Engaging Learners in PBLA

Tip Sheets and Resources for
Assessment CLB 5-8

Introduction

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

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

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

🗣 Tips for Assessing Speaking

- Use common speaking tasks on topics that you already address in class.

- Ensure learners have had sufficient instruction and practice with similar speaking tasks, using similar criteria to self or peer assess

- Use a pre-created feedback form, or alternatively, write the task and task criteria on the board and have learners copy it onto a blank assessment feedback form (in this package).

- Have learners use the form to self/peer assess. Then assess the writing of select learners, and sign bottom of feedback form (to distinguish it from peer or self-assessed).

- For guidance in determining if a task is level appropriate, or on assessing the CLB level of task performance, see the CLB descriptors on pages 18-19 of this package.

Ways to Facilitate Task Performance

- **Individuals or small groups present to class:** observing peers engage in peer feedback; instructor observes and evaluates learners as they perform/present

- **Small groups or pairs do the task simultaneously:** instructor circulates and evaluates some learners as they perform

- **Learners perform task at "task stations":** observing peers do peer feedback; instructor circulates and evaluates learners as they perform at a task station

- **Learners get interviewed by the instructor**

Speaking Assessment Task Types

- role play
- interview
- story retelling

- discussion
- debate
- oral report

- presentation
- demonstration
- small group discussion

Sample Tasks, by CLB competency area

I – interacting with others	➢ Role play extending/responding to an invitation to lunch
II – Giving instructions	➢ Give detailed instructions on how to search for a job on a job listing website
III – Getting things done	➢ Answer personal information questions to get a library card ➢ Roleplay making a simple food order ➢ Answer questions in a job interview
IV – Sharing information	➢ Tell a short story about a personal experience ➢ In a discussion, give your opinion about an issue ➢ Participate in a debate about a community issue

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

🗣 **Speaking** – I. Interacting with Others

Name _____   Date _____

TASK:	In a role-play, have a small talk conversation at a social function.
Can Do:	*CLB 5: Participate in basic social conversations.*
	CLB 6: Participate in routine social conversations.

SCENARIO CARD

> You are at a party. You know the host, but not the guests. Engage in a small talk conversation with one of the guests for at least a minute.

Circle one ↘	Achieved	Developing	Not yet
Initiates the conversation, engages in small talk, closes the conversation	3	2	1
Maintains the conversation by asking and responding to questions/comments	3	2	1
Encourages conversation and shows interest (e.g., eye contact, supportive comments)	3	2	1
Shows good control of simple sentences and some complex sentences	3	2	1
Speaks clearly and intelligibly, with reasonable fluency	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Role play declining an invitation in a social conversation.
Can Do:	*CLB 5: Participate in basic social conversations.*
	CLB 6: Participate in routine social conversations.

ROLE CARDS

Student A: Invite your classmate to an end of term lunch at your home on Saturday.

Student B: Your classmate has invited you to an end-of-term lunch. Decline the invitation appropriately and in a considerate way.

	Achieved	Developing	Not yet
Circle one ↘			
Acknowledges and/or expresses appreciation for the invitation	3	2	1
Expresses regret and provides an explanation for declining	3	2	1
Expresses interest in the event or makes a suggestion for the future	3	2	1
Shows good control of simple structures (CLB 5); uses some complex structure with clear evidence of connected discourse	3	2	1
Uses a polite tone	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Role-play a conversation to apologize for an inconvenience or wrongdoing.
Can Do:	*CLB 5: Participate in basic social conversations.*
	CLB 6: Participate in routine social conversations.

Role Card

Student A: Your friend borrowed your laptop. She/he is returning it and wants to talk to you.

Student B: You borrowed a friend's laptop. Unfortunately, you dropped it on the floor and the laptop is not working. You are returning it. Have a conversation with your friend to apologize and explain the situation.

Circle one ↘	Achieved	Developing	Not yet
Initiates the conversation and signals the intention to apologize	3	2	1
Uses appropriate language to express regret, admit responsibility, offer an explanation and make amends (based on the situation) • expresses regret or remorse (e.g., using past forms of *should* or *wish)* • provides explanation of the situation • makes amends (e.g., offers to fix the situation)	3	2	1
Shows good control of simple structures (CLB 5); uses some complex structures (CLB 6) with clear evidence of connected discourse	3	2	1
Uses vocabulary adequate for the conversation	3	2	1
Speaks clearly and intelligibly, with reasonable fluency	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

🗣 **Speaking** – II. Giving Instructions

Name _____ Date _____

TASK:	Give instructions to a classmate on how to use a strategy for learning English.
Can Do:	CLB 5-6: Give step-by-step instructions or directions for everyday activities.

Circle one ↘	Achieved	Developing	Not yet
Uses appropriate expressions to sequence instructions	3	2	1
Describes the correct sequence of steps	3	2	1
Uses adequate vocabulary and appropriate grammatical structures for the task	3	2	1
Speaks clearly and fluently enough that the listener understands	3	2	1
Checks to confirm the listener understands instructions or directions	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Role-play a conversation to give advice/make suggestions to a friend or classmate.
Can Do:	*CLB 5: Make and respond to informal requests, and give permission, suggestions & advice.*
	CLB 6: Make and respond to somewhat formal suggestions and indirect requests.

Role Cards

Student A: Your friend borrowed a large sum of money from and promised to pay it back immediately. He/she hasn't. Ask your classmate for advice on how to handle the situation.

Student B: Your classmate will ask you for advice. Listen, ask questions if needed, and give suggestions to deal with the situation. Support your suggestion by providing an explanation.

Circle one ↘	Achieved	Developing	Not yet
Offers advice/suggestions in response to a request in a considerate manner	3	2	1
Provides explanation or details to support the advice	3	2	1
Uses modals to talks about possibility, advisability and predictions appropriately	3	2	1
Shows good control of simple structures (CLB 5); uses some complex structure with clear evidence of connected discourse	3	2	1
Speaks clearly and intelligibly, with reasonable fluency	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Role-play a conversation with a landlord to describe a problem and request help.
Can Do:	*CLB 5: Make and respond to informal requests, and give permission, suggestions & advice.*
	CLB 6: Make and respond to somewhat formal suggestions and indirect requests.

Circle one ⬊	Achieved	Developing	Not yet
Opens conversations by identifying self and stating reason for call	3	2	1
Describes the situation/problem with sufficient details	3	2	1
Uses modals appropriately to make polite requests	3	2	1
Provides all necessary information clearly	3	2	1
Speaks clearly and intelligibly, with reasonable fluency	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

🗣 **Speaking** – IV. Sharing Information

Name _____   Date _____

TASK:	Tell an anecdote about a funny, scary or interesting incident that happened to you.
Can Do:	*CLB 5: Ask for and give information about my everyday activities in one-on-one conversations.*
	CLB 6: Ask for and give information in some detail in one-on-one conversations and in small group discussions and meetings.

	Achieved	Developing	Not yet
Circle one ↘			
Presents information in a sequential manner	3	2	1
Uses sequencing words effectively (e.g., *then, after that*)	3	2	1
Provides a detailed narrative using suitable vocabulary and connected discourse;	3	2	1
Uses past tenses appropriately	3	2	1
Speaks clearly and intelligibly, with reasonable fluency	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

🗣 **Speaking** – IV. Sharing Information CLB 5-6

Name _____ Date _____

TASK:	Role play describing a past job and your work duties to a potential employer.
Can Do:	*CLB 5: Ask for and give information about my everyday activities in one-on-one conversations.*
	CLB 6: Ask for and give information in some detail in one-on-one conversations and in small group discussions and meetings.

Circle one ⬊	Achieved	Developing	Not yet
Describe past job experience, and key duties	3	2	1
Provide necessary details (place, job title, dates, employer)	3	2	1
Use past tenses correctly	3	2	1
Answer questions with sufficient detail	3	2	1
Speaks with adequate fluency and clarity	3	2	1
Task score			

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

- *CLB 5: 10/15*
- *CLB 6: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Give a 5- to 7-minute presentation to your class about a topic of your choice.
Can Do:	CLB 5: Give short presentations (up to about 5 minutes) about events or daily routines.
	CLB 6: Give detailed presentations (up to about 7 minutes) about events, simple processes, or to describe or compare things.

Circle one ↘	Achieved	Developing	Not yet
Greets the audience and presents the structure of the presentation	3	2	1
Presentation has an introduction, body and conclusion	3	2	1
Signals different parts of the presentation clearly; uses connective words and phrases effectively	3	2	1
Provides sufficient detail in descriptions	3	2	1
Shows some awareness of engaging the audience through appropriate eye contact, body language, volume	3	2	1
Shows good control of simple grammatical structures, and initial control of complex structures	3	2	1
Task score			

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

- *CLB 5: 12/18*
- *CLB 6: 14/18*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

TASK:	Role play a short formal social conversation in which you recognize and express appreciation for someone efforts.
Can Do:	*CLB 7: Participate in less routine social conversation most everyday purposes.*
	CLB 8: Participate in less routine social conversation most everyday purposes

Circle one ↘	Achieved	Developing	Not yet
Opens, maintains and closes a short formal conversation	3	2	1
Expresses the purpose of communication	3	2	1
Expresses intended meaning in a considerate manner	3	2	1
Shows an ability to hold the floor, and manage a conversation	3	2	1
Speaks clearly, with reasonable fluency	3	2	1
Shows appropriate use of non-verbal cues and signals	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Name _____   Date _____

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TASK:	Give detailed multistep instructions to a classmate on how to do something (e.g., get credentials evaluated, apply a specific study strategy, how to follow a specific diet or exercise regimen).
Can Do:	*CLB 7: Give instructions and directions for technical and non-technical tasks, procedures and processes.*
	CLB 8: Give instructions and directions for a broad range of technical and non-technical tasks, procedures, and processes.

	Achieved	Developing	Not yet
Circle one ↘			
Uses appropriate expressions to sequence instructions	3	2	1
Describes the correct sequence of steps	3	2	1
Uses appropriate vocabulary and grammatical structures for the task	3	2	1
Speaks clearly and fluently enough that the listener can follow	3	2	1
Checks to confirm the listener understands instructions or directions, and adapts speech to the audience or listener	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

🗣 **Speaking** – III. Getting things Done CLB 7-8

Name _____   Date _____

TASK:	Give specific recommendations on how to improve a problematic situation (e.g., absenteeism at work or class, lack of affordable housing…)
Can Do:	*CLB 7: Give extended warnings, suggestions, recommendations or advice.*
	CLB 8: Propose or recommend solutions to problems in familiar areas.

Circle one ↘	Achieved	Developing	Not yet
Summarizes a problematic situation	3	2	1
Makes a clear recommendation for improving the situation	3	2	1
Provides relevant reasons/rationale for recommendation	3	2	1
Uses an adequate variety of grammatical structures, vocabulary and linking words	3	2	1
Uses modals appropriately and with appropriate level of politeness	3	2	1
Speaks clearly, with fluency needed for the task	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

🗣 **Speaking** – IV. Sharing Information

Name _____   Date _____

TASK:	In a conversation, describe a common social issue and express and justify your personal opinion on it.
Can Do:	CLB 7: Give detailed information one-on-one and in small group discussions or meetings.
	CLB 8: Give detailed information one-on-one and in small group discussions or meetings.

Circle one ↘	Achieved	Developing	Not yet
Summarizes information about a social issue	3	2	1
Expresses an opinion, doubts, feelings or concerns about the issue	3	2	1
Provides relevant reasons/support for opinion, feelings or concerns	3	2	1
Expresses views in a way that is considerate of the views of others	3	2	1
Holds the floor long enough to express an opinion, yet also encourages the listener/s to participate	3	2	1
Speaks clearly, with fluency needed for the task	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

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🗣 **Speaking** – IV. Sharing Information   CLB 7-8

Name _____   Date _____

TASK:	Give a 10- to 20-minute presentation on a topic.
Can Do:	*CLB 7: Give detailed presentations (up to about 10 minutes) about events, simple processes, or to describe or compare and contrast 2 events, jobs, or procedures.*
	CLB 8: Give presentations (up to about 20 minutes long) on familiar, concrete, or abstract topics based on research.

Circle one ↘	Achieved	Developing	Not yet
Presentation has an introduction, body and conclusion	3	2	1
Presents information clearly and in an organized way, clear to the listener	3	2	1
Presents main ideas and supports them sufficiently with details.	3	2	1
Uses connective words and phrases effectively	3	2	1
Uses appropriate body language, volume, style and formality	3	2	1
Uses adequate variety of vocabulary and grammatical structures.	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

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Determining CLB level: For additional guidance, refer to pages 18-19 of this document.

Strengths and Limitations Section of the Profiles of Ability
Use this page to help determine the **CLB level** a learner is performing at.

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

SOURCE: Profile of Ability Across Stage II Speaking (strengths and limitations), Canadian Language Benchmarks, page 50.

CLB 5	CLB 6	CLB 7	CLB 8
• Clear evidence of connected discourse	• Clear evidence of connected discourse	• Clear evidence of connected discourse	• Clear evidence of connected discourse
• Adequately fluent for some moderately demanding contexts Speech rate is slow to normal with some pauses and hesitations	• Reasonably fluent for some moderately demanding contexts speech rate is slow to normal with a few hesitations	• Reasonably fluent for moderately demanding contexts Same as CLB 6	• Fluent for moderately demanding contexts speech is often at a normal rate
• A range of common everyday vocabulary, which may include a limited number of idioms	• A range of everyday vocabulary, which may include some idioms and a few common cultural references	• An expanding range of concrete and idiomatic language, which may include some common cultural references	• An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references
• Some variety of grammatical structures, with good control of simple structures and **initial** control of some more complex structures	• Some variety of grammatical structures, with **developing** control of more complex structures	• Increasing variety of grammatical structures, with developing control of complex structures	• Adequate variety of grammatical structures, with adequate control of complex structures
• Grammar, vocabulary and pronunciation difficulties **sometimes** impede communication	• Grammar, vocabulary and pronunciation difficulties **may sometimes** impede communication	• Grammar, vocabulary and pronunciation difficulties may **occasionally** impede communication	• Grammar, vocabulary and pronunciation difficulties **seldom** impede communication
• Some awareness of appropriate non-verbal cues and signals	• Developing use of appropriate non-verbal cues and signals • Adapts speech to reflect some degrees of formality appropriate to the group	• Adequate use of appropriate non-verbal cues and signals • Adapts speech style and register to different audiences and situations	• Good use of appropriate non-verbal cues and signals • Adapts speech style and register to a range of different audiences and situations

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

SOURCE: Some Features of Communication Across Stage II Speaking, Canadian Language Benchmarks, page 60.

CLB 5	CLB 6	CLB 7	CLB 8
• Communication is face-to- face, on the phone, or via digital media with one person at a time or in small groups.	Same as for CLB 5	• Communication is face-to- face, on the phone, or via digital media with one person at a time or in groups.	Same as for CLB 7
• Familiar, mostly concrete topics.	Same as for CLB 5	• Familiar, concrete and some abstract topics.	Same as for CLB 7
• Tasks require connected discourse.	Same as for CLB 5	• Same as for CLB 5	Same as for CLB 5
• Situation is somewhat predictable.	Same as for CLB 5	• Situation may be somewhat unpredictable.	• Situation can be unpredictable.
• Interaction ranges from informal to formal.	Same as for CLB 5	• Same as for CLB 5	Same as for CLB 5
• Presentations are informal or semi-formal, up to about **5 minutes** long and supported by pictures and visuals.	Presentations are informal or semi-formal, up to about **7 minutes** long and supported by pictures and visuals.	• Presentations are semi-formal or formal, up to about **10 minutes** long and supported by pictures and other visuals.	• Presentations are semi-formal or formal, up to about **20 minutes** long and may be supported by pictures and other visuals.
• Interaction in a small group may be a discussion with a moderator or a facilitator who is encouraging and supportive.	• Interaction in a group can be a small-group discussion or meeting.	• Same as for CLB 5	• Interaction in a group can be a debate, discussion or meeting.
• Context is moderately demanding.	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5

✎ Tips for Assessing Writing

- Select common writing tasks on topics you already address in class

- Ensure learners have had sufficient instruction and practice with similar writing tasks

- Have an editing checklist that learners become familiar with, with key items on it. Some of the items can be used as criteria for the assessment task

- Have similar writing tasks as learning and practice tasks, using similar criteria; then have learners repeat the writing task in a slightly different context. Learners can assess themselves or each other using the criteria, then produce a more polished copy.

- Use a pre-created feedback form, or alternatively, write the task and task criteria on the board and have learners copy it onto a blank assessment feedback form (in this package).

- Assess select learners, then sign bottom of feedback form (to distinguish it from peer or self-assessed).

- For guidance in determining if a task is level appropriate, or on assessing the CLB level of task performance, see the CLB descriptors on pages 29-30 of this package.

Writing Assessment Task Types

- a social message (email, text, written, social networking)
- written instructions

- summary or paraphrase
- a short anecdote or story about an experience

- a business letter
- a resume or cover letter
- a report or memo
- a form or application

Sample Tasks, by CLB competency area

I – interacting with others	➢ Write a short letter thanking a host for a dinner party. ➢ Write a note to a friend expressing sympathy for a loss.
II – Reproducing information	➢ Take notes from a presentation ➢ Note key information from a text
III – Getting things done	➢ Write a note to a landlord about a problem ➢ Write a cover letter
IV – Sharing information	➢ Write about a story heard in the news ➢ Write about a personal experience ➢ Write a message to inform someone of a process

Name _____   Date _____

TASK:	Write a message to update a friend or classmate on recent events in your life and how you feel about them.
Can Do:	CLB 5: Write 1-paragraph formal or informal personal messages for social purposes.
	CLB 6: Write 1 to 2-paragraph formal or informal personal messages for social purposes.

Circle one ↘	Achieved	Developing	Not yet
Conveys the intended meaning	3	2	1
Uses correct capitalization, punctuation and spelling	3	2	1
Uses connective words and phrases appropriately	3	2	1
Uses adequate range of vocabulary for the task,	3	2	1
Has good control over simple grammatical structures and some control over complex structures	3	2	1
Writes with sufficient clarity that the reader can follow	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

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Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

Name _____   Date _____

TASK:	Write a list of key points from a webpage on a study strategy, suitable for sharing with others.
Can Do:	*CLB 5:* Make a list of important points after reading a page of information.
	CLB 6: Make an outline or summary after reading a page of information.

	Achieved	Developing	Not yet
Circle one ↘			
Includes key points with accurate details	3	2	1
Records points clearly and legibly	3	2	1
Includes necessary key information (e.g., heading, web source)	3	2	1
Uses common conventions and organization techniques, such as bullet points, headings or sub-headings	3	2	1
Mostly correct spelling, punctuation and formatting	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

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Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

✎ **Writing** – III. Getting Things Done CLB 5-6

Name _____   Date _____

TASK:	Write a message to a landlord to inform of a problem and request a repair.
Can Do:	*CLB 5:* Write short business messages (3-5 sentences) to get things done or for services needed in my personal life.
	CLB 6: Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.

	Achieved	Developing	Not yet
Circle one ↘			
Identifies self and conveys the purpose of the message	3	2	1
Explains problem and makes a clear request for repair	3	2	1
Includes all necessary key information	3	2	1
Uses correct spelling, punctuation and formatting	3	2	1
Uses a sufficient range of vocabulary and grammatical structures	3	2	1
Uses a respectful tone	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

✂ -

Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

Name _____   Date _____

TASK:	Write a detailed description to inform classmates of a useful service in the community.
Can Do:	*CLB 5: Write 1 paragraph to describe a person, object, routine, or a sequence of events.* *CLB 6: Write 1-2 connected paragraphs to describe a sequence of events, give a detailed description or comparison of people, things, routines or simple procedures.*

	Achieved	Developing	Not yet
Circle one ↘			
Includes an introduction that conveys the purpose or main idea (the service)	3	2	1
Includes details that are relevant and accurate	3	2	1
Provides a description in a clear sequence, with appropriate connective words and phrases	3	2	1
Uses correct spelling, punctuation and formatting	3	2	1
Shows good control of simple sentences and some complex sentences	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

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Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

Name _____   Date _____

TASK:	Write a message to explain and attempt to resolve a minor conflict (e.g., such as making a remark that may have offended someone).
Can Do:	*CLB 7: Write formal and informal messages (about 2-3 paragraphs) for a range of social purposes.*
	CLB 8: Write formal and informal messages (about 3 paragraphs) for a range of social purposes.

Circle one ↘	Achieved	Developing	Not yet
Conveys the intended meaning	3	2	1
Provides a clear explanation or apology, and if relevant, a request	3	2	1
Uses language appropriate to the situation, with a respectful tone	3	2	1
Has good control over spelling and punctuation	3	2	1
Uses a range of vocabulary and structures appropriate for the message	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

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Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

✍ **Writing** – II. Reproducing Information CLB 7-8

Name _____   Date _____

TASK:	Write an outline of two-page factual text to serve as study notes for yourself and classmates.
Can Do:	*CLB 7: Make an outline or summary after reading up to about 2 pages of information.* *CLB 8: Make an outline or summary of a text that is up to 2 pages long.*

Circle one ↘	Achieved	Developing	Not yet
Includes all main ideas	3	2	1
Includes key supporting details for each main idea	3	2	1
Conveys essential information	3	2	1
Presents information clearly and uses common outline conventions, such as bullet points, headings or sub-headings	3	2	1
Uses correct spelling, punctuation and formatting	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

- -
✂

Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

✍ **Writing** – III. Getting Things Done CLB 7-8

Name _____   Date _____

TASK:	In response to a job advertisement, write a cover letter to an employer to accompany your resume.
Can Do:	*CLB 7: Write business messages (up to about 2 paragraphs long) for a range of routine and less routine purposes.* *CLB 8: Write for many purposes to communicate at work, with businesses, or with places providing a service.*

Circle one ↘	Achieved	Developing	Not yet
Includes an opening paragraph that identifies the purpose of the letter and key strengths, and a closing with contact information and a request for an interview	3	2	1
Uses paragraph structure, with clearly expressed main ideas and supporting details	3	2	1
Addresses the job advertisement and highlights relevant accomplishments, skills and education	3	2	1
Uses standard business letter format	3	2	1
Uses correct spelling, punctuation	3	2	1
Shows good control of complex sentences	3	2	1
Task score			

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

- *CLB 7: 12/18*
- *CLB 8: 14/18*

- -
✂

Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

Name _____ Date _____

TASK:	Write 3 to 4 connected paragraphs to give a description of your work or study goal, what you have done to date to achieve it, and what you need to do.
Can Do:	*CLB 7: Write 2 or 3 connected paragraphs to describe a sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.* *CLB 8: Write 3-4 connected paragraphs to discuss a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.*

	Achieved	Developing	Not yet
Circle one ↘			
Includes an introduction that expresses a goal	3	2	1
Uses paragraph structure, with clearly expressed main ideas and supporting details	3	2	1
Paragraphs are developed and joined appropriately to form a coherent text	3	2	1
Uses correct spelling, punctuation	3	2	1
Shows good control of complex sentences	3	2	1
Task score			

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

- *CLB 7: 10/15*
- *CLB 8: 12/15*

✂ --

Determining CLB level: For additional guidance determining level of performance, refer to the instructor reference sheets on pages 29-30 of this document.

Strengths and Limitations section of the Profile of Ability

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

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

SOURCE: Profile of Ability Across Stage II Writing (strengths and limitations), Canadian Language Benchmarks, page 122.

CLB 5	CLB 6	CLB 7	CLB 8
• Adequate paragraph structure, with a main idea and some supporting details	• Adequate paragraph structure, with clearly expressed main ideas and some supporting details	• Good paragraph structure, with clearly expressed main ideas and adequate supporting details	• Good paragraph structure, with clearly expressed main ideas and good supporting details
• Adequate use of connective words and phrases	• Appropriate use of connective words and phrases	• Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion	• Same as CLB 7
• Adequate range of vocabulary for most simple everyday texts	• Good range of vocabulary for simple everyday texts	• Good range of vocabulary for moderately complex texts	• Very good range of vocabulary for moderately complex texts
• Good control of simple structures • Difficulty with complex structures	• Developing control of complex structures	• Adequate control of complex structures	• Good control of complex structures
• Adequate control of spelling, punctuation and format	• Same as CLB 5	• Good control of spelling, punctuation and format	• Same as CLB 7
• Some awkward-sounding phrases and word combinations	• Some awkward-sounding phrases and word combinations • Content and language are sometimes not appropriate for the audience	• Wording may still be typical of first language and seem somewhat unnatural • Content and language, including register, are mostly appropriate for the audience	• Occasionally, wording may seem awkward or unnatural • Content and language, including register and variety, are appropriate for the audience
	• Uses a **limited** range of natural idiomatic language, cultural references and figures of speech	• Uses a range of natural idiomatic language, cultural references and figures of speech appropriately	• Uses an **expanded** range of natural idiomatic language, cultural references and figures of speech appropriately
• Able to communicate some moderately complex messages	• Able to communicate an increasing range of moderately complex messages	• Able to communicate most moderately complex messages	• Able to communicate moderately complex messages

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

SOURCE: Some Features of Communication Across Stage II Writing, Canadian Language Benchmarks, page 132.

CLB 1	CLB 2	CLB 3	CLB 4
• Writing style requirements are informal to formal	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5
• Topics are personally relevant, familiar and concrete.	• Same as CLB 5	• Topics relate to everyday experience and are mostly concrete, but can be somewhat abstract.	• Topics relate to everyday experience and can be abstract.
• Audience is familiar or clearly defined	• Audience is familiar or defined	• Same as CLB 6	• Same as CLB 6
• Tasks require about 1 paragraph of writing.	• Tasks require about 2 paragraphs of writing.	• Tasks require about 3 paragraphs of writing.	• Tasks require about 4 paragraphs of writing.
• Forms are moderately complex in format, requiring responses of up to about 30 items	• Forms are moderately complex in format, requiring responses of up to about 40 items	• Same as CLB 6	• Forms are moderately complex in format, requiring responses of over 40 items
• Oral information to be reduced is relatively short (about 5 to 7 details)*	• Oral information to be reduced is relatively short (about 7 to 8 details or up to about 10 minutes) and may be specialized)*	• Oral information to be reduced is moderate in length (up to about 15 minutes) and may be technical or specialized.*	• Oral information to be reduced is moderate in length (up to about 20 minutes) and may be technical or specialized.*
• Print or online information to be reduced is about 1 page in length, and has clear organization and layout. It may be technical or specialized.*	• Print or online information to be reduced or summarized is about 1.5 pages in length, and has clear organization and layout. It may be technical or specialized.*	• Print or online information to be reduced or summarized is about 2 pages in length, and has clear organization and layout. It may be technical or specialized.*	• Same as CLB 7
• Context is moderately demanding	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5

* Note: The ability to reproduce or reduce information is dependent on the writer's ability to comprehend. Therefore, it is assumed that the content to be reproduced or reduced has a degree of moderate complexity that does not exceed the writer's Reading Benchmark (in the case of print or online content) or Listening Benchmark (in the case of oral discourse).

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

- Select common reading or listening texts on topics you already address in class; For guidance determining if a text is level appropriate, see the CLB descriptors listed in the Features of Communication, on pages 33 (listening) and 35 (reading) of this package.

- Determine what learners will **do** to demonstrate they understand the text. Although having learners answer comprehension questions (task type 7, below) is common, there are many other options (see below).

- Determine what constitutes success on the task (e.g., 70% correct).

- Ensure learners have had sufficient instruction and practice with the vocabulary and subject matter of the text and with the task type.

- After the task is completed, take it up as a class. If you are using task type 7 below (comprehension questions), you can provide an answer sheet, or write the answers on the board, and have learners mark their own or a peer's task. Then circulate to review task sheets (or all or just some learners), sign the bottom of it (to indicate your review) and have learners file in their portfolios.

Assessment Task Types

Assessing reading and listening can be done with a variety of task types, such as:

1. Retell something heard or read
2. Complete a chart to organize information based on what is heard or read
3. Produce a poster in response to a reading or listening text
4. Produce a reflective response/learning log based on a reading or listening text
5. Perform an action to demonstrate comprehension of a reading or listening text
6. Make a decision or judgement based on a listening or reading text
7. Read or listen to a text, then answer comprehension questions about it. Questions at the CLB 5-8 range usually require learners to do *some* of the following:

   - Identify main idea, gist or overall purpose of the text
   - Identify the situation or context
   - Identify key factual details
   - Identify some key implied meaning (if relevant)
   - Identify basic parts and purpose of a conversation, monologue or text
   - Identify meaning of key words, expressions and idioms from the context
   - Identify mood and attitude or writer or speaker
   - Identifies organization of a text and links between ideas
   - Express own thoughts or opinions about the text

Strengths and Limitations Section of the Profiles of Ability
Use this page to help determine the **CLB level** a learner is performing at.

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

SOURCE: Profile of Ability Across Stage II Listening (strengths and limitations), Canadian Language Benchmarks, page 14.

CLB 5	CLB 6	CLB 7	CLB 8
• Understands overall meaning or intent	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5
• Identifies main ideas, supporting details and implied meanings	• Same as CLB 5	• Same as CLB 5	• Identifies main ideas, even when not explicitly stated, supporting details and implied meanings
• Understands language that is concrete and includes mostly common vocabulary	• Understands language that is generally concrete with some abstract elements and a range of common vocabulary	• Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary	• Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary
• Recognizes meaning based on a developing understanding of complex sentences and structures.	• Same as CLB 5	• Recognizes meaning based on an understanding of an increasing range of complex sentences and structures.	• Recognizes meaning based on an understanding of an adequate range of complex sentences and structures.
• May sometimes rely on contextual clues for comprehension	• Same as CLB 5	• May use contextual clues to enhance comprehension	• Same as CLB 6
• Recognizes some registers	• Recognizes some register and styles	• Recognizes and expanding range of registers and styles	• Same as CLB 6
• Understands very common idiomatic language	• Understands common idiomatic language	• Understands an expanding range of common idiomatic language	• Understands an expanded range of common idiomatic language
• Can comprehend on the phone when context and topic are highly relevant and familiar	• Can comprehend on the phone when context and topic are relevant and familiar	• Can follow most moderately complex phone interactions	• Can follow moderately complex phone interactions
• Sometimes requires repetition	• May require repetition	• Has difficulty following faster conversations	• Has difficulty following faster colloquial or idiomatic conversations

Features of Communication

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

SOURCE: Some Features of Communication Across Stage II Listening, Canadian Language Benchmarks, page 24.

CLB 5	CLB 6	CLB 7	CLB 8
• Communication is live, face-to-face, on the phone or via digital media (on-on-one or in small groups).	• Same as CLB 5	• Same as CLB 5	• Communication is live, face-to- face, on the phone or via digital media (on-on-one, with multiple speakers or in small groups).
• Speech is clear and at a slow to normal rate.	• Same as CLB 5	• Speech is clear and at a normal rate.	• Same as CLB 7
• Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable	• Same as CLB 5	• Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable	• Same as CLB 7
• Listening texts can be short informal monologues, presentations, dialogues or small group interactions	• Same as CLB 5	• Listening texts can be informal or semi-formal short informal monologues, presentations, dialogues or group interactions	• Same as CLB 7
• Monologues and presentations are up to about **5 minutes** • Dialogues may include conversations, interviews and discussions in any media (digital/online, TV, radio, etc)	• Monologues and presentations are up to about **10 minutes** • Same as CLB 5	• Monologues and presentations are up to about **15 minutes** • Same as CLB 5.	• Monologues and presentations are up to about **20 minutes** • Same as CLB 5.
• Instructions are clear, explicit and presented step by step	• Instructions are clear and, explicit, but not always presented step by step	• Same as CLB 6	• Instructions are clear and coherent, but not always presented step by step
• Language is concrete and includes mostly common vocabulary and a limited number of idioms	• Language is generally concrete with some abstract elements, and contains a range of common vocabulary and idioms.	• Language is concrete or abstract and sometimes specialized, with an expanded range of vocabulary and some less-common idiomatic expressions	• Language is concrete or abstract and conceptual, with an expanded range of vocabulary, idioms and colloquial expressions
• Topics are generally familiar, related to everyday situations and of personal relevance	• Same as CLB 5	• Topics are generally familiar, personally relevant, and may be about general knowledge or work-related	• Topics are generally familiar, about general knowledge, or related to specialized or workplace issues in own field.
• Context is moderately demanding	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5
• Response to task may require some speaking or writing	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5

Strengths and Limitations Section of the Profiles of Ability
Use this page to help determine the **CLB level** a learner is performing at.

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

SOURCE: Profile of Ability Across Stage I Reading (strengths and limitations), Canadian Language Benchmarks, page 86.

CLB 5	CLB 6	CLB 7	CLB 8
• Identifies purpose, main ideas, important details and links between paragraphs	• Identifies purpose, main ideas, specific factual details and some implied meanings	• Identifies purpose, main ideas, specific details and many implied meanings	• Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register
• Finds some information to make comparison	• Finds specific detailed information for comparing and contrasting	• Finds, integrates, compares and contrasts information	• Finds, integrates, compares, contrasts and analyzes information
• **Occasionally** guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary	• **Sometimes** guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary	**Often** guesses the meaning of unknown terms, phrases and idioms from the context	**Usually** guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech.
• Often rereads and needs clarification	• May reread and ask for clarification		
• Comprehension is based on knowledge of basic grammar and a developing understanding of complex sentences and structures	• Comprehension is based on a developing understanding of complex sentences and structures	• Comprehension is based on a developing understanding of an increasing range of complex sentences and structures	• Comprehension is based on a developing understanding of an adequate range of complex sentences and structures
• Identifies some different styles and registers	• Identifies an expanding range of different styles and registers	• Identifies a range of different styles and registers	• Identifies a wide range of different styles and registers
• Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary	• Uses a concise unilingual ESL dictionary	• Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	• Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

Features of Communication

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

SOURCE: Some Features of Communication Across Stage I Reading, Canadian Language Benchmarks, page 96.

CLB 5	CLB 6	CLB 7	CLB 8
• Texts are paper-based or digital/online.	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5
• **Formatted texts** are moderately complex and may include maps, forms, tables, schedules, directories, course calendars and graphs.	• Same as CLB 5	• Same as CLB 5	• **Formatted texts** are moderately complex and may include maps, forms, tables, schedules, directories, course calendars, graphs and website navigation menus.
• Instructions or **instructional texts** are clear and explicit and are for 7- to 10-step routine procedures that are presented step by step. .	• Instructions or **instructional texts** are clear and explicit and are for 10-step routine procedures that are not always presented step by step.	• Instructions or **instructional texts** are clear and explicit and are for 10- to 13-step procedures that are not always presented step by step.	• Instructions or **instructional texts** are clear and explicit and are for extended multistep, established procedures that are not always presented step by step.
• **Continuous texts** are moderately complex and may include narrative, descriptive and some literary genres.	• Same as CLB 5	• **Continuous texts** are moderately complex and may include narrative, descriptive, argumentative, persuasive and literary genres	• Same as CLB 7
• Length of continuous text is relatively short (up to about 1 page) as dictated by the topic, purpose, genre and context.	• Length of continuous text is relatively short (up to about 2 pages) as dictated by the topic, purpose, genre and context.	• Length of continuous text is relatively short (up to about 4 pages) as dictated by the topic, purpose, genre and context.	• Length of continuous text is relatively short (up to about 5 pages) as dictated by the topic, purpose, genre and context.
• Language is mostly factual, concrete and literal, with some abstract words.	• Language is mostly factual, concrete and literal, but may also be abstract and specialized.	• Language is concrete or abstract and may be specialized	• Same as CLB 7
• Topics are personally relevant, mostly familiar and predictable.	• Topics are personally relevant, mostly familiar and partly predictable.	• Same as CLB 6	• Topics are personally relevant but are not always familiar or predictable.
• Context is moderately demanding.	• Same as CLB 5	• Same as CLB 5	• Same as CLB 5

NAME _____   DATE _____

SKILL: ☐ Speaking ☐ Writing	COMPETENCY:	☐ I. Interacting with Others ☐ II. Comprehending/Giving Instructions ☐ II. Reproducing information (for writing only) ☐ III. Getting things done ☐ IV: Comprehending/Sharing Information

TASK:

CAN DO: CLB __ :

	Achieved	Developing	Not yet
Circle one ↘			
	3	2	1
	3	2	1
	3	2	1
	3	2	1
	3	2	1
Task score			

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

Portfolio Review (for peer or self review)

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

Look at your Language Companion

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

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

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

Look at the About Me section

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

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

☐   Did you write down one or more learning goals?

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

Look at the Portfolio Section

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

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

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

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

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

Look at the Can Do statements for your CLB level

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

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

Additional Resources on Assessment

❖ About the Classroom Assessment Process

- Integrating CLB Assessment into your ESL Classroom: iclba.language.ca

- PBLA Emerging Practice Guidelines: pblaepg.language.ca

❖ Assessment Tasks and Tools

Free, online

- Real World Assessment Task Bank (240 CLB-referenced assessment tasks with feedback forms, available May 2018), at Realworldtasks.ca

- Bow Valley College Assessment Tools (CLB 4-7):

  centre.bowvalleycollege.ca/tools/instructor-tools-pbla

- Conestoga College Assessment Generating Tools (CLB 1-8): (sign in to Tutela for links to work)

  Writing: https://tutela.ca/Resource_20372   Listening: https://tutela.ca/Resource_20375

  Reading: https://tutela.ca/Resource_20373   Speaking: https://tutela.ca/Resource_20374

- Classroom Assessment Toolkit (LISTN):

  listn.tutela.ca/resources/linc-assessment/classroom-assessment-toolkit.html

- CCLB Multilevel Assessment Resources:

  pblaepg.language.ca/part-d-emerging-topics/multilevel-assessment

- Customizable drop-down assessment forms (CLB 3-6): Quartzon.ca (Go to the Toolbox).

Books

- **CLB 5-10 Exit Assessment Tasks**, 2007. $70, available for purchase on the Centre for Canadian Language Benchmarks website)

- **SAM** (Summative Assessment Manual for Teachers), CLB 1-4, 2010. $45, available for purchase on the Centre for Canadian Language Benchmarks website