

# *Assessment in Action:*

## A CEFR-based Toolkit for ESL Teachers

Level **A**



Spoken  
Interaction



Spoken  
Production



Listening



Reading



Writing

## Acknowledgments

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This project is an adaptation of the original resource entitled *Assessment in Action: A CEFR based Toolkit for FSL Teachers* by Laura Hermans, project director.

CASLT would like to thank the members of the working committee who played an active role in the development of the original resource.

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Special thanks to Leanne Chase, Lisa Menchions, Cynthia Manning, and their students.

CASLT recognizes and appreciates the work accomplished by teachers of the Council of Europe to establish and improve the CEFR. This document draws from the common framework and from various other documents published by the Council of Europe, its affiliates from EU member states and by Schulverlag Plus AG. This Canadian adaptation aims to support the teaching of languages across Canada. Members of the development committee shall in no way benefit from the future sale of this document. Benefits from the sale of the document by CASLT will be used to further advance the important work initiated by the Council of Europe and other organizations.

CASLT gratefully acknowledges the financial support of the Department of Canadian Heritage.



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The Canadian Association of Second Language Teachers (CASLT) encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

ISBN: 978-0-921238-91-1






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# The Assessment in Action Toolkit

## What is the Assessment in Action:

### A CEFR-based Toolkit for ESL Teachers?

The Assessment in Action Toolkit (AAT) is a set of adaptable tasks that teachers can use in the classroom to support assessment as, of, and for learning at their students' level in the language being taught. The tasks are designed for ESL classrooms but can be adapted for other languages.

### Who is the AAT for?

The AAT is for all language teachers who would like to enrich their repertoire of assessment tools, including those seeking to align their teaching and assessing practices to the Common European Framework of Reference (CEFR).

### What is the CEFR?

The CEFR defines levels of language proficiency that help teachers and students to identify where students are in their learning and to measure their language development over time.

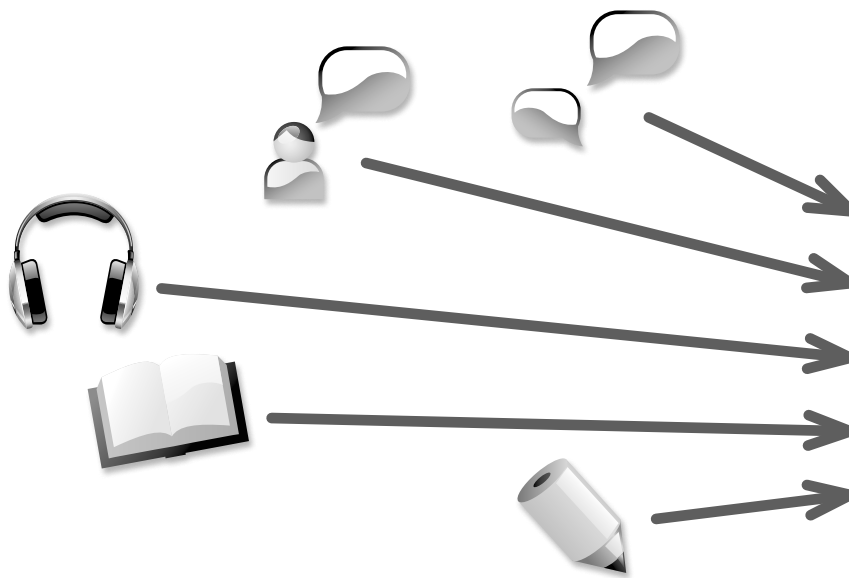
The proficiency levels are defined as “can-do” statements that range from beginner user A1 to near-native user C2 in five communicative activity types: spoken interaction, spoken production, listening, reading, and writing. The CEFR generally proposes an action-oriented approach; language proficiency is described in terms of what students are able to do in the target language. The CEFR is used in over 40 countries worldwide and is increasingly used in Canada.

### Why the AAT?

Many educators have expressed an interest in using Canadian-made CEFR-based resources in their language classrooms. Because few materials are available, CASLT launched a project to update the original CASLT Formative Assessment Toolkit and align it with the CEFR.

### How is the AAT organized?

The AAT consists of 35 tasks. Each task corresponds to one sub-level of the CEFR proficiency levels and one communicative activity type. The breakdown is as follows:

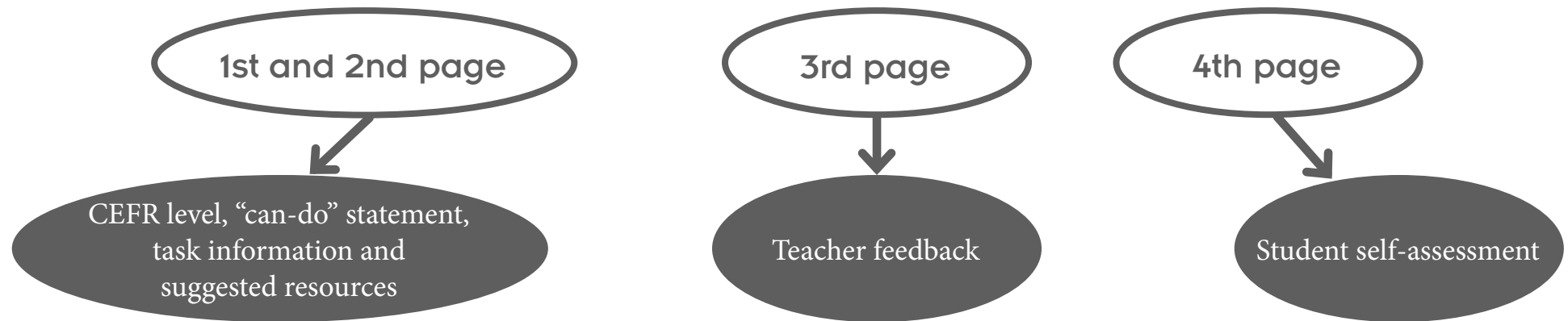


Communicative activity type	Levels						
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B2
Spoken interaction	✓	✓	✓	✓	✓	✓	✓
Spoken production	✓	✓	✓	✓	✓	✓	✓
Listening	✓	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓

The AAT also includes a template for teachers to use, to adapt, to create, and to personalize assessment activities for specific classes or groups of students.

## What does the AAT look like?\*

Each task comprises a four-page template that includes:



(\*) See pages 9 to 12

## Content of 1st page

### CEFR level

Each task corresponds to one of the seven proficiency levels defined by the CEFR for the organization of language learning, which are reproduced in the self-assessment grid on page 8 of this publication. The AAT will focus on levels A1 to B2, which are more suited to school students. These levels have been divided into sub-categories A1.1 to B2 to offer more flexibility to teachers when assessing their students' language competencies.

CEFR Levels			
<b>A</b> Basic user	<b>A1</b>	<b>A1.1</b>	<b>A1.2</b>
	<b>A2</b>	<b>A2.1</b>	<b>A2.2</b>
<b>B</b> Independent user	<b>B1</b>	<b>B1.1</b>	<b>B1.2</b>
	<b>B2</b>		
<b>C</b> Proficient user	<b>C1</b>		
	<b>C2</b>		

### Communicative activity type

The tasks require the use of the communicative activity types as defined by the CEFR. Each task type is designed for formative assessment purposes and focuses on one communicative activity. The communicative activity types defined by the CEFR are all identified by their own symbol as displayed here.



## The “can-do” statement

The “can-do” statement defines the purpose of the task and is presented to the students before they start the task so they know what they are working towards achieving.

## What is the task?

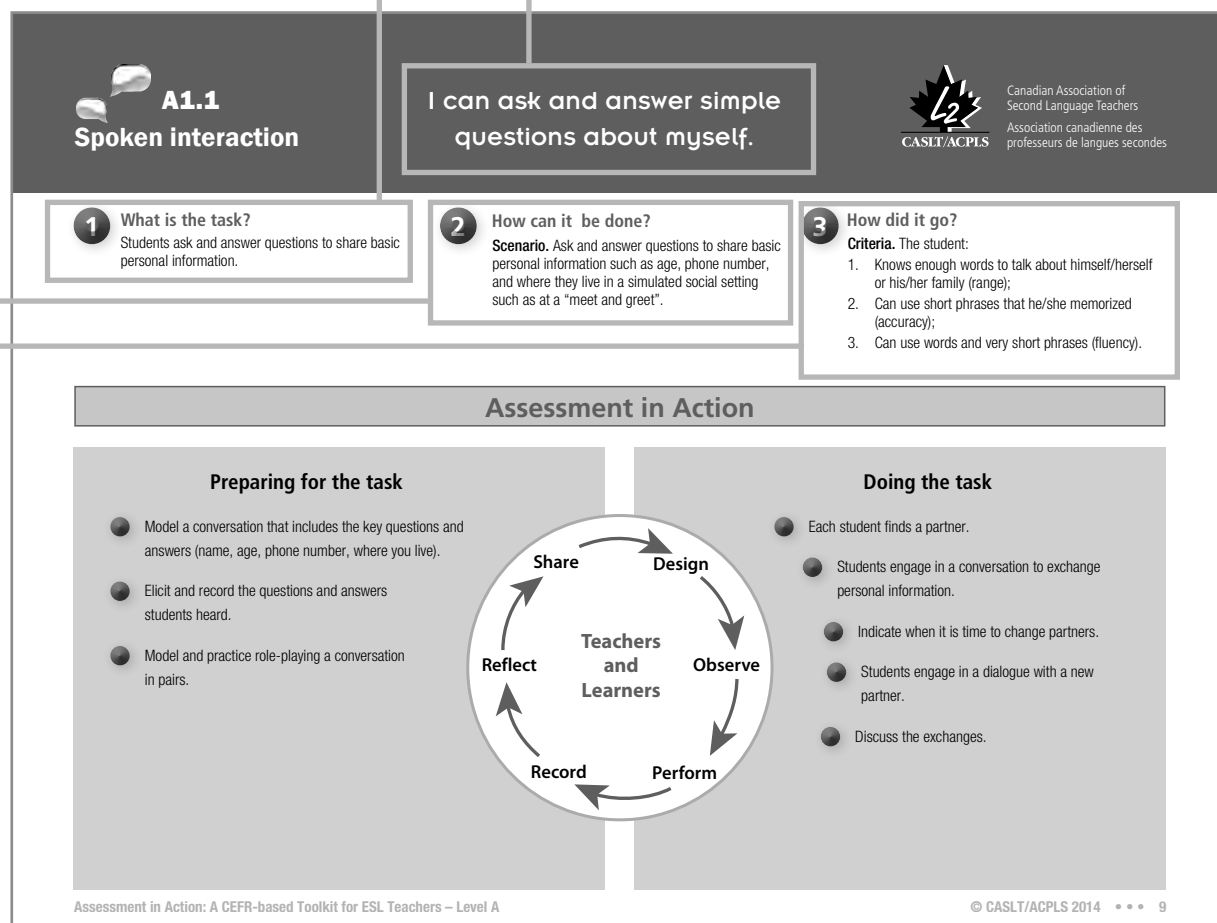
The task establishes the communicative purpose of the activity and describes what the students will do to demonstrate what they “can do.” The purpose of the task is for students to engage in a language activity that has a real-life purpose, such as expressing an opinion, asking for information, presenting others, etc. In other words, students should be able to recognize that their language use in the classroom has outside applications.

## How can it be done?

The scenario suggests a context in which the task can be carried out in the classroom. The scenario can be adapted to suit the theme, unit, or curriculum used by the teacher.

## How did it go?

The criteria allow teachers and students to assess their performance in regards to the “I can” task. The criteria are discussed with the students before they start the task so they know what is expected of them and how they can assess their own performance. Additional criteria can also be added.



## “Assessment in Action” wheel

Assessment is an ongoing process that is integral to all aspects of the task, from the design of the task to planning for further learning. The “Assessment in Action,” which also comprises assessment “as,” “of,” and “for” learning, is reflected in the assessment wheel, which provides a process to follow in assessing your students’ language competencies.

### Design

The task is designed so that the teacher can plan how to gather evidence related to what the student does, and how the student does it, in order to achieve the “can-do” statement purpose of the task. Students could be involved in this process.

### Observe

Observation of students as they prepare and do the task is an important way for teachers to learn about their students’ strengths and about steps the students need to take during their learning.

### Perform

Performing the task gives the students the opportunity to display what they can do (“can-do” statement) and also “how well” (criteria) they can do it. It is on this performance that the students are assessed for formative purposes.

### Record

Observations, insights from conversations between students and teachers, and evidence from examining student performance and production (what they write and say) during the task are recorded by teachers using tools such as the teacher feedback sheet and by students using tools such as the self-assessment sheet. These may be used for different purposes such as:

- Describing how the student demonstrates his/her CEFR language level;
- Deciding on next learning goals and next steps to reach them.

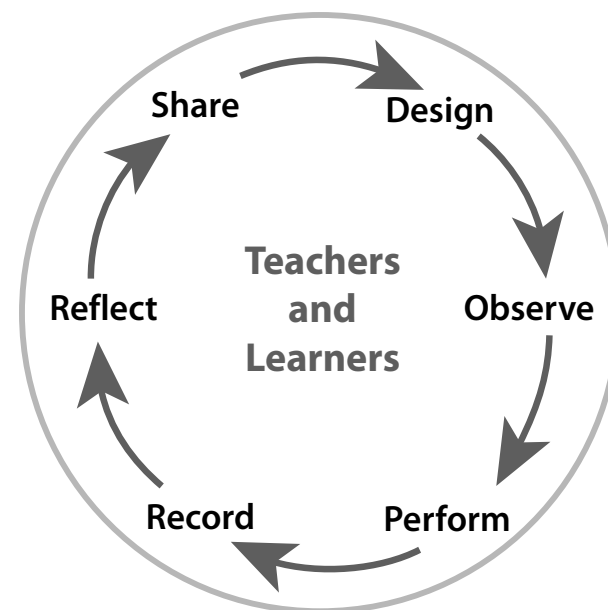
The teacher focuses on recording what the students can do, which is based on the criteria outlined in the task.

### Reflect

Reflection is an activity for both the teacher and the students. The teacher reflects on student performance; his/her observations and conversations with the students will be helpful for planning future learning activities. The students reflect on their performance in relation to the criteria in order to recognize what they did well and what they need to work on next. Self-reflection is a vital component of autonomous learning and a central part of the CEFR and the language portfolio.

### Share

Students and the teacher describe the performance based on the criteria. They share their observations and comments on what went well and which strategies were successful. Students and the teacher also identify and agree on the next steps for learning. The exchange sets the course for students in their learning but also for the teacher in designing future tasks to help students achieve their goals.



“Assessment in Action” wheel

## Preparing for the task

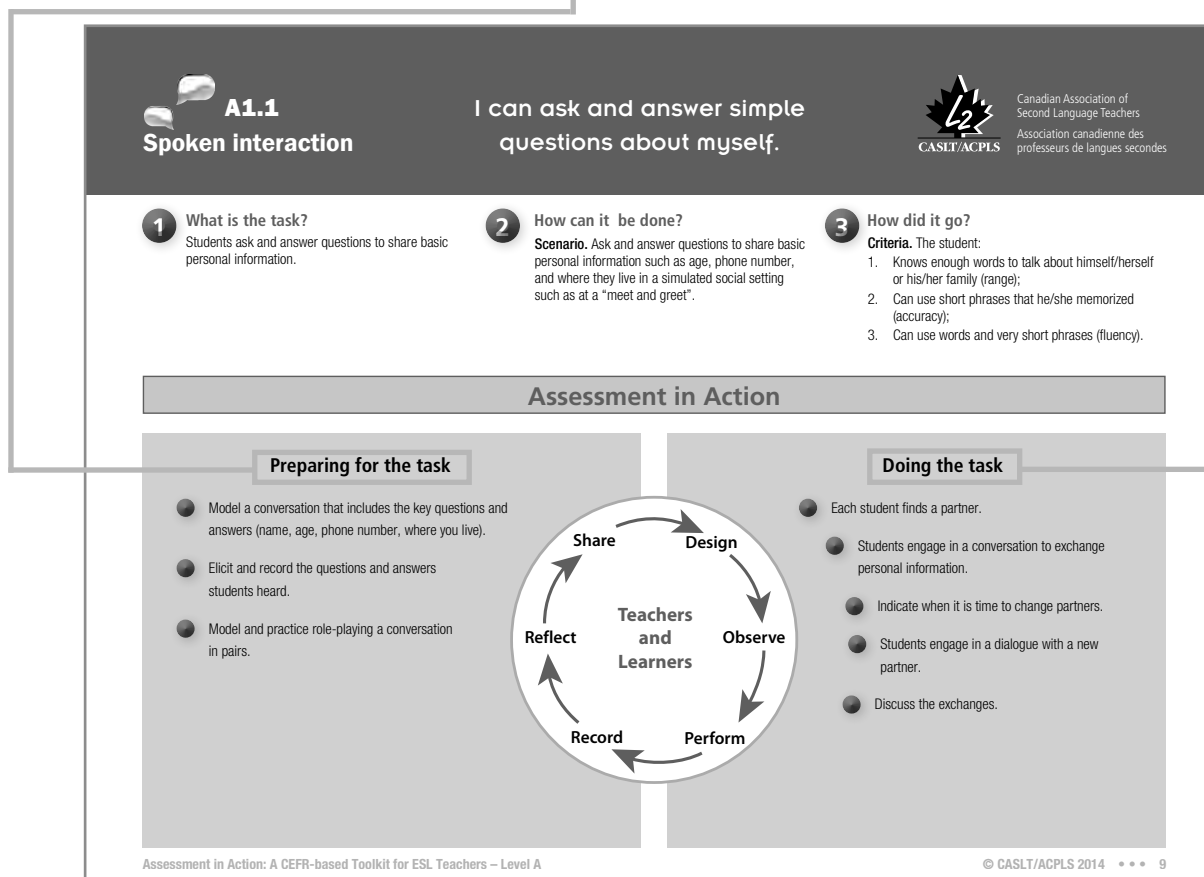
Preparing for the task involves:

1. Communicating the “can-do” statement of the task;
2. Communicating the purpose of the task;
3. Practising the strategies students can use to do the task;
4. Negotiating the expectations or criteria of the task;
5. Using the students’ interests, knowledge, experience, and perspective as a starting point and reference for the task. After all, the “can-do” statements are all about the students, their world, and what they can do with language;
6. Focusing on the language the students need to accomplish the “can-do” statement;
7. Modelling and practising so the students know what the task is, how it can be done, and have time to practise and prepare for the task;
8. Monitoring the students to gauge whether or not support is needed to ensure understanding and success.

## Doing the task

Doing the task includes:

1. Making adaptations to the task to accommodate students’ differences;
2. Allowing the students to have a say in when they will be assessed;
3. Setting up optimal conditions for successful completion of the task (time, material, safe learning environment, etc.)
4. Observing students and recording notes for assessment purposes;
5. Giving students time to complete their self-assessment;
6. Sharing feedback with individual students on their performance;
7. Receiving feedback from the class in terms of the task, level of difficulty, level of interest, etc. to help in future task design.



# Content of 2nd page

## Sample language

The focus of the language is on some sample structures students may need to accomplish the “can-do” statement task purpose. These are a starting point only and may vary depending on each situation. Related vocabulary and grammar play a secondary role to using language forms/structures to communicate the intended message.

## Considerations


Considerations are suggestions or items to think about when designing and performing the task.

## Learner strategies


Students can use strategies to help them complete their task. Students may use other strategies. Students are not assessed on their use of strategies but they can reflect on which ones they used, if any, to accomplish the “can-do” statement.


## Resources

This is a sampling of some possible classroom resources. The resources suggested for other tasks and levels may also be appropriate. Other resources may be added at the discretion of the teacher. The sample resources are subject to change without notice.


**A1.1**  
**Spoken interaction**

I can ask and answer simple questions about myself.

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Second Language Teachers  
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professeurs de langues secondes


**Sample language**

- “Hi, how are you? Good, and you?”
- “What is your name? My name is...”
- “How old are you? I am 11...”
- “What is your phone number? My phone number is 453-5136.”
- “Where do you live?”


**Considerations**

Consider...

- ... repeating the activity over a couple of days so as to observe and assess all students.

**Learner strategies**

- Ask for repetition.
- Say: “I don’t understand.”

**Resources**

- To create a dialogue visit:
  - [esljunction.com/conversation\\_questions/index.html](http://esljunction.com/conversation_questions/index.html)
  - [www.languageguide.org/bt/common/eng/](http://www.languageguide.org/bt/common/eng/)
- For sample dialogues visit:
  - [en.wikiversity.org/wiki/Primary\\_ESL\\_-\\_What%27s\\_your\\_name%3F](http://en.wikiversity.org/wiki/Primary_ESL_-_What%27s_your_name%3F)
  - [eslprintables.com/vocabulary\\_worksheets/greetings/introducing\\_yourself/](http://eslprintables.com/vocabulary_worksheets/greetings/introducing_yourself/)
  - [eslfast.com/easydialogs/](http://eslfast.com/easydialogs/)

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## Content of 3rd page

### Rate student's performance

The rating is on a four-point scale but may be adapted to suit the teacher's needs and practice.

### Student completed the task

This comment indicates whether or not the student completed the task following the guidelines set by the teacher and students.

### Criteria

Teachers may choose not to use all the criteria for assessment and/or include additional criteria that he/she established with the students.

### Observations

Observations are descriptions of aspects of the student's performance. The observations are related to the criteria.

### Comments and next steps

The comments describe what went well and provide suggestions for the next steps for learning.

### Student showed that he/she can...

An overall rating is given to reflect how well the student demonstrated the ability to do the "can-do" statement.

The diagram shows a 'Teacher Feedback' form with several sections. Callouts from the 3rd page content point to specific parts of the form:

- A1.1 Spoken interaction** points to the title 'I can ask and answer simple questions about myself.' and the 'Spoken interaction' header.
- Rate student's performance** points to a box with the text: 'Rate the student's performance, from 1 to 4, where: 4= fully, 3= mostly, 2= somewhat, and 1= more practice is needed'.
- Student completed the task** points to the 'The student completed the task:' section with 'Yes', 'Partially', and 'No' checkboxes.
- Criteria** points to the 'Criteria to meet the "can-do" statement. The student...' section.
- Observations** points to the 'Observations' column of the table.
- Comments and next steps** points to the 'Comments and next steps' section.
- Student showed that he/she can...** points to the 'The student showed that he/she can ask simple questions about himself/herself.' section.

The form includes fields for Name and Date, and a table with columns for 'Criteria to meet the "can-do" statement. The student...', 'Student's performance', and 'Observations'. The 'Comments and next steps' section has sub-sections for 'Something the student did well:' and 'A suggestion for what to do next:'. The 'The student showed that he/she can ask simple questions about himself/herself.' section has a rating box.

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## Content of 4th page

The 4th page is the self-assessment page that will be filled by the student. Its various parts are to a large degree similar to the teacher feedback page, but it also allows the student to specify which of the "learner strategies" suggested on the 2nd page have been used to complete the task.

## How is the AAT used?

- 1. Select a level and communicative activity type:** The purpose of the task is for students to show to what degree they are functioning within the level selected and for the communicative activity type chosen. The task gives the students the opportunity to demonstrate their strengths and which elements of the task they can do.
- 2. Adapt the task:** The tasks are intended to be adapted to suit the unit or theme in the class and to complement existing curriculum. This can be done even if the curriculum is not CEFR-related. Each task has a suggested scenario, but the tasks are designed to be suited to the classroom situation, to students' interests, and to the targeted learning and content.
- 3. Prepare for and do the task:** The teacher will follow the task instructions and/or make modifications. The teacher should also review the "can-do" statement of the task, criteria, strategies, and student self-assessment with students before undertaking the task.
- 4. Fill in the teacher feedback sheet:** The information will provide insight into what the students can do and also *how well they can do it*.
- 5. Fill in the self-assessment sheet:** The teacher or students decide in which language the self-assessment will be completed and the students will complete it to the best of their ability.
- 6. Exchange feedback with the students:** The exchange will allow teachers and students to discuss how well the students performed and future steps for learning and teaching.

## When and how often is the AAT used?

A task performance can be assessed once the teacher and student think the student is ready to be assessed. A single performance provides a snapshot of what a student can do at a moment in time, but the more opportunities students are given to perform a task or tasks, the more accurate the portrayal of students' language competencies will be. In other words, the more frequently the tasks are performed and assessed, the more evidence the teacher has of what the students can do at their level of proficiency.

# Self-assessment grid\*

		A: BASIC USER		B: INDEPENDENT USER		C: PROFICIENT USER	
		A1	A2	B1	B2	C1	C2
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

\*Drawn from the *Common European Framework of Reference for Languages* (© Council of Europe, 2000)



**1 What is the task?**

Students ask and answer questions to share basic personal information.

**2 How can it be done?**

**Scenario.** Ask and answer questions to share basic personal information such as age, phone number, and where they live in a simulated social setting such as at a “meet and greet”.

**3 How did it go?**

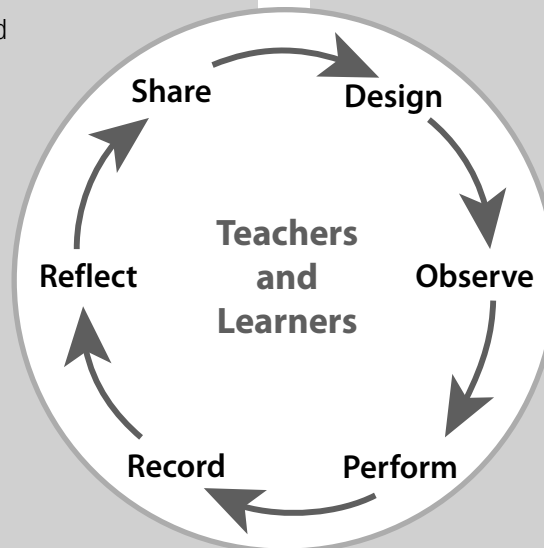
**Criteria.** The student:

1. Knows enough words to talk about himself/herself or his/her family (range);
2. Can use short phrases that he/she memorized (accuracy);
3. Can use words and very short phrases (fluency).

**Assessment in Action**

**Preparing for the task**

- Model a conversation that includes the key questions and answers (name, age, phone number, where you live).
- Elicit and record the questions and answers students heard.
- Model and practice role-playing a conversation in pairs.



**Doing the task**

- Each student finds a partner.
- Students engage in a conversation to exchange personal information.
- Indicate when it is time to change partners.
- Students engage in a dialogue with a new partner.
- Discuss the exchanges.

### **Sample language**

- *"Hi, how are you? Good, and you?"*
- *"What is your name? My name is..."*
- *"How old are you? I am 11..."*
- *"What is your phone number? My phone number is 453-5136."*
- *"Where do you live?"*

### **Considerations**

#### **Consider...**

- ... repeating the activity over a couple of days so as to observe and assess all students.

### **Learner strategies**

- Ask for repetition.
- Say: "I don't understand."

### **Resources**

- To create a dialogue visit:
  - [esljunction.com/conversation\\_questions/index.html](http://esljunction.com/conversation_questions/index.html)
  - [www.languageguide.org/txt/common/eng/](http://www.languageguide.org/txt/common/eng/)
- For sample dialogues visit:
  - [en.wikiversity.org/wiki/Primary\\_ESL\\_-\\_What%27s\\_your\\_name%3F](http://en.wikiversity.org/wiki/Primary_ESL_-_What%27s_your_name%3F)
  - [eslprintables.com/vocabulary\\_worksheets/greetings/introducing\\_yourself/](http://eslprintables.com/vocabulary_worksheets/greetings/introducing_yourself/)
  - [eslfast.com/easydialogs/](http://eslfast.com/easydialogs/)



## A1.1

### Spoken interaction

## I can ask and answer simple questions about myself.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... knows enough words to talk about himself/herself or his/her family (range).		
... can use short phrases that he/she memorized (accuracy).		
... can use words and very short phrases (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can ask simple questions about himself/herself.</b>	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

## SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I know enough words to talk about myself or my family.		
I can use short phrases that I memorized.		
I can use words and very short phrases.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can ask simple questions about myself.</b>	<input type="checkbox"/>	<b>Strategies that I used:</b> I asked for repetition. Yes <input type="checkbox"/> No <input type="checkbox"/> When needed, I stated that I didn’t understand. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## A1.1

### Spoken production

### I can give information about myself.



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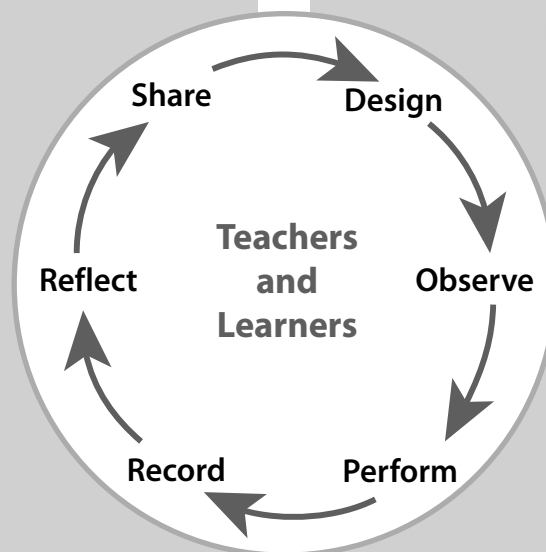
- 1 What is the task?**  
Students respond to questions read by a classmate.
- 2 How can it be done?**  
**Scenario.** Answer questions about personal information in simulated role-play situations such as with a receptionist at a dentist's office or a salesperson to enter a contest.

- 3 How did it go?**  
**Criteria.** The student:
  1. Has enough words to talk about himself/herself or his/her family (range);
  2. Can use short phrases that he/she memorized (accuracy);
  3. Can use words and very short phrases (fluency).

## Assessment in Action

### Preparing for the task

- Show a questionnaire.
- Elicit and record answers to questionnaire questions such as *"What is your name?"*
- Model and practice answering the questions on a questionnaire orally with the class.



### Doing the task

- Distribute questionnaires.
- Form two parallel lines.
- Assign students a number: 1 or 2.
- Number 1 students read the questions on their questionnaires and record the answers given by number 2 students.
- Students switch roles.
- Give a signal for number 1 students to move one to the right and repeat the process.



## A1.1

### Spoken production

### I can give information about myself.



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#### Sample language

- *"My name is..."*
- *"I am 11 years old."*
- *"My birthday is November 3."*
- *"My phone number is 453-5136."*
- *"My address is 14 Ferland Street."*

#### Considerations

##### Consider...

- ... telling students to provide fictitious information if they do not want to share real facts.
- ... focussing on spoken production and not on the quality of reading or written production.

#### Learner strategies

- Think about what I'll say.
- Ask for the question to be repeated.

#### Resources

- For sample questionnaires visit:
  - [en.islcollective.com](http://en.islcollective.com) and enter the word "introduce" in the search box
- Create questionnaires for students to enter information from a number of their classmates:
- Online tool
  - [blabberize.com](http://blabberize.com)



## A1.1

### Spoken production

### I can give information about myself.



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professeurs de langues secondes

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... has enough words to talk about himself/herself or his/her family (range).		
... can use short phrases that he/she memorized (accuracy).		
... can use words and very short phrases (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can give information about himself/herself.	<input type="checkbox"/>	



## A1.1

### Spoken production

### I can give information about myself.



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#### SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I know enough words to talk about myself or my family.		
I can use short phrases that I memorized.		
I can use words and very short phrases.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can give information about myself.</b>	<input type="checkbox"/>	<b>Strategies that I used:</b> I thought about what I was going to say. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for the question to be repeated. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## A1.1 Listening

I can recognize numbers in short, clear, and simple messages.



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1

### What is the task?

Students listen to messages and write down the phone numbers.

2

### How can it be done?

**Scenario.** Listen to voicemail or messages to get phone numbers.

3

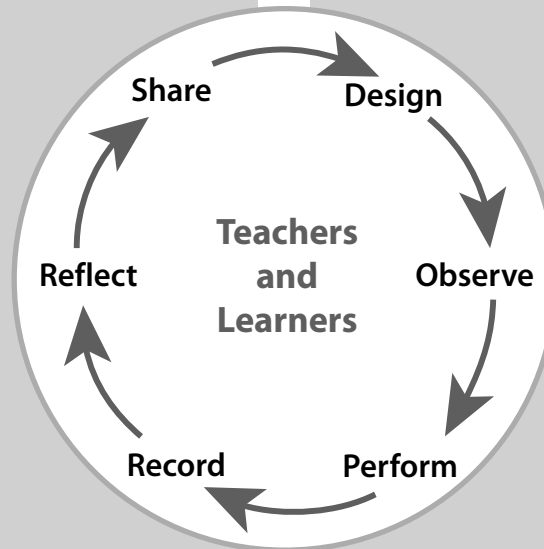
### How did it go?

**Criteria.** The student demonstrates understanding by correctly jotting down phone numbers.

## Assessment in Action

### Preparing for the task

- Ask number-related questions.
- OR
- Play number bingo.
- OR
- Do a basic addition round-robin.
- Model and practice listening and noting phone numbers.



### Doing the task

- Play the recording of voice mail messages,
- OR
- Read the messages.
- Repeat a couple of times as necessary.
- Students write the telephone numbers next to the callers' names.



## A1.1 Listening

I can recognize numbers in short, clear, and simple messages.



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### ☀ Sample language

- ☰ "It's Louise, my number is 451-1810."
- ☰ "This is Guy, call me at 455-9999."
- ☰ "It's Franco, you can reach me at 461-4545."

### ☀ Considerations

Consider...

- ☰ ... following up by having students record their own message.
- ☰ ... focussing on listening comprehension and not on oral or written production.

### ☀ Learner strategies

- ☰ Listen for the information I need.
- ☰ Ask for repetition.

### ☀ Resources

- ☰ For listening exercises on numbers visit:
  - [www.englishnumber.com](http://www.englishnumber.com)
  - [languageguide.org/english/numbers/](http://languageguide.org/english/numbers/)
  - [esl-lab.com/phone.htm](http://esl-lab.com/phone.htm)
- ☰ For voice mail messages visit:
  - [esol.britishcouncil.org/dictations/voicemail-messages](http://esol.britishcouncil.org/dictations/voicemail-messages)
- ☰ To create number bingo cards visit:
  - [dltk-cards.com/bingo/bingo1.asp](http://dltk-cards.com/bingo/bingo1.asp)
  - [bingobaker.com](http://bingobaker.com)



# A1.1

## Listening

I can recognize numbers in short, clear, and simple messages.



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### TEACHER FEEDBACK

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... correctly jotted down phone numbers.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can recognize numbers in short, clear, and simple messages.	<input type="checkbox"/>	



# A1.1 Listening

I can recognize numbers in short, clear, and simple messages.



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## SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can write down phone numbers.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can recognize numbers in short, clear, and simple messages.	<input type="checkbox"/>	<b>Strategies that I used:</b> I listened for the information I needed. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for repetition. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

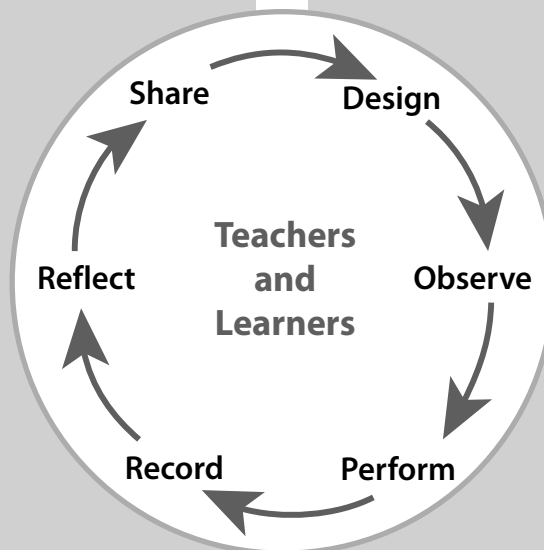
# I can understand simple forms and give basic details about myself.

- 1 What is the task?**  
Students read forms and fill in basic personal information.
- 2 How can it be done?**  
**Scenario.** Fill in forms such as for a membership in a leisure or sports club, job application, simple on-line order or entry into a draw.
- 3 How did it go?**  
**Criteria.** The student demonstrates understanding by filling in forms with information.

## Assessment in Action

### Preparing for the task

- Display a sample form.
- Survey who in the class has filled out forms, what types they were, what kind of information was requested.
- Generate and record a list of personal information generally requested on forms.
- Model and practice filling in a form with the class.



### Doing the task

- Create stations, each one with a couple of different forms, and enough forms for each student.
- Students circulate around stations.
- Students complete and submit a form at each station.

### **Sample language**

Vocabulary and structures found in forms such as:

- *"Name and Surname"*
- *"Address: street/city/postal code"*
- *"Age"*
- *"Date/Place of birth"*
- *"Phone number"*
- *"Email"*

### **Considerations**

Consider...

- ... allowing students to use fictitious information for reasons of privacy.
- ... filling in a form on computer/online.
- ... connecting to a writing activity with a "can-do" statement such as "I can understand a form well enough to give the most important information about myself."
- ... focussing on reading comprehension and not on oral or written production.

### **Learner strategies**

- Use visual cues.
- Look for friendly words and cognates.

### **Resources**

- To find forms:
  - Catalogs from online stores or search for "contest registration forms" in Google.
  - Microsoft Word form templates.
- Forms to complete with the class.
- A variety of forms for students to complete.

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can fill in forms with information.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand simple forms and give basic details about himself/herself.	<input type="checkbox"/>	

## SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can fill in forms with information.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can understand simple forms and give basic details about myself.</b>	<div></div>	<b>Strategies that I used:</b> I used visual cues. Yes <input type="checkbox"/> No <input type="checkbox"/> I looked for friendly words and cognates. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## Writing

### A1.1

## I can fill in forms.



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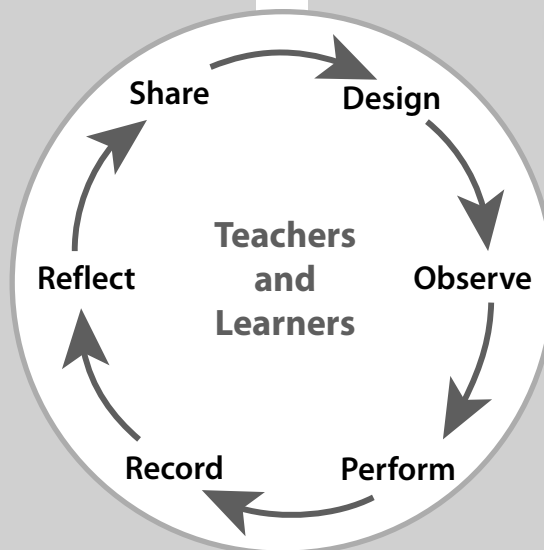
- 1 What is the task?**  
Students provide personal details to fill in a form.
- 2 How can it be done?**  
**Scenario.** Fill in a form to join a club, participate in a contest, or make a simple online purchase.

- 3 How did it go?**  
**Criteria.** The student:
  1. Can use basic words about who he/she is (range);
  2. Can communicate very basic information about himself/herself in a simple way (precision);
  3. Can join simple phrases with words like "and" (linking text and ideas).

## Assessment in Action

### Preparing for the task

- Ask students about the forms they have seen (purpose) and type of information required, etc.
- Record the information and related vocabulary.
- Find out which clubs the students would like to join, online purchases they'd like to make, kinds of contests they'd like to enter.
- Model and practice filling in a couple of forms with the class.



### Doing the task

- Set up a number of stations, each with copies of different forms, and enough copies for each student.
- Students form pairs and circulate to several stations.
- Pairs select a form to fill in.
- Pairs discuss the required information at one station.
- Students fill in the form individually.



**A1.1**

## Writing

I can fill in forms.



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### ☀ Sample language

- ☐ "Name"
- ☐ "Address"
- ☐ "Street"
- ☐ "City"
- ☐ "Age"
- ☐ "Sex"
- ☐ "Quantity"

### ☀ Considerations

#### Consider...

- ☐ ... grouping students of mixed abilities together.
- ☐ ... reviewing writing conventions for the task.

### ☀ Learner strategies

- ☐ Look for clues in the forms.
- ☐ Follow the model.

### ☀ Resources

- ☐ To find sample forms:
  - Microsoft Word form templates.
- ☐ To find sample forms online visit:
  - [office.microsoft.com/en-ca/templates/results.aspx?qu=forms](http://office.microsoft.com/en-ca/templates/results.aspx?qu=forms)
- ☐ Sample forms for students to fill in.



## A1.1

### Writing

I can fill in forms.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can use basic words about who he/she is (range).		
... can communicate very basic information about himself/herself in a simple way (precision).		
... can join simple phrases with words like "and" (linking text and ideas).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can fill in forms.	<input type="text"/>	



## A1.1

### Writing

I can fill in forms.



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### SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I can use basic words about who I am.		
I can communicate very basic information about myself in a simple way.		
I can join simple phrases with words like “and.”		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can fill in forms.</b>	<input type="text"/>	<b>Strategies that I used:</b> I looked for clues in the forms. Yes <input type="checkbox"/> No <input type="checkbox"/> I followed the model. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

**1 What is the task?**

Students ask each other how they are doing and react to the responses.

**2 How can it be done?**

**Scenario.** Ask questions related to states of being by using emoticons and respond to the emotion appropriately in simulated social situations such as an “inner-outer circle.”

**3 How did it go?**

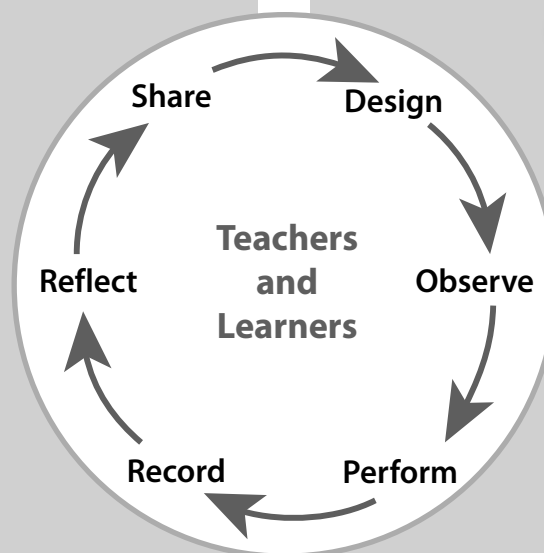
**Criteria.** The student:

1. Can talk about day-to-day activities (range);
2. Can say simple sentences that he/she memorized (accuracy);
3. Can speak slowly in short phrases, but hesitates at times (fluency).

**Assessment in Action**

**Preparing for the task**







- Show the following symbols: 😊 😞
- Ask students to express the symbols in the target language.
- Brainstorm and record emoticons that answer the question “How are you?” as well as other ways to say the same thing (e.g., “How’s it going”) and possible responses (e.g., “Great”).
- Students draw an emoticon on a strip of paper to be used during the task.
- Model and practice role-playing the “How are you?” question followed by a response related to the emoticons drawn by the students.



**Doing the task**

- Divide the class in half by assigning students a number: 1 or 2.
- Form an inner circle with number 1 students.
- Give each student an emoticon.
- Form an outer circle with number 2 students.
- Number 1 students ask the question “How are you?” or “How is it going?”  
Number 2 students give answers using the emoticon as a prompt. Number 1 responds appropriately then the students switch roles.
- Give a signal to move one place to the right and repeat the process.
- Discuss the exchanges.

### **Sample language**

- "How are you?"
- "Not too bad. Pretty good.  
Not good."
- "I am..."
  - happy." 
  - confused." 
  - smiling." 
  - surprised." 
  - mad." 
  - tired." 
- "That's too bad."
- "Me too."
- "Poor you."
- "That's great!"

### **Considerations**

#### Consider...

- ... using technology such as personal electronic devices for this activity.

### **Learner strategies**

- Ask my classmate to repeat.
- Use gestures and expressions.

### **Resources**

- To find emoticons visit:
  - <http://openclipart.org/search/?query=emoticons>
  - [smyface.com](http://smyface.com)
  - [en.wikipedia.org/wiki/List\\_of\\_emoticons](http://en.wikipedia.org/wiki/List_of_emoticons)

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can talk about day-to-day activities (range).		
... can say simple sentences that he/she memorized (accuracy).		
... can speak slowly in short phrases, but hesitates at times (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can ask how people are and react to news.</b>	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

## SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I can talk about day-to-day activities.		
I can say simple sentences that I memorized.		
I can speak slowly in short phrases, but I hesitate at times.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can ask how people are and react to news.</b>	<input type="checkbox"/>	<b>Strategies that I used:</b> I asked my classmate to repeat. Yes <input type="checkbox"/> No <input type="checkbox"/> I used gestures and expressions. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## A1.2

### Spoken production

I can use simple words to describe something.



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1

#### What is the task?

Students prepare a simple announcement to give to classmates.

2

#### How can it be done?

**Scenario.** Make a simple announcement about daily class activities, the weather, or local events.

3

#### How did it go?

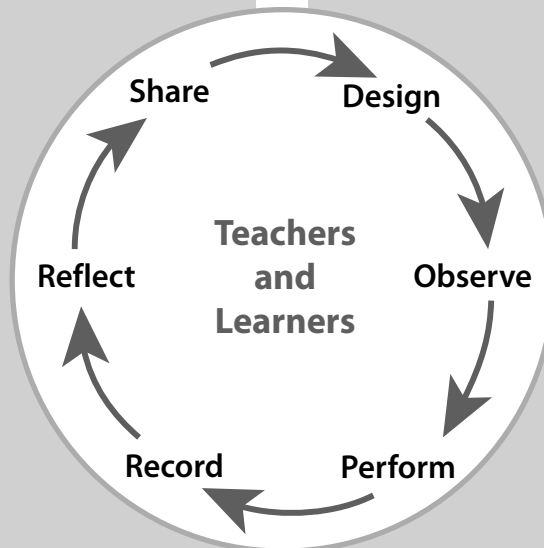
**Criteria.** The student:

1. Can talk about day-to-day activities (range);
2. Can say simple sentences that he/she memorized (accuracy);
3. Can speak slowly in short phrases, but hesitates at times (fluency).

## Assessment in Action

### Preparing for the task

- Brainstorm ideas about announcement types (e.g., weather, traffic, and local events).
- Discuss how announcements are organized and structured (e.g., short, contain only key elements, appeal to the age group).
- Listen to a couple of daily classroom announcements.
- Model and practice making an announcement with the class.



### Doing the task

- Students form pairs to work and to practise.
- Students follow the model and fill in the words and phrases that are specific to their own announcement.
- Students rehearse their announcement.
- Select a volunteer for the first day of announcements.



## A1.2

### Spoken production

I can use simple words  
to describe something.



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professeurs de langues secondes

#### ☀ Sample language

- ☛ "Good morning/Good afternoon/etc..."
- ☛ "Today is Monday, March 16, 2015."
- ☛ "It is raining/snowing."
- ☛ "It is hot/cold."
- ☛ "The sky is cloudy/sunny/overcast."
- ☛ "Today is X's birthday..."
- ☛ "Have a great day!"

#### ☀ Considerations

##### Consider...

- ☛ ... encouraging students not to read their announcements.
- ☛ ... focussing on spoken production and not on the written production.

#### ☀ Learner strategies

- ☛ Practice what I am going to say.
- ☛ Ask for help to find words specific to announcement.

#### ☀ Resources

- ☛ Sample announcements (recorded or read).
- ☛ Song on video with simple statements such as greetings or expressions used in weather announcement on [youtube.com/user/safesearchkids](https://www.youtube.com/user/safesearchkids)
- ☛ Online voice recording tools:
  - [audioboo.fm](https://audioboo.fm)
  - [fotobabble.com](https://fotobabble.com)
  - [speakpipe.com](https://speakpipe.com)



## A1.2

### Spoken production

I can use simple words  
to describe something.



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professeurs de langues secondes

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can talk about day-to-day activities (range).		
... can say simple sentences that he/she memorized (accuracy).		
... can speak slowly in short phrases, but hesitates at times (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can use simple words to describe something.</b>	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	



## A1.2

### Spoken production

I can use simple words  
to describe something.



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### SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can talk about day-to-day activities.		
I can say simple sentences that I memorized.		
I can speak slowly in short phrases, but I hesitate at times.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can use simple words to describe something.	<input type="checkbox"/>	<b>Strategies that I used:</b> I practiced what I was going to say. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for help to find words specific to the announcement. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## A1.2 Listening

I can understand simple directions.



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- 1 What is the task?**  
Students listen to simple verbal instructions to locate an object.
- 2 How can it be done?**  
**Scenario.** Find objects in the classroom/school,  
OR  
Find a location on a map of the neighbourhood/city.

- 3 How did it go?**  
**Criteria.** The student demonstrates understanding by following directions correctly.

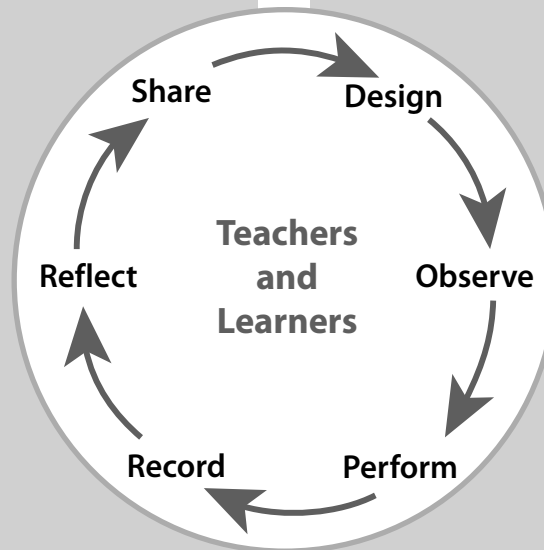
### Assessment in Action

#### Preparing for the task

- Review basic commands by playing a game like Simon says.
- Review prepositions by playing a game or singing a song.
- Model and practice using a map to locate objects.

#### Doing the task

- Provide all students with a floor plan of the classroom/school/town with features or objects.
- Give verbal directions leading students to the hidden object.
- Students locate the objects and situate them on the floor plan or map.





## A1.2 Listening

### I can understand simple directions.



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#### ☀ Sample language

##### Prepositions of place:

- ☛ "On"
- ☛ "Under"
- ☛ "Before"
- ☛ "Behind"
- ☛ "In"

#### ☀ Considerations

##### Consider...

- ☛ ... doing the activity with a small group of students so that it's easier to observe them during the task.
- ☛ ... hiding little "prizes."
- ☛ ... focussing on listening comprehension and not on oral or written production.

#### ☀ Learner strategies

- ☛ Ask for directions to be repeated.
- ☛ Listen for key words and phrases.

#### ☀ Resources

- ☛ For a floor plan of a classroom visit:
  - [classroom.4teachers.org](http://classroom.4teachers.org)
  - [teacher.scholastic.com/tools/class\\_setup/](http://teacher.scholastic.com/tools/class_setup/)
- ☛ For a simple map of a neighbourhood use:
  - Google maps
  - Tourism maps
- ☛ For an exercise on using cardinal points visit:
  - [sfsocialstudies.com/g1/u2/](http://sfsocialstudies.com/g1/u2/)

**A1.2****Listening****I can understand simple directions.**

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**TEACHER FEEDBACK**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... followed directions correctly.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand simple directions.	<input type="checkbox"/>	

**A1.2****Listening****I can understand simple directions.**

Canadian Association of  
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professeurs de langues secondes

**SELF-ASSESSMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I followed directions correctly.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can understand simple directions.</b>	<div></div>	<b>Strategies that I used:</b> I asked for directions to be repeated. Yes <input type="checkbox"/> No <input type="checkbox"/> I listened for key words and phrases. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

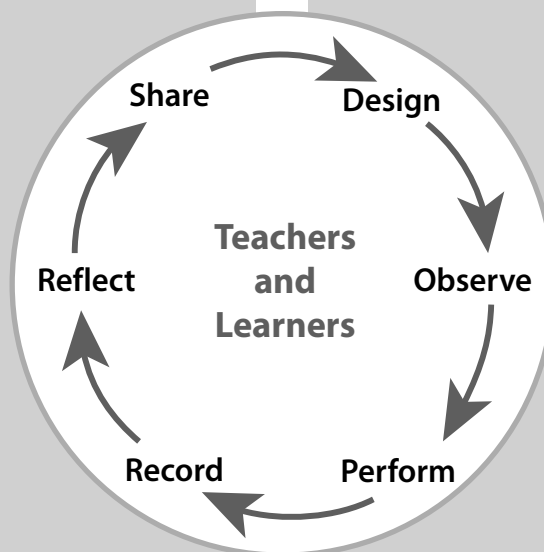


- 1 What is the task?**  
Students read a simple text to glean basic information.
- 2 How can it be done?**  
**Scenario.** Identify basic information from a simple advertisement or invitation to a party, concert, or sports event.
- 3 How did it go?**  
**Criteria.** The student demonstrates understanding by responding to written questions.

## Assessment in Action

### Preparing for the task

- Ask students about the purpose and content of advertisements and invitations.
- Show an example of an advertisement or invitation.
- Review and record related vocabulary and structures that students see in advertisements and invitations.
- Create a graphic organizer with questions that elicit key information: what, when, where, time, location, cost, etc.
- Model and practice reading an invitation or advertisement and filling in the graphic organizer.



### Doing the task

- Provide each student with an advertisement or announcement.
- Pairs discuss the content of the texts.
- Each student creates a graphic organizer with the headings: What, When, Where, Location, Time, Cost.
- Each student summarizes the basic information by filling in the graphic organizer.
- Each student shares with another student information from his/her advertisement.

### Sample language

Vocabulary and structures specific to:

- Purpose
- Time
- Place
- Date
- Location
- Cost

### Considerations

Consider...

- ... looking at both print and electronic examples.
- ... making the task more authentic by relating it to an actual event.
- ... connecting this assessment with a related written activity with a “can-do” statement such as “I can write a simple invitation.”
- ... focussing on reading comprehension and not on oral or written production.

### Learner strategies

- Find words I already know.
- Use visual cues.

### Resources

- To find advertisements:
  - Visit [kijiji.ca](http://kijiji.ca) or [craigslist.ca](http://craigslist.ca)
  - Look up the classified ads, movie listings, community events announcements sections in online or print newspapers.
- A variety of advertisements and invitations.
- Graphic organizers for students to record the pertinent information. For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can respond to written questions.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can find basic information in simple texts.</b>	<div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can respond to written questions.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can find basic information in simple texts.	<input type="checkbox"/>	<b>Strategies that I used:</b> I found words I already knew. Yes <input type="checkbox"/> No <input type="checkbox"/> I used visual cues. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## Writing

### A1.2

## I can write a simple message about myself.



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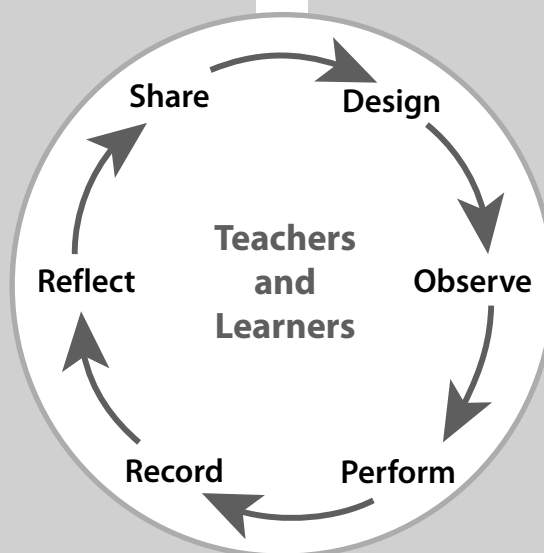
- 1 What is the task?**  
Students write a personal message to describe themselves.
- 2 How can it be done?**  
**Scenario.** Write an introduction page on a Facebook site or another social network.

- 3 How did it go?**  
**Criteria.** The student:
  1. Can write about day-to-day activities (range);
  2. Can communicate limited information about himself/herself in a simple way (precision);
  3. Can join phrases with words like “and,” “but,” “because” and “then” (linking text and ideas).

## Assessment in Action

### Preparing for the task

- Survey how many students are members of social networks — which ones? How often do they use social networks?
- Show a sample social network page.
- Discuss the information students include or could include to introduce themselves.
- Display a graphic organizer with areas of interest (e.g., personal information, hobbies, family, pets).
- Fill in the graphic organizer.
- Join the information with simple connectors.
- Model and practice filling in a sample social network page with the class.



### Doing the task

- Students form triads.
- Students create/fill in their own graphic organizer using the class model.
- Students join the information in their graphic organizer using simple connectors.
- Triads peer review each other's writing.
- Students make corrections and enter the information on a class page in a social network.



## A1.2 Writing

# I can write a simple message about myself.



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### Sample language

- “I am...”
- “I like to...”
- “I do...”
- “I have a...”
- “In my family there is/are...”
- “I’m interested in...”
- “And”
- “But”
- “Because”

### Considerations

#### Consider...

- ... filling in a mock entry and/or mock social page.
- ... discussing what information to include and not to include in a social network page.

### Learner strategies

- Look for cognates.
- Use the class model.

### Resources

- To find a sample social network page visit:
  - facebook.com
  - twitter.com
  - everloop.com
  - habbo.com
- Sample social network page to fill in.
- Graphic organizers for students to record information for the task.  
For graphic organizers visit:
  - worksheetworks.com/miscellanea/graphic-organizers.html
  - eduplace.com/graphicorganizer/



## Writing

**A1.2**

# I can write a simple message about myself.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can write about day-to-day activities (range).		
... can communicate limited information about himself/herself in a simple way (precision).		
... can join phrases with words like "and," "but," "because," and "then" (linking text and ideas).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can write a simple message about himself/herself.</b>	<div style="border: 1px solid black; width: 100px; height: 50px;"></div>	



## Writing

**A1.2**

# I can write a simple message about myself.



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## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I can write about day-to-day activities.		
I can communicate limited information about myself in a simple way.		
I can join phrases with words like “and,” “but,” “because,” and “then.”		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can write a simple message about myself.	<input type="checkbox"/>	<b>Strategies that I used:</b> I looked for cognates. Yes <input type="checkbox"/> No <input type="checkbox"/> I used the class model. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## A2.1

### Spoken interaction

## I can ask and answer simple questions about what I like and don't like.



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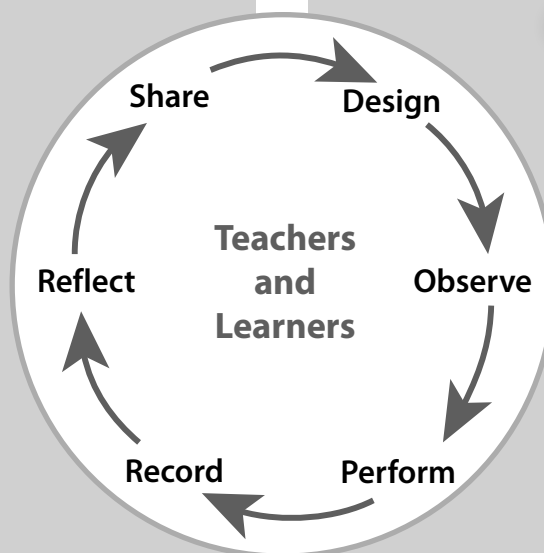
- 1 What is the task?**  
Students ask and answer questions about likes and dislikes.
- 2 How can it be done?**  
**Scenario.** Compile and conduct a survey about likes and dislikes about food or leisure activities, etc. and conduct the survey in a carousel style interview.

- 3 How did it go?**  
**Criteria.** The student:
1. Knows enough words to answer basic questions (range);
  2. Can correctly use simple phrases he/she learned for specific situations (accuracy);
  3. Can make himself/herself understood with short, simple phrases (fluency).

### Assessment in Action

#### Preparing for the task

- Assign students to groups of 2 to 4.
- Display images of popular and unpopular food items or leisure activities.
- Group members respond to the image by telling their group whether they like or dislike the item and why.
- Elicit and record some of the groups' answers.
- Model and practice asking and responding to questions in a sample survey.
- Discuss possible subjects for a survey to discover classmates' likes and dislikes.
- Groups choose a subject, create survey questions and make a copy of the questions for each group member.



#### Doing the task

- Divide the class into two groups (A and B).
- Groups A and B form lines facing each other.
- Line A students ask their survey questions to students facing them in line B. Students in line B respond to the questions.
- Students in line A record the survey answers on a grid.
- Students switch roles.
- Indicate when it is time to change partners.
- Students in line A move one student over and repeat the activity with a new partner.
- Discuss the survey results.

### **Sample language**

- *"Do you like/dislike...?"*
- *"Yes, I like.../I prefer..."*
- *"No, I don't like..."*
- *"Which...do you prefer?"*

### **Considerations**

#### **Consider...**

- ... using music to indicate when it is time to switch partners.
- ... focussing on the information shared and not on the written production.

### **Learner strategies**

- Ask my classmate to repeat the question.
- Repeat the question my classmate asked.

### **Resources**

- To find visuals for food items and leisure activities visit:
  - [openclipart.org](http://openclipart.org)
  - [cndp.fr/crdp-dijon/-Clic-images-.html](http://cndp.fr/crdp-dijon/-Clic-images-.html)
  - [etc.usf.edu/clippix/](http://etc.usf.edu/clippix/)
  - [eslflashcards.com](http://eslflashcards.com)
- To find a sample survey visit:
  - [eslflow.com/Surveysandquestionnaires.html](http://eslflow.com/Surveysandquestionnaires.html)
  - [bogglesworldesl.com/surveys.htm](http://bogglesworldesl.com/surveys.htm)
- Chart paper for students to compile and fill in survey information.



**A2.1**

## Spoken interaction

**I can ask and answer simple questions  
about what I like and don't like.**



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... knows enough words to answer basic questions (range).		
... can correctly use simple phrases he/she learned for specific situations (accuracy).		
... can make himself/herself understood with short, simple phrases (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can ask and answer simple questions about what he/she likes and doesn't like.</b>	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	



## A2.1

### Spoken interaction

I can ask and answer simple questions  
about what I like and don't like.



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### SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I know enough words to answer basic questions.		
I can correctly use simple phrases I have learned for specific situations.		
I can make myself understood with short, simple phrases.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can ask and answer simple questions about what I like and don't like.	<input type="checkbox"/>	<b>Strategies that I used:</b> I asked my classmate to repeat the question. Yes <input type="checkbox"/> No <input type="checkbox"/> I repeated the question my classmate asked. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## A2.1

### Spoken production

I can give basic information about something I know well.



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professeurs de langues secondes

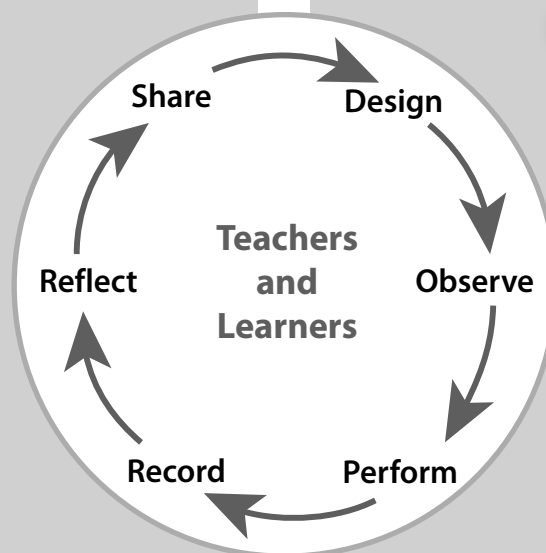
- 1 What is the task?**  
Students share a topic of personal interest.
- 2 How can it be done?**  
**Scenario.** Share a topic of personal interest such as a sports team, a country/city, or a musical group by using a poster/digital presentation tool to support the information.

- 3 How did it go?**  
**Criteria.** The student:
1. Knows enough words to answer basic questions (range);
  2. Can correctly use simple phrases he/she has learned for specific situations (accuracy);
  3. Can make himself/herself understood with short, simple phrases (fluency).

## Assessment in Action

### Preparing for the task

- Discuss topics of personal interest.
- Do a vocabulary carousel brainstorming:
  - Write topics on a graphic organizer;
  - Record words/phrases related to some of the topics discussed.
- Discuss possible visual resources to support the topic.
- Write sentence starters:
  - "Here is the..."
  - "Two or three facts are..."
  - "And that's it..."
- Model and practice describing one of the topics of interest with the group.



### Doing the task

- Students form triads to prepare one presentation each.
- Students select a topic and visual support.
- Students research information on their topics.
- Students fill in a model.
- Students prepare and practice their presentations with the group.
- Students share their interests with members of another group.
- Classmates take note of one interesting point.



## A2.1 Spoken production

I can give basic information  
about something I know well.



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professeurs de langues secondes

### ☀ Sample language

- ☐ "This is" or "Here is..."
- ☐ "It's the group."
- ☐ "There are...3 members in this group."
- ☐ "So that's it/my presentation/etc..."

### ☀ Considerations

#### Consider...

- ☐ ... setting a minimum length for the presentation.
- ☐ ... focussing on spoken production and not on the written production.

### ☀ Learner strategies

- ☐ Practice what I am going to say.
- ☐ Follow the class model.

### ☀ Resources

- ☐ For online digital presentation tools visit:
  - [scootdoodle.com](http://scootdoodle.com)
  - [empressr.com](http://empressr.com)
  - [narrable.com](http://narrable.com)
  - [pixiclip.com](http://pixiclip.com)



## A2.1

### Spoken production

I can give basic information about something I know well.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... knows enough words to answer basic questions (range).		
... can correctly use simple phrases he/she has learned for specific situations (accuracy).		
... can make himself/herself understood with short, simple phrases (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can give basic information about something he/she knows well.</b>	<div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	



## A2.1 Spoken production

I can give basic information  
about something I know well.



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Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

### SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I know enough words to answer basic questions.		
I can correctly use simple phrases I have learned for specific situations.		
I can make myself understood with short, simple phrases.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can give basic information about something I know well.	<input type="checkbox"/>	<b>Strategies that I used:</b> I practiced what I was going to say. Yes <input type="checkbox"/> No <input type="checkbox"/> I followed the class model. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## A2.1 Listening

I can understand the main information in messages if people speak very clearly.



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1

### What is the task?

Students listen to announcements and summarize the main points.

2

### How can it be done?

**Scenario.** Listen to classroom announcements for events or causes such as a fundraiser, a school event, or a community event.

3

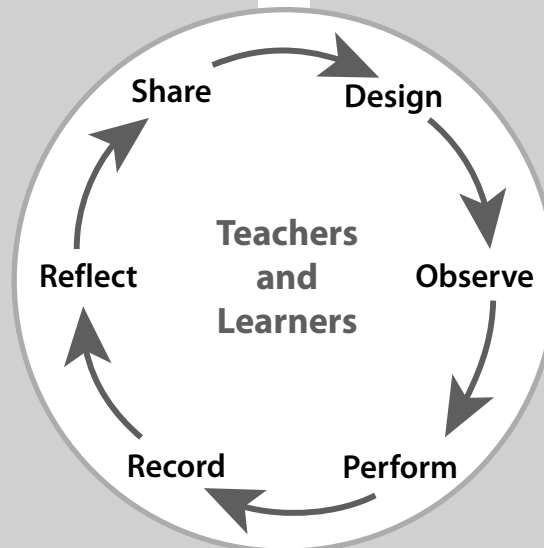
### How did it go?

**Criteria.** The student demonstrates understanding by presenting the main points of the announcement.

## Assessment in Action

### Preparing for the task

- Discuss purposes for and types of announcements.
- Predict and record the kinds of information found in announcements.
- Model and practice listening to an announcement and note the important information.



### Doing the task

- Play or read an announcement to the class/group.
- Students listen and may jot down key words.
- Repeat the announcement if necessary.
- Students summarize the main ideas orally or on paper.



## A2.1 Listening

I can understand the main information in messages if people speak very clearly.



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### ☀ Sample language

- ☐ "It is..."
- ☐ "It is warm/sunny..."
- ☐ "It's raining/snowing..."
- ☐ "Today/tomorrow/this afternoon..."
- ☐ "There will be a..."

### ☀ Considerations

#### Consider...

- ☐ ... using live announcements where the announcer is visible as gestural and facial cues support understanding.
- ☐ ... having students use symbols, drawings, and words to summarize the main ideas.
- ☐ ... using a jigsaw process by creating groups and giving each one a different announcement.
- ☐ ... focussing on listening comprehension and not on oral or written production.

### ☀ Learner strategies

- ☐ Listen for key words and ideas.
- ☐ Ask for repetition.

### ☀ Resources

- ☐ Classroom or simple school announcements.
  - For a weather announcement exercises visit [123listening.com/weather.php](http://123listening.com/weather.php)



## A2.1 Listening

I can understand the main information in messages if people speak very clearly.



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professeurs de langues secondes

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... presented the main points of the announcement.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand the main information in messages if people speak very clearly.	<input type="checkbox"/>	



## A2.1 Listening

I can understand the main information in messages if people speak very clearly.



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### SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I presented the main points of the announcement.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can understand the main information in messages if people speak very clearly.	<input type="checkbox"/>	<b>Strategies that I used:</b> I listened for key words and ideas. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for repetition. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

## 1 What is the task?

Students read commercial texts to summarize essential information.

## 2 How can it be done?

**Scenario.** Summarize essential information from a variety of publicity texts such as promotional brochures, product descriptions, or services information.

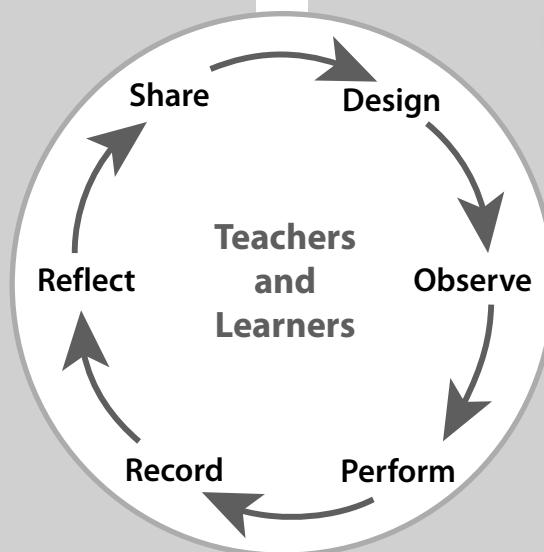
## 3 How did it go?

**Criteria.** The student demonstrates understanding by summarizing the essential information.

## Assessment in Action

### Preparing for the task

- Elicit the following:
  - Types of brochures;
  - The purpose of reading brochures;
  - The elements of a good brochure.
- Display 1 or 2 advertising/promotional brochures.
- Determine the different kinds of information found in brochures.
- Create a graphic organizer with headings (see sample language).
- Model and practice gleaning the essential information from a brochure and filling in the graphic organizer.



### Doing the task

- Distribute one or more different advertisements/brochures to student pairs.
- Students examine their advertisements and collaborate to determine key information.
- Each student fills in a graphic organizer by jotting down notes related to the key information.
- Each student shares with another student information about his/her product or service.

### **Sample language**

#### **Vocabulary and structures specific to:**

- The service or product's purpose;
- For whom it is meant;
- What the cost is;
- Where you can get it;
- What its features are;
- If you like or dislike the product or service.

### **Considerations**

#### **Consider...**

- ... looking at both print and electronic examples of age/interest appropriate brochures.
- ... connecting the task to a spoken interaction activity with a "can-do" statement such as "I can explain why I like or dislike something."
- ... extending the task by exploring the power of advertising and why certain advertisements are more persuasive than others.
- ... focussing on reading comprehension and not on oral or written production.

### **Learner strategies**

- Skim the text for key words.
- Use visual cues.

### **Resources**

- To find advertisements and brochures visit:
  - [flyers.smartcanucks.ca](http://flyers.smartcanucks.ca)
  - [save.ca/flyers](http://save.ca/flyers)
  - Flyers from various stores.
  - Tourism information centers.
- Graphic organizers for students to record the pertinent information. For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can summarize the essential information.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can find the most important information in ads and brochures.</b>	<div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

# I can find the most important information in ads and brochures.

## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can summarize the essential information.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can find the most important information in ads and brochures.	<input type="checkbox"/>	<b>Strategies that I used:</b> I skimmed the text for key words. Yes <input type="checkbox"/> No <input type="checkbox"/> I used visual cues. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>





## Writing

### A2.1

## I can write a short message to friends to give them news about myself.



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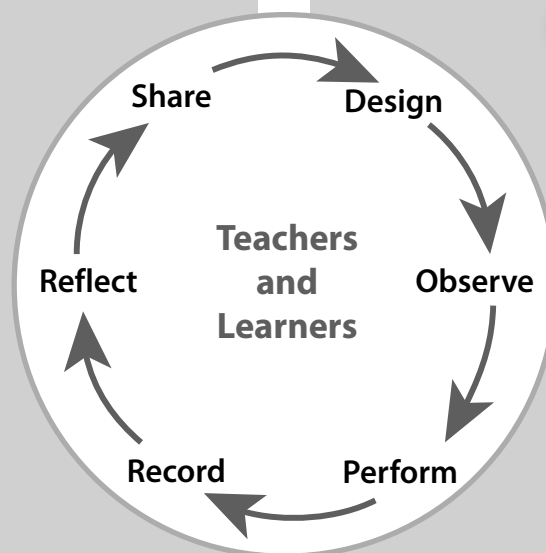
- 1 What is the task?**  
Students write a message about an event currently happening in their lives.
- 2 How can it be done?**  
**Scenario.** Write a brief message about personal news in a blog, personal e-mail, or handwritten note.

- 3 How did it go?**  
**Criteria.** The student:
  1. Knows enough words to write about a simple everyday situation (range);
  2. Can communicate limited information in a simple message (precision);
  3. Can link ideas with words such as “and,” “but,” and “because” (linking text and ideas).

## Assessment in Action

### Preparing for the task

- Read a simple blog together and ask what students think of it, what makes a very simple and interesting message, etc.
- Record students’ answers to “What is new?” (e.g., new pet, job, class, neighbour).
- Create a graphic organizer with labels:
  - What is the news?
  - When did it start?
  - A few details.
- Write starter sentences and related vocabulary.
- Connect the information by using words such as “and,” “but,” and “because.”
- Model and practice writing a message with the class.



### Doing the task

- Students form pairs.
- Each student selects a topic for writing.
- Pairs fill in graphic organizers to give information about the news, when it started, what is happening, etc.
- Pairs connect their information with words such as “and,” “but,” “because,” etc.
- Each student writes his/her simple message.
- Students peer check the written messages.



## A2.1 Writing

# I can write a short message to friends to give them news about myself.



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### Sample language

- “Hello, how’s it going?...”
- “I like it because...”
- “I have a new...”
- “... but...”
- “I just started...”
- “... because...”
- “It’s the...”
- “Hi...”

### Considerations

#### Consider...

- ... discussing what information to include and also not to include in a blog, e-mail, or handwritten note.

### Learner strategies

- Look for cognates.
- Ask a classmate for feedback.

### Resources

- To see sample blogs visit:
  - [theedublogger.com/check-out-these-class-blogs/](http://theedublogger.com/check-out-these-class-blogs/)
- Graphic organizers for students to fill in information for their message. For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)



## Writing

**A2.1**

I can write a short message to friends  
to give them news about myself.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... has enough words to communicate in a simple everyday situation (range).		
... can communicate in a simple exchange of limited information (precision).		
... can link ideas with simple connectors such as "and," "but," and "because" (linking text and ideas).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can write a short message to friends to give news about himself/herself.	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	



## Writing

**A2.1**

I can write a short message to friends  
to give them news about myself.



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### SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I know enough words to write about a simple everyday situation.		
I can communicate limited information in a simple message.		
I can link ideas with words such as “and,” “but,” and “because.”		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can write a short message to friends to give news about myself.	<input type="checkbox"/>	<b>Strategies that I used:</b> I looked for cognates. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked a classmate for feedback. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## A2.2

### Spoken interaction

## I can give and get simple information about shopping or placing an order.



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1

### What is the task?

Students ask and answer simple questions to negotiate a purchase or order, both as buyer and as vendor.

2

### How can it be done?

**Scenario.** Ask and answer simple questions to negotiate transactions in a simulated situation such as in a store or at a restaurant.

3

### How did it go?

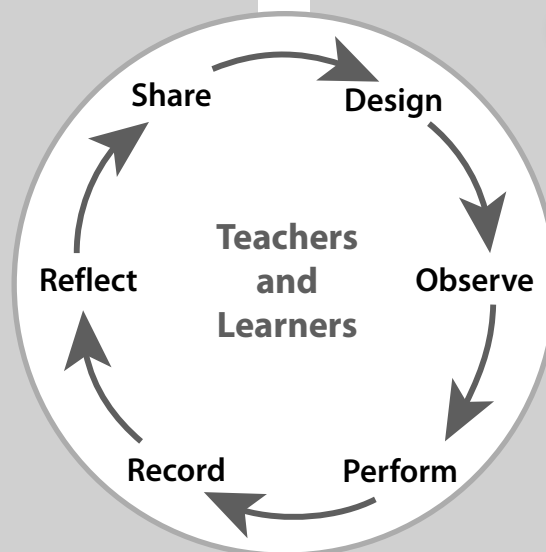
**Criteria.** The student:

1. Knows enough vocabulary to talk about familiar everyday situations but needs to search for words (range);
2. Can use some simple structures correctly in everyday situations (accuracy);
3. Can have conversations about familiar topics but often needs to stop and start again (fluency).

## Assessment in Action

### Preparing for the task

- Show brochures/menus or video clips.
- Brainstorm and record what students say and the responses they receive when going to stores and restaurants.
- Model and practice role-playing an information exchange at a store or restaurant using authentic brochures, menus, etc. as prompts.



### Doing the task

- Students form pairs.
- Pairs decide on a venue (restaurant, bakery, clothing store, cafe, etc.) and review the language needed for the role-play.
- One student role-plays a buyer and the other the vendor, then they switch roles.
- Indicate when it is time to stop.
- Pairs join with another pair.
- Students take turns role-playing a transaction based on each group's brochure.
- Discuss the role-plays.

### **Sample language**

- "Good morning."
- "Hi."
- "How are you?"
- "Very good, thanks."
- "Can/May I help you?"
- "Yes I'd like to know how much... costs"
- "It's 3 dollars."
- "I'd like a salad and some bread..."
- "Would you like a bag/the bill?"
- "Yes, please./No, thank you."
- "Thank you very much."
- "You're welcome."
- "Have a great day."
- "Goodbye./Bye (now)."

### **Considerations**

#### **Consider...**

- ... having students bring in or make props for their store/restaurant.

### **Learner strategies**

- Practice repeating new words or expressions.
- Ask my classmate to repeat what was said.

### **Resources**

- Travel/information/store brochures/restaurant menus
- To find samples of video clips visit:
  - [youtube.com/user/safesearchkids](https://www.youtube.com/user/safesearchkids)
- General resources:
  - Menus on restaurant websites
  - Catalogs of online stores

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... knows enough vocabulary to talk about familiar everyday situations but needs to search for words (range).		
... can use some simple structures correctly in everyday situations (accuracy).		
... can have conversations about familiar topics but often needs to stop and start again (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that he/she can give and get simple information about shopping or placing an order.</b>	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	

## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I know enough vocabulary to talk about familiar everyday situations but need to search for words.		
I can use some simple structures correctly in everyday situations.		
I can have conversations about familiar topics but often need to stop and start again.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
<b>I showed that I can give and get simple information about shopping or placing an order.</b>	<input type="checkbox"/>	<b>Strategies that I used:</b> I practiced repeating new words or expressions. I asked my classmate to repeat what was said. I can think about my learning.

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐





## A2.2

### Spoken production

I can say what I usually do at home and in my free time.



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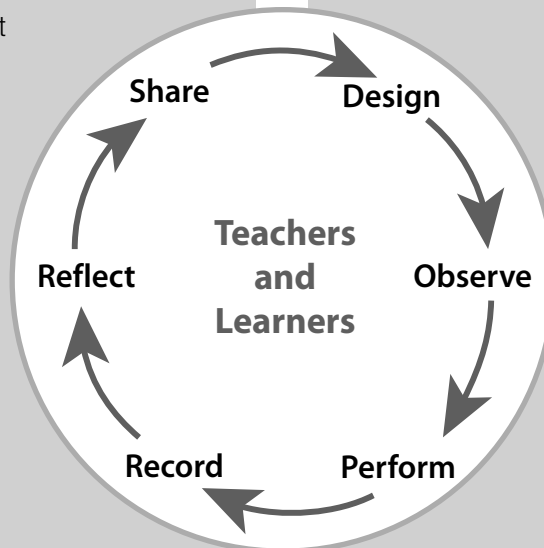
- 1 What is the task?**  
Students share and compare their typical daily schedule.
- 2 How can it be done?**  
**Scenario.** Share and compare a variety of activities in students' activity schedules by filling a Venn diagram for routine daily activities, school/after school-based activities, or weekend activities.

- 3 How did it go?**  
**Criteria.** The student:
1. Knows enough vocabulary to talk about familiar everyday situations but need to search for words (range);
  2. Can use some simple structures correctly in everyday situations (accuracy);
  3. Can have conversations about familiar topics but often needs to stop and start again (fluency).

## Assessment in Action

### Preparing for the task

- Make a “graffiti” of the variety of activities students might typically do in a day.
- Elicit/provide vocabulary and structures related to sharing schedules.
- Present and record a daily schedule (such as eating lunch, walking pets, going to the gym, going to bed, watching a TV show).
- Model and practice doing a class example of students' daily schedule.



### Doing the task

- Students form pairs.
- Pairs discuss their daily schedules.
- Each student prepares his/her schedule and practices presenting to partner.
- Pairs join with other pairs and share their schedules.
- Groups fill in a Venn diagram to illustrate which activities they share and which ones they don't.

### **Sample language**

- *"I brush my teeth at..."*
- *"I get to school/work at..."*
- *"I work/walk/play... at..."*
- *"After school/supper, I work/do... at..."*
- *"In the evening/at night, I..."*

### **Considerations**

#### **Consider...**

- ... setting a minimum of activities (4–6).
- ... focussing on spoken production and not on the written production.

### **Learner strategies**

- Write down ideas.
- Practice what you will say.

### **Resources**

- Venn diagram for groups to fill in.
- For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)
- For general resources on daily routines visit:
  - [issbc.org/janis-esl/subtopicroutine.html](http://issbc.org/janis-esl/subtopicroutine.html)



## A2.2

### Spoken production

I can say what I usually do at home and in my free time.



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professeurs de langues secondes

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... knows enough vocabulary to talk about familiar everyday situations but needs to search for words (range).		
... can use some simple structures correctly in everyday situations (accuracy).		
... can have conversations about familiar topics but often needs to stop and start again (fluency).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can say what he/she usually does at home in his/her free time.	<div style="border: 2px solid black; width: 100px; height: 60px;"></div>	

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

## SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I know enough vocabulary to talk about familiar everyday situations but need to search for words.		
I can use some simple structures correctly in everyday situations.		
I can have conversations about familiar topics but often need to stop and start again.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can say what I usually do at home and in my free time.	<input type="checkbox"/>	<b>Strategies that I used:</b> I wrote down my ideas. Yes <input type="checkbox"/> No <input type="checkbox"/> I practiced what I was going to say. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



## A2.2 Listening

I can understand short, simple stories when told clearly and slowly.



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1

### What is the task?

Students listen to a narrative text and retell the main elements.

2

### How can it be done?

**Scenario.** Retell a simple story such as a fairy or folk tale.

3

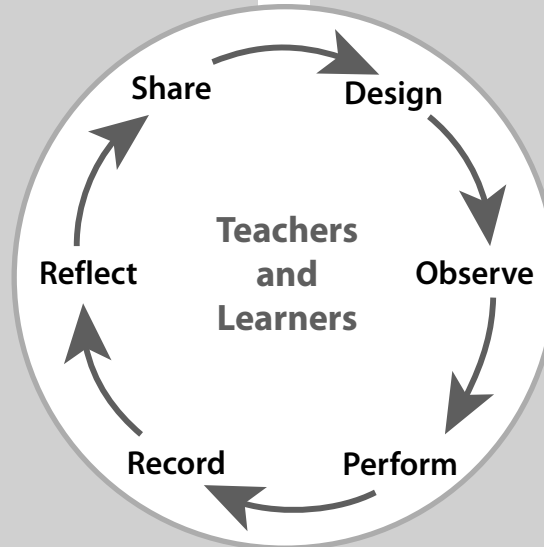
### How did it go?

**Criteria.** The student demonstrates understanding by providing basic information about the story line.

## Assessment in Action

### Preparing for the task

- Review essential elements of a story.
- Identify and record elements in a known story.
- Model and practice listening to another familiar story and talking about the main elements.
- Create a graphic organizer incorporating: setting, characters, storyline (beginning, middle, end), personal connection.
- Listen to a familiar story.
- Fill in the graphic organizer with the class.



### Doing the task

- Students listen to the story and fill in a graphic organizer.
- Students retell the story to a classmate at a different listening centre.



## A2.2 Listening

I can understand short, simple stories when told clearly and slowly.



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### ☀ Sample language

- ☛ "In/At the beginning..." / "In the middle..."
- ☛ "At..." / "By the end..."
- ☛ "After..."
- ☛ "Then..."

### ☀ Considerations

#### Consider...

- ☛ ... showing a visual version of oral texts (DVD/film).
- ☛ ... providing a choice of texts at listening centres.
- ☛ ... having students mime or draw the basic information.
- ☛ ... focussing on listening comprehension and not on oral or written production.

### ☀ Learner strategies

- ☛ Listen for story organization clues.
- ☛ Make predictions about what is going to happen.

### ☀ Resources

- ☛ To find fairy or folk tales visit:
  - [librivox.org/multilingual-fairy-tale-collection-002-by-various/](http://librivox.org/multilingual-fairy-tale-collection-002-by-various/)
  - [librivox.org/multilingual-fairy-tale-collection-003-by-various/](http://librivox.org/multilingual-fairy-tale-collection-003-by-various/)
  - [play-script-and-song.com/play-script-fables.html](http://play-script-and-song.com/play-script-fables.html)
  - [youtube.com/user/safesearchkids](http://youtube.com/user/safesearchkids)
- ☛ Graphic organizers for students to record the main elements of the story. For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)



## A2.2 Listening

I can understand short, simple stories when told clearly and slowly.



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professeurs de langues secondes

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

### TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... provided basic information about the story line.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand simple stories when told clearly and slowly.	<input type="checkbox"/>	



## A2.2 Listening

I can understand short, simple stories when told clearly and slowly.



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professeurs de langues secondes

### SELF-ASSESSMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I provided basic information about the story line.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can understand short, simple stories when told clearly and slowly.	<input type="checkbox"/>	<b>Strategies that I used:</b> I listened for story organization clues. Yes <input type="checkbox"/> No <input type="checkbox"/> I made predictions about what was going to happen. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

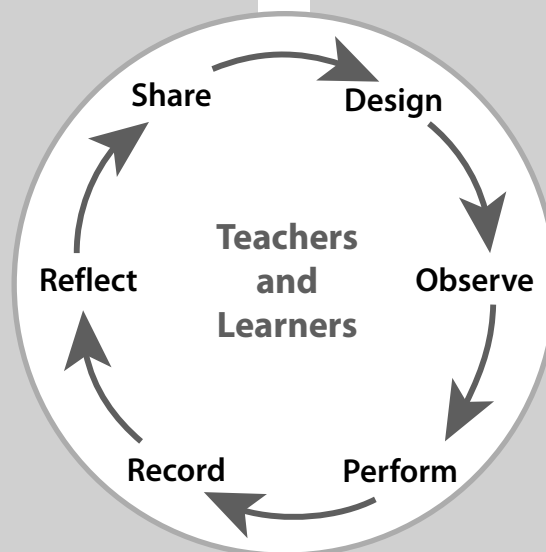


- 1 What is the task?**  
 Students read a short article to glean the main points.
- 2 How can it be done?**  
**Scenario.** Summarize the main points of a simple article on topics such as a sports event, popular culture, or local news in a presentation by means of a digital presentation format (e.g., Prezi) or illustration for a time capsule, etc.
- 3 How did it go?**  
**Criteria.** The student demonstrates understanding by providing a summary of the main points.

## Assessment in Action

### Preparing for the task

- Show a newspaper or magazine article.
- Ask students what kind of information is found in newspaper and magazine articles.
- Elicit other knowledge of stories in the selected magazine/newspaper article.
- Create a graphic organizer with headings (see sample language).
- Model and practice reading an article and filling in the graphic organizer.



### Doing the task

- Students form groups of four. Distribute four articles per group.
- Students choose and read an article.
- Students use the graphic organizer to record main points in the article.
- Students share main points with other students who read the same article.
- Students prepare, with their new group, a digital presentation/illustration to represent the main points.
- Students present their digital/illustrated summary to the class.

### Sample language

Vocabulary and structures specific to:

- Who
- What
- Where
- When
- Why
- How

### Considerations

Consider...

- ... connecting to a listening activity with a “can-do” statement such as “I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with context.”
- ... focussing on reading comprehension and not on oral or written production.

### Learner strategies

- Use illustrations to infer meaning.
- Skim and scan for key information.

### Resources

- Find short newspaper articles.
- For short articles in simple English visit: [simple.wikipedia.org/wiki/](http://simple.wikipedia.org/wiki/)
- Copies of articles.
- Graphic organizers for students to record the main elements of the story. For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)

Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... can provide a summary of the main points.		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand the main points in short illustrated newspaper or magazine stories.	<div></div>	

## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement.	My performance level	Comments
I can provide a summary of the main points.		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can understand the main points in short illustrated newspaper or magazine stories.	<input type="checkbox"/>	<b>Strategies that I used:</b> I used illustrations to infer meaning. I skimmed and scanned for key information. I can think about my learning.

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐



## Writing

### A2.2

## I can describe an important moment in the past.



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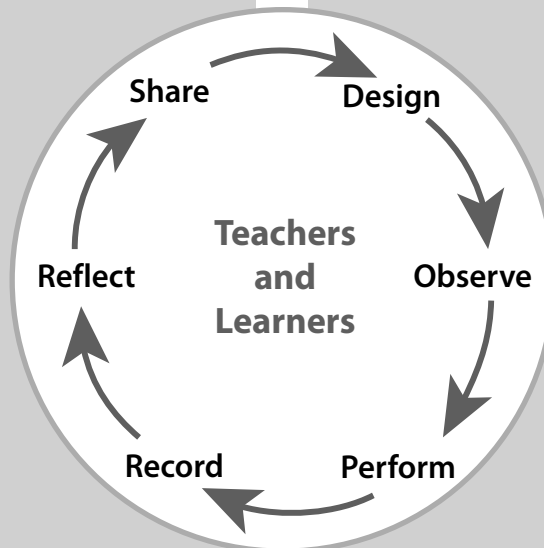
- 1 What is the task?**  
Students report on an important past event.
- 2 How can it be done?**  
**Scenario.** Write about a past event using a picture or digital presentation tool.

- 3 How did it go?**  
**Criteria.** The student:
1. Has enough vocabulary for familiar everyday situations and topics (range);
  2. Can generally communicate the main points of his/her message (precision);
  3. Can use the most important connecting words to tell a story such as “first,” “then,” “after,” and “later” (linking text and ideas).

## Assessment in Action

### Preparing for the task

- Read a short narrative or show a story board.
- Ask students about trips, family celebrations, class outings, etc.
- Record the following questions: What? Who? Where? When? Why?
- Write students' answers beneath the headings.
- Link the sentences to make a coherent text with words such as “first,” “then,” “after,” and “later.”
- Model and practice writing a story with the class.



### Doing the task

- Students form pairs.
- Pairs discuss past events and each student selects one.
- Students help their partners fill in their graphic organizers.
- Students work individually on their text by using the information in the graphic organizer and linking the story line with connector words.
- Students select the medium for presenting their work.
- Students prepare their final version and share with a small group or class.



### ★ Sample language

- “Last year, I went to...”
- “While I was there, I...”
- “I went with...”
- “I did a lot of...”
- “First...”
- “Then, ...”
- “After (that)...”
- “Later, ...”

### ★ Considerations

#### Consider...

- ... reviewing the forms for talking about the past.
- ... extending the activity by asking students to present their writing orally.
- ... displaying the students' work.

### ★ Learner strategies

- Use the class example as a model.
- Ask classmates for feedback.

### ★ Resources

- To see sample storyboards visit: [storybird.com](http://storybird.com)
- For online digital presentation tools visit:
  - [photopeach.com](http://photopeach.com)
  - [50ways.wikispaces.com/StoryTools](http://50ways.wikispaces.com/StoryTools)
- For graphic organizers visit:
  - [worksheetworks.com/miscellanea/graphic-organizers.html](http://worksheetworks.com/miscellanea/graphic-organizers.html)
  - [eduplace.com/graphicorganizer/](http://eduplace.com/graphicorganizer/)



## Writing

**A2.2**

# I can describe an important moment in the past.



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
... has enough vocabulary for familiar everyday situations and topics (range).		
... can generally communicate the main points of his/her message (precision).		
... can use the most important connecting words to tell a story such as "first," "then," "after," and "later." (linking text and ideas).		
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can describe an important event in the past.	<div style="border: 2px solid black; width: 100px; height: 60px;"></div>	



## Writing

**A2.2**

# I can describe an important moment in the past.



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## SELF-ASSESSMENT

Rate my performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= I need more practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I completed the task: Yes ☐ Partially ☐ No ☐

Criteria to meet the “can-do” statement.	My performance level	Comments
I have enough vocabulary for familiar everyday situations and topics.		
I can generally communicate the main points of my message.		
I can use the most important connecting words to tell a story such as “first,” “then,” “after,” and “later.”		
Other criteria:		
<b>Comments and next steps</b>		
Something I did well:		
What I will do next:		
I showed that I can describe an important event in the past.	<input type="checkbox"/>	<b>Strategies that I used:</b> I used the class example as a model. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked classmates for feedback. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



Level:	"Can-do" statement:
Activity type:	



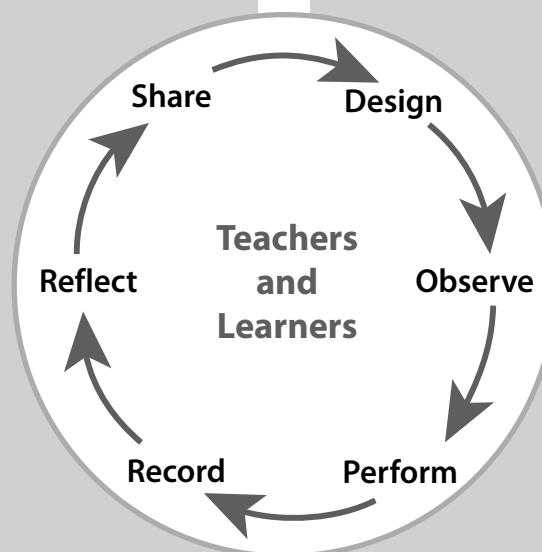
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- 1** What is the task?
- 2** How can it be done?  
Scenario.
- 3** How did it go?  
Criteria.

## Assessment in Action

Preparing for the task

Doing the task



Level:	"Can-do" statement:
Activity type:	



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### ✦ Sample language

### ✦ Considerations

Consider...

### ✦ Learner strategies

### ✦ Resources

Level:	"Can-do" statement:
Activity type:	



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Rate the student's performance,  
from 1 to 4, where:  
4= fully, 3= mostly, 2= somewhat,  
and 1= more practice is needed

## TEACHER FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The student completed the task: Yes ☐ Partially ☐ No ☐

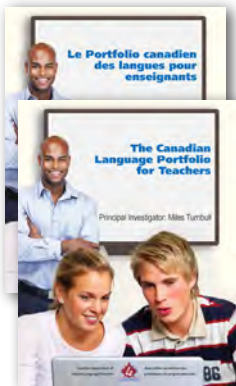
Criteria to meet the "can-do" statement. The student...	Student's performance	Observations
Additional possible criteria:		
<b>Comments and next steps</b>		
Something the student did well:		
A suggestion for what to do next:		
<b>The student showed that:</b>		

## Other publications available through CASLT

### The Canadian Language Portfolio for Teachers

A “must have” for all second-language teachers or students in Education who foresee a career teaching French as a second language, French immersion, or intensive French. Based on the Common European Framework of Reference created by the Council of Europe, this tool allows the user to ascertain objectively the level of his/her competencies in French, to set up a course of action tailored to his/her own needs, and to monitor the evolution of these competencies.

Price: \$40.00 for non-members and \$24.00 for members.



### Le Portfolio canadien des langues pour enseignants

Un document essentiel pour tout enseignant de langue seconde ou étudiant dans le domaine de l'éducation et qui envisage une carrière comme enseignant de français langue seconde, immersion française ou français intensif. Conçu à partir du Cadre européen commun de référence pour les langues (CECR) mis sur pied par le Conseil de l'Europe, cet outil permet à l'utilisateur de constater objectivement l'état de ses compétences en français, de préparer seul un plan d'action adapté à ses besoins et de suivre l'évolution de ses compétences.

Prix : 40,00 \$ pour les non-membres et 24,00 \$ pour les membres.



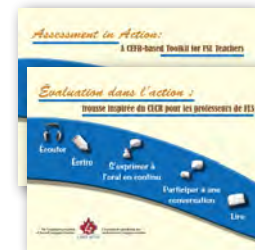
For more information / Pour en savoir plus : [www.caslt.org](http://www.caslt.org)

### Assessment in Action: A CEFR-based Toolkit for FSL Teachers

Based on the Common European Framework of Reference for Languages (CEFR), this publication provides a set of adaptable tasks that teachers can use in the classroom to support the assessment of their students' language level.

*Assessment in Action* is built around five activity types: spoken interaction; spoken production; listening; reading; and writing. It covers levels A and B of the CEFR. These levels are split into sub-levels – from A1.1 to B2. Each activity type is based on a “can-do” statement that describes an activity the student can do in the target language. *Assessment in Action* is published in two volumes (Level A and Level B).

Price (per volume): \$30.00 for non-members and \$18.00 for members.



### Évaluation dans l'action : trousse inspirée du CECR pour les professeurs de FLS

Conçue conformément au Cadre européen commun de référence pour les langues (CECR), cette publication est un ensemble de tâches adaptables que les enseignants peuvent utiliser en classe pour soutenir l'évaluation du niveau de compétence langagière de leurs élèves et favoriser leur apprentissage. *Évaluation dans l'action* s'articule autour de cinq types d'activités – Participer à une conversation, S'exprimer à l'oral en continu, Écouter, Lire et Écrire – et couvre les niveaux A et B du CECR, qui sont à leur tour subdivisés en sous-niveaux - de A1.1 à B2. Chaque type d'activité est développé autour d'un énoncé du type « Je peux... », qui présente une activité que l'étudiant évalué est en mesure de réaliser dans la langue cible. *Évaluation dans l'action* est publié en deux tomes (Niveau A et Niveau B).

Prix (par tome) : 30,00 \$ pour les non-membres et 18,00 \$ pour les membres.



For more information / Pour en savoir plus : [www.caslt.org](http://www.caslt.org)

## Helping Teachers Empower Learners

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Canadian Association of  
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