remember: Use your assessment task criteria first. They will tell you if the learner can carry out a task in the real world. If the learner is successful, you can use this page to help you determine a CLB level.

**SOURCE:** Profile of Ability Across Stage I Listening (strengths and limitations), Canadian Language Benchmarks, page 2.

CLB 1	CLB 2	CLB 3	CLB 4
<b>OVERALL:</b> can understand a very limited number of common individual words, simple phrases & routine courtesy formulas related to immediate personal needs.	<b>OVERALL:</b> can understand a limited number of individual words, simple phrases & short simple sentences related to immediate personal needs.	<b>OVERALL:</b> can understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.	<b>OVERALL:</b> can understand, with considerable effort, simple formal and informal communication on topics of personal relevance.
<ul style="list-style-type: none"> <li>Understands simple phrases and a few factual details</li> </ul>	<ul style="list-style-type: none"> <li>Understands simple phrases, short, simple sentences and a few factual details</li> </ul>	<ul style="list-style-type: none"> <li>Understands the gist and an expanding range of factual details</li> </ul>	<ul style="list-style-type: none"> <li>Understands an expanded range of factual details and some implied meanings</li> </ul>
<ul style="list-style-type: none"> <li>Recognizes meaning based on individual familiar words and short formulaic phrases</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes meaning based on familiar words and phrases and may show some initial understanding of simple sentences &amp; structures</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes meaning based on familiar phrases and shows a developing understanding of simple sentences &amp; structures</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes meaning based on simple sentences &amp; structures and shows an initial understanding of some complex sentences and structures</li> <li>Begins to recognize some common registers &amp; idioms</li> </ul>
<ul style="list-style-type: none"> <li>Relies heavily on gestures and other visual clues for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Relies on contextual and other visual clues for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Often relies on contextual clues for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes relies on contextual clues for comprehension</li> </ul>
<ul style="list-style-type: none"> <li>Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)</li> </ul>	<ul style="list-style-type: none"> <li>Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)</li> </ul>	<ul style="list-style-type: none"> <li>Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation)</li> </ul>	<ul style="list-style-type: none"> <li>May need some assistance (such as repetition, paraphrasing, speech modification or explanation)</li> </ul>
<ul style="list-style-type: none"> <li>Cannot comprehend on the phone</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension on the phone is very difficult</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension on the phone is difficult</li> </ul>



## Features of Communication

Use this page to determine if a **listening assessment task** is level appropriate.

**SOURCE:** Some Features of Communication Across Stage I Listening, Canadian Language Benchmarks, page 12.

CLB 1	CLB 2	CLB 3	CLB 4
<ul style="list-style-type: none"> <li>Communication is face-to-face (usually one-on-one) or via digital media (video, online).</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Communication is face-to-face (usually one-on-one or small groups) or via digital media (video, online).</li> </ul>	<ul style="list-style-type: none"> <li>Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online).</li> </ul>
<ul style="list-style-type: none"> <li>Speech is clear and at a slow rate.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Speech is clear and at a slow to normal rate.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 3</li> </ul>
<ul style="list-style-type: none"> <li>Visual clues &amp; setting support the meaning (i.e., audio is accompanied by video, speech accompanied by pictures or gestures).</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Visual clues and setting support the meaning when the topic or situation is less routine or familiar.</li> </ul>
<ul style="list-style-type: none"> <li>Listening texts can be short, informal monologues, dialogues or short, simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Listening texts can be short, informal monologues, dialogues or simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Listening texts can be short, informal monologues, presentations, dialogues or instructions.</li> </ul>
<ul style="list-style-type: none"> <li>Monologues are very short (a few phrases or a simple sentence).</li> </ul>	<ul style="list-style-type: none"> <li>Monologues are short (up to a few phrases or sentences).</li> </ul>	<ul style="list-style-type: none"> <li>Monologues are relatively short (a few short sentences).</li> </ul>	<ul style="list-style-type: none"> <li>Monologues and presentations are relatively short (up to 10 sentences).</li> </ul>
<ul style="list-style-type: none"> <li>Dialogues are very short (2 turns, often a simple question and answer).</li> </ul>	<ul style="list-style-type: none"> <li>Dialogues are short (no more than 4 turns).</li> </ul>	<ul style="list-style-type: none"> <li>Dialogues are relatively short (up to about 6 turns).</li> </ul>	<ul style="list-style-type: none"> <li>Dialogues are relatively short (up to about 8 turns).</li> </ul>
<ul style="list-style-type: none"> <li>Instructions are short and simple (just a few words).</li> </ul>	<ul style="list-style-type: none"> <li>Instructions are a few simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions are simple and may contain simple and compound structures.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions contain simple and compound structures, and longer phrases of location, movement and manner.</li> </ul>
<ul style="list-style-type: none"> <li>Language is limited to familiar, individual, high-frequency words and short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Language is limited to simple phrases and simple, short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Language is simple and related to everyday topics and situations.</li> </ul>
<ul style="list-style-type: none"> <li>Topics are related to familiar, everyday situations of immediate personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Topics are related to familiar, everyday situations of personal relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 3</li> </ul>
<ul style="list-style-type: none"> <li>Context is non-demanding (i.e., routine, predictable) and personally relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>
<ul style="list-style-type: none"> <li>Response to task does not require much speaking or writing</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>Same as CLB 1</li> </ul>



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

**TASK:** Get information from an invitation.

**Can Do:** *CLB 1: Understand some words and phrases in very short, simple messages.*


*CLB 2: Understand very short, simple messages.*

Success: CLB 1: Answers 4/7 correctly. CLB 2: Answers 6/7 correctly.

1. This invitation is for Tim’s 7<sup>th</sup> \_\_\_\_\_.
  - a) barbeque
  - b) birthday
  
2. The party is on \_\_\_\_\_, October 14,
  - a) Sunday
  - b) Saturday
  
3. Tim lives at 123 Lakeview \_\_\_\_\_.
  - a) Lane
  - b) Jena
  
4. Tim’s mom is \_\_\_\_\_.
  - a) Jena
  - b) Lane
  
5. Respond to the invitation by \_\_\_\_\_.
  - a) October 12
  - b) October 14
  
6. The party ends at \_\_\_\_\_.
  - a) 4 pm
  - b) 6 pm
  
7. Tim is \_\_\_\_\_ years old.
  - a) fourteen
  - b) seven

**You are invited to celebrate ..**

**TIM’S 7<sup>th</sup> BIRTHDAY**



Date: Sunday, October 14  
 Time: 4-6 pm  
 Place: our home  
 Address: 123 Lakeview Lane  
 Hosted by: Jena, Tim’s mom

**RSVP to Jena, 555-325-3298,  
 by October 12**

**✂ Determining CLB level:** For additional guidance, refer to pages 11-12 of this document.

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

**TASK:** Get information from a sales receipt.

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

Success: CLB 1: Answers 4/7 correctly. CLB 2: Answers 6/7 correctly.

Read Jim’s receipt. Select the correct answer.


1. Jim buys \_\_\_\_\_.  
 a) 1 item  
 b) 2 items  
 c) 4 items
  
2. The name of the store is \_\_\_\_\_.  
 a) Next  
 b) Tech Store
  
3. Jim \_\_\_\_\_ return his items.  
 a) can  
 b) can not
  
4. Jim has \_\_\_\_\_ days to return his items.  
 a) 10  
 b) 30
  
5. Jim pays \_\_\_\_\_ in sales tax.  
 a) 823.00  
 b) 50.00  
 c) 106.99
  
6. Jim pays for the items \_\_\_\_\_.  
 a) with cash  
 b) with a debit card
  
7. The laptop bag is \_\_\_\_\_.  
 a) \$12  
 b) \$50  
 c) \$749

TECH Store  
 3333 Next Street  
 Kitchener, ON M8T L4R  
 555-345-9997

11/29/18 09:51  
 \*\*\*\*\*

Laptop	1	749.00	749.00
Laptop bag	1	50.00	50.00
USB key	2	12.00	24.00
SUBTOTAL			823.00
HST 13%			106.99
TOTAL			\$929.99
DEBIT			929.99

**RETURN POLICY**  
 Within 30 days of purchase, we will  
 return or exchange items with a  
 receipt.

 **Determining CLB level:** For additional guidance, refer to pages 7-8 of this document.



## Strengths and Limitations Section of the Profiles of Ability

Use this page to help determine the **CLB level** a learner is performing at.

Remember: Use your assessment task criteria first. They will tell you if the learner can carry out a task in the real world. If the learner is successful, you can use this page to help you determine a CLB level.

**SOURCE:** Profile of Ability Across Stage I Reading (strengths and limitations), Canadian Language Benchmarks, page 74.

CLB 1	CLB 2	CLB 3	CLB 4
<b>OVERALL:</b> can recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.	<b>OVERALL:</b> can understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.	<b>OVERALL:</b> can understand and get some information from short, simple texts related to familiar, routine everyday topics of personal relevance.	<b>OVERALL:</b> can understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.
<ul style="list-style-type: none"> <li>• Finds a few key words and simple details</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Understands some simple connected discourse</li> </ul>	<ul style="list-style-type: none"> <li>• Understands most simple connected discourse</li> </ul>
<ul style="list-style-type: none"> <li>• Has little ability to apply sound-symbol relationships and spelling conventions in English</li> </ul>	<ul style="list-style-type: none"> <li>• May be able to get the gist of short phrases and sentences based on familiar words &amp; phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Gets the gist based on familiar words &amp; phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Gets the overall meaning</li> <li>• Identifies purpose, main ideas, some specific details and links between paragraphs</li> </ul>
	<ul style="list-style-type: none"> <li>• Comprehension is based on very limited knowledge of basic grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension is based on limited knowledge of basic grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures</li> <li>• May identify some aspects of register &amp; style</li> </ul>
<ul style="list-style-type: none"> <li>• Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited knowledge of sound-symbol relationships and spelling conventions in English</li> </ul>	<ul style="list-style-type: none"> <li>• Decodes some unfamiliar words because of an improving awareness of sound-symbol relationships and spelling conventions in English</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally guesses the meaning of unknown words and identifies some very common idioms</li> </ul>
<ul style="list-style-type: none"> <li>• Relies heavily on graphics and other visual clues when interpreting meaning</li> <li>• Relies heavily on a bilingual dictionary due to extremely limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on graphics and other visual clues when interpreting meaning</li> <li>• Relies heavily on a bilingual dictionary due to limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• May rely on graphics and other visual clues when interpreting meaning</li> <li>• Relies on a bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• May rely on graphics and other visual clues when interpreting meaning</li> <li>• Relies on a bilingual dictionary</li> </ul>

## Features of Communication

Use this page to determine if a **reading assessment task** is level appropriate.

**SOURCE:** Some Features of Communication Across Stage I Reading, Canadian Language Benchmarks, page 84.

CLB 1	CLB 2	CLB 3	CLB 4
<ul style="list-style-type: none"> <li>• Texts are paper-based or digital/online.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
<ul style="list-style-type: none"> <li>• Texts have a clear font or legible printing and a very simple layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>
<ul style="list-style-type: none"> <li>• Texts are very sparse with simple, clear organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are sparse with clear organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 3</li> </ul>
<ul style="list-style-type: none"> <li>• Continuous texts are very short (from a simple phrase to a few very short sentences).</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous texts are very short (up to about 5 to 7 very simple sentences).</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous texts are short (up to about 2 paragraphs) and include mostly descriptive and narrative genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous texts are short (up to about 3 paragraphs) and include mostly descriptive and narrative genres.</li> </ul>
<ul style="list-style-type: none"> <li>• Formatted texts are very short and simple and may include maps, diagrams and common forms, signs and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatted texts are very short and simple and may include basic common forms, simplified maps, diagrams, labels, tables, schedules and very simple common flyers.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatted texts are short and simple, with clear labels, and may include forms, tables, graphs, maps, schedules, directories, and short brochures and flyers.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatted texts are simple, with clear labels and may include forms, tables, schedules, directories, graphs, and short business brochures and flyers.</li> </ul>
<ul style="list-style-type: none"> <li>• Common and familiar visuals are almost always included to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Common and familiar visuals are often included to support meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals are sometimes included to support meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>
<ul style="list-style-type: none"> <li>• Instructions are <b>1 step</b>, in simple phrases and for highly common and familiar tasks and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions are <b>1 to 4 steps</b>, in single phrases or short sentences and for common and familiar tasks and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions or instructional texts are <b>1 to 5 steps</b> and for familiar tasks and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions or instructional texts are for <b>1 to 6 steps</b> and for familiar procedures.</li> </ul>
<ul style="list-style-type: none"> <li>• Language is very simple, concrete and factual.</li> <li>• Topics are familiar and related to immediate personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>	<ul style="list-style-type: none"> <li>• Language is simple, concrete and factual.</li> <li>• Topics are familiar, personally relevant and predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is simple, concrete and factual with a few common idioms.</li> <li>• Topics are mostly familiar, personally relevant and predictable.</li> </ul>
<ul style="list-style-type: none"> <li>• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
<ul style="list-style-type: none"> <li>• Context is non-demanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>	<ul style="list-style-type: none"> <li>• same</li> </ul>

## 💡 Tips for Assessing Speaking

- Use common speaking tasks on topics that you already address in class.
- Ensure learners have had sufficient instruction and practice with similar speaking tasks, using similar criteria to self or peer assess
- Use a pre-created feedback form, or alternatively, write the task and task criteria on the board and have learners copy it onto a blank assessment feedback form (in this package).
- Have learners use the form to self/peer assess. Then assess the writing of select learners, and sign bottom of feedback form (to distinguish it from peer or self-assessed).
- For guidance in determining if a task is level appropriate, or on assessing the CLB level of task performance, see the CLB descriptors on pages 26-27 of this package.



### Ways to Facilitate Task Performance

- **Individuals or small groups present to class:** observing peers engage in peer feedback; instructor observes and evaluates learners as they perform
- **Small groups or pairs do task simultaneously:** instructor circulates and evaluates some learners as they perform
- **Learners perform task at “task stations”:** observing peers do peer feedback; instructor circulates and evaluates learners as they perform at a task station
- **Learners get interviewed by the instructor**

### Speaking Assessment Task Types (CLB 1-4)

- role play
- interview
- story telling
- pair conversation
- answering instructor questions
- giving a brief description
- making a request

### Sample Tasks, by CLB competency area

I – interacting with others	➤ Roleplay greeting a neighbor and extending/responding to an invitation to lunch
II – Giving instructions	➤ Roleplay giving instructions to the nearest washroom to a classmate
III – Getting things done	➤ Answer personal information questions to get a library card ➤ Roleplay making a simple food order
IV – Sharing information	➤ Use family photos to tell a short story about family ➤ Tell a story about an experience ➤ Describe an object you own and like ➤ Tell a classmate about your country of origin

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

**TASK:** In a role-play, introduce yourself to a new neighbour/classmate.

**Can Do:** *CLB 1: Say very simple greetings. Give a very simple introduction.*

*CLB 2: Start short social conversations with greetings and end with goodbyes. Give a simple introduction.*

**Yes**

Use or respond to a common greeting.	<input type="checkbox"/>
Use common courtesy phrases (how are you? Good, thanks).	<input type="checkbox"/>
Initiate or respond appropriately to an introduction.	<input type="checkbox"/>
Indicate communication problems, if needed (Can you repeat that?).	<input type="checkbox"/>
End the conversation using a common “goodbye” expression.	<input type="checkbox"/>

**Success:**

- *CLB 1: 3 out of 5*
- *CLB 2: 4 out of 5*



**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Give a short instruction to a classmate about where a common location is.

**Can Do:** *CLB 1: Give very short, simple instructions.*  
*CLB 2: Give short simple instructions.*

	Yes
Use positive commands to give directions	<input type="checkbox"/>
Use short phrases or simple sentence/s	<input type="checkbox"/>
Use direction (left, right) words correctly	<input type="checkbox"/>
Respond appropriately to thanks	<input type="checkbox"/>
Speak clearly enough to be understood	<input type="checkbox"/>

**Success:**

- *CLB 1: 3 out of 5*
- *CLB 2: 4 out of 5*



**OTHER EXAMPLE TASKS:**

- Give a short instruction or command to a classmate about a classroom routine (e.g., put your coat here, heat your lunch in the lunch room).
- Tell a classmate about the class schedule (break is at 10:30).

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** In a role-play, provide basic information about your appointment at the doctor's office.

**Can Do:** *CLB 1: Answer very basic questions about myself.*  
*CLB 2: Give basic information about myself.*

	<b>Yes</b>
Greet the receptionist	<input type="checkbox"/>
Say why you are here	<input type="checkbox"/>
Give your name	<input type="checkbox"/>
State your appointment time	<input type="checkbox"/>
If asked, respond to a request for a health card	<input type="checkbox"/>
Ask how long the wait will be	<input type="checkbox"/>

**Success:** *CLB 1: 3 out of 6 CLB 2: 4 out of 6*

**ROLE CARDS** 

**Learner A – patient**

You have an appointment at a doctor’s office.

Greet the receptionist. Tell him/her you have an appointment. Give your name and appointment time. Ask how long the wait is.

**Learner B - receptionist**

You are the receptionist at the doctor’s office. Listen to your partner (learner A).

If he/she does **not** tell you his/her name and appointment time, ask.

- What is your name?
- What time is your appointment?



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

**TASK:** In a role-play, request an item and respond to questions while shopping for clothes.

**Can Do:** *CLB 1: Make very simple requests. Answer very basic questions about myself.*  
*CLB 2: Make simple requests. Describe a familiar thing (size, colour, number).*

	Yes
Greet a sales clerk.	<input type="checkbox"/>
Request an item.	<input type="checkbox"/>
Answer a question about colour.	<input type="checkbox"/>
Answer a question about size.	<input type="checkbox"/>
Accept the item/help and thank the sales clerk.	<input type="checkbox"/>

**Success:** *CLB 1: 3 out of 5 CLB 2: 4 out of 5*

**ROLE CARDS** 🗉

**LEARNER A (You are assessed.)**

You are a customer. You want to buy some clothes.

- Ask a sales clerk for help.
- Answer the questions from the sales clerk.
- Accept the item and thank the sales clerk.

**LEARNER B**

You are a sales clerk a clothing store. Start the conversation.

- Greet the customer and offer help (*Can I help you?*)
- Ask about the colour and size. (*What colour are you looking for? What size do you need?*)
- Give the item to the customer.

Name \_\_\_\_\_

Date \_\_\_\_\_

**TASK:** In a role-play, have a small-talk conversation.

**Can Do:** *CLB 3: Have very short, simple social conversations.*

*CLB 4: Have short, casual social conversations.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Use a greeting and begin a conversation.	3	2	1
Use common courtesy phrases (how are you? Good, thanks).	3	2	1
Make or respond to simple small talk comments about a topic.	3	2	1
Ask basic follow-up questions, if needed.	3	2	1
End the conversation using a common “goodbye” expression.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 10 out of 15*
- *CLB 4: 12 out of 15*



**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Tell a classmate how to get to a location by transit, from the school location.

**Can Do:** *CLB 3: Give simple 2- to 3-step instructions and directions.*  
*CLB 4: Give simple 4- to 5-step instructions and directions.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Use positive and negative commands to give directions	3	2	1
Use simple sentences in correct sequence so listener can follow	3	2	1
Use direction words (left, right) and movement verbs correctly	3	2	1
Respond appropriately to appeals for repetition or clarification	3	2	1
Respond appropriately to thanks	3	2	1
Speak clearly enough to be understood	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 12 out of 18*
- *CLB 4: 14 out of 18*



**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Tell your teacher about an upcoming absence from class and give a reason.

**Can Do:** *CLB 3: Make and respond to simple polite requests.*  
*CLB 4: Make and respond to polite requests.*

	Achieved	Developing	Not yet
<i>Circle one</i> ∨			
Greets and makes a request	3	2	1
Gives needed details	3	2	1
Uses polite expressions when making a request (e.g., could you, thank you...)	3	2	1
Use proper question formation when making a request	3	2	1
Gives a reason for the request, if needed	3	2	1
Speak clearly enough that the listener understands the request	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 12 out of 18*
- *CLB 4: 14 out of 18*



**OTHER EXAMPLE TASKS:**

- In a role play, ask a classmate if you can borrow an item, and give a reason.
- Request information from about details of the ESL course (e.g., how long it is, when the holidays are).
- In a role play, ask your employer if you can take time off for a vacation.

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Describe your plans for the upcoming weekend in a social conversation.

**Can Do:** *CLB 3: Ask for/give simple information about things I need and things I do.*

*CLB 4: Ask for and give simple information about my needs and feelings.*

	Achieved	Developing	Not yet
<i>Circle one</i> ∨			
Expresses plans for the weekend	3	2	1
Express tenses correctly enough that the listener understands	3	2	1
Use adequate vocabulary to express plans, needs or preferences	3	2	1
Ask and answer simple factual questions	3	2	1
Speak clearly enough that the listener understands	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 10 out of 15*
- *CLB 4: 12 out of 15*



OTHER EXAMPLE TASKS:

- Give a brief description of your health to a doctor.
- Provide personal information to a receptionist.
- Talk about your weekly shopping habits.

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Describe a family member and when he/she is doing.

**Can Do:** *CLB 3: Describe things, people and situations in a few short sentences.*  
*CLB 4: Describe personal experiences and situations using 5-7 sentences.*

	Achieved	Developing	Not yet
<i>Circle one ↘</i>			
Shares a description of a family member.	3	2	1
Provides sufficient details (sustains at least 4 sentences).	3	2	1
Vocabulary is sufficient to give a simple short description of family member	3	2	1
Uses grammar structures correctly enough that the listener understands.	3	2	1
Speak clearly enough that the listener understands	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 8 out of 12*
- *CLB 4: 10 out of 12*



**OTHER EXAMPLE TASKS:**

- Tell a story about a personal experience.
- Give a brief description of a typical day at home.
- Give a brief description of a show/movie you like.

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Give a brief description of your past and present job situation in an instructor-led interview.

**Can Do:** *CLB 4: Describe personal experiences and situations using 5-7 sentences.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Answer a question about your past job using simple past or used to	3	2	1
Answer a question about your present job situation using present tenses	3	2	1
Use vocabulary related to job names, duties and places of work.	3	2	1
Use 4-7 sentences.	3	2	1
Speak clearly enough so that a listener can understand you.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 10 out of 15*
- *CLB 4: 12 out of 15*



-----

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 26-27 of this document.

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

**TASK:** Role play a short, informal conversation with an employer to ask about a job opening.

**Can Do:** *CLB 3: Make and respond to simple polite request.*  
*CLB 4: Make and respond to polite requests.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Open the conversation and ask to speak with the manager.	3	2	1
Introduce yourself, state the reason for the visit, ask about a job opening.	3	2	1
Answer questions and provide relevant details about experience and availability.	3	2	1
Make an appropriate request for an application form.	3	2	1
Uses complete sentences and related vocabulary.	3	2	1
<i>Task score</i>			

**Success:** 3 = Achieved; 2 = Achieved with difficulty; 1 = Not yet achieved

- *CLB 3: 10/15*
- *CLB 4: 12/15*

**ROLE CARDS ✂**

**Learner A (You are assessed.)** You are looking for a job. Have a short conversation with a manager to ask about a job opening.

- Introduce yourself and say why you are there (ask about job openings).
- Answer the manager’s questions about your experience and availability.
- Ask for an application form. Thank the manager.

**Learner B:** You are a store manager. Talk to a job seeker. Use these questions and answers:

- We often need new people. Do you have experience working in a store?
- What is your availability? (When can you work?)
- When can you start?
- Thank you. I’ll give you a call when we have a job opening.



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

**TASK:** Role play a short conversation with a supervisor to request time off work.

**Can Do:** *CLB 3: Make and respond to simple polite request.*  
*CLB 4: Make and respond to polite requests.*

	Achieved	Developing	Not yet
<i>Circle one ↘</i>			
Open and close the conversation.	3	2	1
Request time off work and give a reason.	3	2	1
Answer questions to clarify information or dates.	3	2	1
Use complete sentences and related vocabulary.	3	2	1
Make the request using appropriate modal verbs.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 10/15*
- *CLB 4: 12/15*

**ROLE CARDS ✂**

**Learner A (You are assessed.)** You need to take two days off next month for minor surgery. Have a short conversation with your supervisor to request the two days off.

- Start the conversation. Tell your supervisor that you have a request.
- Make a request: provide details (when) and give a reason.
- Use complete sentences, relevant vocabulary and modals to make your request.
- Answer questions from your supervisor to clarify information.
- Thank your supervisor and close the conversation.

**Learner B:** You are the supervisor. An employee will talk to you. Listen, and ask questions to make sure you understand the request.



## Strengths and Limitations Section of the Profiles of Ability

Use this page to help determine the **CLB level** a learner is performing at.

Remember: Use your assessment task criteria first. They will tell you if the learner can carry out a task in the real world. If the learner is successful, you can use this page to help you determine a CLB level.

**SOURCE:** Profile of Ability Across Stage II Speaking (strengths and limitations) Canadian Language Benchmarks, page 38.

CLB 1	CLB 2	CLB 3	CLB 4
<b>OVERALL:</b> Can communicate very basic personal information using a few common, familiar words & formulaic expressions, usually in response to simple questions related to immediate needs.	<b>OVERALL:</b> Can communicate basic personal information using short phrases & some sentences, usually in response to questions about personal needs and experiences.	<b>OVERALL:</b> Can communicate basic information using simple sentences about immediate needs and personal experiences.	<b>OVERALL:</b> Can communicate about common everyday activities, experiences, wants and needs.
<ul style="list-style-type: none"> <li>Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in short phrases and some short sentences, with very little evidence of connected discourse</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in short sentences with some evidence of connected discourse</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse</li> </ul>
<ul style="list-style-type: none"> <li>Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses, hesitations &amp; repetitions</li> </ul>	<ul style="list-style-type: none"> <li>Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses and hesitations</li> </ul>	<ul style="list-style-type: none"> <li>Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations</li> </ul>	<ul style="list-style-type: none"> <li>Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations</li> </ul>
<ul style="list-style-type: none"> <li>Vocabulary is extremely limited for basic everyday, routine communication</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is limited for basic everyday, routine communication</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is somewhat limited for basic everyday, routine communication</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is adequate for basic everyday, routine communication</li> </ul>
<ul style="list-style-type: none"> <li>Very little or no control over basic grammar structures and tenses</li> </ul>	<ul style="list-style-type: none"> <li>Little control over basic grammar structures and tense</li> </ul>	<ul style="list-style-type: none"> <li>Some control over basic grammar structures and tenses</li> </ul>	<ul style="list-style-type: none"> <li>Adequate control over basic grammar structures and tenses</li> </ul>
<ul style="list-style-type: none"> <li>Grammar, vocabulary and pronunciation difficulties may significantly impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, vocabulary and pronunciation difficulties may significantly impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, vocabulary and pronunciation difficulties may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, vocabulary and pronunciation difficulties may impede communication</li> </ul>
<ul style="list-style-type: none"> <li>Relies heavily on gestures</li> <li>May revert to first language</li> </ul>	<ul style="list-style-type: none"> <li>Relies on gestures</li> </ul>	<ul style="list-style-type: none"> <li>May rely on gestures</li> </ul>	



### Features of Communication

Use this page to determine if a **speaking task** is level appropriate.

**SOURCE:** Some Features of Communication Across Stage I Speaking, Canadian Language Benchmarks, page 48.

CLB 1	CLB 2	CLB 3	CLB 4
<ul style="list-style-type: none"> <li>• Communication is face-to-face and with one person at a time in a familiar situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is face-to-face and with one person at a time in a familiar situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is face-to-face with one person at a time in a familiar situation, very briefly on the phone, or in a very small supportive group.</li> </ul>
<ul style="list-style-type: none"> <li>• Highly familiar personal topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar personal topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 3</li> </ul>
<ul style="list-style-type: none"> <li>• Tasks require only simple responses to direct questions or short phrases and memorized stock expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks require responses to direct questions, some short, simple connected discourse, and memorized stock expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks require short, simple, connected discourse.</li> </ul>
<ul style="list-style-type: none"> <li>• Situation is predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>
<ul style="list-style-type: none"> <li>• Interaction is informal.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is informal to somewhat formal.</li> </ul>
<ul style="list-style-type: none"> <li>• Listeners are highly supportive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Listeners are supportive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 3</li> </ul>
<ul style="list-style-type: none"> <li>• Listener may guide the speaker by asking questions and by directing the communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Listener may guide the speaker by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 3</li> </ul>

## Tips for Assessing Writing

- Select common writing tasks on topics you already address in class
- Ensure learners have had sufficient instruction and practice with similar writing tasks
- Have an editing checklist that learners become familiar with, with key items on it. Some of the items can be used as criteria for the assessment task
- Have similar writing tasks as learning and practice tasks, using similar criteria; then have learners repeat the writing task in a slightly different context. Learners can assess themselves or each other using the criteria, then produce a more polished copy.
- Use a pre-created feedback form, or alternatively, write the task and task criteria on the board and have learners copy it onto a blank assessment feedback form (in this package).
- Assess select learners, then sign bottom of feedback form (to distinguish it from peer or self-assessed).
- For guidance in determining if a task is level appropriate, or on assessing the CLB level of task performance, see the CLB descriptors on pages 39-40 of this package.



### Writing Assessment Task Types (CLB 1-4)

- a message (email, text, written, social networking)
- a list of key points, taken from a text
- a short business/service note to make a request or to describe a problem
- a short anecdote or story about an experience
- a form or application

### Sample Tasks, by CLB competency area

- |                             |  |
|-----------------------------|--|
| I – interacting with others | <ul style="list-style-type: none"> <li>➤ Write a short letter thanking a host for a dinner party.</li> <li>➤ Write a note to a friend to give a short update.</li> </ul>                                     |
| II –Reproducing information | <ul style="list-style-type: none"> <li>➤ Copy the class schedule for personal use</li> <li>➤ Copy key details form an employment ad</li> <li>➤ Take notes from a presentation</li> </ul>                     |
| III – Getting things done   | <ul style="list-style-type: none"> <li>➤ Write a note to a landlord about a problem</li> </ul>   |
| IV – Sharing information    | <ul style="list-style-type: none"> <li>➤ Write about a story heard in the news</li> <li>➤ Use family photos to write a short story about a vacation.</li> <li>➤ Write about a personal experience</li> </ul> |

Task types and tasks: adapted from <http://iclba.language.ca/chapter-3-developing-productive-skills-assessment-tasks/>

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

**TASK:** Write a message to thank a friend, neighbour or classmate for their help.

**Can Do:** *CLB 1: Write very short simple social messages.*

*CLB 2: Write short simple social messages.*

	<b>Yes</b>
Message is addressed to the person, and uses an appropriate salutation.	<input type="checkbox"/>
Includes a simple message of thanks.	<input type="checkbox"/>
Uses an appropriate closing.	<input type="checkbox"/>
Uses some proper spelling, punctuation and capitalization.	<input type="checkbox"/>
Message is mostly legible.	<input type="checkbox"/>

Success:

- CLB 3: 3 out of 5 items
- CLB 4: 4 out of 5 items



-----

**Determining CLB level:** For additional guidance, refer to pages 39-40 of this document.

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

**TASK:** Copy the address, phone number and hours for two nearby walk-in clinics.  
**Can Do:** *CLB 1: Copy numbers, simple lists of words, or very short, simple sentences.*  
*CLB 2: Copy lists with 10-15 items.*

	<b>Yes</b>
Copies letters, numbers and words with correct capitalization.	<input type="checkbox"/>
Copies name, address and phone number accurately.	<input type="checkbox"/>
Copies hours of operation accurately.	<input type="checkbox"/>
Write or prints legibly.	<input type="checkbox"/>

**Success:**

- *CLB 1: 2 out of 4*
- *CLB 2: 3 out of 4*



OTHER EXAMPLE TASKS:

- Copy information from about the class schedule and holidays.
- Copy information about a useful website, for personal use.

**Determining CLB level:** For additional guidance, refer to CLB descriptors on pages 39-40 of this document.


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

**TASK:** Complete a simple permission form to administer medication, by copying information from a prescription label.  
**Can do:** *CLB 1: Copy numbers, simple lists of words, or very short, simple sentences.*  
*CLB 2: Copy lists with 10-15 items.*

**Task:** Complete the permission form below with information from the prescription label.

Town’s Drug Mart                      phone: 555-904-8877  
Rx# 9876123                              Dr. A. Koranikou

NATALIE AHMED  
**TAKE 2 CAPSULES 3 TIMES A DAY  
WITH MEALS**

**XYZ CAPSULES**  
21 Jul 2019                               Take with food.

**PERMISSION FORM TO ADMINISTER MEDICATION**

Today’s Date: \_\_\_\_\_ Person’s Name: Natalie Ahmed

Name of Medication:            XYZ CAPSULES

Name of Pharmacy: \_\_\_\_\_

Prescription number: \_\_\_\_\_

Dosage: \_\_\_\_\_

Start Date of Prescription: \_\_\_\_\_

Physician’s Name:                Dr. A. Koranikou

Special Instructions: \_\_\_\_\_

	YES
Writes today's date	<input type="checkbox"/>
Copies name of pharmacy	<input type="checkbox"/>
Copies start date of prescription	<input type="checkbox"/>
Copies dosage (number of pills and time)	<input type="checkbox"/>
Copies special instructions	<input type="checkbox"/>
Follows standard Canadian conventions for dates and proper names	<input type="checkbox"/>
Copied text is legible	<input type="checkbox"/>
SUCCESS: CLB 1: 3 out of 7 CLB 2: 5 out of 7	
Comments:	



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

<b>TASK:</b> Complete the personal information section of a form.
<b>Can do:</b> <i>CLB 1: Complete very short, simple forms.</i> <i>CLB 2: Complete short simple forms.</i>

**Success:**

- CLB 1: Writes correct item legibly in 5/8 areas.
- CLB 2: Writes correct item legibly in all areas.

<b>Surname</b>		<b>Given name</b>	
[ ]		[ ]	
<b>Home address</b>			
<b>Number</b>	<b>Street</b>	<b>Apartment</b>	
[ ]	[ ]	[ ]	
<b>City</b>	<b>Province</b>	<b>Postal code</b>	
[ ]	[ ]	[ ]	

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

**TASK:** Write a message to a friend to describe what you did on the weekend.

**Can Do:** *CLB 3: Write short simple social messages to someone I know.*

*CLB 4: Write a short social message (up to 1 paragraph) to someone I know.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Writes the message clearly enough that the reader understands it.	3	2	1
Uses appropriate opening and closing phrases.	3	2	1
Writes at least three sentences.	3	2	1
Provides sufficient detail in description.	3	2	1
Uses mostly proper spelling, punctuation and capitalization.	3	2	1
Use language and tone that is appropriate to the situation.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 12 out of 18*
- *CLB 4: 14 out of 18*



OTHER EXAMPLE TASKS:

- Write a note to a neighbour to inform them you'll be away for a few days.
- Write an email inviting a friend to lunch.
- Write a simple message to inform friends about a community event.
- Write a short sympathy message to a co-worker.

**Determining CLB level:** For additional guidance, refer to pages 39-40 of this document.

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

**TASK:** Copy details and instructions for applying for two jobs from a job listing website.

**Can Do:** *CLB 3: Copy 1 very simple paragraph.*

*CLB 4: Copy short simple paragraphs.*

	Achieved	Developing	Not yet
<i>Circle one</i> ↘			
Includes all key information that is needed.	3	2	1
Records the information so it is easy to read.	3	2	1
Uses capitalization and punctuation correctly, where needed.	3	2	1
Copies key information accurately.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 8 out of 12*
- *CLB 4: 10 out of 12*



**OTHER EXAMPLE TASKS:**

- Copy instructions for a simple recipe.
- Record key details from a work schedule.
- Copy the definition of a word from two different dictionaries.
- Copy information about one or two products from an advertisement.

**Determining CLB level:** For additional guidance, refer to pages 39-40 of this document.

Name \_\_\_\_\_

Date \_\_\_\_\_

**TASK:** Complete a simple medical health history form.

**Can Do:** *CLB 3: Complete short forms with 12-15 items.*  
*CLB 4: Complete simple forms with 15-20 items.*

	Achieved	Developing	Not yet
<i>Circle one</i> ∨			
Includes all the information needed to complete the form.	3	2	1
Information is entered in the correct text boxes.	3	2	1
Uses accurate spelling.	3	2	1
Uses correct conventions for personal information (e.g., address, phone).	3	2	1
Uses clear and legible printing.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 10 out of 15*
- *CLB 4: 12 out of 15*



**OTHER EXAMPLE TASKS:**

- Complete an emergency information form for an employer.
- Complete an application for pre-authorized payments.
- Complete a simple job application form.

**Determining CLB level:** For additional guidance, refer to pages 39-40 of this document.

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

**TASK:** Write a note to a supervisor to ask for a day off work and include a reason.

**Can Do:** *CLB 3-4: Write short, simple messages to get things done.*

	Achieved	Developing	Not yet
<i>Circle one ↘</i>			
Write the message clearly enough that the reader understands it.	3	2	1
Clearly convey the reason for writing.	3	2	1
Include all needed details.	3	2	1
Use mostly correct forms of present, past and future tenses.	3	2	1
Use mostly correct spelling, capitalization and punctuation.	3	2	1
Uses a polite tone.	3	2	1
<i>Task score</i>			

**Success:**

- *CLB 3: 12 out of 18*
- *CLB 4: 14 out of 18*



**EXAMPLE TASKS:**

- Write a note to a classmate to inform of a class field trip.
- Write an email to an organization to request information.
- Write a note to a landlord about a needed repair.

**Determining CLB level:** For additional guidance, refer to pages 39-40 of this document.

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

**TASK:**

**Can Do:** *CLB 3: Write sentences about things I know.*  
*CLB 4: Write 1 paragraph describing something familiar to me.*

	<i>Circle one</i> ↘	Achieved	Developing	Not yet
Write the message clearly enough that the reader can follow it.	3	2	1	
Includes a main idea and supports it with details.	3	2	1	
Uses correct word order within sentences.	3	2	1	
Provides enough details in the description.	3	2	1	
Uses mostly correct forms of present, past and future tenses.	3	2	1	
Uses mostly accurate spelling, punctuation and capitalization.	3	2	1	
<i>Task score</i>				

**Success:**

- *CLB 3: 12 out of 18*
- *CLB 4: 14 out of 18*



**EXAMPLE TASKS:**

- Write a description of your last job.
- Write a message to inform classmates of an upcoming event you are going to.
- Write a description of your family, home, neighbourhood, country, or vacation.
- Write about your daily routine.
- Write to a friend or classmate about your future plans.

**Determining CLB level:** For additional guidance, refer to refer to pages 39-40 of this document.



## Strengths and Limitations section of the Profile of Ability

Use this page to help determine the **CLB level** a learner is performing at.

Remember: Use your assessment task criteria first. They will tell you if the learner can carry out a task in the real world. If the learner is successful, you can use this page to help you determine a CLB level.

**SOURCE:** Profile of Ability Across Stage I Writing (strengths and limitations), Canadian Language Benchmarks, page 110.

CLB 1	CLB 2	CLB 3	CLB 4
<b>OVERALL:</b> Can write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs.	<b>OVERALL:</b> Can write basic personal identification words, simple phrases and a few simple sentences about highly familiar information related to immediate needs.	<b>OVERALL:</b> Can write simple sentences about familiar information related to personal experience and everyday situations.	<b>OVERALL:</b> Can write short simple texts about personal experience and familiar topics or situations related to daily life and experience
<ul style="list-style-type: none"> <li>• Very limited knowledge of the language and limited exposure to sound-symbol relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Same as CLB 1</li> </ul>	<ul style="list-style-type: none"> <li>• Developing knowledge of the language and exposure to sound-symbol relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate knowledge of the language for simple tasks</li> </ul>
<ul style="list-style-type: none"> <li>• Extremely limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Developing range of simple everyday vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate range of simple everyday vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• Very little ability to use simple structures</li> </ul>	<ul style="list-style-type: none"> <li>• Some initial ability to use simple structures</li> </ul>	<ul style="list-style-type: none"> <li>• Developing control of simple structures</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate control of simple structures</li> <li>• Conveys personal information in mostly single- clause sentences</li> <li>• May use some coordinated clauses with basic tenses</li> </ul>
<ul style="list-style-type: none"> <li>• Very little awareness of basic spelling, punctuation and capitalization conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Some initial awareness of basic spelling, punctuation and capitalization conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Developing control of spelling, punctuation and capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate control of spelling, punctuation and capitalization.</li> </ul>
<ul style="list-style-type: none"> <li>• Extreme difficulty communicating even the most simple facts or ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with word order and word forms greatly interferes with comprehensibility</li> <li>• Difficulty communicating simple facts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with word order and word forms interferes with comprehensibility</li> <li>• Some difficulty communicating a simple message</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with word order and word forms may sometimes interfere with comprehensibility</li> <li>• Able to communicate a simple message</li> </ul>



## Features of Communication

Use this page to determine if a writing task is level appropriate.

**SOURCE:** Some Features of Communication Across Stage I Writing, Canadian Language Benchmarks, page 120.

CLB 1	CLB 2	CLB 3	CLB 4
• Writing style requirements are simple and informal.	• Same as CLB 1	• Same	• same
• Topics relate to immediate personal needs.	• Same as CLB 1	• Topics are of everyday relevance.	• Same as CLB 3
• Audience is highly supportive and familiar.	• Same as for CLB 1	• Audience is supportive and familiar.	• Audience is familiar.
• Task instructions are very simple and call for responses of a few words or short phrases.	• Task instructions are very simple and call for responses of a few short phrases.	• Task prompts or instructions are simple and call for responses of a few short sentences.	• Task prompts or instructions are simple and call for responses of about 1 paragraph.
• Forms to complete are very short (up to about 5 items), simplified, with sparse layout, clear labels, and ample areas in which to write, and require only basic personal identification information.	• Forms to complete are short (up to about 10 items), simple in format, sparse in layout, and require only basic personal information.	• Forms to complete are short (up to about 15 items), simple in format, and require basic personal information and some responses to simple questions about self or experience.	• Forms to complete are short (up to about 20 items), simple in format, and require basic personal information and some responses to simple questions about self or experience.
• Content to copy or reproduce is from a short text (2 to 3 sentences) or a short list (5 to 10 items) with clear layout and basic everyday information.*	• Content to copy or reproduce is from a short text (3 to 5 sentences) or a short list (10 to 15 items) with clear layout and basic everyday information.*	• Content to copy or reproduce is from a short text (up to about 1 paragraph) with clear layout and basic everyday information.*	• Content to copy or reproduce is from a short text (up to about 2 paragraphs) with clear layout; may be of a more specialized nature (e.g., a manual) relating to a familiar context.*
• Guided writing (or cloze) is based on texts of about 3 to 5 sentences with very simple structure and vocabulary.	• Guided writing (or cloze) is based on texts of about 5 to 7 sentences with simple structure and vocabulary.		
• Context is non-demanding.	• Same as for CLB 1	• Same as for CLB 1	• Same as for CLB 1

\* Note: The ability to copy or reproduce information is dependent on the ability to read. Therefore, it is assumed that the content to copy has a degree of simplicity that does not exceed the writer's Reading Benchmark.



## Portfolio Review (for peer or self review)

**Instructor note:** It is a good idea to engage learners regularly in peer or self review of their portfolio. This can benefit learners, and prepare them for the instructor's portfolio review. A sample form to facilitate peer or self-review is below.

### Look at your Language Companion

- Are the **tabs** inserted in the correct place? (About me, Listening, Speaking, Reading, Writing)

---
- Are your classroom notes inserted in the correct place (in the My Notes section)

---
- Are your assessment tasks inserted in the correct place (in the Portfolio section)

### Look at the About Me section

- Do you regularly write about your learning (a learning journal)?

---
- Do you see improvement in how you write about your learning?

---
- Did you write down one or more learning goals?

---
- Do you think you are making progress towards meeting your learning goal/s?

### Look at the Portfolio Section

- Are the portfolio tabs inserted (Listening, speaking, reading, writing)

---
- Are the assessment tasks filed in the correct tab? (e.g., writing task in the writing tab?)

---
- Are there assessment tasks in each skill (listening, speaking, reading, writing)?

---
- Does each task have a date on it, and are they filed in order?

---
- Do you think the tasks show improvement in any skill (listening, speaking, reading, writing)?

### Look at the Can Do statements for your CLB level

- Are there statements you think you have made progress on? (check them)

---
- Are there statements you want more practice with? (circle them)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

<b>SKILL:</b> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<b>COMPETENCY:</b> <input type="checkbox"/> I. Interacting with Others <input type="checkbox"/> II. Comprehending/Giving Instructions <input type="checkbox"/> II. Reproducing information (for writing only) <input type="checkbox"/> III. Getting things done <input type="checkbox"/> IV: Comprehending/Sharing Information
---	--

<b>TASK:</b>
--------------

<b>CAN DO:</b> CLB __:
------------------------

Criteria ↓	Check only if the criteria is present ↓
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

## Additional Resources on Assessment

### ❖ About the Classroom Assessment Process

- Integrating CLB Assessment into your ESL Classroom: [iclba.language.ca](http://iclba.language.ca)
- PBLA Emerging Practice Guidelines: [pblaepg.language.ca](http://pblaepg.language.ca)

### ❖ Assessment Tasks and Tools

#### ***Free, online***

- Real World Assessment Task Bank (240 CLB-referenced assessment tasks with feedback forms, available May 2018), at [Realworldtasks.ca](http://Realworldtasks.ca)
- Bow Valley College Assessment Tools (CLB 4-7):  
[centre.bowvalleycollege.ca/tools/instructor-tools-pbla](http://centre.bowvalleycollege.ca/tools/instructor-tools-pbla)
- Conestoga College Assessment Generating Tools (CLB 1-8): (sign in to Tutela for links to work)  
Writing: [https://tutela.ca/Resource\\_20372](https://tutela.ca/Resource_20372)      Listening: [https://tutela.ca/Resource\\_20375](https://tutela.ca/Resource_20375)  
Reading: [https://tutela.ca/Resource\\_20373](https://tutela.ca/Resource_20373)      Speaking: [https://tutela.ca/Resource\\_20374](https://tutela.ca/Resource_20374)
- Classroom Assessment Toolkit (LISTN):  
[listn.tutela.ca/resources/linc-assessment/classroom-assessment-toolkit.html](http://listn.tutela.ca/resources/linc-assessment/classroom-assessment-toolkit.html)
- CCLB Multilevel Assessment Resources:  
[pblaepg.language.ca/part-d-emerging-topics/multilevel-assessment](http://pblaepg.language.ca/part-d-emerging-topics/multilevel-assessment)
- Customizable drop-down assessment forms (CLB 3-6): [Quartzon.ca](http://Quartzon.ca) (Go to the Toolbox).

#### ***Books***

- **CLB 5-10 Exit Assessment Tasks**, 2007. \$70, available for purchase on the Centre for Canadian Language Benchmarks website)
- **SAM** (Summative Assessment Manual for Teachers), CLB 1-4, 2010. \$45, available for purchase on the Centre for Canadian Language Benchmarks website