

SELF-ASSESSMENTS



Centre for Excellence in Immigrant
and Intercultural Advancement

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CLB 4 Listening Comprehending Instructions—Doctor’s Visit

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

CLB 4 Speaking Interacting With Others—Work Phone Call

Learner A: Interviewer/Caller

My name: My partner's name:	Date:	Task: Call a job candidate, make a request to come in for an interview, give date/time/place.		
• I said "hello" and asked to speak to the person.			Yes	No
• I gave my name and the company name.			Yes	No
• I explained the reason for my call.			Yes	No
• I asked the person to come in for an interview. I used <i>would</i> or <i>could</i> .			Yes	No
• I gave a date, time, and place.			Yes	No
• I repeated some parts, if the person asked.			Yes	No
• I think my pronunciation was clear.			Yes	No
• I was polite.			Yes	No

Learner B: Candidate

My name: My partner's name:	Date:	Task: Answer the phone, and accept a date/time /place for job interview.		
• I said "hello" and answered the interviewer's greeting.			Yes	No
• I gave my name.			Yes	No
• I listened well. I said things like <i>okay, yes, uh huh, um hmm</i> .			Yes	No
• I answered when the interviewer asked me to come in for an interview.			Yes	No
• I repeated the date/time/place.			Yes	No
• I said "thank you."			Yes	No
• I think my pronunciation was clear.			Yes	No
• I was polite.			Yes	No

CLB4 Speaking Sharing Information 2—Narrative

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

CLB4 Writing Reproducing Information—Lab Appointment

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

CLB 5 Listening Comprehending Information 2—Recyclables

Name:	Date:	Task: Listen to a Calgary public service presentation on how recyclables are sorted at the city recycling centre.
<p><i>I was able to . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> understand the main idea<input type="checkbox"/> identify factual, supporting details<input type="checkbox"/> guess the meaning of words from the context<input type="checkbox"/> understand some implied or indirect meanings<input type="checkbox"/> identify explanations or descriptions<input type="checkbox"/> identify opinions<input type="checkbox"/> understand the level of formality<input type="checkbox"/> understand the purpose of the communication and visuals		
<p>Learner Reflection: <i>What did you learn about recycling that you didn't know before?</i></p>		

CLB 5 Reading Interacting with Others—Email Update

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

CLB 5 Speaking Getting Things Done—Landlord

Learner A: *Tenant*

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

Learner B: *Landlord*

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

CLB 5 Writing Interacting with Others—New Job

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

CLB 6 Listening Getting Things Done—Public Health Announcement

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

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

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

CLB 6 Reading Instructions—Cancellation Policy

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

CLB 6 Speaking Sharing Information 2—Workplace Achievement

My name:	Date:	Task: Give a presentation on a past example of when learner demonstrated one of the following in the workplace: effective teamwork, leadership, communication, or people skills.
<p><i>Did I ...?</i></p> <ul style="list-style-type: none"><input type="checkbox"/> greet/welcome the audience<input type="checkbox"/> have an introduction, development (body) and conclusion<input type="checkbox"/> organize the material so it was easy to follow<input type="checkbox"/> use connecting words/phrases<input type="checkbox"/> have supporting details<input type="checkbox"/> speak reasonably fluently with pauses<input type="checkbox"/> use appropriate eye contact, body language, volume, and rate<input type="checkbox"/> invite questions/discussion from audience, if applicable<input type="checkbox"/> thank the audience		
<p>Learner Reflection: <i>Was this type of task useful or beneficial? Why or why not?</i></p>		

CLB 6 Writing Sharing Information—Paragraph Checklist

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

CLB 6 Writing Reproducing Written Information—Work Habits

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

CLB 7 Listening Comprehending Information 1—Reunion

Name:	Date:	Task: Listen to three friends plan a reunion to determine if enough information has been discussed and agreed upon in order for things to go well.
<p><i>I was able to . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> understand most of the conversation on the first listening<input type="checkbox"/> identify factual details (names, times, places, dates, etc.)<input type="checkbox"/> guess the meaning from the context<input type="checkbox"/> identify opinions and suggestions<input type="checkbox"/> recognize ways that the speakers agreed on things indirectly (inferences)<input type="checkbox"/> understand the speakers' emotions, mood or attitude from the tone<input type="checkbox"/> infer cause and effect of their decisions<input type="checkbox"/> recognise some common idioms		
Learner Reflection: <i>For next time...</i>		

CLB 7 Reading Interacting with Others—Workplace Blog

Name:	Date:	Task: Read a blog that expresses satisfaction and dissatisfaction with workplace changes.
<p><i>I was able to . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> understand the purpose of the blog<input type="checkbox"/> identify the main ideas<input type="checkbox"/> identify specific details such as _____<input type="checkbox"/> understand many implied meanings<input type="checkbox"/> identify the relationship between the writer and readers<input type="checkbox"/> understand the mood and attitude of the writer<input type="checkbox"/> recognize the level of formality and style<input type="checkbox"/> guess the meanings of some of the idioms or expressions		
<p>Learner Reflection: <i>Was this task easy / just right / difficult? Why?</i></p>		

CLB 7 Speaking Interacting with Others—Constructive Criticism

Name:	Date:	Task: Express dissatisfaction with employee’s work in performance review.	
<ul style="list-style-type: none"> Opened conversation politely 		Yes	No
<ul style="list-style-type: none"> Identified the purpose of the meeting 		Yes	No
<ul style="list-style-type: none"> Stated concern with facts and/or observations (details) 		Yes	No
<ul style="list-style-type: none"> Stated the effect on company, work, or others 		Yes	No
<ul style="list-style-type: none"> Reviewed expectation/suggest what could have been done 		Yes	No
<ul style="list-style-type: none"> Used expressions for diplomacy 		Yes	No
<ul style="list-style-type: none"> Pre-closed and closed 		Yes	No
<ul style="list-style-type: none"> Was polite, tactful, supportive 		Yes	No
<p><i>For next time . . .</i></p>			

CLB 7 Writing Getting Things Done—Cover Letter Checklist

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

CLB 7 Writing Getting Things Done—Completing Forms

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