

INSTRUCTOR-ADMINISTERED ASSESSMENTS



Centre for Excellence in Immigrant
and Intercultural Advancement

OVERVIEW

This document contains a compilation of assessments and templates developed for instructors who use Portfolio-Based language Assessment (PBLA) in LINC programs. Their primary purpose is to help instructors observe, assess, and record learner's performance of specific tasks over a range of competencies. These assessments follow the standards of the Canadian Language Benchmarks 2012 document and reflect the considerations of four specific areas:

1. Profiles of Ability
2. Knowledge and Strategies
3. Features of Communication
4. Sample indicators of ability under each competency in the four strands (LSRW)

These assessments can inform instructors' benchmarking decisions, illustrate learners' performance, and function as artefacts for the learners' portfolios.

There are four different types of documents:

1. Instructor-Administered Assessments
2. Learner Reflections
3. Self-Assessments
4. Templates

These four documents are organized by level (*CLB 4, 5, 6, 7*) and by strand (*Listening, Reading, Speaking, and Writing*). Excluding the templates, each assessment contains a sample Real World Task, a holistic (or "*Task Achieved*") section, and a checklist of indicators of ability. The instructor-Administered Assessments also include a "*Features*" section which highlights the specific features of the communication being assessed. Most of the assessments can be used *as is*, while others will need to be adapted. For example, the receptive skills assessments are identified by competency, and include all or most of the indicators of ability under each competency. Consequently, instructors will need to remove or tailor some of these indicators to reflect the scope of the task being assessed. Finally, some assessments contain additional instructive footnotes at the bottom of the page.

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29. Writing Note-Taking: Reproducing Oral Information 1
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31. Writing Sympathy Note: Interacting with Others

CLB 4 Listening Can Do List

Name:	Date:			
Listening	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. I can understand short simple conversations that include introductions, small talk and saying good-bye.				
2. I can understand the main idea and specific details in conversations.				
3. I can understand if the conversation is formal or informal.				
4. I can understand and follow very short instructions or directions about everyday things if they are in order (about 4-5 steps).				
5. I can understand short simple announcements or commercials.				
6. I can understand some suggested meanings in conversations, commercials and descriptions.				
7. I can understand very short descriptions or stories.				
8. I can understand details about who, what , where and when in very short descriptions or stories.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class, as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 4 Listening I Interacting With Others

Name:	Date:	Task: Listen to a friend or co-worker describe plans for the upcoming weekend.
<i>Features: face to face, very briefly on the phone, digital; speech is clear; slow to normal rate; informal; short; up to about 10 sentences; dialogues up to about 8 turns; simple, informal language on familiar, everyday situations; non-demanding task; does not require much speaking or writing to respond</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Identify some implied meanings		
<input type="checkbox"/> Recognize level of formality		
<input type="checkbox"/> Identify basic parts of conversation (opening, casual small talk, closing)		
<input type="checkbox"/> Understand purpose of communication		
<input type="checkbox"/> Recognize some very common idioms		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Listening II Comprehending Instructions

Name:	Date:	Task: Listen to employee give short instructions to a co-worker about a simple workplace task.
<i>Features: face to face, very briefly on the phone, digital; speech is clear; slow to normal rate; informal; short; instructions are about 4-5 steps; simple, informal language on familiar, everyday situations; non-demanding task; does not require much speaking or writing to respond</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify words/expressions for movement, location, manner, frequency and duration		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Understands some implied meanings		
<input type="checkbox"/> Identify correct sequence of steps		
<input type="checkbox"/> Identify/understand basic connecting words (<i>before, next...</i>)		
<input type="checkbox"/> Understand function of communication		
<input type="checkbox"/> Respond with appropriate actions to directions and instructions, if appl.		
<input type="checkbox"/> Demonstrate active listening, if appl.		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Listening III Getting Things Done

Name:	Date:	Task: Listen to a short public health announcement describing the benefits of eating healthy.
<i>Features: face to face, very briefly on the phone, digital; speech is clear; slow to normal rate; informal; short; up to about 10 sentences; dialogues up to about 8 turns; simple, informal language on familiar, everyday situations; non-demanding; does not require much speaking or writing to respond</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify purpose of communication		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Identify some implied meanings (indirect meanings)		
<input type="checkbox"/> Recognize some very common idioms		
<input type="checkbox"/> Recognize if the communication is formal or informal		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

Indicator	Dates					
<input type="checkbox"/> Demonstrate active listening (eye contact, nod, tilt head)						
<input type="checkbox"/> Make brief responses (<i>uh huh, yes, really?</i>)						
<input type="checkbox"/> Ask questions (to clarify / confirm understanding)						
<input type="checkbox"/> Repeat ideas or instructions accurately						
<input type="checkbox"/> Understand questions and provide accurate answer						
<input type="checkbox"/> Add appropriate comments						
<input type="checkbox"/> Understand when / how to take turns						
<input type="checkbox"/> Recognize basic signals (i.e. end of conversation)						
<input type="checkbox"/> Follow everyday classroom instructions						
Comments:						

*Use this form to record daily observations of learners' listening abilities in order to provide additional evidence/support

CLB 4 Listening IV Comprehending Information

Name:	Date:	Task: Listen to friends describe what they like to do during their favourite season.
<i>Features: digital; speech is clear; slow to normal rate; informal; short; up to about 10 sentences; simple, informal language on familiar, everyday situations; non demanding task; does not require much speaking or writing to respond</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify gist (main idea)		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Identify key words and expressions		
<input type="checkbox"/> Identify some implied meanings (indirect meanings)		
<input type="checkbox"/> Identify information for <i>who, what, where</i> and <i>when</i>		
<input type="checkbox"/> Recognize some very common idioms		
<input type="checkbox"/> Recognize if it is formal or informal, if applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading Can Do List

Name:	Date:			
Reading	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. I can read an email or online post from a friend, co-worker, or classmate about an update on his/her life.				
2. I can read a personal email that expresses thanks or an apology.				
3. I can read simple instructions for a recipe or game, to a location, or on a food package. (about 6 steps)				
4. I can read a school, bus, train, or flight schedule to get information about when to arrive and leave.				
5. I can read a telephone directory to locate a business or office.				
6. I can read a short notice from a bank, school or government.				
7. I can read an advertisement or brochure for information or services that I need.				
8. I can read a short news article to get some key details.				
9. I can read a simple statistical table, chart, or diagram to get information.				

Notes on how to use this form:

1. Circle/underline those competencies that you have covered in class, as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 4 Reading I Interacting With Others

Name:	Date:	Task: Read an email update from friend who is on vacation.
<i>Features: paper-based, digital, online; common, mostly factual concrete language; a few very common idioms; clear, simple layout; mostly descriptive or narrative; visuals may be included; non-demanding; responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify specific important details (such as sender, dates, times, etc.)		
<input type="checkbox"/> Identify words for politeness		
<input type="checkbox"/> Identify meaning of words by guessing		
<input type="checkbox"/> Identify level of formality from the words		
<input type="checkbox"/> Understand purpose of communication		
<input type="checkbox"/> Recognize some very common idioms		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading II Comprehending Instructions

Name:	Date:	Task: Read Home Depot instructions on how to grow plants in a garden.
<i>Features: paper-based, digital, online; common, mostly factual concrete language; a few very common idioms; clear simple layout; instructions are up to about 6 steps; visuals may be included; non-demanding responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify correct order of steps		
<input type="checkbox"/> Identify location words (<i>first, next, before...</i>)		
<input type="checkbox"/> Identify purpose of the text		
<input type="checkbox"/> Identify specific details		
<input type="checkbox"/> Understand which information is most important		
<input type="checkbox"/> Recognize / understand use of symbols (bullets, etc.)		
<input type="checkbox"/> Guess meaning of words		
<input type="checkbox"/> Follows instructions, if possible or applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading III Getting Things Done 1

Name:	Date:	Task: Read the fee/pass schedule for the Southland and Village Square Leisure Centres.
<i>Features: paper-based, digital, online; common, mostly factual concrete language; a few very common idioms; continuous texts are mostly narrative/descriptive; formatted texts have simple layout and clear labels; visuals may be included; non-demanding; responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify layout (where things are located on page)		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify specific important information		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Respond appropriately/correctly, if appl.		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading III Getting Things Done 2

Name:	Date:	Task: Read an advertisement/notice about free things to do this weekend in the city.
<i>Features: paper-based, digital, online; common, mostly factual concrete language; a few common idioms; narrative texts are up to 3 paragraphs; formatted texts have clear simple layout with clear labels; visuals may be included; non-demanding; responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Find main ideas		
<input type="checkbox"/> Find specific information and key details		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Compare facts and information		
<input type="checkbox"/> Make correct choice		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading IV Comprehending Information 1

Name:	Date:	Task: Read online news article about rainforest remedies for common ailments.
<i>Features: paper-based, digital, online; common mostly factual concrete language; a few very common idioms; clear simple layout; up to about 3 paragraphs; descriptive or narrative; visuals may be included; non-demanding; responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Understand the general meaning		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Find key information		
<input type="checkbox"/> Find specific details		
<input type="checkbox"/> Compare simple information		
<input type="checkbox"/> Understand connective words		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Reading IV Comprehending Information 2

Name:	Date:	Task: Use an online resource to learn a few facts about the Royall Tyrell Museum or Heritage Park.
<i>Features: paper-based, digital, online; common mostly factual concrete language; continuous texts are mostly descriptive/narrative; up to about 3 paragraphs; formatted texts have simple layout with clear labels; visuals may be included; non-demanding; responses do not require much writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify overall meaning		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Find relevant information		
<input type="checkbox"/> Find some specific details		
<input type="checkbox"/> Guess meaning of words from context		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Speaking Can Do List

Name:	Date:			
Speaking	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. I can start a very short conversation, use some small talk phrases, and close.				
2. I can ask and answer questions about common things or my everyday routines.				
3. I can introduce 2 people that I know.				
4. I can make a simple phone call and close it appropriately.				
5. I can leave a short, simple message with a person or voicemail.				
6. I can give simple instructions and directions on common, routine things to a person I know.				
7. I can politely ask for help and give suggestions.				
8. I can ask for, accept, or reject goods or services.				
9. I can ask for and give information about needs, likes, and feelings about everyday activities.				
10. I can describe a short story, personal event, or process.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 4 Speaking Conversation Management: Interacting with Others

Name:	Date:	Task: Greet a friend and ask about the weekend activities (past or future). Extend the conversation by asking follow-up questions.
<i>Features: face to face, very briefly on phone, digital; non-demanding context; informal; simple, connected discourse; speech is slow to normal with pauses and hesitations; adequate control over basic structures; listener is supportive and encouraging, and may guide speaker with questions</i>		
<input type="checkbox"/> Open conversation		
<input type="checkbox"/> Smile and make eye contact		
<input type="checkbox"/> Use common small talk phrases		
<input type="checkbox"/> Nod, tilt head, make vocalizations (uh huh, mmm...)		
<input type="checkbox"/> Respond appropriately with short phrases		
<input type="checkbox"/> Ask basic follow-up questions, if needed		
<input type="checkbox"/> Respond to basic questions		
<input type="checkbox"/> End conversation		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Speaking Describe Home Remedy: Sharing Information 1

Name:	Date:	Task: Describe to a friend a simple home remedy for a mild ailment (<i>i.e. lemon/honey tea for mild sore throat</i>). <u>Extension:</u> Give brief personal example of when it worked.
<i>Features: face to face, very briefly on phone, digital; informal; simple, connected discourse; speech is slow to normal with pauses and hesitations; adequate control over basic structures; vocabulary adequate for basic tasks; listener is supportive and encouraging, and may guide speaker with questions</i>		
<input type="checkbox"/> Describe a remedy		
<input type="checkbox"/> Use clear connected discourse (5-7 sentences to show connectedness)		
<input type="checkbox"/> Use simple present and past tense(s), when appropriate		
<input type="checkbox"/> Express satisfaction, preference, need, or feeling		
<input type="checkbox"/> Use adequate vocabulary		
<input type="checkbox"/> Use simple sentences; some compound/longer ones		
<input type="checkbox"/> Use past time expression		
<input type="checkbox"/> Adequately fluent; able to understand		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

Indicator	Dates				
<input type="checkbox"/> Open conversation					
<input type="checkbox"/> Ask and respond to questions about common, everyday routines					
<input type="checkbox"/> Close conversation					
<input type="checkbox"/> Use non-verbal communication (eye contact, nodding) to show interest					
<input type="checkbox"/> Use a range of small talk phrases and expressions					
<input type="checkbox"/> Make eye contact, nod, show interest					
<input type="checkbox"/> Indicate comprehension and communication problems verbally					
<input type="checkbox"/> Use appropriate courtesy forms and structures					
<input type="checkbox"/> Repeat and explain when needed					
<input type="checkbox"/> Express politeness: use modals with some accuracy					
<input type="checkbox"/> Sustains 5-7 sentences (adequate connectedness)					
Comments:					

*Use this form to record daily observations of learners' listening abilities in order to provide additional evidence/support

CLB 4 Speaking Instructions: Giving Instructions

Name:	Date:	Task: Give directions to a friend for the nearest walk-in clinic.			
<i>Feature: face to face, very briefly on phone, digital; informal; simple, connected discourse; speech is slow to normal with pauses and hesitations; adequate control over basic structures; listener is supportive and encouraging, and may guide speaker with questions; non-demanding; instructions are about 4-5 steps</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
Connected discourse Use clear evidence of connection Sequencers and/or adverbs				4	3 2 1
Grammar Adequate control of basic short sentences and some longer / compound ones				4	3 2 1
Register Use courtesy forms, when applicable				4	3 2 1
Vocabulary Adequate for task; common expressions to indicate movement/location; prepositions				4	3 2 1
Pronunciation Adequately fluent; able to understand Attempted phrasal verb stress				4	3 2 1
Comments:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

CLB 4 Speaking Narrative-Presentation: Sharing Information 2

Name:	Date:	Task: Give a personal narrative (experience) of finding a job or volunteer position.			
<i>Feature: face to face, very briefly on phone, digital; informal; simple, connected discourse; uses about 5-7 sentences to show connection; speech is slow to normal with pauses and hesitations; adequate control over basic structures; listener is supportive and encouraging, and may guide speaker with questions;</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
Connected discourse Use clear evidence of connection				4	3 2 1
Sentences Adequate control of basic short sentences and some longer/compound ones				4	3 2 1
Grammar Adequate control of past tense (s) or other appropriate forms				4	3 2 1
Vocabulary Give descriptions; adequate details for task: <i>what, where, when, why, how, who</i>				4	3 2 1
Pronunciation Adequately fluent; able to understand				4	3 2 1
Non-Verbal Language Make eye contact				4	3 2 1
Comments:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

CLB 4 Speaking Pharmacist Request: Getting Things Done

Name:	Date:	Task: Ask a pharmacist to explain various parts of a prescription and thank him/her.		
<i>Features: face to face, very briefly on phone, digital; non-demanding context; informal; simple, connected discourse; speech is slow to normal with pauses and hesitations; adequate control over basic structures; listener is supportive and encouraging, and may guide speaker with questions</i>				
		Yes	Not Quite	No
• Greet / open conversation				
• State problem/issue (<i>I don't understand/know how to...</i>)				
• Make request for help; use modals with some accuracy				
• Ask questions, if needed				
• Provide details, as needed				
• Repeat information; clear evidence of connected discourse				
• Close conversation: use appropriate close and <i>"thank you"</i>				
• Language is appropriate and polite				
• Pronunciation: adequately fluent; able to understand				
<input type="checkbox"/> Task achieved: Meet all or most of the task requirements				
Comments:				

CLB 4 Speaking Pharmacist Response: Getting Things Done

Name:	Date:	Task: Give information about / explain prescription to a customer (<i>customer initiates conversation</i>).		
<i>Features: face to face, very briefly on phone, digital; non-demanding context; informal; simple, connected discourse; speech is slow to normal with pauses and hesitations; adequate control over basic structures; listener is supportive and encouraging, and may guide speaker with questions</i>				
		Yes	Not Quite	No
• Respond to greeting				
• Actively listen to problem				
• Explain prescription / give information				
• Ask questions and give details, as needed				
• Repeat key information				
• Grammar: short simple sentences: some longer compound ones				
• Respond to “thank you” and leave-taking				
• Language is appropriate and polite				
• Pronunciation: adequately fluent; able to understand				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB 4 Speaking Phone Calls Multitask

Learner A: *Caller*

Name:	Date:	Task: Call candidate, make request to come in for interview, give date/time/place, and close.					
Holistic							
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 		Yes		Not quite		No	
Analytic		4 Achieved Easily	3 Achieved w/some effort	2 Partially Achieved	1 Not Achieved		
<ul style="list-style-type: none"> Open: greet, and give name and company 							
<ul style="list-style-type: none"> Give reason for calling 							
<ul style="list-style-type: none"> Make request 							
<ul style="list-style-type: none"> Give details about date/time/place 							
<ul style="list-style-type: none"> Language: register/ vocabulary appropriate 							
<ul style="list-style-type: none"> Grammar: correct forms for task 							
<ul style="list-style-type: none"> Pronunciation: fluency adequate for task 							
<ul style="list-style-type: none"> End call appropriately 							

Learner B: *Candidate*

Name:	Date:	Task: Answer phone, and accept date/time/place for job interview.					
Holistic							
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 		Yes		Not quite		No	
Analytic		4 Achieved Easily	3 Achieved w/some effort	2 Partially Achieved	1 Not Achieved		
<ul style="list-style-type: none"> Respond to caller 							
<ul style="list-style-type: none"> Respond to request with formal expressions 							
<ul style="list-style-type: none"> Confirm details of date/time/place 							
<ul style="list-style-type: none"> Language: register/ vocabulary appropriate 							
<ul style="list-style-type: none"> Grammar: correct forms for task 							
<ul style="list-style-type: none"> Pronunciation: adequately fluent for task 							
<ul style="list-style-type: none"> End call appropriately 							

CLB 4 Writing Can Do List

Name:	Date:			
Writing	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. I can write an informal invitation with some details about the event.				
2. I can write a short message to cancel an appointment or give an update.				
3. I can write a thank you note or an apology.				
4. I can copy information from a schedule, directory, or set of instructions				
5. I can copy full sentences from passages, books or manuals.				
6. I can fill out an application form with my basic personal information.				
7. I can write a short simple business email with about 7 sentences.				
8. I can write a basic paragraph and use appropriate punctuation, capitals and spelling.				
9. I can write a short paragraph to describe a situation, event, or personal experience.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did/will do.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 4 Writing Completing Forms: Getting Things Done 1

Name:	Date:	Task: Fill out a Notice of Change Form for provincial health care coverage.
<i>Features: short, simple format; contain about 15-20 items; have clear labels and areas to write in; require basic personal information and simple responses; mostly single clause responses; adequate control of spelling, punctuation, capitalization; non-demanding</i>		
<p><i>Learner is able to . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> write full name and address<input type="checkbox"/> write dates/times in format requested, if applicable<input type="checkbox"/> write phone numbers in format requested, if applicable<input type="checkbox"/> write long numbers (AHC #, SIN #)<input type="checkbox"/> check appropriate boxes<input type="checkbox"/> respond to questions accurately<input type="checkbox"/> use appropriate punctuation, capitals, and spelling<input type="checkbox"/> sign document<input type="checkbox"/> write legibly (clearly)		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 4 Writing Emails

Name:	Date:	Task: Write a short email to a supervisor to request the morning off for a medical appointment.			
<i>Features: short simple text; about 7 sentences; simple structures; some coordinated sentences; basic tenses; adequate range of simple everyday vocabulary; adequate control of mechanics; informal; familiar audience; non-demanding</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
To: and Subject: Complete and accurate				4	3 2 1
Salutation/Name Appropriate and accurate				4	3 2 1
Basic paragraph structure Use topic sentence, body and conclusion				4	3 2 1
Content Main idea is supported with some details/examples/reasons, if appl.				4	3 2 1
Vocabulary Simple, everyday, appropriate				4	3 2 1
Grammar Adequate control of simple structures Basic tenses; some coordination				4	3 2 1
Closing and name Appropriate				4	3 2 1
Mechanics Adequate control of spelling, punctuation and capitalization				4	3 2 1
Comments:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

Indicators	Dates				
<input type="checkbox"/> Convey message so reader can follow it					
<input type="checkbox"/> Address purpose of writing					
<input type="checkbox"/> Use language and content appropriate to intent/social context					
<input type="checkbox"/> Express main idea					
<input type="checkbox"/> Support main idea with some detail					
<input type="checkbox"/> Convey appropriate feelings for context					
<input type="checkbox"/> Adequate control of mechanics (spelling, punctuation, capitalization)					
<input type="checkbox"/> Write legibly					
<input type="checkbox"/> Follow appropriate conventions for addresses, telephone numbers, etc.					
<input type="checkbox"/> Use basic paragraph structure—no major omissions					
Comments:					

*Use this form to record daily observations of learners' ability in order to provide additional evidence/support

CLB 4 Writing Thank You Note: Interacting with Others

Name:	Date:	Task: Write a short thank you note to a new friend for sending flowers/food/gift to home after a medical procedure.			
<i>Features: short simple text; about 7 sentences; simple structures; some coordinated sentences; basic tenses; adequate range of simple everyday vocabulary; adequate control of mechanics; informal; familiar audience; non-demanding</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			Yes	Some what	No
<ul style="list-style-type: none"> Salutation and name 					
<ul style="list-style-type: none"> Date: written correctly 					
<ul style="list-style-type: none"> Grammar: adequate control of basic tenses 					
<ul style="list-style-type: none"> Sentences; adequate control of simple structures 					
<ul style="list-style-type: none"> Paragraph: use basic paragraph form: topic sentence, body, conclusion 					
<ul style="list-style-type: none"> Content: express appreciation, describe how gift used/helped; 					
<ul style="list-style-type: none"> Vocabulary: simple, everyday, adequate for task 					
<ul style="list-style-type: none"> Closing and name 					
<ul style="list-style-type: none"> Mechanics: good control of spelling, punctuation, capitalization 					
Comments:					

CLB 4 Writing Paragraph Occupation: Sharing Information

Name:	Date:	Task: Write a paragraph describing a specific occupation: title, duties, working conditions.		
<i>Features: short simple text; about 7 sentences; simple structures; some coordinated sentences; basic tenses; adequate range of simple everyday vocabulary; adequate control of mechanics; informal; familiar audience; non-demanding</i>				
Holistic		Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 		Yes	Not quite	No
Analytic		Rating		
		Yes	Some what	No
Basic paragraph structure				
<ul style="list-style-type: none"> Topic sentence 				
<ul style="list-style-type: none"> Body 				
<ul style="list-style-type: none"> Conclusion 				
Content				
<ul style="list-style-type: none"> Convey main ideas 				
<ul style="list-style-type: none"> Support with some detail/examples 				
<ul style="list-style-type: none"> Describe tasks/routine/responsibilities/working conditions 				
<ul style="list-style-type: none"> Vocabulary: simple; some adjectives 				
Grammar				
<ul style="list-style-type: none"> Adequate control for simple structures; some coordination 				
<ul style="list-style-type: none"> Basic tenses 				
Mechanics				
<ul style="list-style-type: none"> Adequate control of spelling, punctuation, capitalization 				
Comments:				

CLB 4 Writing Reproducing Information

Name:	Date:	Task: Copy necessary information from a job ad.
<i>Features: short, simple text; up to about 2 paragraphs with clear layout; adequate range of simple, everyday vocabulary; informal; may include some specialized vocabulary; non-demanding contexts;</i>		
<i>Learner is able to copy...</i>		
<input type="checkbox"/> dates and times		
<input type="checkbox"/> phone numbers		
<input type="checkbox"/> names and addresses		
<input type="checkbox"/> punctuation: period, comma, colon, semi-colon, dash, slash, bracket		
<input type="checkbox"/> capitals		
<input type="checkbox"/> appropriate spaces		
<input type="checkbox"/> format correctly (i.e. bullets/abbreviations)		
<input type="checkbox"/> complete sentences or phrases, where applicable		
<input type="checkbox"/> website and underline it		
<input type="checkbox"/> legibly		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the requirements		

CLB 5 Listening Can Do List

Name:	Date:			
Listening	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. I can understand when people express their likes / dislikes, interests and preferences in conversations.				
2. I can understand when people express offers, invitations and compliments in conversations.				
3. I can identify people's emotions from their tone.				
4. I can identify the situation and relationship between the speakers.				
5. I can understand and follow simple directions or instructions with about 7-8 steps when the steps are in order.				
6. I can understand simple advice, opinions and suggestions in everyday conversations.				
7. I can identify the purpose of a conversation.				
8. I can understand conversations that compare and contrast things.				
9. I can understand a descriptions, reports, and explanations in presentations.				
10. I can understand a 5 minute presentation about personal/familiar topics and situations.				

Notes on how to use this form:

1. Circle/underline those competencies that you have covered in class and want to assess (i.e. *I can understand when people express their likes/dislikes, interests, offers, invitations and compliments*) as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 5 Listening I Interacting With Others

Name:	Date:	Task: Listen to two coworkers talk about personal interests outside of work.
<i>Features: face to face, on phone, digital; speech is clear; slow to normal pace; informal; short; mostly common concrete language; common vocabulary; a limited number of idioms; response may require some speaking or writing; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify some specific factual details		
<input type="checkbox"/> Identify some implied meanings		
<input type="checkbox"/> Identify level of formality and style		
<input type="checkbox"/> Identify language function		
<input type="checkbox"/> Identify situation and relationship between speakers		
<input type="checkbox"/> Interprets feelings such as interest, likes/dislikes, preferences		
<input type="checkbox"/> Recognize some very common idiomatic language		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 5 Listening II Comprehending Instructions

Name:	Date:	Task: Listen to a city employee give instructions on how to request a city service using an app for 311.
<i>Features: face to face; on phone; digital; familiar; speech is clear, slow to normal pace; instructions are clear, explicit; about 7-8 steps in order; up to 10 details; moderately demanding; language is informal, concrete mostly common vocabulary with a limited number of idioms</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify key words and expressions		
<input type="checkbox"/> Identify factual / supporting details		
<input type="checkbox"/> Identify words indicating order		
<input type="checkbox"/> Identify words to confirm / clarify		
<input type="checkbox"/> Understand function or intent of communication		
<input type="checkbox"/> Respond with action to instructions, if applicable/possible		
<input type="checkbox"/> Recognize level of formality and/or style		
<input type="checkbox"/> Understand some very common idiomatic language		
<input type="checkbox"/> Identifies some implied or inferred meanings		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 5 Listening III Getting Things Done

Name:	Date:	Task: Listen to an employee ask for a promotion.
<i>Features: face to face, on phone, digital; short, informal, moderately demanding; language is concrete with mostly common vocabulary; a limited of idioms; speech is clear, slow to normal rate; response may require some speaking or writing</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual/supporting details		
<input type="checkbox"/> Identify key words and expressions (mostly common vocabulary)		
<input type="checkbox"/> Identify some implied meanings		
<input type="checkbox"/> Understand very common idiomatic language		
<input type="checkbox"/> Identify words for sequence, comparison or contrast		
<input type="checkbox"/> Recognize and interpret advice, opinions and suggestions		
<input type="checkbox"/> Recognize level of formality and/or style		
<input type="checkbox"/> Understand function of communication		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

Indicator	Dates					
<input type="checkbox"/> Demonstrate active listening (eye contact, nod, tilt head)						
<input type="checkbox"/> Make brief responses (<i>uh huh, yes, really?</i>)						
<input type="checkbox"/> Ask relevant questions (to clarify /confirm understanding)						
<input type="checkbox"/> Repeat ideas or instructions accurately						
<input type="checkbox"/> Understand question and provide accurate answer						
<input type="checkbox"/> Paraphrase ideas						
<input type="checkbox"/> Avoid interrupting for most part						
<input type="checkbox"/> Add supportive comments						
<input type="checkbox"/> Understand when / how to take turns						
<input type="checkbox"/> Recognize basic signals (i.e. end of conversation)						
<input type="checkbox"/> Follow everyday classroom instructions						
<p>Comments:</p>						

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 5 Listening IV Comprehending Information 1 or 2

Name:	Date:	Task: Listen to a speaker at an orientation give a short presentation on available jobs at the college.
<i>Features: face to face, on phone, digital; short, informal, moderately demanding; language is concrete with mostly common vocabulary; a limited of idioms; speech is clear, slow to normal rate; response may require some speaking or writing</i>		
Check the indicators of ability that the learner achieved: <input type="checkbox"/> Identify main idea <input type="checkbox"/> Identify key words and phrases (mostly common vocabulary) <input type="checkbox"/> Identify factual/supporting details <input type="checkbox"/> Identify implied some meanings <input type="checkbox"/> Recognize level of formality <input type="checkbox"/> Understand some very common idiomatic language <input type="checkbox"/> Understand function or intent of communication <input type="checkbox"/> Interprets descriptions and explanations <input type="checkbox"/> Make a decision based on information		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 5 Reading Can Do List

Name:	Date:			
Reading	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. I can read an email, online post, or newspaper advice column that expresses likes, dislikes, or preferences.				
2. I can read a personal email that extends an apology, compliment, or invitation.				
3. I can read step-by-step instructions to make a repair, find a location, or learn how to do something. (about 7-10 steps)				
4. I can read a schedule, map, directory, or form to plan a trip, find a suitable course/activity, or find information that I need.				
5. I can read a notice or public announcement from a bank, school, medical facility, or government.				
6. I can read an advertisement, flyer or brochure to decide if the information is important to me.				
7. I can understand a business letter and decide if I need to do anything.				
8. I can read an article in a newspaper, magazine, or newsletter, or part of a government document.				
9. I can understand and explain information in a table, chart, diagram, or graph.				
10. I can use an online resource such as google, a website menu, glossary or table of contents to find relevant information.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class, as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 5 Reading I Interacting With Others

Name:	Date:	Task: Read Daily Post columns/blogs in which people describe their preferences, likes and dislikes.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; occasional idioms; continuous texts are moderately complex; may include narrative / descriptive texts; up to about 1 page; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify specific factual details		
<input type="checkbox"/> Identify reader/writer relationship		
<input type="checkbox"/> Identify words by guessing from context		
<input type="checkbox"/> Identify mood and attitude of the writer		
<input type="checkbox"/> Understand purpose of message		
<input type="checkbox"/> Identify the situation or context		
<input type="checkbox"/> Identify level of formality from context		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading II Comprehending Instructions

Name:	Date:	Task: Read instructions on how to use the blue and black carts for recycling.
<i>Feature: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; continuous texts are moderately complex; instructions are clear and explicit; about 7-10 steps; presented step by step; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify correct order of steps		
<input type="checkbox"/> Identify location words (<i>first, next, before...</i>)		
<input type="checkbox"/> Identify purpose of the text		
<input type="checkbox"/> Identify specific details		
<input type="checkbox"/> Understand which information is most important, if applicable		
<input type="checkbox"/> Recognize organization features (bullets, #s)		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Follows instructions, if applicable/possible		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading III Getting Things Done 1

Name:	Date:	Task: Read a community schedule regarding free or low-cost parent-child activities this month.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; formatted texts are moderately complex; may include some narrative descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify layout (where things are located on page)		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify specific important information		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Respond appropriately/correctly, if applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading III Getting Things Done 2

Name:	Date:	Task: Read a company newsletter welcoming a new staff member.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; formatted texts are moderately complex; may include narrative/ descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Get the gist		
<input type="checkbox"/> Identify key information		
<input type="checkbox"/> Find specific details		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Recognizes level of formality		
<input type="checkbox"/> Make comparison, if appl.		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading IV Comprehending Information 1

Name:	Date:	Task: Read an online article on the benefits of volunteering.
<i>Feature: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; formatted/ continuous texts are moderately complex; may include narrative/descriptive text; up to about 1 page; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Get the overall meaning		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identifies organization of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Find key information		
<input type="checkbox"/> Find specific details		
<input type="checkbox"/> Understand links between paragraphs		
<input type="checkbox"/> Understand some implied meanings		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading IV Comprehending Information 2

Name:	Date:	Task: Read and interpret a table on salaries across Canada.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; continuous texts are moderately complex; may include some narrative / descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify overall meaning of formatted text		
<input type="checkbox"/> Identify type and parts of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify specific information		
<input type="checkbox"/> Compare facts		
<input type="checkbox"/> Interpret the information		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Reading IV Comprehending Information 3

Name:	Date:	Task: Locate information on residential noise bylaws to decide when to use power tools or mow the lawn.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; continuous texts are moderately complex; may include some narrative/descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Use or locate relevant terms / menus to access information		
<input type="checkbox"/> Locate at least 2 specific pieces of information		
<input type="checkbox"/> Guess the meaning of words from context		
<input type="checkbox"/> Identify type and parts of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Make appropriate/correct decision		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Speaking Can Do List

Name:	Date:			
Speaking	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. I can start a conversation, engage in small talk, show interest, and close.				
2. I can take turns by asking questions.				
3. I can offer, accept and decline an invitation.				
3. I can answer the phone, give simple information, and close the conversation.				
4. I can give instructions or directions in sequence for everyday activities and processes.				
5. I can give and respond to informal requests, permission and advice in a polite way, and provide some details and reasons.				
6. I can ask for and give information about routine daily activities in conversations, and thank the person.				
7. I can agree, disagree and give opinions in small group discussions or meetings.				
8. I can ask questions, repeat information and check to see if I understand things in discussions.				
9. I can describe a sequence of events, an incident from the past, scenes, pictures, or daily routines in a 5 minute presentation.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 5 Speaking Giving Opinions-Suggestions Multi-Competency

Name:	Date:	Task: In small groups, plan a workplace event (i.e. job fair, team building day, family fun day). Discuss options, express opinions, and come to an agreement about activities, food, and time/date. <u>Extension:</u> assign tasks	
<i>Features: face to face or on phone; informal to somewhat formal, connected language; speech is slow to normal with some pauses and hesitations; a range of common vocabulary; a limited number of idioms; moderately demanding; listener may be supportive/encouraging</i>			
Question and Skill		Yes	No
III Getting Things Done			
<input type="checkbox"/> Make suggestions			
<input type="checkbox"/> Use modals or other polite forms			
<input type="checkbox"/> Provide reason and details			
<input type="checkbox"/> Use appropriate tone for politeness (non-aggressive)			
IV Sharing Information 1			
<input type="checkbox"/> Introduce opinion with polite forms			
<input type="checkbox"/> Provide evidence/support for opinions			
<input type="checkbox"/> Agree/disagree in polite way			
<input type="checkbox"/> Repeat information/confirm understanding, as needed			
<input type="checkbox"/> Participate in coming to final decision; express feelings			
<input type="checkbox"/> Pronunciation: adequately fluent; able to understand			
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements			
Comments:			

Indicator	Dates				
<input type="checkbox"/> Open conversation					
<input type="checkbox"/> Maintain conversation					
<input type="checkbox"/> Close conversation					
<input type="checkbox"/> Respond well to small talk					
<input type="checkbox"/> Take turns by giving non-verbal and verbal signals					
<input type="checkbox"/> Make eye contact, nod, show interest					
<input type="checkbox"/> Indicate non-comprehension (i.e. ask questions/repeat)					
<input type="checkbox"/> Give instructions for everyday tasks					
<input type="checkbox"/> Demonstrate appropriate level of politeness (modals)					
<input type="checkbox"/> Express opinions and disagree appropriately					
<input type="checkbox"/> Provide detail and reasons					
<input type="checkbox"/> Show connectedness					
Comments:					

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 5 Speaking Instructions: Giving Instructions

Name:	Date:	Task: Give instructions on how to locate available jobs online at Walmart or Winners.			
<i>Feature: face to face, on phone, digital; familiar group; informal to somewhat formal connected language; speech is slow to normal with some pauses and hesitations; a range of common everyday vocabulary; a limited number of idioms; about 7- 8 steps; moderately demanding; listener may be supportive/ encouraging</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
Correct sequence of steps Use appropriate expressions to sequence instructions				4	3 2 1
Grammar Use appropriate structures for task Good control of simple sentences Use courtesy forms, where applicable				4	3 2 1
Vocabulary Use prepositions, common expressions to indicate direction and movement; common everyday language				4	3 2 1
Arrange meeting place , if applicable				4	3 2 1
Pronunciation Adequately fluent; able to understand				4	3 2 1
Comments:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

CLB 5 Speaking Invitations: Interacting with Others 1

Name:	Date	Task: Initiate a conversation, invite a friend to a movie or entertainment event and respond appropriately.
<i>Features: face to face; informal to somewhat formal, connected language; slow to normal rate with pauses and hesitations; a range of common vocabulary; limited number of idioms; moderately demanding; listener may be supportive and encouraging</i>		
Holistic	Specifics	Rating
Able to achieve task Meet all or most of task requirements		Yes Not Quite No
Analytic	Specifics	
Greet and open conversation Appropriate register/courtesy forms		4 3 2 1
Extend invitation Use appropriate expressions to invite Give details re: place, time, etc.		4 3 2 1
Respond appropriately Respond politely to questions/refusals		4 3 2 1
Grammar Use correct structures for task Good control of simple sentences		4 3 2 1
Pronunciation Adequately fluent; able to understand Use appropriate stress for questions		4 3 2 1
End conversation Use appropriate register/courtesy forms		4 3 2 1
Comments:		
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved		

CLB 5 Speaking Job Interview: Sharing Information 1

Name:	Date:	Task: Describe to an interviewer past work experience in general, or duties and responsibilities of past job in particular.		
<i>Features: face to face or on phone; informal to somewhat formal, connected discourse; speech is slow to normal with some pauses and hesitations; range of common everyday vocabulary; a limited number of idioms; moderately demanding task; listener may be supportive and encouraging</i>				
		Yes	Some What	No
<ul style="list-style-type: none"> • Begin with transition/bridge from interviewer's question (i.e. <i>yes, okay, sure, well...</i>) 				
<ul style="list-style-type: none"> • Describe past job experience OR duties/responsibilities of past job 				
<ul style="list-style-type: none"> • Give details: places, times, facts, names, job title, etc. 				
<ul style="list-style-type: none"> • Grammar: use some variety of tenses correctly; Past Simple with action verbs; Present Perfect with <i>for</i> and <i>since</i>; good control of simple sentences 				
<ul style="list-style-type: none"> • Vocabulary: common everyday vocabulary; adverbs of frequency, time expressions, conjunctions 				
<ul style="list-style-type: none"> • Answer any questions appropriately 				
<ul style="list-style-type: none"> • Pronunciation: adequately fluent; reasonably clear w/pause groups 				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB 5 Speaking Landlord Conversation: Getting Things Done

Name:	Date:	Task: Phone the landlord, describe 3 problems with the rental unit and request repairs be made.		
<i>Features: on phone or face to face; somewhat formal, connected language; speech is slow to normal with some pauses and hesitations; a range of common vocabulary; limited number of idioms; moderately demanding; listener may be supportive and encouraging</i>				
		Yes	Not Quite	No
• Open conversation: identify self and reason for call				
• Describe problems with details: use passive infinitives, gerunds, nouns, past participles				
• Pronunciation: adequately fluent; able to understand; some effort to pronounce <-ed> endings correctly				
• Make request for repairs: use modals for polite requests				
• Register: language is appropriate for somewhat formal call				
• Give necessary information: location, time, date				
• Repeat information, if necessary				
• Close conversation: use appropriate close and "thank you"				
• Sequence: order is clear				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB 5 Speaking Presentations: Sharing Information 3

Name:	Date:	Task: Give a brief informal presentation on a local cultural event which the learner attended.					
<i>Features: face to face; connected, informal to formal discourse; slow to normal pace with some pauses and hesitations; range of common everyday vocabulary; up to about 7 minutes long and supported with pictures and other visuals; moderately demanding</i>							
Holistic				Rating			
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite	No	
Analytic				Rating			
I Structure							
Greet/welcome audience				4	3	2	1
Introduction, some development and conclusion				4	3	2	1
II Language							
Vocabulary: everyday words; appropriate for task; may use some idioms				4	3	2	1
Details: adequate for task				4	3	2	1
Connected discourse: use of connective words/phrases; sequence events in clear order, if appropriate				4	3	2	1
Sentences: good control of simple sentences; shows initial control of some complex sentences				4	3	2	1
Grammar: use proper/correct tenses for task				4	3	2	1
Register: use informal or formal style; appropriate for audience				4	3	2	1
Pronunciation: adequately fluent; able to understand				4	3	2	1
III Non-Verbal Language							
Body Language: shows some awareness of eye contact/body language				4	3	2	1
Visuals: Handle visual/exhibit, if applicable				4	3	2	1
Comments:							
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved							

CLB 5 Speaking Volunteer Phone Call: Interacting with Others 2

Name:	Date:	Task: Answer the phone at volunteer organization, provide information about an advertised volunteer position, and close.		
<i>Features: over phone; one-on-one; informal to somewhat formal, connected language; speech is slow to normal pace with some pauses and hesitations; range of common vocabulary; limited number of idioms; moderately demanding; listener may be supportive and encouraging</i>				
		Yes	Some What	No
• Greet appropriately: identify self or company/organization				
• Ask caller "How may I help you?"				
• Give requested information (hours, contact person basic duties, etc.)				
• Show active listening: vocalizations				
• Take turns				
• Use polite language				
• Close				
• Pronunciation: adequately fluent				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB 5 Writing Can Do List

Name:	Date:			
Writing	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. I can write a formal invitation to a social or business event and include details about the event.				
2. I can write a short informal letter or email to a friend to describe my feelings about something personal or familiar.				
3. I can write a short email to a friend, teacher, or coworker to give a quick update on something such as my health, progress, or schedule.				
4. I can write down details from short recorded personal or company voicemail messages.				
5. I can take point form notes from a page of information and list the important details.				
6. I can write a short business email to ask for and give basic information.				
7. I can write short business letters for routine purposes: to give my landlord notice, to cancel a service, or to request a refund.				
8. I can fill out forms that have 20-30 items with my personal information.				
9. I can write a paragraph to relate a familiar past event, or to describe a person, object or routine.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did/will do.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 5 Writing Completing Forms: Getting Things Done 2

Name:	Date:	Task: Fill out 1-2 pages of a student loan application with Alberta Government or IAF Canada (Immigrant Access Fund)
<i>Features: moderately complex; contains up to 30 items; adequate range of simple, everyday vocabulary; may include some technical or specialized vocabulary; adequate control of mechanics; moderately demanding contexts</i>		
<i>Learner is able to ...</i>		
<input type="checkbox"/> write full legal name		
<input type="checkbox"/> write complete home address		
<input type="checkbox"/> write complete email address		
<input type="checkbox"/> write dates in format requested, if applicable		
<input type="checkbox"/> write phone numbers in format requested, if applicable		
<input type="checkbox"/> write long numbers (SIN/student #)		
<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"/> sign document		
<input type="checkbox"/> write legibly		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Writing Email New Job: Interacting with Others

Name:	Date:	Task: Write an email to a friend informing him/her of a new job.			
<i>Features: adequate range of vocabulary for most simple everyday texts; about 1 paragraph with main idea and some supporting details; good simple structures; difficulty with complex ones; adequate control of mechanics; familiar audience; moderately demanding</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
<i>The email...</i>			No	Some what	Yes
<ul style="list-style-type: none"> has To: address 					
<ul style="list-style-type: none"> has a subject 					
<ul style="list-style-type: none"> has an appropriate greeting 					
<ul style="list-style-type: none"> has an introduction / purpose statement 					
<ul style="list-style-type: none"> describes new job and tasks with some details 					
<ul style="list-style-type: none"> briefly expresses opinion, feeling, or prediction about job 					
<ul style="list-style-type: none"> has adequate paragraph structure 					
<ul style="list-style-type: none"> has a conclusion 					
<ul style="list-style-type: none"> has an appropriate closing with a name 					
<ul style="list-style-type: none"> uses appropriate tenses (i.e. Present/Future Simple and/or Continuous; <i>Be Going To</i>) 					
<ul style="list-style-type: none"> shows good control of simple sentences 					
<ul style="list-style-type: none"> uses appropriate vocabulary 					
<ul style="list-style-type: none"> shows adequate control of spelling, punctuation, capitals 					
Comments:					

Indicator	Dates				
<input type="checkbox"/> Convey intended meaning					
<input type="checkbox"/> Address purpose of writing					
<input type="checkbox"/> Use appropriate and relevant language and content					
<input type="checkbox"/> Express main ideas					
<input type="checkbox"/> Support main ideas in some detail					
<input type="checkbox"/> Use appropriate connective words and phrases					
<input type="checkbox"/> Adequate control of mechanics (spelling, punctuation, format)					
<input type="checkbox"/> Provide introduction, development, conclusion—adequate paragraph structure					
<input type="checkbox"/> Convey a sense of audience					
Comments:					

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 5 Writing Formal Letter: Getting Things Done

Name:	Date:	Task: Write a short formal letter to a landlord to give notice of the last month.			
<i>Features: adequate range of vocabulary for most simple everyday texts; about 1 paragraph; main idea with supporting details; good simple structures; adequate control of mechanics; familiar audience; moderately demanding; informal to formal</i>					
Holistic					Rating
Able to achieve task					
Meet all or most of the task requirements					Yes Not Quite No
Analytic					Rating
I Formal Letter Conventions					
Sender's address					4 3 2 1
Name and address of the reader					4 3 2 1
Appropriate greeting					4 3 2 1
Opening sentence that gives purpose of letter					4 3 2 1
Body: few sentences					4 3 2 1
Appropriate close					4 3 2 1
I Content					
Clear message					4 3 2 1
Necessary details: address, date, etc.					4 3 2 1
Appropriate vocabulary: simple, connected words/phrases; sense of audience					4 3 2 1
III Grammar					
Good control of simple sentences with S-V agreement					4 3 2 1
Correct tenses for task					4 3 2 1
Correct pronouns					4 3 2 1
IV Punctuation, capitals and spelling					
Colon after opening greeting					4 3 2 1
Periods at end of sentences					4 3 2 1
Proper punctuation in addresses					4 3 2 1
Capitals at beginning of sentences and proper names					4 3 2 1
Correct spelling: adequate control					4 3 2 1
Comments:					
<p style="text-align: center;">4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved</p>					

CLB 5 Writing Paragraph: Sharing Information

Name:	Date:	Task: Write a paragraph to relate a past visit to a tourist attraction or cultural/social event for a local newsletter.			
<i>Features: adequate range of vocabulary for most simple everyday texts; about 1 paragraph with main idea and some supporting details; good simple structures; adequate control of mechanics; familiar audience; moderately demanding; informal to formal</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
Adequate paragraph structure Introduction, development, conclusion				4	3 2 1
Adequate topic sentence Express main idea				4	3 2 1
Content Main idea is supported with some details Use descriptive/opinion adjectives				4	3 2 1
Vocabulary Adequate range for simple task Appropriate connective words/phrases				4	3 2 1
Grammar Good control of simple structures Correct verbs tenses/forms for task				4	3 2 1
Mechanics Adequate control of spelling, punctuation and format				4	3 2 1
Comments:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

CLB 5 Writing Phone Messages: Reproducing Oral Information 1

Name:	Date:	Task: write phone message to pass on to someone else.
<i>Features: adequate range of vocabulary for most simple everyday texts; oral discourse is short, about 5-7 details; adequate control of mechanics; familiar audience; informal to formal; moderately demanding</i>		
<input type="checkbox"/> Date and time message taken		
<input type="checkbox"/> Clear message		
<input type="checkbox"/> Adequate details:		
<input type="radio"/> names		
<input type="radio"/> dates		
<input type="radio"/> times		
<input type="radio"/> addresses		
<input type="radio"/> numbers		
<input type="radio"/> directions		
<input type="radio"/> others		
<input type="checkbox"/> Correct verbs to convey message		
<input type="checkbox"/> Correct mechanics: punctuation, spelling, capitals		
<input type="checkbox"/> Correct use of symbols/short forms (i.e. ASAP)		
<input type="checkbox"/> Legible		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 5 Writing Note-Taking: Reproducing Oral Information 1

Name:	Date:	Task: Take notes from a very short job training workshop on hard or soft skills.			
<i>Features: adequate range of vocabulary for simple everyday texts; oral information to be reduced is about 5-7 details; informal to formal; adequate control of mechanics; familiar audience; moderately demanding</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Important points; conveys a clear message 					
<ul style="list-style-type: none"> Accurate details: names, ages, time/frequency expressions, places, examples, etc. 					
<ul style="list-style-type: none"> Format: point form; itemized clearly; bullets/dashes; spacing 					
<ul style="list-style-type: none"> Vocabulary: reproduced or used accurate synonyms 					
<ul style="list-style-type: none"> Structures: good control; key words/correct word order 					
<ul style="list-style-type: none"> Correct punctuation 					
<ul style="list-style-type: none"> Correct capitals 					
<ul style="list-style-type: none"> Correct spelling 					
<ul style="list-style-type: none"> Legible: clear message 					
<ul style="list-style-type: none"> Symbols/abbreviated forms: appropriate use 					
Comments:					

CLB 5 Writing Note-Taking: Reproducing Written Information 2

Name:	Date:	Task: Take notes from a job ad.			
<i>Features: adequate range of vocabulary for most simple everyday texts; oral information to be reduced is relatively short; print/online is about 1 page; clear organization/layout; adequate control of mechanics; familiar audience; moderately demanding; informal to formal</i>					
Holistic			Rating		
<ul style="list-style-type: none"> • Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> • Important points only 					
<ul style="list-style-type: none"> • Accurate details (such as names, addresses, numbers, dates, times, hours, prices/wages directions, etc.) 					
<ul style="list-style-type: none"> • Format: point form is clear/easy to see; good spacing 					
<ul style="list-style-type: none"> • Vocabulary: reproduced or used accurate synonyms 					
<ul style="list-style-type: none"> • Structures: good control; key words/correct word order 					
<ul style="list-style-type: none"> • Correct punctuation 					
<ul style="list-style-type: none"> • Correct capitals 					
<ul style="list-style-type: none"> • Correct spelling 					
<ul style="list-style-type: none"> • Legible: clear message 					
<ul style="list-style-type: none"> • Symbols/abbreviated forms: appropriate use 					
Comments:					

CLB 6 Listening Can Do List

Name:	Date:			
Listening	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. I can understand conversations that include making / cancelling appointments, apologies, and problems.				
2. I can understand conversations that express feelings such as regret and compassion.				
3. I can identify expressions such as openings, pre-closing and closings in conversations.				
4. I can identify the situation and relationship between speakers in conversations.				
5. I can identify emotional states, moods and attitudes from the tone of the speakers.				
6. I can take a message with some details over the phone.				
7. I can understand and follow instructions, even when the steps are not in order.				
8. I can understand suggestions, advice, encouragement, and requests in conversations for influencing others.				
9. I can understand short group discussions and meetings on familiar topics, such as a short briefing from a supervisor in a workplace meeting.				
10. I can understand 10 minute presentations about personal experiences/familiar topics, and identify facts and opinions.				
11. I can predict what will happen next in a story or narration, and make inferences.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 6 Listening I Interacting With Others

Name:	Date:	Task: Listen to two old friends talk, and express feelings about, recent activities in their lives.
<i>Features: face to face, over phone, digital; generally familiar, personally relevant topics; some abstract concepts; informal, generally concrete language w/some abstract elements; range of common vocabulary; common idioms; slow to normal rate; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify specific factual details		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify expressions of openings, re-closing, closings, and leave-takings, if appl.		
<input type="checkbox"/> Identify formal and casual style		
<input type="checkbox"/> Identify language function (i.e. giving excuses or apologies, cancelling)		
<input type="checkbox"/> Identify situation and relationship between speakers		
<input type="checkbox"/> Identify some feelings such as regret,		
<input type="checkbox"/> Identify mood, attitude and emotional states from tone and intonation		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 6 Listening II Comprehending Instructions

Name:	Date:	Task: Listen to a friend discuss how to prepare for, and follow-up from, a job interview.
<i>Features: face to face, over phone, digital; informal, generally concrete language with some abstract elements; instructions are clear and explicit but not always presented step by step; about 9–10 steps with up to 12 details; range of common vocabulary; common idioms; slow to normal rate; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Demonstrate active listening, if applicable		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual/supporting details		
<input type="checkbox"/> Identify words for sequence, and other cues to infer order		
<input type="checkbox"/> Understands common vocabulary and idioms		
<input type="checkbox"/> Understand function or intention of communication		
<input type="checkbox"/> Seek clarification and confirmation, if required		
<input type="checkbox"/> Understand level of formality and/or style		
<input type="checkbox"/> Respond with action to directions and instructions, if applicable/possible		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 6 Listening III Getting Things Done

Name:	Date:	Task: Listen to a job interview.
<i>Features: face to face, over phone, digital; some abstract concepts; informal, generally concrete language w/some abstract elements; range of common vocabulary; common idioms; slow to normal rate; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual / supporting details		
<input type="checkbox"/> Identify key words and expressions		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Understand common vocabulary and idioms		
<input type="checkbox"/> Identify words for comparison, contrast, condition and result		
<input type="checkbox"/> Interpret facts, advice, suggestions and opinions		
<input type="checkbox"/> Recognize level of formality		
<input type="checkbox"/> Understand function or intent of communication		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

Indicator	Dates				
<input type="checkbox"/> Demonstrate active listening (eye contact, nod, tilt head)					
<input type="checkbox"/> Make brief responses (<i>uh huh, yes, really?</i>)					
<input type="checkbox"/> Ask relevant questions (to clarify /confirm understanding)					
<input type="checkbox"/> Repeat ideas or instructions accurately					
<input type="checkbox"/> Understand question and provide accurate answer					
<input type="checkbox"/> Paraphrase ideas					
<input type="checkbox"/> Avoid interrupting for most part					
<input type="checkbox"/> Add supportive comments					
<input type="checkbox"/> Understand when / how to take turns					
<input type="checkbox"/> Recognize signals (i.e. end of conversation, turn-taking)					
<input type="checkbox"/> Follow everyday classroom instructions					

Comments:

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 6 Listening IV Comprehending Information 1

Name:	Date:	Task: Listen to a group of students discussing whether to go to local protest about land use.
<i>Feature: face to face, over phone, digital; some abstract concepts; informal, generally concrete language with some abstract elements; range of common vocabulary; common idioms; slow to normal rate; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> identify main idea		
<input type="checkbox"/> Identify topic-specific words, phrases, expressions		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify common idiomatic expressions such as _____ _____		
<input type="checkbox"/> Identify fact and opinion		
<input type="checkbox"/> Interpret signals for collaboration, turn-taking, and interruption		
<input type="checkbox"/> Predict what will happen next		
<input type="checkbox"/> Make some inferences		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Listening IV Comprehending Information 2: Presentations

Name:	Date:	Task: Listen to a presentation on team building.
<i>Feature: face to face, over phone, digital; some abstract concepts; informal, generally concrete language with some abstract elements; range of common vocabulary; common idioms; slow to normal rate; moderately demanding; up to about 10 minutes</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> identify main ideas		
<input type="checkbox"/> Identify topic-specific words, phrases, expressions		
<input type="checkbox"/> Identify factual/supporting details		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify common idiomatic expressions		
<input type="checkbox"/> identify words and phrases for cause and effect		
<input type="checkbox"/> Identify fact and opinion		
<input type="checkbox"/> Interpret factual information, explanations, and opinions		
<input type="checkbox"/> Predict what will happen next (in narratives)		
<input type="checkbox"/> Make some inferences		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading Can Do List

Name:	Date:			
Reading	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. I can read an email or other online message that conveys announcements, cancellations, or updates.				
2. I can read an email that extends an apology and gives reasons, or an invitation for a large social/work event.				
3. I can read instructions to use a chemical product, submit an application, cancel a reservation, or learn how to do something. (about 10 steps)				
4. I can read a course calendar, map, directory or website menu to select a suitable program, activity or product, or to find information that I need.				
5. I can read a business or service text that contains advice, requests, or detailed specifications.				
6. I can read a business letter to determine what needs to be done, or a cover letter to determine suitability for a job.				
7. I can read an online article, newsletter or document.				
8. I can read a descriptive or narrative text on a familiar topic.				
9. I can understand and explain information in a table, diagram, graph, or website menu.				
10. I can access online reference sources to find and compare relevant information.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class, as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 6 Reading Historical Attractions: Comprehending Information 3

Name:	Date:	Task: Locate information on 2 historical attractions and decide which one to visit with a young family of four.		
<i>Features: paper-based, digital, online; mostly factual, concrete, literal, common language; some abstract / specialized vocabulary; occasional idiom; occasionally supported by visuals; formatted/ continuous texts are moderately complex; moderately demanding</i>				
Holistic		Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 		Yes	Not quite	No
Analytic		Rating		
		Yes	Some what	No
<ul style="list-style-type: none"> Find 2 historical attractions by scanning home page lists / menus, and inside list of attractions 				
<ul style="list-style-type: none"> Find and record specific relevant information from each site 				
<ul style="list-style-type: none"> Identify ratings and rankings (#s and adjectives) 				
<ul style="list-style-type: none"> Identify which attraction has the better reviews overall; support with examples/words from text 				
<ul style="list-style-type: none"> Compare facts and make a choice based on needs and facts 				
<ul style="list-style-type: none"> Reasons: valid, appropriate, accurate 				
Comments:				

*Use this assessment form to evaluate the information/task recorded on the chart on the next page

CLB 6 Reading Historical Attractions Chart: Comprehending Information 3

Instructions: Instead of travelling this year, you are going to have a “staycation.” You are interested in learning about Calgary’s/Alberta’s history and would like to visit a local attraction, but you need to read some information and reviews to make the best choice. It is important that your 2 children, who are 6 and 8 years old, have lots of fun and plenty of things to do the entire day!

Research 2 historical attractions and take notes in the chart below. Then choose the best place, and write your reasons for your choice on the following page.

	Attraction 1	Attraction 2
Name and location		
Hours		
Months/days open		
Phone number		
Admission costs		
Some activities		
Ranked #		
Reviews:		

*Converting this chart to “landscape format” will provide additional space for information

CLB 6 Reading I Interacting With Others

Name:	Date:	Task: Read an invitation to a community service awards ceremony.
<i>Features: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract specialized vocabulary; occasional idioms or supported by visuals; continuous texts are moderately complex; may include narrative/descriptive/literary text; up to about 2 pages; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify specific factual details		
<input type="checkbox"/> Identify some implied meanings		
<input type="checkbox"/> Identify reader/writer relationship		
<input type="checkbox"/> Identify words by guessing from context		
<input type="checkbox"/> Identify writer's mood and attitude		
<input type="checkbox"/> Understand purpose of message		
<input type="checkbox"/> Identify the situation or context		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading II Comprehending Instructions

Name:	Date:	Task: Read a brochure on how to save on water usage.
<i>Feature: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract/specialized vocabulary; occasional idioms; supported by visuals; instructions are clear and explicit; about 10 steps; may include narrative text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Interpret correct order of steps		
<input type="checkbox"/> Identify location signals, if applicable		
<input type="checkbox"/> Identify purpose of the text		
<input type="checkbox"/> Identify specific details		
<input type="checkbox"/> Understand organization features (bullets, #s, headings)		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Make inferences about cause and effect		
<input type="checkbox"/> Follow instructions, if applicable/possible		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading III Getting Things Done 1

Name:	Date:	Task: Read a college course schedule for specific information.
<i>Features: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract specialized vocabulary; occasional idioms; may be supported by visuals; formatted texts are moderately complex; may include narrative/descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify layout and organization		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify main idea of text		
<input type="checkbox"/> Scan for 2 or 3 pieces of specific important information		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Respond appropriately/correctly, if applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading III Getting Things Done 2

Name:	Date:	Task: Read a cover letter for a job and decide on candidate's suitability for the posted job.
<i>Features: paper-based, digital, online; mostly factual, concrete literal language; some abstract or specialized vocabulary; formatted texts are moderately complex; may include narrative/descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose or intent of text		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual details		
<input type="checkbox"/> Identify some implied (inferred meanings)		
<input type="checkbox"/> Identify writer's mood, intention, and attitude, if applicable		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Recognizes level of formality, if applicable		
<input type="checkbox"/> Make correct choice/decision		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading IV Comprehending Information 1

Name:	Date:	Task: Read a blog about donating online.
<i>Feature: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract/specialized vocabulary; occasional idioms or supported by visuals; continuous texts are moderately complex; may include narrative/descriptive/literary texts; up to about 2 pages; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify organization of text		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify important details		
<input type="checkbox"/> Identify links between paragraphs, if applicable		
<input type="checkbox"/> Distinguish facts from opinions		
<input type="checkbox"/> Retell or summarize text		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading IV Comprehending Information 2

Name:	Date:	Task: Read a text and a table on water use restrictions.
<i>Features: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract / specialized vocabulary; occasional idioms; may be supported by visuals; formatted texts are moderately complex; may include narrative/descriptive text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of formatted text (i.e. bar or line graph, table, diagram, pie chart)		
<input type="checkbox"/> Identify overall meaning or main idea of text		
<input type="checkbox"/> Identify parts of text (i.e. columns/rows)		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify key details		
<input type="checkbox"/> Compare facts		
<input type="checkbox"/> Interpret the information		
<input type="checkbox"/> Make a choice or decision based on facts		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Reading IV Comprehending Information 3

Name:	Date:	Task: Use online job banks to locate key information about specific occupations.
<i>Features: paper-based, digital, online; mostly factual, concrete, literal descriptive common language; some abstract/ specialized vocabulary; occasional idioms or supported by visuals; formatted/continuous texts are moderately complex; may include narrative/descriptive/literary text; up to about 2 pages; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Use relevant terms/menus to access 2-3 specific reference sites		
<input type="checkbox"/> Locate specific information		
<input type="checkbox"/> Record required information from sites		
<input type="checkbox"/> Guess the meaning of words from context		
<input type="checkbox"/> Identify type and parts of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Compare and contrast facts		
<input type="checkbox"/> Make appropriate decision based on facts		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 6 Speaking Apology: Interacting with Others

Name:	Date:	Task: Open a conversation with a supervisor, and apologize for being late for/missing a training session or meeting.		
<i>Feature: face to face, over phone, digital; informal to somewhat formal, connected discourse; everyday vocabulary may use some common idioms; slow to normal pace with a few hesitations; moderately demanding</i>				
		Yes	Some What	No
<ul style="list-style-type: none"> • Open conversation: appropriate greeting; ask if it is a good time or if person has a few minutes to talk 				
<ul style="list-style-type: none"> • Apologize: offer apology and acknowledge responsibility (i.e. <i>I'm really sorry for missing our meeting this afternoon at 2:00.</i>) 				
<ul style="list-style-type: none"> • Explain reason: provide reason with a few details; short, accurate, honest; too many/very personal are inappropriate 				
<ul style="list-style-type: none"> • Offer of repair: make request to reschedule, make up time, etc. (i.e. <i>I was wondering if.../ Would 3:00 pm tomorrow be okay?</i>) 				
<ul style="list-style-type: none"> • Promise to commit: Thank person, and confirm time/date (i.e. <i>Thank you. I'll be there at 3:00 next Tuesday.</i>) 				
<ul style="list-style-type: none"> • Vocabulary: connected; some collocations; appropriate expressions and register (somewhat formal) 				
<ul style="list-style-type: none"> • Grammar: use modals for request; future tense for promise 				
<ul style="list-style-type: none"> • Pronunciation: reasonably fluent; intonation for sincerity / request 				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB Speaking Can Do List

Name:	Date:			
Speaking	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. I can open, maintain a short conversation that includes small talk, and close.				
2. I can introduce a person to a small familiar group of people.				
3. I can interrupt appropriately in a conversation.				
4. I can express apologies, excuses, and opinions in conversations.				
5. I can make suggestions or arrangements in conversations.				
6. I can talk on the phone about familiar and routine matters.				
7. I can leave an accurate telephone message in some detail.				
8. I can give clear instructions and directions for technical and non-technical tasks, procedures or processes.				
9. I can give extended warnings, suggestions, and advice in a polite way.				
10. I can participate in small group discussions and express my opinions and feelings.				
11. I can express reservations, approval/disapproval, and possibilities in group discussions.				
12. I can describe a process, tell a story, or compare events, jobs or procedures in a 10 minute presentation.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class (i.e. *I can understand hope, appreciation, satisfaction, and/or approval ...*) as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 6 Speaking Giving Suggestions: Getting Things Done

Name:	Date:	Task: Give suggestions to a friend on how to prepare for, and follow-up from, a job interview, and predict the consequences of not following through.		
<i>Features: face to face; on phone; digital; one-on-one or in small groups; informal to somewhat formal, connected discourse; range of everyday vocabulary; some idiomatic language; speech is slow to normal pace with a few hesitations; moderately demanding</i>				
		Yes	Not Quite	No
• Open conversation appropriately				
• Listen actively to problem / situation / request				
• Offer a range of suggestions				
• Provide reasons/examples/support for suggestions				
• Use modals, set expressions, <i>If</i> -clauses for appropriate level of politeness				
• Predict consequences of not following through				
• Close conversation				
• Grammar: some variety of structures; developing control of complex ones				
• Language: appropriate vocabulary, register, some idioms, some cause/effect connectors				
• Pronunciation: reasonably fluent				
<input type="checkbox"/> Task Achieved: Meets most or all of the task requirements				
Comments: 				

Indicator	Dates				
<input type="checkbox"/> Open conversation					
<input type="checkbox"/> Maintain conversation					
<input type="checkbox"/> Close conversation					
<input type="checkbox"/> Use small talk expressions					
<input type="checkbox"/> Respond well to small talk expressions					
<input type="checkbox"/> Add supportive comment					
<input type="checkbox"/> Take turns					
<input type="checkbox"/> Interrupt appropriately					
<input type="checkbox"/> Ask clarifying questions / confirm understanding					
<input type="checkbox"/> Make eye contact and nods to show interest					
<input type="checkbox"/> Express opinions and feelings appropriately					
<input type="checkbox"/> Disagree appropriately					
<input type="checkbox"/> Express politeness (i.e. modals and other expressions)					
Comments:					

*Use this form to record daily observations or learners' abilities in order to provide additional support/evidence

CLB 6 Speaking Instructions: Giving Instructions

Name:	Date:	Task: Give instructions to a friend on how to find out if his/her family qualifies for financial assistance for leisure centres or other city services.
<i>Features: face to face, on phone; one-on-one or small groups; informal to somewhat formal, connected discourse with adequate details; about up to 9-10 steps; moderately demanding</i>		
Holistic	Specifics	Rating
Able to achieve task Meet all or most of the task requirements		Yes Not Quite No
Analytic	Specifics	Rating
Correct sequence of steps Use sequencers		4 3 2 1
Grammar Use correct structures for task Some variety of sentences		4 3 2 1
Clear references Use clear references		4 3 2 1
Vocabulary Use appropriate/correct forms Show range of everyday vocabulary		4 3 2 1
Pronunciation Reasonably fluent Use sequencing intonation		4 3 2 1
Check to confirm Try to ensure listener understands		4 3 2 1
Comments:		
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved		

CLB 6 Speaking Interview-Meeting: Sharing Information 1

Name:	Date:	Task: In a meeting with a volunteer coordinator or recruiting officer, explain reasons for wanting to volunteer, discuss abilities, skills, or experience, and give opinion about suitability for existing position.			
<i>Features: face to face, on phone; digital; one-on-one; informal to somewhat formal, connected language; a range of everyday vocabulary with some idioms; slow to normal rate a few hesitations; moderately demanding</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			No	Not quite	Yes
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Explain reasons for wanting to volunteer / work 					
<ul style="list-style-type: none"> Describe skills, abilities, or experience that relate to position 					
<ul style="list-style-type: none"> Express opinion about suitability for position and give reason 					
<ul style="list-style-type: none"> Ask / answer any relevant or clarifying questions 					
<ul style="list-style-type: none"> Repeat information, if needed 					
<ul style="list-style-type: none"> Grammar: appropriate for task; some variety of structures 					
<ul style="list-style-type: none"> Language: appropriate vocabulary; action verbs, participles, etc. 					
<ul style="list-style-type: none"> Pronunciation: reasonably fluent 					
<ul style="list-style-type: none"> Pragmatics: appropriate register, bridges, fillers, softeners, 					
Comments:					

CLB 6 Speaking Phone Messages: Interacting with Others 2

Name:	Date:	Task: Leave a message to reschedule a movie night with a friend, make a new suggestion, and ask for a call back /confirmation /to pass the message on.		
<i>Features: over phone, digital; informal to somewhat formal, connected discourse; everyday vocabulary; may use some common idioms; slow to normal pace with a few hesitations; moderately demanding; 3-5 details</i>				
		Yes	Some What	No
• Open, identify self, greets caller				
• Give purpose of call and reason				
• Leave message with accurate details (3-5)				
• Request to confirm/call back/pass on message, if applicable				
• Give phone number				
• Close appropriately				
• Pronunciation: reasonably fluent and clear				
• Language: appropriate vocabulary, register				
Task Achieved: Meet all or most of the task requirements				
Comments:				

CLB 6 Speaking Presentations: Sharing Information 2

Name:	Date:	Task: Give a presentation on the process and importance of networking for social and employment reasons.					
<i>Features: face to face; in familiar groups; connected, informal to formal discourse; a range of everyday vocabulary with some idiomatic language; slow to normal pace with a few hesitations; up to about 7 minutes long and supported with pictures and other visuals</i>							
Holistic				Rating			
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite	No	
Analytic				Rating			
I Structure							
Greet/welcome audience				4	3	2	1
Introduction, development and conclusion				4	3	2	1
II Language							
Vocabulary: everyday vocabulary; appropriate; may include some idioms				4	3	2	1
Details: adequate for task				4	3	2	1
Connected discourse: use appropriate connective words/phrases				4	3	2	1
Sentences: some variety; developing control of complex sentences				4	3	2	1
Grammar: use proper/correct tenses for task				4	3	2	1
Register: informal or formal style; appropriate for audience				4	3	2	1
Pronunciation: reasonably fluent w/some awareness of volume, rate, pauses				4	3	2	1
III Non-Verbal Language							
Body Language: some awareness of eye contact and body language				4	3	2	1
Visuals: Handle visual/exhibit, if applicable				4	3	2	1
Comments:							
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved							

CLB 6 Writing Can Do List

Name:	Date:			
Writing	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. I can write a short email to cancel an appointment, express disappointment, and/or apologize.				
2. I can write a short message to express appreciation and/or offer assistance to a teacher, co-worker, or volunteer committee.				
3. I can write a personal message to congratulate someone or thank someone for a favour.				
4. I can write down 7-8 details from short recorded personal or company messages, podcasts or oral presentations.				
5. I can take point form notes from about 1.5 pages of written/online information, and summarize key points with accurate details.				
6. I can write short business emails for routine purposes: to request/give information, ask permission to work from home, re-schedule a meeting, or offer assistance with a task or job.				
7. I can write a short cover letter to accompany a resume and/or application				
8. I can write short business letters for various purposes: cancel a membership, request a refund for a defective product, or request information or transcript from a university.				
9. I can fill out forms that have 30-40 items with detailed personal information.				
10. I can write 1-2 paragraphs to relate a familiar past event, a story, a detailed description, or to compare people, things, routines, or procedures				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did/will do.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 6 Writing Cover Letter: Getting Things Done 1

Name:	Date:	Task: Write a short cover letter to accompany a job application form or resume.					
<i>Features: good range of vocabulary for simple everyday texts; about 2 paragraph; clearly expressed main idea; some supporting details; good simple structures; developing control of complex ones; adequate control of mechanics; familiar audience; moderately demanding contexts; informal to formal</i>							
Holistic				Rating			
Able to achieve task: Meet all or most of the task requirements				Yes	Not Quite	No	
Analytic				Rating			
I Cover Letter Conventions							
Sender's address				4	3	2	1
Date: appropriate form				4	3	2	1
Name and title of recipient				4	3	2	1
Company name and address				4	3	2	1
Job title and reference/competition #, if appl.				4	3	2	1
Salutation and close: appropriate				4	3	2	1
Opening sentence gives purpose of letter: apply for specific position				4	3	2	1
Paragraph structure: few sentences				4	3	2	1
I Content							
Message: conveys intention; shows applicant is a good fit				4	3	2	1
Details: briefly mentions skills/qualifications/experience for specific job				4	3	2	1
Vocabulary: good range; connective words/phrases				4	3	2	1
Register: conveys sense of audience; positive, professional tone				4	3	2	1
III Grammar							
Good control of simple sentences; developing control of complex ones				4	3	2	1
Correct tenses/forms				4	3	2	1
IV Punctuation, capitals and spelling							
Colon after greeting; comma after close				4	3	2	1
Periods at end of sentences				4	3	2	1
Capitals at beginning of sentences and proper names				4	3	2	1
Correct spelling				4	3	2	1
Comments:							
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved							

CLB 6 Writing Emails

Name:	Date:	Task: Write a follow-up thank you email after a job or information interview.			
<i>Features: good range of vocabulary for simple everyday texts; about 1 or 2 paragraphs with clearly expressed main idea and some supporting details; good simple structures; developing control with complex ones; adequate control of mechanics; familiar audience; moderately demanding; informal to formal; limited range of idiomatic language</i>					
Holistic			Rating		
Able to achieve task Meet all or most of the task requirements			Yes	Not Quite	No
Analytic			Rating		
To: and Subject: Complete and accurate			4	3	2 1
Salutation/Name Appropriate and accurate			4	3	2 1
Adequate paragraph structure Use topic sentence, body, conclusion			4	3	2 1
Content Clearly express main idea supported with some detail; conveys intended meaning; relevant to situation			4	3	2 1
Register Conveys appropriate tone			4	3	2 1
Vocabulary Good range; appropriate use of connective words and phrases			4	3	2 1
Sociolinguistic language, if appl. Use a limited range of natural idioms, cultural references, figures of speech			4	3	2 1
Grammar Good control of simple structures; developing control with complex ones			4	3	2 1
Complimentary close and name Appropriate			4	3	2 1
Mechanics Adequate control of spelling, punctuation and format			4	3	2 1
Comments:					
<i>4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved</i>					

Indicator	Dates				
<input type="checkbox"/> Convey intended meaning					
<input type="checkbox"/> Address purpose of writing					
<input type="checkbox"/> Use appropriate and relevant language and content					
<input type="checkbox"/> Express main idea					
<input type="checkbox"/> Support main idea with some details					
<input type="checkbox"/> Use appropriate connective words and phrases					
<input type="checkbox"/> Adequate control of mechanics (spelling, punctuation, format)					
<input type="checkbox"/> Provide introduction, development, conclusion—adequate paragraph structure					
<input type="checkbox"/> Convey a sense of audience					
Comments:					

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 6 Writing Paragraph: Sharing Information

Name:	Date:	Task: Write a self-evaluation for job performance over past 12 months.					
<i>Features: good range of vocabulary for simple everyday texts; informal to formal; up to about 2 paragraph; clearly expressed main idea; some supporting details; good simple structures; developing control of complex ones; adequate control of mechanics; familiar audience; moderately demanding contexts</i>							
Holistic				Rating			
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite	No	
Analytic				Rating			
Adequate paragraph structure Introduction, development, conclusion				4	3	2	1
Good topic sentences Clearly express main idea or purpose; topic + controlling idea (opinion)				4	3	2	1
Good concluding sentence Signal end / reference to future				4	3	2	1
Content Main ideas supported with some details; accurate comparisons in clear sequence				4	3	2	1
Vocabulary Good range; limited range of natural idioms appropriate to context, if appl.				4	3	2	1
Coherence Appropriate connective words/phrases; show contrast (i.e. past/present/future)				4	3	2	1
Grammar Correct forms; good control of simple forms; developing control of complex ones				4	3	2	1
Register Shows some awareness of audience, context, formality required for workplace document				4	3	2	1
Mechanics Adequate control of spelling, punctuation and format				4	3	2	1
Comments:							
<i>4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved</i>							

CLB 6 Writing Note-Taking: Reproducing Oral Information

Name:	Date:	Task: Take notes on a radio program about asking for promotion. Create point form outline from notes.			
<i>Features: good range of vocabulary for simple everyday texts; oral information to be reduced is about 7-8 details or up to about 10 minutes; informal to formal; adequate control of mechanics; familiar audience</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Important points only 					
<ul style="list-style-type: none"> Accurate details: names, addresses, dates, times, time expressions, frequency expressions, etc. 					
<ul style="list-style-type: none"> Format: point form; itemized clearly; bullets/dashes; spacing 					
<ul style="list-style-type: none"> Vocabulary: reproduced or used accurate synonyms 					
<ul style="list-style-type: none"> Structures: good control; key words/correct word order 					
<ul style="list-style-type: none"> Correct punctuation 					
<ul style="list-style-type: none"> Correct capitals 					
<ul style="list-style-type: none"> Correct spelling 					
<ul style="list-style-type: none"> Legible: clear message 					
<ul style="list-style-type: none"> Symbols/abbreviated forms: appropriate use 					
Comments:					

CLB 6 Writing Outlines: Reproducing Written Information

Name:	Date:	Task: Take notes on an article about workplace habits and create a point form outline.			
<i>Features: good range of vocabulary for simple everyday texts; print or online information to be reduced is about 1.5 pages; clear organization and layout; informal to formal; adequate control of mechanics; familiar audience; moderately demanding</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Outline content: topic sentence, main points/ideas, supporting details, concluding sentence 					
<ul style="list-style-type: none"> Outline format: itemized clearly with numbers/letters; good spacing 					
<ul style="list-style-type: none"> Grammar structures: good control of sentences (topic, main ideas, conclusion), phrases and key words (supporting details) 					
<ul style="list-style-type: none"> Important points only 					
<ul style="list-style-type: none"> Accurate details: names, addresses, dates, times, and directions, etc. 					
<ul style="list-style-type: none"> Vocabulary: reproduced or used accurate synonyms 					
<ul style="list-style-type: none"> Correct punctuation 					
<ul style="list-style-type: none"> Correct capitals 					
<ul style="list-style-type: none"> Correct spelling 					
<ul style="list-style-type: none"> Legible: easy to read 					
Comments:					

CLB 7 Listening Can Do List

Name:	Date:			
Listening	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. I can understand appreciation, satisfaction, and approval in conversations.				
2. I can understand complaints, dissatisfaction, and disapproval in conversations.				
3. I can identify the situation and relationship between speakers in conversations.				
4. I can identify emotional state, mood and attitude from the tone of the speakers.				
5. I can take a detailed message over the phone.				
6. I can understand and follow detailed instructions, even when the steps are not in order.				
7. I can understand requests, reminders, orders and pleas in conversations for influencing others.				
8. I can understand short group discussions and meetings on familiar topics.				
9. I can understand 12-15 minute presentations about personal experiences/familiar topics even when the information is not in order, and identify facts and opinions.				
10. I can identify comparisons and contrasts in presentations (i.e. 2 different cultures or jobs), and make inferences.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class (i.e. *I can understand hope, appreciation, satisfaction, and/or approval ...*) as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. Use this document as you move through the competencies and complete real world tasks that address those competencies. Or you may wish to photocopy this document each time you need it..

CLB 7 Listening I Interacting With Others

Name:	Date:	Task: Listen to an operations manager give constructive criticism during a performance evaluation meeting with an employee.
<i>Features: face to face, on phone, digital; speech is clear, at normal pace; informal to semi-formal, connected discourse; language is concrete or abstract; sometimes specialized with expanded range of vocabulary; some less common idioms; moderate in length</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify stated or unspecified details		
<input type="checkbox"/> Identify language function		
<input type="checkbox"/> Identify level of formality and/or style		
<input type="checkbox"/> Identify emotional state, mood, attitude from tone and intonation		
<input type="checkbox"/> Interpret feelings such as gratitude, hope and appreciation		
<input type="checkbox"/> Identify situation and relationship between speakers		
<input type="checkbox"/> Interprets vocabulary and some less common idiomatic expressions		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 7 Listening II Comprehending Instructions

Name:	Date:	Task: Listen to a psychologist talk about how to locate a family counsellor or therapist. Then paraphrase instructions.
<i>Features: face to face, on phone, digital; speech is clear, at normal pace; informal to semi-formal, connected discourse; instructions are clear, explicit, about 10-12 steps, but not always in order; language is concrete or abstract; sometimes specialized with some less common idiom</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Demonstrate active listening, if applicable		
<input type="checkbox"/> Identify key words and expressions		
<input type="checkbox"/> Identify factual / supporting details		
<input type="checkbox"/> Identify sequence or cohesive words, or other cues to infer order		
<input type="checkbox"/> Understand function or intent of communication		
<input type="checkbox"/> Seek clarification and confirmation, if required		
<input type="checkbox"/> Understand expanded range of vocabulary and common idioms		
<input type="checkbox"/> Understand level of formality and/or style		
<input type="checkbox"/> Respond with action to directions and instructions, if applicable/possible		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

CLB 7 Listening III Getting Things Done

Name:	Date:	Task: Listen to 3 people debate whether we should pay more tax on fast food.
<i>Features: face-to face, phone, digital; speech is clear, at normal pace; informal to semi-formal, connected discourse language is concrete or abstract; sometimes specialized with expanded range of vocabulary; some less common idioms; moderate in length</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify factual/supporting details		
<input type="checkbox"/> Identify key words and expressions		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify words to indicate cause and effect, or condition and result		
<input type="checkbox"/> Understand very common idiomatic language		
<input type="checkbox"/> Interprets functions such as requests, reminders, orders, pleas, etc.		
<input type="checkbox"/> Predicts consequences and outcomes, if applicable		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		
Comments:		

Indicator	Dates				
<input type="checkbox"/> Demonstrate active listening (eye contact, nod, tilt head)					
<input type="checkbox"/> Make brief responses (<i>uh huh, yes, really?</i>)					
<input type="checkbox"/> Ask relevant questions (to clarify /confirm understanding)					
<input type="checkbox"/> Repeat ideas or instructions accurately					
<input type="checkbox"/> Understand question and provide accurate answer					
<input type="checkbox"/> Paraphrase ideas					
<input type="checkbox"/> Avoid interrupting for most part					
<input type="checkbox"/> Add supportive comments					
<input type="checkbox"/> Understand when / how to take turns					
<input type="checkbox"/> Recognize signals (i.e. end of conversation, turn-taking)					
<input type="checkbox"/> Follow everyday classroom instructions					
<input type="checkbox"/> Make inferences					
Comments:					

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 7 Listening IV Comprehending Information 1 or 2

Name:	Date:	Task: Listen to an interview with Barbara Sher, a career counsellor, on the importance of fulfilling one's passion.
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Features: face to face, phone, digital; speech is clear, at normal pace; informal to semi-formal, connected discourse; language is concrete or abstract; sometimes specialized with expanded range of vocabulary, less common idiom; moderate in length

Check the indicators of ability that the learner achieved:

- Identify main ideas
- Identify factual / supporting details
- Make inferences
- Understand common idiomatic language
- Identify rhetorical language
- Identify chronological order and sequence
- Identify comparison and contrast, or cause and effect
- Identify facts vs. opinions
- Interprets factual information and explanations
- Identify level of formality and/or style

Task Achieved: Meet all or most of task requirements

Comments:

CLB 7 Reading Can Do List

Name:	Date:			
Reading	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. I can read an email or other online message that conveys hope, satisfaction or appreciation.				
2. I can read an email or other online message that conveys dissatisfaction or complaint.				
3. I can read instructions to assemble or repair an item, perform a computer function or other technical task, or learn how to do something. (about 10-13 steps)				
4. I can read a course calendar, an extensive directory, or complex website menu to obtain information from public advisories, notices, newsletters, or bulletins.				
5. I can read a business or service text that contains assessments, evaluations, or advice.				
6. I can read a business letter to determine what action needs to be taken.				
7. I can read an extended online article, research report, or document.				
8. I can read an extended descriptive or narrative text on a familiar topic.				
9. I can understand and explain information in a table, diagram, graph, flow chart or website menu.				
10. I can locate, compare and integrate relevant information from online reference sources.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class, as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks

CLB 7 Reading I Interacting With Others

Name:	Date:	Task: Read a letter of complaint regarding the practices at a child's spring camp.
<i>Features: paper-based, digital/ online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; continuous texts are moderately complex</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify main idea		
<input type="checkbox"/> Identify specific factual details		
<input type="checkbox"/> Identify implied meanings		
<input type="checkbox"/> Identify reader/writer relationship		
<input type="checkbox"/> Identify words by guessing from context		
<input type="checkbox"/> Identify writer's mood and attitude		
<input type="checkbox"/> Understand purpose of message		
<input type="checkbox"/> Identify the context, register and style		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading II Comprehending Instructions

Name:	Date:	Task: Read instructions on how to connect a laptop to a projector.
<i>Feature: paper-based, digital/online; factual/descriptive; concrete, abstract or specialized vocabulary; some idioms; continuous parts are moderately complex; instructions/instructional texts are clear and explicit; about 10-13 steps</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Interprets correct order of steps		
<input type="checkbox"/> Identify location signals, if applicable		
<input type="checkbox"/> Identify purpose of the text		
<input type="checkbox"/> Identify specific details		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Interpret implied meanings		
<input type="checkbox"/> Follows instructions, if applicable or possible		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading III Getting Things Done 1

Name:	Date:	Task: Read and compare two specific job ads.
<i>Features: paper-based, digital/online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; formatted and continuous texts are moderately complex; can contain multiple sections/subsections</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify layout and organization		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Scan for specific important information (3-4 pieces)		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Respond appropriately/correctly, if applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading III Getting Things Done 2

Name:	Date:	Task: Read employee self-evaluation.
<i>Features: paper-based, digital/online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; formatted and continuous texts are moderately complex; can contain multiple sections/subsections</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify key details		
<input type="checkbox"/> Identify some implied meanings		
<input type="checkbox"/> Identify writer's purpose, mood and attitude		
<input type="checkbox"/> Guess meaning of words from context		
<input type="checkbox"/> Make inferences		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading IV Comprehending Information 1

Name:	Date:	Task: Read an online article about skills that Canadian employers want.
<i>Feature: paper-based, digital/online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; continuous texts are moderately complex; up to about 4 pages</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify type of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify organization of text		
<input type="checkbox"/> Identify main ideas		
<input type="checkbox"/> Identify specific details		
<input type="checkbox"/> Identify links between paragraphs		
<input type="checkbox"/> Distinguishes facts from opinions		
<input type="checkbox"/> Evaluate ideas to make conclusions		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading IV Comprehending Information 2

Name:	Date:	Task: Read table on Interprovincial Minimum Wage Comparisons.
<i>Features: paper-based, digital/online; factual, concrete, or abstract; may have specialized vocabulary; formatted texts are moderately complex; may include narrative text; moderately demanding</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify overall meaning of table		
<input type="checkbox"/> Identify type and parts of text (columns, rows, etc.)		
<input type="checkbox"/> Identify any additional parts		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Identify specific information		
<input type="checkbox"/> Compare facts		
<input type="checkbox"/> Interpret the information		
<input type="checkbox"/> Understand the sequence, if applicable		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading IV Comprehending Information 3

Name:	Date:	Task: Use online resources to locate things to do in Calgary for under \$20.
<i>Features: paper-based, digital/online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; formatted and continuous texts are moderately complex;</i>		
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Use relevant terms/menus to access specific reference sites		
<input type="checkbox"/> Locate and record specific information		
<input type="checkbox"/> Guess the meaning of words from context		
<input type="checkbox"/> Identify type and parts of text		
<input type="checkbox"/> Identify purpose of text		
<input type="checkbox"/> Compare facts (3-4 pieces of information from different sources)		
<input type="checkbox"/> Make appropriate decision, if appl.		
Comments:		
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements		

CLB 7 Reading University Chart: Comprehending Information 3

Instructions: Research 3 different university residence sites and take notes in the chart below. Then choose the best living arrangements, and give reasons for your choice on the following page.

	University 1	University 2	University 3
Name of and location of residence			
Length of residence contract			
Room cost			
Meal Plan cost			
Additional Fees			
Utilities that are included			
Other:			

*Converting this chart to "landscape format" will provide additional space for information. Also, specific task scenario or requirements will need to be created in order for learners to make decision (i.e. cheapest room, most convenient, etc.)

Choice: _____

Reasons:

CLB 7 Reading University Comparison: Comprehending Information 3

Name:	Date:	Task: Access 3 university websites to compare first year out-of-province residence costs with meal plan.			
<i>Features: paper-based, digital/online; factual, descriptive or argumentative text with opinions, explicit and implicit meanings; concrete, abstract, or specialized vocabulary; some idioms; formatted and continuous texts are moderately complex; may include narrative or persuasive text</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			Yes	Some what	No
<ul style="list-style-type: none"> Find 3 university residence sites by scanning home page / menus 					
<ul style="list-style-type: none"> Find and record specific relevant information from each site 					
<ul style="list-style-type: none"> Compare facts and make a choice based on needs and facts 					
<ul style="list-style-type: none"> Find/include additional information that is useful for making decision 					
<ul style="list-style-type: none"> Identify which university has most economical residence costs; support with examples/words from text 					
<ul style="list-style-type: none"> Reasons: valid, appropriate, accurate 					
Comments:					

*Use this form to evaluate the information researched and the decision made by learners.

CLB 7 Speaking Can Do List

Name:	Date:			
Speaking	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. I can open, maintain a short formal conversation, and close with 3 steps (pre-closing, closing, leave-taking).				
2. I can interrupt appropriately and resume after an interruption.				
3. I can express and respond to appreciation, satisfaction and hope in conversations.				
4. I can express and respond to disappointment, dissatisfaction and complaints in conversations.				
5. I can introduce a person formally to a group of people.				
6. I can talk on the phone about familiar and routine matters.				
7. I can leave an accurate telephone message in some detail.				
8. I can give clear instructions and directions for technical and non-technical tasks, procedures or processes.				
9. I can give extended warnings, suggestions, and advice in a polite way.				
10. I can participate in small group discussions and express my opinions and feelings.				
11. I can express reservations, approval/disapproval, and possibilities in group discussions.				
12. I can describe a process, tell a story, or compare events, jobs or procedures in a 10 minute presentation.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class (i.e. *I can understand hope, appreciation, satisfaction, and/or approval ...*) as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. Use this document as you move through the competencies and complete real world tasks that address those competencies. Or you may wish to photocopy this document each time you need it

CLB 7 Speaking Giving Advice: Getting Things Done

Name:	Date:	Task: Give extended suggestions to a friend on how to help her/his teenager adapt to a new culture/school/living arrangement, and give a warning about minimizing the problems.		
<i>Features: face to face, on phone, digital; somewhat unpredictable situations; connected, informal to formal discourse; concrete with common idiomatic language; slow to normal pace with few hesitations; reasonably fluent for moderately demanding task</i>				
		Yes	Not Quite	No
<ul style="list-style-type: none"> • Open conversation appropriately 				
<ul style="list-style-type: none"> • Listen actively to problems/concerns of friend 				
<ul style="list-style-type: none"> • Express feelings and concern 				
<ul style="list-style-type: none"> • Offer suggestions, advice, recommendations 				
<ul style="list-style-type: none"> • Provide reasons/support for suggestions 				
<ul style="list-style-type: none"> • Use modals for appropriate level of politeness 				
<ul style="list-style-type: none"> • Express warning (i.e. use conditionals / <i>if I were you...</i>) 				
<ul style="list-style-type: none"> • Close conversation 				
<ul style="list-style-type: none"> • Grammar: increasing variety of structures 				
<ul style="list-style-type: none"> • Language: appropriate vocabulary, register, idioms 				
<ul style="list-style-type: none"> • Pronunciation: reasonably fluent 				
<input type="checkbox"/> Task Achieved: Meets most or all of the task requirements				
Comments: 				

CLB 7 Speaking Giving Opinions: Sharing Information 1

Name:	Date:	Task: Discuss in small groups what constitutes a “family”, express opinions/reservations, and give support. Then summarize a group member’s main points.			
<i>Features: face to face; familiar, concrete and some abstract topics; somewhat unpredictable situations; informal to formal, connected discourse; concrete with common idiomatic language; speech is slow to normal with few hesitations; reasonably fluent for moderately demanding task</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			No	Not quite	Yes
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Introduce opinions: use appropriate polite forms to begin 					
<ul style="list-style-type: none"> State opinions clearly 					
<ul style="list-style-type: none"> Offer evidence/support for opinions: provide adequate details 					
<ul style="list-style-type: none"> Take turns: hold and share the floor 					
<ul style="list-style-type: none"> Ask and address relevant questions 					
<ul style="list-style-type: none"> Express agreement/disagreement/reservation in polite way 					
<ul style="list-style-type: none"> Summarize information/ideas to clarify and confirm understanding, if needed 					
<ul style="list-style-type: none"> Summarize main points of a group member 					
<ul style="list-style-type: none"> Participate effectively with little support from others 					
<ul style="list-style-type: none"> Pronunciation: adequately fluent 					
Comments:					

Indicator	Dates				
<input type="checkbox"/> Open conversation					
<input type="checkbox"/> Maintain conversation: asks follow-up questions					
<input type="checkbox"/> Close conversation: 3 steps (pre-closing, closing, leave-taking)					
<input type="checkbox"/> Use small talk expressions (i.e. tag question, etc.)					
<input type="checkbox"/> Adequate use of non-verbal cues and signals					
<input type="checkbox"/> Changes topic appropriately					
<input type="checkbox"/> Interrupt appropriately					
<input type="checkbox"/> Resume well after interruption					
<input type="checkbox"/> Holds the floor					
<input type="checkbox"/> Repeat and paraphrase to confirm understanding					
<input type="checkbox"/> Express opinions and disagree appropriately					
<input type="checkbox"/> Demonstrate politeness (i.e. modals and other expressions)					
<input type="checkbox"/> Express ideas clarity and detail					
Comments:					

*Use this form to record daily observation of learners' abilities in order to provide additional support/evidence

CLB 7 Speaking Introducing Guest Speaker: Interacting with Others 1

Name:	Date:	Task: Introduce a guest speaker formally to the class.		
<i>Features: face to face; connected, informal to formal discourse; concrete with some common idiomatic language; increasing variety of structures; slow to normal pace with few hesitations; reasonably fluent for moderately demanding task</i>				
		Yes	Some What	No
<ul style="list-style-type: none"> • Greeting: Greet audience appropriately <i>(i.e. Good morning Ladies and Gentlemen.)</i> 				
<ul style="list-style-type: none"> • Welcome statement: Welcome audience appropriately/identify event <i>(i.e. Welcome to the 5th Annual Listening- Speaking Event)</i> 				
<ul style="list-style-type: none"> • Background information: Give relevant background information <i>(i.e. Our speaker today is from....She has...)</i> 				
<ul style="list-style-type: none"> • Introduce specific topic: <i>(i.e. Our speaker will talk about a rewarding workplace experience here in Canada)</i> 				
<ul style="list-style-type: none"> • Introduce speaker: Give full name; reasonably fluent; attempt accurate pronunciation of name <i>(i.e. Ladies and gentlemen, please welcome...)</i> 				
<ul style="list-style-type: none"> • Language: connected; appropriate vocabulary and register; eye contact 				
Comments:				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				

CLB 7 Speaking Phone Call Interview: Interacting with Others 2

Name:	Date:	Task: Call a contact to arrange an information interview.		
<i>Features: over phone, digital; connected, informal to formal discourse; concrete with common idiomatic language; slow to normal pace with few hesitations; reasonably fluent for moderately demanding task</i>				
		Yes	Some what	No
• Greet caller and identify yourself				
• Explain to contact how you heard of him/her				
• Give details about yourself and your situation				
• State purpose of call				
• Make request to meet with contact: use modals				
• Arrange meeting: use modals to suggest/accept time and place				
• Answer any questions				
• Grammar: use variety of appropriate structures for task				
• Pronunciation: reasonably fluent; polite intonation for call				
• Thank and close				
Comments: <i>For next time...</i>				
<input type="checkbox"/> Task Achieved: Meet all or most of the task requirements				

CLB 7 Speaking Presentation Compliment-Feedback: Interacting with Others 1

Name: Presenter's name:	Date:	Task: Respond to presentation, express appreciation or satisfaction, hold the floor, and thank the speaker.	
Holistic	Comments	Rating	
Able to achieve task: Meet all or most of the task requirements		Yes	Not Quite No
Analytic	Comments	Rating	
Face/address presenter		Yes	No
Identify 1 thing presenter did well and express appreciation or satisfaction		Yes	No
Provide evidence/support/reason with details from presentation		Yes	No
Thank presenter		Yes	No

Name: Presenter's name:	Date:	Task: Respond to presentation, express appreciation or satisfaction, hold the floor, and thank the speaker.	
Holistic	Comments	Rating	
Able to achieve task Meet all or most of the task requirements		Yes	Not Quite No
Analytic	Comments	Rating	
Face/address presenter		Yes	No
Identify 1 thing presenter did well and express appreciation or satisfaction		Yes	No
Provide evidence/support/reason with details from presentation		Yes	No
Thank presenter		Yes	No

CLB 7 Speaking Troubleshoot Problem: Getting Things Done

Name:	Date:	Task: Assist a co-worker who is having problems with the computer/printer/copier and asks for help. Troubleshoot problem (speculate) and then make follow-up suggestions when help fails.		
<i>Features: face to face, on phone, digital; somewhat unpredictable situations; connected, informal to formal discourse; concrete with common idiomatic language; slow to normal pace with few hesitations; reasonably fluent for moderately demanding task</i>				
		Yes	Not Quite	No
<ul style="list-style-type: none"> Politely respond to request for help 				
<ul style="list-style-type: none"> Ask questions about problem; use common expressions (i.e. <i>Have you thought of...? Why don't you try...? What about..?</i>) 				
<ul style="list-style-type: none"> Speculate about causes; use modals (<i>It could/might be...</i>) 				
<ul style="list-style-type: none"> Offer follow-up suggestions when troubleshooting fails to produce results; use common causative expressions (i.e. <i>Why don't you get IT or Mark to help you?</i>) 				
<ul style="list-style-type: none"> Apologize for not being able to solve problem 				
<ul style="list-style-type: none"> Close conversation politely 				
<ul style="list-style-type: none"> Grammar: increasing variety of structures in general 				
<ul style="list-style-type: none"> Language: appropriate vocabulary and register; connected discourse 				
<ul style="list-style-type: none"> Pronunciation: reasonably fluent; supportive tone 				
<input type="checkbox"/> Task Achieved: Meets most or all of the task requirements				
Comments: 				

CLB 7 Writing Can Do List

Name:	Date:			
Writing	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. I can write an email to express appreciation or satisfaction for a favour, team effort, or job well done.				
2. I can write an email to express disappointment, dissatisfaction or complaints with progress, conditions, products or behaviour.				
3. I can write a personal message to express sympathy for a loss, or best wishes and hope for recovery.				
4. I can write down about 10 details from short recorded personal or company messages, podcasts or oral presentations.				
5. I can take point form notes from about 2 pages of written/online information, and write a summary of the main ideas.				
6. I can write business emails for routine purposes: to pass on information, or make and respond to requests.				
7. I can write business emails for less routine purposes: to make recommendations and give warnings.				
8. I can write a formal business letter to complain about something, express concerns, or request a needed service.				
9. I can fill out forms that have up to 40 items with detailed personal information and brief responses.				
10. I can write 2-3 paragraphs to relate familiar events, compare 2 things, or give a detailed description of a person, system, routine, or procedure.				

Notes on how to use this form:

1. Circle / underline those competencies that you have covered in class as you may not wish to assess every item at once.
2. Explain the meaning of those competencies and give an example of an in-class task that you did/will do.
3. Elicit/explain the meaning of each category of ability (i.e. *I can do this easily*, etc.).
4. You can use this document at the beginning and end of term, or as you move through the competencies and complete real world tasks.

CLB 7 Writing Emails

Name:	Date:	Task: Write an email to request an informational interview.			
<i>Features: good range of vocabulary for moderately complex text; 2-3 paragraphs; clearly expressed main idea; adequate supporting details; adequate complex structures; good control of mechanics; familiar audience; informal to formal; a range of idiomatic language</i>					
Holistic		Specifics		Rating	
Able to achieve task Meet all or most of the task requirements				Yes	Not Quite No
Analytic		Specifics		Rating	
To: and Subject: Complete and accurate				4	3 2 1
Salutation/Name Appropriate and accurate				4	3 2 1
Good paragraph structure Topic sentence, development of ideas, conclusion present as coherent whole				4	3 2 1
Content Clearly expressed main ideas; supported with adequate details; conveys intended meaning				4	3 2 1
Vocabulary Good range; appropriate use of connective words/phrases, idioms				4	3 2 1
Grammar Adequate control of complex structures; correct verbs forms				4	3 2 1
Closing and name Appropriate				4	3 2 1
Mechanics Good control of spelling, punctuation and format				4	3 2 1
Register Mostly appropriate; express some degree of diplomacy and tact, if appl.				4	3 2 1
Comments/Notes:					
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved					

CLB 7 Writing Formal Letters

Name:	Date:	Task: Write a formal letter to a government representative to request speed bumps or additional traffic lights in the neighbourhood.					
<i>Features: good range of vocabulary for moderately complex texts; about 2-3 paragraphs; clearly expressed main idea; adequate supporting details; adequate complex structures; good control of mechanics; familiar audience; informal to formal</i>							
Holistic				Rating			
Able to achieve task							
Meet all or most of the task requirements				Yes	Not Quite	No	
Analytic				Rating			
I Formal Letter Conventions							
Sender's address				4	3	2	1
Date: correct form				4	3	2	1
Name and address of the reader				4	3	2	1
Salutation and close: appropriate				4	3	2	1
Opening sentence that gives purpose of letter				4	3	2	1
Body: developed; connected; forms a coherent whole				4	3	2	1
I Content							
Message: conveys intention				4	3	2	1
Details: specifics about particular issue/examples				4	3	2	1
Vocabulary: good range; connective words/phrases				4	3	2	1
Register: conveys sense of audience (mostly appropriate)				4	3	2	1
III Grammar							
Adequate control of complex structures				4	3	2	1
Correct tenses/forms for task				4	3	2	1
IV Punctuation, capitals and spelling							
Colon after opening greeting				4	3	2	1
Periods at end of sentences				4	3	2	1
Capitals at beginning of sentences and proper names				4	3	2	1
Correct spelling: good control				4	3	2	1
Comments:							
4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved							

Indicators	Dates				
<input type="checkbox"/> Convey intended meaning					
<input type="checkbox"/> Address purpose of writing					
<input type="checkbox"/> Use appropriate and relevant language and content					
<input type="checkbox"/> Use appropriate/relevant format					
<input type="checkbox"/> Express main ideas					
<input type="checkbox"/> Support main ideas with accurate details					
<input type="checkbox"/> Use some complex structures					
<input type="checkbox"/> Good control of mechanics (spelling, punctuation, format)					
<input type="checkbox"/> Provide introduction, development, conclusion—good paragraph structure					
<input type="checkbox"/> Convey a sense of audience					
<input type="checkbox"/> Present text as coherent, connected whole—good use of connective words and phrases					
Comments:					

*Use this form to record daily observations of learners' abilities in order to provide additional support/evidence

CLB 7 Writing Note-Taking: Reproducing Oral Information 1

Name:	Date:	Task: Take notes while listening to a presentation on team building.			
<i>Features: good range of vocabulary; moderately demanding; oral formation to be reduced is about 10 details; presentations are up to 15 min; has clear organization and layout; good control of mechanics; familiar audience; informal to formal</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Important points only; conveys the essential information 					
<ul style="list-style-type: none"> Accurate details: names, addresses, dates, times, frequency, directions, facts, etc. 					
<ul style="list-style-type: none"> No major omissions 					
<ul style="list-style-type: none"> Format: point form; itemized clearly; bullets/dashes; spacing 					
<ul style="list-style-type: none"> Vocabulary: reproduced or used accurate synonyms 					
<ul style="list-style-type: none"> Structures: good control of complex ones; key words/phrases used 					
<ul style="list-style-type: none"> Correct punctuation 					
<ul style="list-style-type: none"> Correct capitals 					
<ul style="list-style-type: none"> Correct spelling 					
<ul style="list-style-type: none"> Legible: clear message 					
<ul style="list-style-type: none"> Symbols/abbreviated forms: appropriate use 					
Comments:					

CLB 7 Writing Summaries: Reproducing Information 2

Name:	Date:	Task: Takes notes from an online article on importance and methods of networking. Create a summary from the notes.		
<i>Features: good range of vocabulary; moderately demanding; print or online information to be reduced or summarized is about 2 pages; has clear organization and layout; good control of mechanics; familiar audience; informal to formal</i>				
Holistic		Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 		Yes	Not quite	No
Analytic		Rating		
		No	Some what	Yes
<ul style="list-style-type: none"> Topic sentence: state name and main idea of article 				
<ul style="list-style-type: none"> Supporting sentences: answer <i>What? When? Where? Why? How? Who?</i> etc. 				
<ul style="list-style-type: none"> Relevant details only 				
<ul style="list-style-type: none"> No major omissions 				
<ul style="list-style-type: none"> No personal opinions or thoughts 				
<ul style="list-style-type: none"> Paragraph format: good, developed, connected, coherent text 				
<ul style="list-style-type: none"> Concluding statement: summarize author's conclusion 				
<ul style="list-style-type: none"> Vocabulary: good range; appropriate 				
<ul style="list-style-type: none"> Grammar: adequate control of complex sentences 				
<ul style="list-style-type: none"> Mechanics: good control of spelling, punctuation, capitals, format 				
Comments:				

CLB 7 Writing Sympathy Note: Interacting with Others

Name:	Date:	Task: Write personal note to someone who has experience a loss, and offer assistance.			
<i>Features: good range of vocabulary; about 2 developed, connected paragraphs; clearly expressed main ideas; adequate supporting details; adequate complex structures; good control of mechanics; familiar audience; informal to formal; register mostly appropriate</i>					
Holistic			Rating		
<ul style="list-style-type: none"> Able to achieve task Meet all or most of the task requirements 			Yes	Not quite	No
Analytic			Rating		
			No	Some what	Yes
<ul style="list-style-type: none"> Proper date format 					
<ul style="list-style-type: none"> Salutation and name: appropriate and accurate 					
<ul style="list-style-type: none"> Paragraph structure: developed and coherent 					
<ul style="list-style-type: none"> Vocabulary: good range; use of connectors 					
<ul style="list-style-type: none"> Register: more formal; tactful and appropriate (euphemisms) 					
<ul style="list-style-type: none"> Grammar: adequate control of complex structures; correct forms for task 					
<ul style="list-style-type: none"> Closing and name: appropriate and accurate 					
<ul style="list-style-type: none"> Mechanics: good control of spelling, punctuation, format 					
<ul style="list-style-type: none"> Function: clearly express sympathy and make offer to help 					
Comments:					