

Assessment in Action:

A CEFR-based Toolkit for ESL Teachers

Level **B**



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: 978-0-921238-92-8

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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.

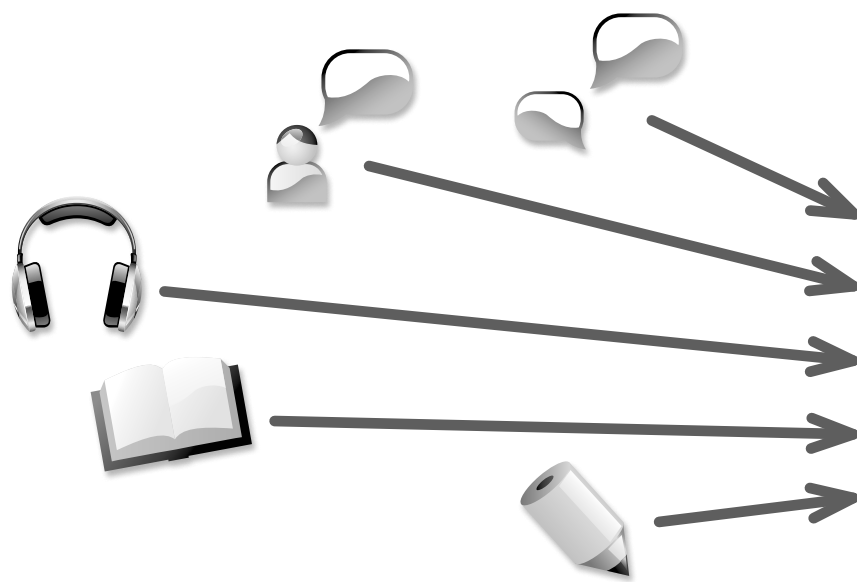
The proficiency levels are defined as “can-do” statements that range from beginner user A1 to near-native user C2 in five communicative activity types: spoken interaction, spoken production, listening, reading, and writing. The CEFR generally proposes an action-oriented approach; language proficiency 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:

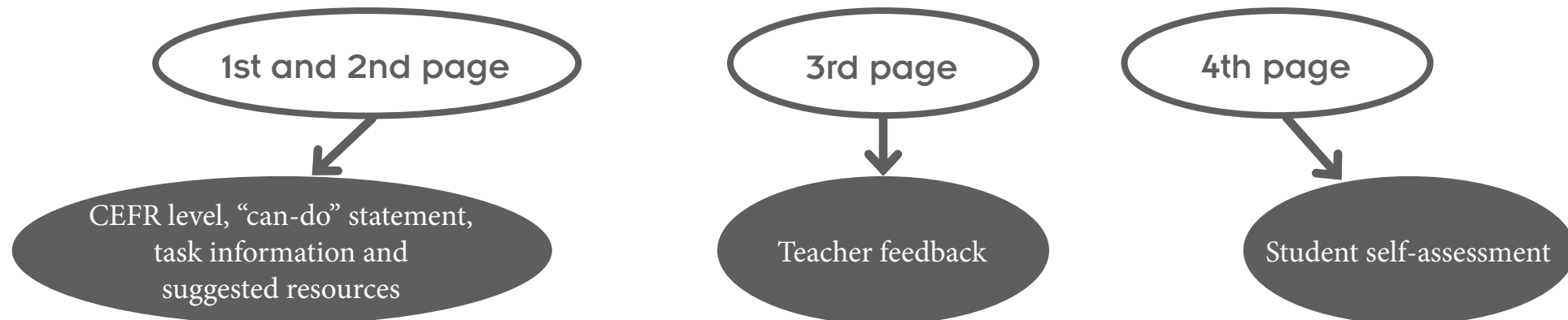


Communicative activity type	Levels						
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B2
Spoken interaction	✓	✓	✓	✓	✓	✓	✓
Spoken production	✓	✓	✓	✓	✓	✓	✓
Listening	✓	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓

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			
A Basic user	A1	A1.1	A1.2
	A2	A2.1	A2.2
B Independent user	B1	B1.1	B1.2
	B2		
C Proficient user	C1		
	C2		

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?

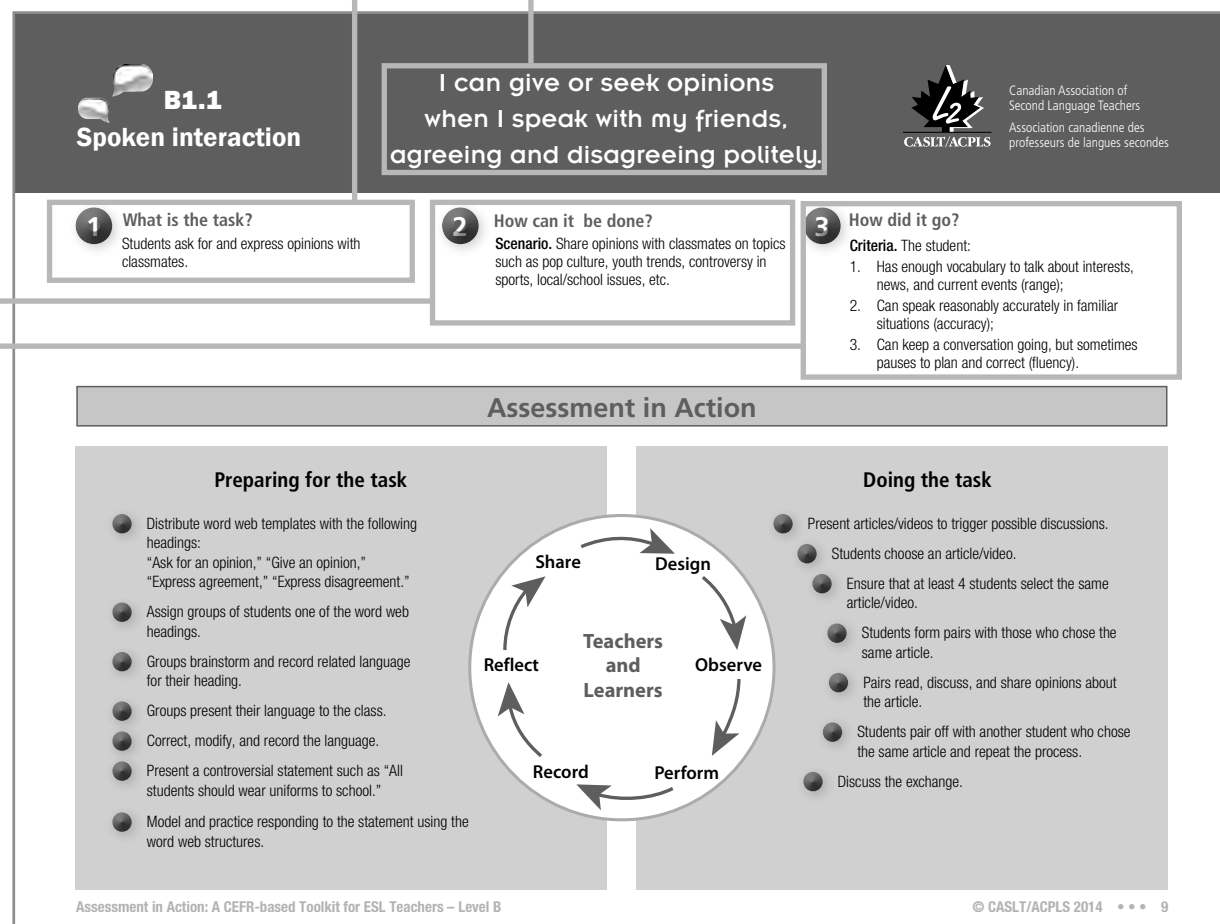
The task establishes the communicative purpose of the activity and describes what the students will do to demonstrate what they “can do.” The purpose of the task is for students to engage in a language activity that has a real-life purpose, such as expressing an opinion, asking for information, presenting 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.

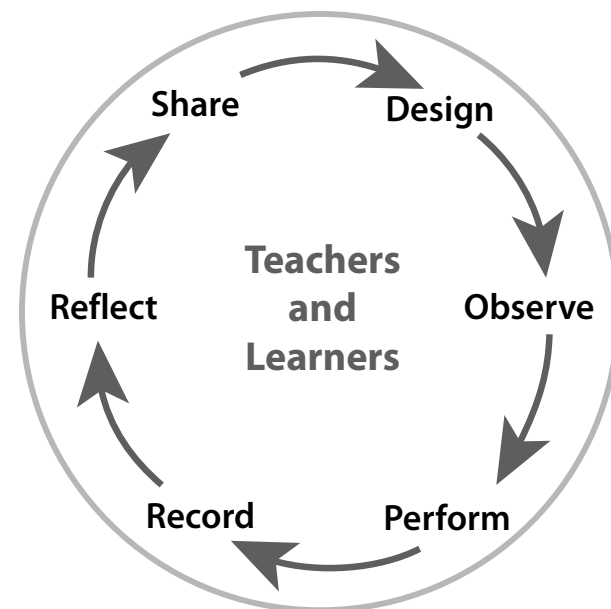
The teacher focuses on recording what the students can do, which is based on the criteria outlined in the task.

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

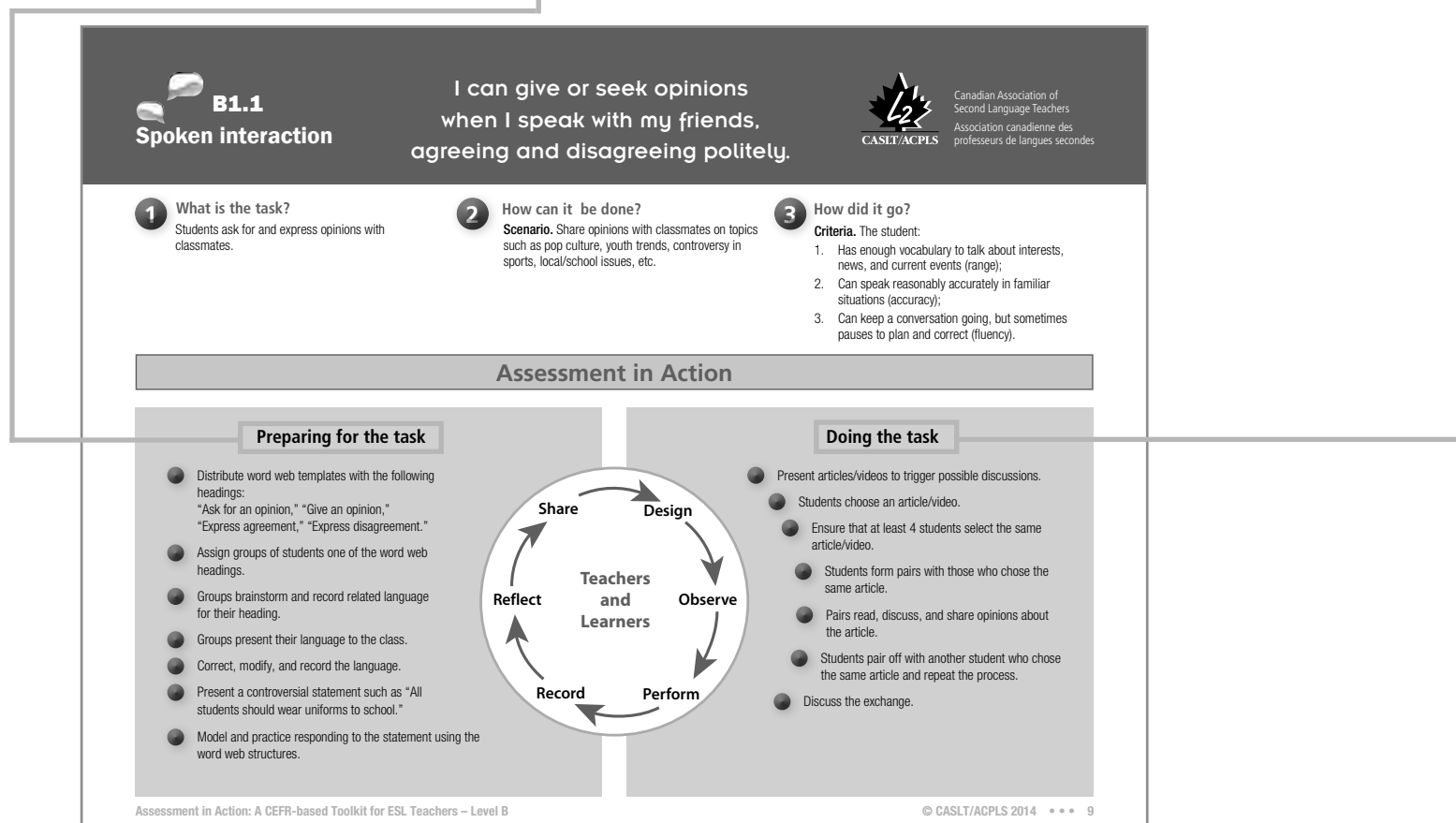
Preparing for the task involves:

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.


**B1.1**
Spoken interaction

I can give or seek opinions
when I speak with my friends,
agreeing and disagreeing politely.

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**Sample language**

- “In my opinion...”
- “I believe that...”
- “I think that...”
- “According to me...”
- “And you, what do you think?”
- “What do you think of that...?”
- “I agree...”
- “I share your point of view...”
- “I totally agree...”
- “I don’t agree...”
- “I’m not of the same opinion as...”
- “It may be... but...”
- “One has to keep in mind that...”
- “You’re right.”
- “I don’t think that...”


**Considerations**

Consider...

- ... doing a mini-lesson on the subjunctive.
- ... asking students to justify their opinion.

**Learner strategies**

- Consult the word web for structures.
- Ask for repetition or clarification.

**Resources**

- To see video clips on expressing opinions visit:
 - www.youtube.com/results?search_query=expressing+an+opinion
- Make a graphic organizer for students to fill in structures.
- For graphic organizers visit:
 - worksheetsworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm

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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.

B1.1
Spoken interaction

I can give or seek opinions when I speak with my friends, agreeing and disagreeing politely.

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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
... has enough vocabulary to talk about interests, news, and current events (range).		
... can speak reasonably accurately in familiar situations (accuracy).		
... can keep a conversation going, but sometimes pauses to plan and correct (fluency).		
Additional possible criteria:		

Comments and next steps

Something the student did well:

A suggestion for what to do next:

The student showed that he/she can give or seek opinions when he/she speaks with friends, agreeing and disagreeing politely.

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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 for and express opinions with classmates.

2 How can it be done?

Scenario. Share opinions with classmates on topics such as pop culture, youth trends, controversy in sports, local/school issues, etc.

3 How did it go?

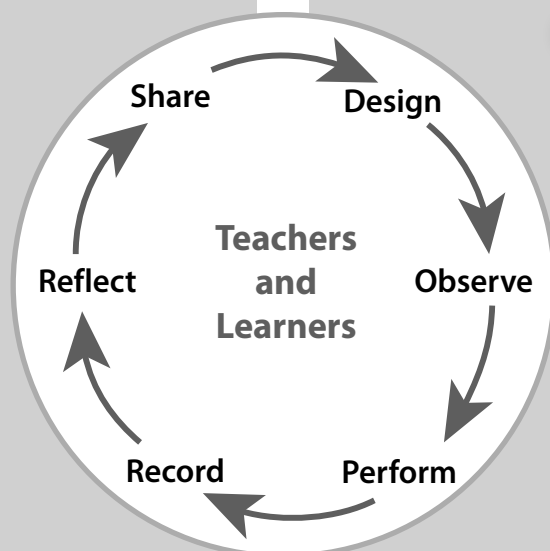
Criteria. The student:

1. Has enough vocabulary to talk about interests, news, and current events (range);
2. Can speak reasonably accurately in familiar situations (accuracy);
3. Can keep a conversation going, but sometimes pauses to plan and correct (fluency).

Assessment in Action

Preparing for the task

- Distribute word web templates with the following headings:
“Ask for an opinion,” “Give an opinion,”
“Express agreement,” “Express disagreement.”
- Assign groups of students one of the word web headings.
- Groups brainstorm and record related language for their heading.
- Groups present their language to the class.
- Correct, modify, and record the language.
- Present a controversial statement such as “All students should wear uniforms to school.”
- Model and practice responding to the statement using the word web structures.



Doing the task

- Present articles/videos to trigger possible discussions.
- Students choose an article/video.
- Ensure that at least 4 students select the same article/video.
- Students form pairs with those who chose the same article.
- Pairs read, discuss, and share opinions about the article.
- Students pair off with another student who chose the same article and repeat the process.
- Discuss the exchange.

★ Sample language

- "In my opinion..."
- "I believe that..."
- "I think that..."
- "According to me..."
- "And you, what do you think?"
- "What do you think of that...?"
- "I agree..."
- "I share your point of view..."
- "I totally agree..."
- "I don't agree..."
- "I'm not of the same opinion as..."
- "It may be... but..."
- "One has to keep in mind that..."
- "You're right."
- "I don't think that..."

★ Considerations

Consider...

- ... doing a mini-lesson on the subjunctive.
- ... asking students to justify their opinion.

★ Learner strategies

- Consult the word web for structures.
- Ask for repetition or clarification.

★ Resources

- To see video clips on expressing opinions visit:
 - www.youtube.com/results?search_query=expressing+an+opinion
- Make a graphic organizer for students to fill in structures.
- For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



B1.1

Spoken interaction

I can give or seek opinions
when I speak with my friends,
agreeing and disagreeing politely.



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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 to talk about interests, news, and current events (range).		
... can speak reasonably accurately in familiar situations (accuracy).		
... can keep a conversation going, but sometimes pauses to plan and correct (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can give or seek opinions when he/she speaks with friends, agreeing and disagreeing politely.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	



B1.1

Spoken interaction

I can give or seek opinions
when I speak with my friends,
agreeing and disagreeing politely.



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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 to talk about interests, news, and current events.		
I can speak reasonably accurately in familiar situations.		
I can keep a conversation going, but sometimes pause to plan and correct.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can give or seek opinions when I speak with my friends, agreeing and disagreeing politely.	<input type="checkbox"/>	Strategies that I used: I consulted the word web for structures. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for repetition or clarification. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



B1.1 Spoken production

I can talk in detail about my experiences, feelings, and reactions.



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1

What is the task?

Students give a personal news report to describe a meaningful experience.

2

How can it be done?

Scenario. Relate a meaningful experience orally in a “liar’s club” game format.

3

How did it go?

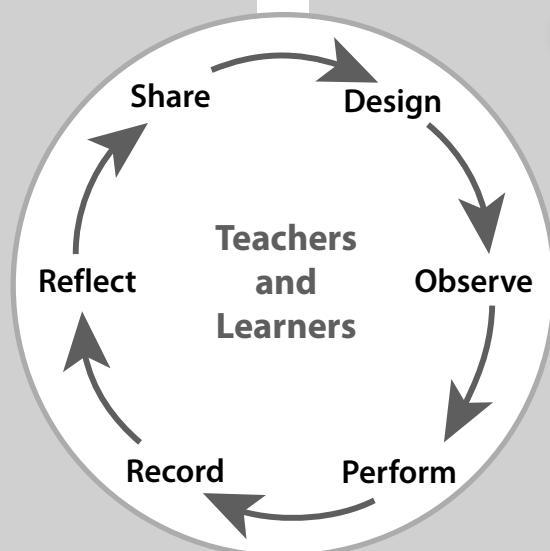
Criteria. The student:

1. Has enough vocabulary to talk about interests, news, and current events (range);
2. Can speak reasonably accurately in familiar situations (accuracy);
3. Can keep a conversation going, but sometimes pauses to plan and correct (fluency).

Assessment in Action

Preparing for the task

- Students “think-pair-share” a meaningful event in their lives (e.g., moving, getting a sibling) using a T-diagram: one side for the event and the other side for the associated emotions.
- Students share a few examples with the class.
- Record structures/vocabulary according to three areas:
 - Recounting events;
 - Expressing emotions;
 - Transition words.
- Model and practice retelling a meaningful experience discussed with the class.



Doing the task

- Students form pairs.
- Student pairs record ideas for their news report in a graphic organizer.
- Tell students to include elements of truth and fiction in their reports.
- Pairs practice and record their reports.
- Students share their recorded account with the class in a “liar’s club” format.
- Classmates guess which part of the story is fact and which part is fiction.



B1.1 Spoken production

I can talk in detail about my experiences, feelings, and reactions.



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☀ Sample language

- ☛ "It was a/the..."
- ☛ "It was..."
- ☛ "I was..."
- ☛ "I was angry/mad."
- ☛ "I was upset/in a good mood/happy..."
- ☛ "It was scary/moving/fabulous..."
- ☛ "Then..." "Then, all of a sudden, ..." "Suddenly, ..." "At last, ..."

☀ Considerations

Consider...

- ☛ ... reviewing the structures of retelling past events.
- ☛ ... focusing on spoken production and not on the written production.

☀ Learner strategies

- ☛ Make notes of what I am going to say.
- ☛ Ask for peer feedback.

☀ Resources

- ☛ To hear personal news reports visit www.youtube.com/results?search_query=personal+experience or other similar expressions.
- ☛ T-diagrams for student pairs to fill.
- ☛ Graphic organizers to record information for the task.
- ☛ For graphic organizers and T-diagrams visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



B1.1 Spoken production

I can talk in detail about my experiences, feelings, and reactions.



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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 to talk about interests, news, and current events (range).		
... can speak reasonably accurately in familiar situations (accuracy).		
... can keep a conversation going, but sometimes pauses to plan and correct (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can talk in detail about his/her experiences, feelings and reactions.	<div></div>	



B1.1 Spoken production

I can talk in detail about my experiences, feelings, and reactions.



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professeurs de langues secondes

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 to talk about interests, news, and current events.		
I can speak reasonably accurately in familiar situations.		
I can keep a conversation going, but sometimes pause to plan and correct.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can talk in detail about my experiences, feelings, and reactions.	<input type="text"/>	Strategies that I used: I made notes of what I was going to say. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for peer feedback. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



B1.1 Listening

I can follow clearly spoken, straight-forward, short talks on familiar topics.



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1 What is the task?

Students listen to a short talk, report the information gathered in the entire message, and comment on its personal relevancy.

2 How can it be done?

Scenario. Listen to short talks related to age and interests of learners, such as time management, money management, nutrition, and fitness for teens.

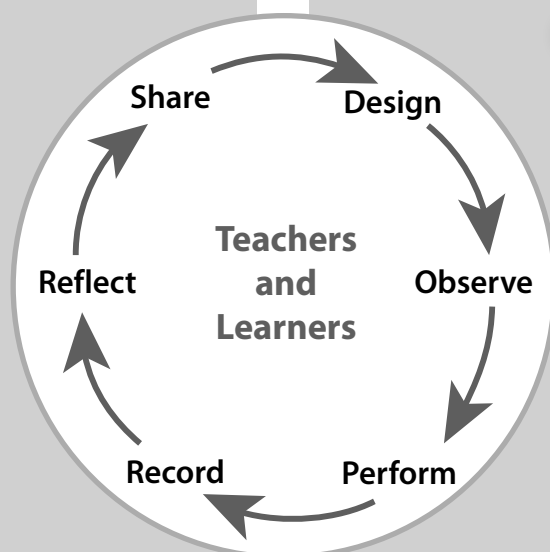
3 How did it go?

Criteria. The student demonstrates understanding by sharing main ideas and making personal connections.

Assessment in Action

Preparing for the task

- Ask about student experiences listening to formal speakers (who, when, topics, etc.).
- Elicit and record strategies that learners use when they are listening to a talk in their L2.
- Model and practice taking notes by listening to a segment of a talk.
- Students share with a partner something they learned.
- Brainstorm and record possible questions for the guest speaker.



Doing the task

- Introduce a speaker who talks briefly about a familiar topic.
- Students listen to the talk and jot down information in two columns:
 - Main points gleaned from the talk; and
 - Information that they found personally interesting.
- Invite students to ask clarifying questions.
- Students share with a partner a piece of information that they found personally relevant or interesting.



B1.1 **Listening**

I can follow clearly spoken,
straight-forward, short talks
on familiar topics.



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professeurs de langues secondes

Sample language

- "The main idea is..."
- "An important point for me is..."
- "He/she said..."

Considerations

Consider...

- ... student interests in selecting short talk topics.
- ... focussing on listening comprehension and not on oral or written production.
- ... combining this assessment with a related written task with a can-do statement such as "I can write short, comprehensible, connected texts on familiar topics."
- ... reported speech sentence structures may be needed if using "he/she said that..."

Learner strategies

- Listen for content.
- Ask clarifying questions.

Resources

- A guest speaker talk; OR
- A recorded talk;
- A graphic organizer for students to write details from the talk;
- To find examples of recorded talks visit:
 - www.youtube.com/results?search_query=tet+talks
 - ted.com/talks
- For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



B1.1

Listening

I can follow clearly spoken,
straight-forward, short talks
on familiar topics.



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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
... shared main ideas and made personal connections.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can follow clearly spoken, straight-forward, short talks on familiar topics.	<div></div>	



B1.1

Listening

I can follow clearly spoken,
straight-forward, short talks
on familiar topics.



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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 shared main ideas and made personal connections.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can follow clearly spoken, straight-forward, short talks on familiar topics.	<input type="text"/>	<div>Strategies that I used:</div> <div>I listened for content. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I asked clarifying questions. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/></div>

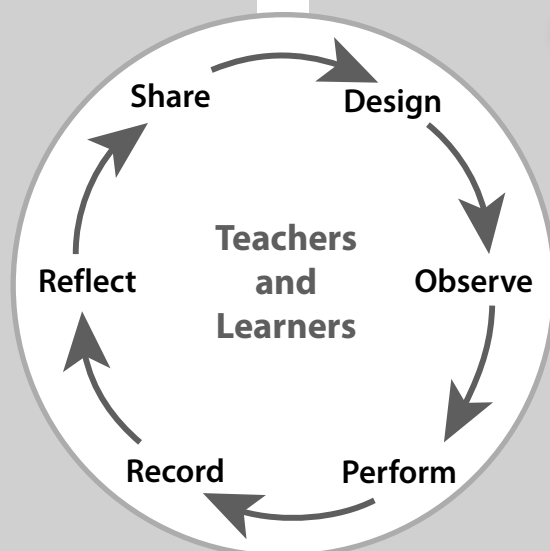
I can follow the story line in simple stories.

- 1 What is the task?**
Students read and retell a short story.
- 2 How can it be done?**
Scenario. Retell a short story by filling in a plot diagram or storyboard.
- 3 How did it go?**
Criteria. The student demonstrates understanding by retelling a simple story.

Assessment in Action

Preparing for the task

- Generate a list of familiar short stories (fairy tales, folk tales, etc.).
- Discuss the elements of a story (plot, characters, etc.).
- Read a short story together looking for time markers e.g., the situation at the beginning, the middle, and the end.
- Make a plot diagram (see suggested structures for categories) for a story.
- Model and practice by filling in the plot diagram.



Doing the task

- Students form triads.
- Groups select one of the short stories available.
- Groups read and discuss the short story.
- Each group member fills in the plot diagram.
- Groups practice retelling the story.
- Each student finds a partner who read a different story.
- Partners take turns retelling with the support of the plot diagram.

Sample language

Vocabulary and structures specific to:

- Setting
- Characters
- Plot
- Conflict
- Resolution
- Denouement

Considerations

Consider...

- ... choosing a story that has a clear chronology.
- ... connecting the task to a spoken production task with a can-do statement such as "I can relate the main content of short text I read."
- ... focusing on reading comprehension and not on oral or written production.

Learner strategies

- Use context clues to infer meaning.
- Skip unfamiliar words.

Resources

- For an introduction to the elements of a story visit: learner.org/interactives/story/
- To find short stories visit:
 - worldstories.org.uk
 - eslyes.com
 - rong-chang.com/qa2/
- Plot diagrams for students to record the storyline.
- Make a storyboards at: storybird.com

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 retell a simple story.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can follow the story line in simple stories.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

I can follow the story line in simple stories.

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 retell a simple story.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can follow the story line in simple stories.	<input type="text"/>	Strategies that I used: I used context clues to infer meaning. Yes <input type="checkbox"/> No <input type="checkbox"/> I skipped unfamiliar words. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



Writing

B1.1

I can write a short formal letter asking for or giving simple information.



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1

What is the task?

Students give written advice.

2

How can it be done?

Scenario. Give advice in response to a personal problem stated in a magazine, an image, or an advice column.

3

How did it go?

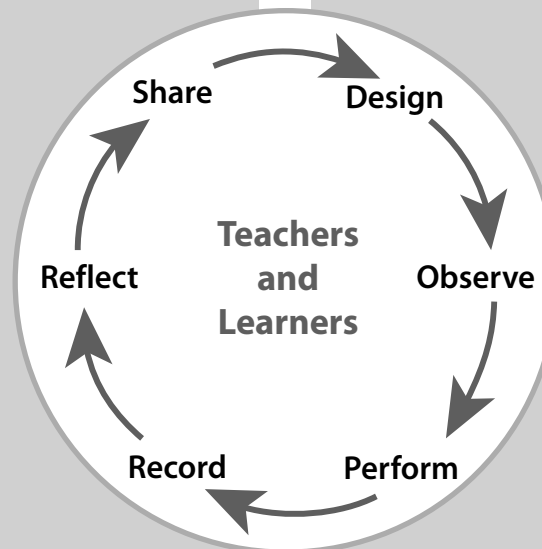
Criteria. The student:

1. Has enough vocabulary to write about areas of knowledge (range);
2. Can make the other person understand the points important to him/her (precision);
3. Can link a series of short phrases into a connected, sequence of points (linking text and ideas).

Assessment in Action

Preparing for the task

- Discuss commonly experienced problems.
- Show images of students experiencing problems.
- State the problem shown in one of the images.
- Brainstorm solutions.
- Record the advice the students give.
- Discuss and take notes on the format for giving written advice:
 - State and acknowledge problem;
 - Give advice;
 - Summarize;
 - Conclude.
- Model and practice writing an advice letter with the class.



Doing the task

- Distribute suggestions of personal problems from a magazine, website, or other appropriate resource.
- Students choose a partner they trust.
- Partners select one problem each.
- Partners state the problem, discuss options, and brainstorm solutions.
- Partners follow the modelled format for providing advice.
- Each student writes his/her response to the problem.
- Students read and provide feedback to their partner.
- Students make corrections and write the final version.



I can write a short formal letter asking for or giving simple information.

Sample language

- “I understand...”
- “I agree that...”
- “For sure it...”
- “I suppose that...”
- “I imagine that...”
- “Maybe that’s the case...”
- “If I were you...”
- “In my opinion...”
- “You could maybe...”
- “The solution is to...”
- “It will work out...”
- “Hang in there/Be brave/Don’t give up!...”

Considerations

Consider...

- ... having students work with people they trust.
- ... doing the task as a response to a friend’s problem.
- ... reviewing verbs in the conditional tense.

Learner strategies

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

Resources

- To see sample advice columns visit:
 - ellieadvice.com
 - uexpress.com/dearabby/
- For advice columns in online newspapers and magazines visit:
 - allnewspapers.com
 - en.wikipedia.org/wiki/List_of_online_newspaper_archives
 - onlinenewspapers.com/magazines/
- Sample personal problems.
- Graphic organizers for students to record information for the task.
- For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



Writing

B1.1

I can write a short formal letter
asking for or giving simple information.



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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 to write about areas of knowledge (range).		
... can make the other person understand the points important to him/her (precision).		
... can link a series of short phrases into a connected, sequence of points (linking text and ideas).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can write a short formal letter asking for or giving simple information.	<div></div>	



Writing

B1.1

I can write a short formal letter
asking for or giving simple information.



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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 to write about areas of knowledge.		
I can make the other person understand the points important to me.		
I can link a series of short phrases into a connected, sequence of points.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can write a short formal letter asking for or giving simple information.	<input type="checkbox"/>	Strategies that I used: I used the class example as a model. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked for feedback. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



B1.2

Spoken interaction

I can express my opinions on abstract topics and ask others what they think.



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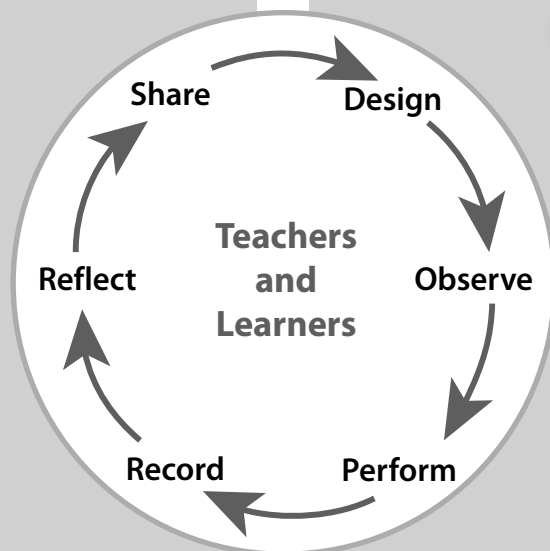
- 1 What is the task?**
Students exchange ideas, opinions, and reactions with classmates.
- 2 How can it be done?**
Scenario. Discuss opinions about literature and other works of art such as songs, music videos, art pieces, and poems in a three-step exchange.

- 3 How did it go?**
Criteria. The student:
1. Has language to talk about everyday abstract or cultural topics (range);
 2. Can communicate with reasonable accuracy in familiar contexts (accuracy);
 3. Can talk freely on known topics and keep the conversation going, pause to plan, and correct (fluency).

Assessment in Action

Preparing for the task

- Present a known musical work such as a popular song.
- Elicit and record students' response, ideas, opinions regarding the content of the piece.
- Play the musical work.
- Ask for and record additional information including questions to elicit responses.
- Students form pairs to discuss the piece.
- Model and practice sharing opinions and reactions.



Doing the task

- Pairs select a work of art (song, music video, etc.).
- Pairs discuss their opinions and reactions.
- Pairs formulate and each student records questions to ask other groups.
- Students form triads with students who chose a different piece of art.
- Each student describes his/her piece.
- Triads discuss each piece and give their opinions.
- Triads select one piece to discuss and share opinions and reactions with the class.

Sample language

- “What do you think of...?”
- “Why?”
- “And then...”
- “Why do you say...?”
- “In my opinion, ...”
- “According to him/her...”
- “In her opinion, ...”

Considerations

Consider...

- ... watching a video clip for structures (see resources section) on expression of opinions.
- ... using interest inventories to establish discussion themes and groupings.
- ... focusing on the information shared and not on the written production.

Learner strategies

- Repeat questions to clarify understanding.
- Paraphrase replies to verify comprehension.

Resources

- To find video clips on expressing opinions visit:
 - [youtube.com/user/safesearchkids/videos](https://www.youtube.com/user/safesearchkids/videos) (enter “expressing opinions” in the search box).
- To find video clips on a variety of subjects visit:
 - [youtube.com/user/safesearchkids/videos](https://www.youtube.com/user/safesearchkids/videos)
 - [ted.com](https://www.ted.com)

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 language to talk about everyday abstract or cultural topics (range).		
... can communicate with reasonable accuracy in familiar contexts (accuracy).		
... can talk freely on known topics and keep the conversation going, pause to plan, and correct (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can express his/her opinions on abstract topics and ask others what they think.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></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 have language to talk about everyday abstract or cultural topics.		
I can communicate with reasonable accuracy in familiar contexts.		
I can talk freely on known topics and keep the conversation going, pause to plan, and correct.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can express my opinions on abstract topics and ask others what they think.	<input type="checkbox"/>	Strategies that I used: I repeated questions to clarify understanding. Yes <input type="checkbox"/> No <input type="checkbox"/> I paraphrased replies to verify comprehension. Yes <input type="checkbox"/> No <input type="checkbox"/> I used tools and resources to build my vocabulary related to the topic. Yes <input type="checkbox"/> No <input type="checkbox"/>



B1.2 Spoken production

I can follow an argument that can be generally followed without difficulty.



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1 What is the task?

Students answer questions that elicit their opinions on a variety of topics.

2 How can it be done?

Scenario. Answer opinion questions on topics such as whether or not social networks bring about anxiety, using a game show format.

3 How did it go?

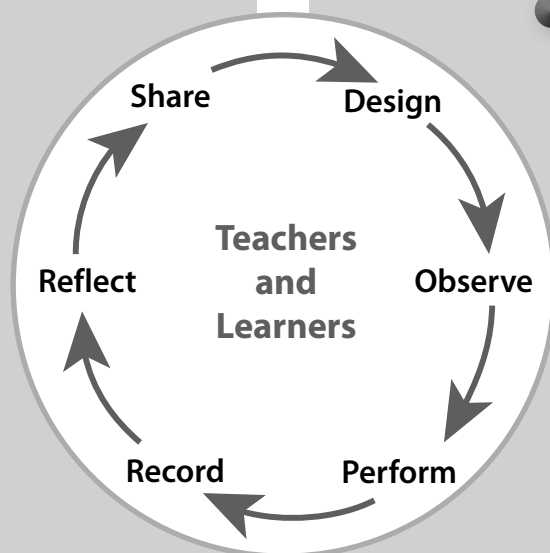
Criteria. The student:

1. Has language to talk about everyday, abstract, or cultural topics (range);
2. Can communicate with reasonable accuracy in familiar contexts (accuracy);
3. Can express thoughts quite easily when talking freely and keeps the conversation going, but pauses to plan and correct (fluency).

Assessment in Action

Preparing for the task

- Students form pairs.
- Provide pairs with an opinion question (e.g., Should all students do volunteer work?).
- Give pairs one minute to prepare an answer.
- Pairs share their answers with the class.
- Discuss and take notes of phrases used to express opinions.
- Brainstorm and write other ways to express an opinion.
- Model and practice repeating the exercise with another question.



Doing the task

- Create groups of 3–4 students.
- Each group writes one question per member to elicit opinions.
- Collect the questions.
- Start the game:
 - Ask one group a question;
 - Group takes one minute to prepare an answer;
 - One group member gives an answer to the question;
 - All students assess the student's answer on the basis of:
 - Giving opinion = 1;
 - Explaining reasons why = 1;
 - Using some of the structures discussed = 1.
 - Tally points from classmates;
 - Repeat process until all students have answered one of the questions.
- Add up the points to determine the winning group.



B1.2 Spoken production

I can follow an argument that can be generally followed without difficulty.



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☀ Sample language

- ☛ "In my opinion, ..."
- ☛ "It seems that..."
- ☛ "It's certain that..."
- ☛ "It's true that..."
- ☛ "Effectively..."
- ☛ "Surely/ without a doubt..."
- ☛ "I don't find that..."
- ☛ "I don't think that..."
- ☛ "However, ..."
- ☛ "As well, ..."
- ☛ "Not only..."
- ☛ "Because..."
- ☛ "Because of..."
- ☛ "Seeing that..."
- ☛ "In light of..."

☀ Considerations

Consider...

- ☛ ... deciding on the composition of the teams so they are evenly matched.
- ☛ ... awarding bonus points for answers that go beyond the minimum requirement.
- ☛ ... doing one round a day.
- ☛ ... focusing on spoken production and not on the written production.

☀ Learner strategies

- ☛ Use the resources developed in class.
- ☛ Ask classmates for help.

☀ Resources

- ☛ To see samples of texts visit:
 - tedpower.co.uk/dis04.html
 - slideshare.net/joeldaldrich/expressing-opinions
- ☛ Strip of paper for students to record questions.
- ☛ General resources:
 - Samples of letters to the editor in newspapers or magazines.
 - bbc.co.uk/skillswise/factsheet/en36comm-e3-f-give-your-opinion



B1.2 Spoken production

I can follow an argument that can be generally followed without difficulty.



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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 language to talk about everyday, abstract, or cultural topics (range).		
... can communicate with reasonable accuracy in familiar contexts (accuracy).		
... can express thoughts quite easily when talking freely and keeps the conversation going, but pauses to plan and correct (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can develop an argument that can be followed mostly without difficulty.	<div style="border: 1px solid black; width: 100px; height: 50px;"></div>	



B1.2 Spoken production

I can follow an argument that can be generally followed without difficulty.



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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 language to talk about everyday, abstract, or cultural topics.		
I can communicate with reasonable accuracy in familiar contexts.		
I can talk freely on known topics and keep the conversation going; I occasionally pause to plan and correct what I say.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can develop an argument that can be followed mostly without difficulty.	<input type="text"/>	Strategies that I used: I used the resources developed in class. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked classmates for help. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



B1.2 Listening

I can follow TV programs on topics of personal interest when people speak clearly.



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1

What is the task?

Students watch a documentary and respond to questions.

2

How can it be done?

Scenario. Watch a documentary on topics such as cooking, fashion, nature, pop culture, etc.

3

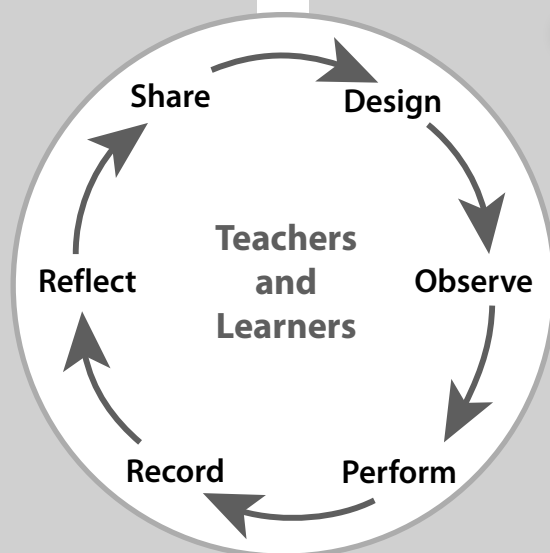
How did it go?

Criteria. The student demonstrates understanding by responding to questions about the documentary.

Assessment in Action

Preparing for the task

- Ask learners about documentaries they've seen.
- Elicit and record strategies that learners use when watching a TV program in their L2.
- Model and practice watching segments of a TV program followed by a think-pair-share: learners share the main ideas.
- Brainstorm and record questions that could be asked about the documentary.



Doing the task

- Post 2-4 choices of documentary programs based on students' interests.
- Students listen to a documentary of choice.
- Students answer the brainstormed questions.
- Create chat groups made up of people who watched different programs.
- Students use brainstormed questions as a starting point for their information share.



B1.2 Listening

I can follow TV programs on
topics of personal interest when
people speak clearly.



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☀ Sample language

- ☯ "What was the show/documentary about?"
- ☯ "It was about..."
- ☯ "What I'd like to say is..."
- ☯ "What did you think of the documentary/show/program?"
- ☯ "It was interesting because..."

☀ Considerations

Consider...

- ☯ ... encouraging learners to view more than once.
- ☯ ... connecting with a related written task with a can-do statement such as "I can express my opinions on topics like films and music... describe my reaction to them and ask other people what they think."
- ☯ ... focussing on listening comprehension and not on oral or written production.

☀ Learner strategies

- ☯ Use visual clues.
- ☯ Use organizational structure clues.

☀ Resources

- ☯ To find documentaries in English visit:
 - cbc.ca/archives/
 - nfb.ca
 - openculture.com/free-documentaries-online/
- ☯ To find documentaries in other languages visit:
 - [youtube.com/user/safesearchkids](https://www.youtube.com/user/safesearchkids)



B1.2 Listening

I can follow TV programs on topics of personal interest when people speak clearly.



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professeurs de langues secondes

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
... responded to questions about the documentary.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can follow TV programs on topics of personal interest when people speak clearly.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	



B1.2

Listening

I can follow TV programs on topics of personal interest when people speak clearly.



Canadian Association of
Second Language Teachers
Association canadienne des
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 ☐

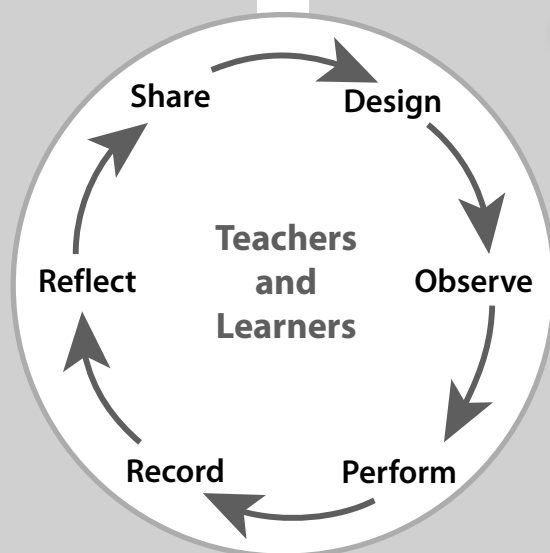
Criteria to meet the "can-do" statement.	My performance level	Comments
I responded to questions about the documentary.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can follow TV programs on topics of personal interest when people speak clearly.	<input type="checkbox"/>	<div>Strategies that I used:</div> <div>I used visual cues. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I used organizational structure cues. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/></div>

- 1 What is the task?**
Students analyze a text to extract its main arguments.
- 2 How can it be done?**
Scenario. Present the main points in a text such as an editorial, letter to the editor, or opinion essay by means of a rant, poster, etc.
- 3 How did it go?**
Criteria. The student demonstrates understanding by sharing the main arguments in a text.

Assessment in Action

Preparing for the task

- Show an image that evokes opinions (e.g., a junk food vending machine or a person holding an anti-fur placard).
- Elicit students' opinions based on the image.
- Record the language elements of an argumentative text: opinions, examples, supporting proof, emotions, etc.
- Model and practice identifying and discussing the main arguments in a short article.



Doing the task

- Students select an article to read.
- Read the text and highlight the main arguments.
- Each student prepares a dramatic (e.g., rant) or written summary (e.g., poster, word collage) of the main arguments.
- Each student presents his/her summary to a student who read another article.

Sample language

Vocabulary and structures specific to argumentative language such as:

- *"It seems/appears that..."*
- *"Effectively, ..."*
- *"But/however/regardless..."*
- *"It's not true..."*
- *"I'm protesting about..."*
- *"It is evident that..."*
- *"It is clear that..."*

Considerations

Consider...

- ... allowing multiple ways of showing comprehension such as "rant" or a "poster," or Youtube, etc.
- ... connecting this to spoken production task with a can-do statement such as "I can develop an argument well enough to be followed without difficulty most of the time."
- ... extending the activity by having students share with a group whether they agree or disagree with the author of the text.
- ... focussing on reading comprehension and not on oral or written production.

Learner strategies

- Look for clues related to argumentation.
- Look for text organization clues.

Resources

- For sample articles:
 - Newspaper editorials and letters to the editor.
 - Essais in print or online magazines.
 - Opinion blogs.
- For newspapers and magazines online visit:
 - allnewspapers.com
 - en.wikipedia.org/wiki/List_of_online_newspaper_archives
 - onlinenewspapers.com/magazines/

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 share the main arguments in a text.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can find the main points in opinion texts.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

I can find the main points in opinion texts.

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 share the main arguments in a text.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can find the main points in opinion texts.	<input type="checkbox"/>	<div>Strategies that I used:</div> <div>I looked for clues related to argumentation.</div> <div>I looked for text organization clues.</div> <div>I can think about my learning.</div>

Yes ☐ No ☐
 Yes ☐ No ☐
 Yes ☐ No ☐



Writing

B1.2

I can write about familiar topics, comparing and contrasting different opinions.



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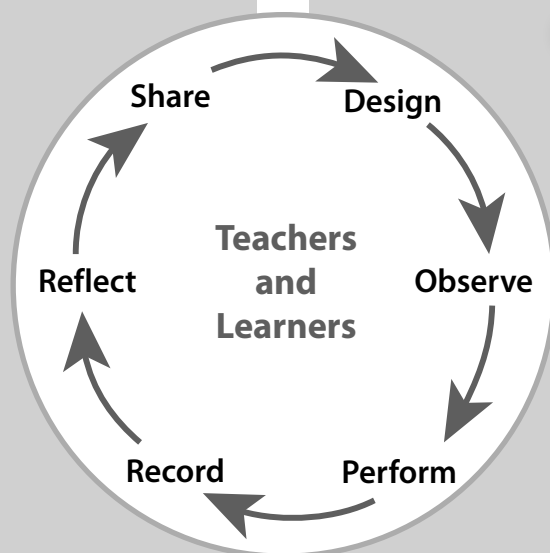
- 1 What is the task?**
Students write a letter to express opinion.
- 2 How can it be done?**
Scenario. Write an opinion letter on a topic of interest to an editor, politician, website, or company.

- 3 How did it go?**
Criteria. The student:
1. Has language to write about everyday, abstract or cultural topics (range);
 2. Can explain the main points of an idea with reasonable precision (precision);
 3. Can use connecting words to link sentences into a coherent sequence (linking text and ideas).

Assessment in Action

Preparing for the task

- Play a video of a controversial topic.
- Students identify the controversy.
- Survey students' opinions about the topic.
- Record various examples of structures used to state and defend an opinion.
- Discuss the format of an opinion letter.
- Model and practice writing a sample letter with the class:
 - Write headings to divide a letter of opinion into sections, i.e. salutations, introduction, body with statement of opinion, and 1,2,3 statements to back the opinion, summary, and conclusion;
 - Fill in the headings;
 - Bring parts of text together by using connecting words.



Doing the task

- Students form pairs.
- Both students choose one topic from the materials provided or one of their own.
- Students decide on their audiences.
- Each student follows the model and practice class model for his/her topic.
- Students peer review and edit each other's copy and write the final copy of the letter.



I can write about familiar topics, comparing and contrasting different opinions.



☀ Sample language

- ☛ "I would like to discuss..."
- ☛ "It is well known that..."
- ☛ "I believe/think/swear that..."
- ☛ "I remark..."
- ☛ "In the same way as..."
- ☛ "We/one must notice..."
- ☛ "In conclusion..."

☀ Considerations

Consider...

- ☛ ... asking students bring magazines etc. that feature controversial topics.
- ☛ ... asking students to present their task orally as an extension activity.

☀ Learner strategies

- ☛ Use available resources.
- ☛ Ask a classmate to give feedback.

☀ Resources

- ☛ To see sample videos visit:
 - cbc.ca
 - cnn.com/OPINION/
 - youtube.com/user/safesearchkids
- ☛ To see a sample opinion letter:
 - Letters to the editor in newspapers.
- ☛ Graphic organizers for students to record information for the task.
- ☛ For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



Writing

B1.2

I can write about familiar topics,
comparing and contrasting
different opinions.



Canadian Association of
Second Language Teachers
Association canadienne des
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 language to write about everyday, abstract or cultural topics (range).		
... can explain the main points of an idea with reasonable precision (precision).		
... can use connecting words to link sentences into a coherent sequence (linking text and ideas).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can write about familiar topics, comparing, and contrasting different opinions.	<div></div>	



Writing

B1.2

I can write about familiar topics,
comparing and contrasting
different opinions.



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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 language to talk about everyday, abstract or cultural topics.		
I can explain the main points of an idea with reasonable precision.		
I can use connecting words to link sentences into a coherent sequence.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can write about familiar topics, comparing, and contrasting different opinions.	<input type="checkbox"/>	Strategies that I used: I used available resources. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked a classmate to give feedback. 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 issue a complaint and find a solution with their partners.

2 How can it be done?

Scenario. Register and resolve a complaint such as poor service in a store, faulty merchandise, incorrect charge / parking ticket in a simulated situation such as in a store or on the telephone.

3 How did it go?

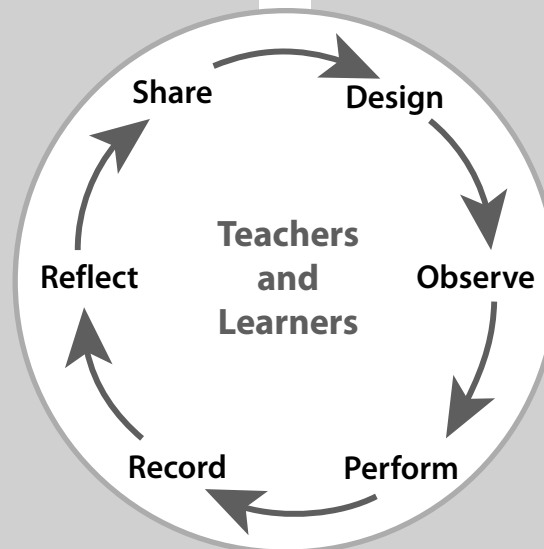
Criteria. The student:

1. Has language to vary formulation when talking about most general topics (range);
2. Can communicate with reasonable accuracy and correct mistakes (accuracy);
3. Can produce stretches of language with a fairly even tempo (fluency).

Assessment in Action

Preparing for the task

- Ask learners if they have ever had a negative situation that they needed resolved.
- Discuss and record the process for filing a complaint: explain the problem, ask for a resolution, agree on a solution.
- Elicit and record expressions and strategies that people use when they make a complaint.
- Select a complaint.
- Model and practice role-playing the scenario.



Doing the task

- Students form pairs.
- Pairs write a complaint and discuss: how they will present it, how it could be resolved, and how they would respond to it.
- Pairs discuss how they will present their complaint, respond to others' complaints, and resolve their complaint.
- Students form triads with students with different complaints.
- Students take turns to present complaint, respond to complaint, listen to, and encourage discussion.
- Discuss the exchange.

Sample language

- *"Please let me explain what..."*
- *"I'd like to underline the fact that..."*
- *"In light of this, I'd ask you to..."*
- *"Here's a possible solution..."*
- *"I'm ready to..."*
- *"I wish/hope that..."*

Considerations

Consider...

- ... having students sit back-to-back to simulate a telephone call or if they need to be accommodated with more visual cues, allow them to sit face-to-face.
- ... discussing the formal aspect of the language required for different types of complaints (formal vs. more informal).
- ... reviewing verb tenses to describe events in the past.

Learner strategies

- Create notes to guide discussion.
- Paraphrase to confirm understanding.

Resources

- To find sample complaint letters and information on how to complain effectively visit:
 - consumerhandbook.ca/en/topics/products-and-services/complaints
 - consumerinformation.ca
 - ontario.ca/consumers/filing-consumer-complaint

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 language to vary formulation when talking about most general topics (range).		
... can communicate with reasonable accuracy and correct mistakes (accuracy).		
... can produce stretches of language with a fairly even tempo (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can make a complaint effectively, explaining the problem, and demanding appropriate action.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></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 have language to vary formulation when talking about most general topics.		
I can communicate with reasonable accuracy and correct mistakes.		
I can produce stretches of language with a fairly even tempo.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can make a complaint effectively, explaining the problem, and demanding appropriate action.	<input type="checkbox"/>	Strategies that I used: I created notes to guide discussion. Yes <input type="checkbox"/> No <input type="checkbox"/> I paraphrased to confirm understanding. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>

**B2**

Spoken production

I can summarize information and arguments from a number of sources.



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1

What is the task?

Students summarize and share textual/audio information.

2

How can it be done?

Scenario. Summarize and share information from texts on topics such as violence in the media, the portrayal of men/women in pop songs, or parent-child relationships, using a “jigsaw” activity.

3

How did it go?

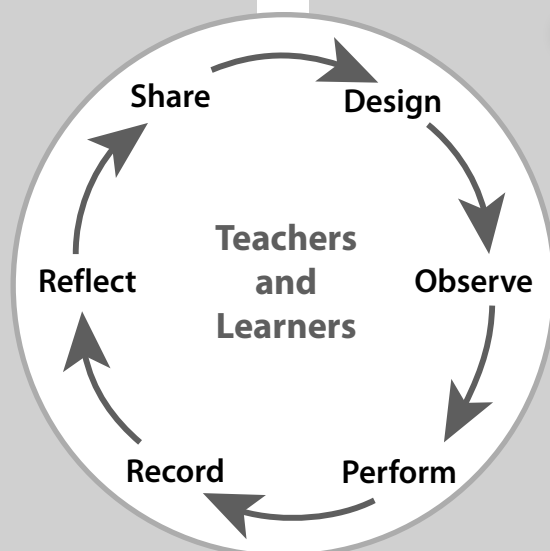
Criteria. The student:

1. Has language to vary formulation when talking about general topics (range);
2. Can communicate with reasonable accuracy and correct mistakes (accuracy);
3. Can produce stretches of language with a fairly even tempo (fluency).

Assessment in Action

Preparing for the task

- Display titles of a few selected texts.
- Students form pairs.
- Pairs predict and discuss what they know about one of the titles.
- Pairs fill in the “5 W’s + how” in a graphic organizer.
- Pairs make a summary based on the information in their graphic organizer.
- Elicit and record phrases.
- Discuss/provide additional structures related to summarizing and reporting.
- Model and practice summarizing one of the texts.



Doing the task

- Students select a text.
- Ensure that a number of students read/view the same text.
- Start the jigsaw activity:
 - “Expert” groups read/listen and discuss the material;
 - “Expert” groups fill in the “5 W’s + how” in a graphic organizer;
 - “Expert” groups create a summary of their material;
 - Form new groups of students who have read/viewed different material;
 - Students report their summary to the group;
 - Classmates note an aspect of the presentation that appealed to them.



B2 Spoken production

I can summarize information and arguments from a number of sources.



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professeurs de langues secondes

☀ Sample language

- ☉ "So...", "It is evident that...",
"But/however/regardless..."
"I don't find that..." "In my
opinion...", "It seems that..."
- ☉ "First of all..."
- ☉ "As well..."
- ☉ "Also..."
- ☉ "Not only..."
- ☉ "At the same time..."
- ☉ "Finally..."
- ☉ "All that to say..."
- ☉ "So..."
- ☉ "Lastly, ..."

☀ Considerations

Consider . . .

- ☉ ... selecting a few students to tell the class what they learned about a topic they heard about.
- ☉ ... focussing on spoken production and not on the written production.

☀ Learner strategies

- ☉ Skim the texts to find the main points.
- ☉ Highlight key information.

☀ Resources

- ☉ Graphic organizers to fill in the "5 w's + how"
- ☉ For graphic organizers visit:
 - edhelper.com/teachers/Miscellaneous_graphic_organizers.htm
 - worksheetworks.com/miscellanea/graphic-organizers.html
- ☉ To see samples of texts visit:
 - teachya.com/reading/

**B2****Spoken production**

I can summarize information and arguments from a number of sources.



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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 language to vary formulation when talking about general topics (range).		
... can communicate with reasonable accuracy and correct mistakes (accuracy).		
... can produce stretches of language with a fairly even tempo (fluency).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can summarize information and arguments from a number of sources.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

**B2****Spoken production**

I can summarize information and arguments from a number of sources.



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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 language to vary formulation when talking about general topics.		
I can communicate with reasonable accuracy and correct mistakes.		
I can produce stretches of language with a fairly even tempo.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can summarize information and arguments from a number of sources.	<input type="text"/>	Strategies that I used: I skimmed the texts to find the main points. Yes <input type="checkbox"/> No <input type="checkbox"/> I highlighted key information. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



B2 Listening

I can follow a TV drama or sitcom in standard dialect.



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professeurs de langues secondes

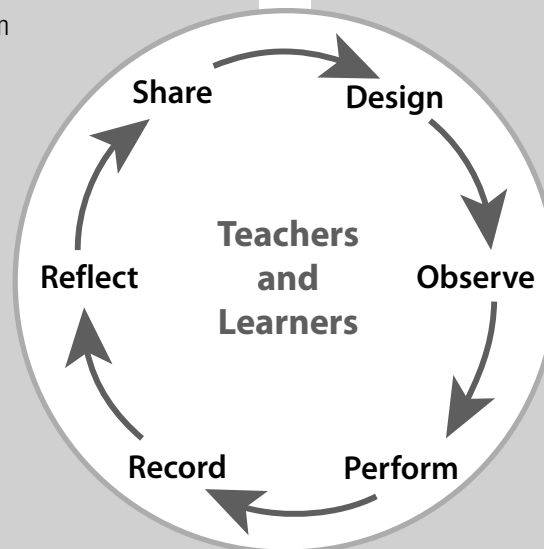
- 1 What is the task?**
Students watch a TV drama or sitcom and describe the characters and their actions.
- 2 How can it be done?**
Scenario. TV shows appropriate for the age and interests of students.

- 3 How did it go?**
Criteria. The student demonstrates understanding by giving a summary describing the characters and their actions.

Assessment in Action

Preparing for the task

- Brainstorm TV dramas or sitcoms that the students like in either their L1 or L2.
- Identify the essential elements of a drama or sitcom.
- In pairs students describe characters and actions from their favourite show.
- Model and practice describing characters and actions after watching a segment of a TV sitcom.
- Ask for a description of the characters and their actions.



Doing the task

- Introduce the sitcom chosen based on students' interests determined prior to the task.
- Distribute a graphic organizer for recording details about the characters: the "who" "what," and "why" of their actions.
- Watch the program in segments.
- Stop occasionally to verify understanding.
- Encourage students to ask questions.
- Students fill in the graphic organizer.



B2 Listening

I can follow a TV drama or sitcom in standard dialect.



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professeurs de langues secondes

☀ Sample language

- ☛ "It seems to me that..."
- ☛ "I find that..."
- ☛ "It is evident that..."
- ☛ "It is clear that..."
- ☛ "He thinks/believes that..."

☀ Considerations

Consider...

- ☛ ... connecting the task to a written task with a "can-do" statement such as "I can write a clear and detailed description of a variety of subjects related to a field of interest."
- ☛ ... focussing on listening comprehension and not on oral or written production.

☀ Learner strategies

- ☛ Use visual clues.
- ☛ Listen to tone to aid in comprehension.

☀ Resources

- ☛ To find clips and complete episodes of TV shows visit:
 - youtube.com/user/YouTubeShowsWW
 - multilingualbooks.com/online-tv.html
- ☛ Graphic organizers to record information.
- ☛ For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



B2 Listening

I can follow a TV drama or sitcom in standard dialect.



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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
... gave a summary describing the characters and their actions.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can follow a TV drama or sitcom in standard dialect.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	



B2 Listening

I can follow a TV drama or sitcom in standard dialect.



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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 gave a summary describing the characters and their actions.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can follow a TV drama or sitcom in standard dialect.	<input type="checkbox"/>	<div>Strategies that I used:</div> <div>I used visual cues. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I listened to tone to aid in comprehension. Yes <input type="checkbox"/> No <input type="checkbox"/></div> <div>I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/></div>

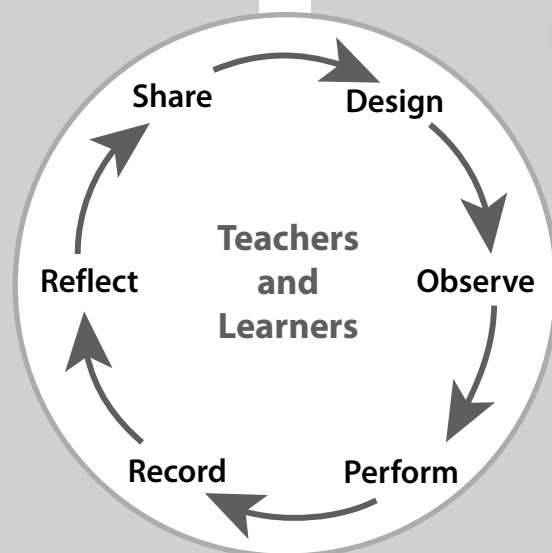
I can understand long and technical instructions.

- 1 What is the task?**
Students read technical text to follow instructions.
- 2 How can it be done?**
Scenario. Understand technical instructions to assemble a product, cook a meal, fill in tax forms, follow a lab procedure, etc.
- 3 How did it go?**
Criteria. The student demonstrates understanding by carrying out the instructions in a technical instructional text.

Assessment in Action

Preparing for the task

- Discuss previous experiences (successes and failures) with technical instructions.
- Show sample technical instructions.
- Elicit and record words that indicate the actions.
- Model and practice reading and assembling, for example, an origami.



Doing the task

- Students form pairs.
- Distribute technical instructions to each pair.
- Pairs take turns being the reader and the assembler.
- Students discuss and assemble the product.
- Each student shares with another student the steps followed to assemble the product.

☀ Sample language

Vocabulary and structures specific to the imperative such as:

- ☛ "Plug..."
- ☛ "Press..."
- ☛ "Fold..."
- ☛ "Bring back/return..."
- ☛ "Screw..."
- ☛ "Tighten..."
- ☛ "Click..."

☀ Considerations

Consider...

- ☛ ... having a variety of instructions.
- ☛ ... focussing on reading comprehension and not on oral or written production.

☀ Learner strategies

- ☛ Use pictures, diagrams, charts, clues, etc. to interpret information.
- ☛ Look for cognates.

☀ Resources

- ☛ To find technical instructions:
 - Assembly instructions, setup instructions, or programming instructions in owner's manuals for various commercial products.
- ☛ To find instructions for origami:
 - origami-instructions.com
 - origami-resource-center.com
 - origami-fun.com
 - iPhone or iPad apps on how to create origami.

I can understand long and technical instructions.

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 carry out the instructions in a technical instructional text.		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can understand long and technical instructions.	<div style="border: 2px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	

I can understand long and technical instructions.

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 carry out the instructions in a technical instructional text.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can understand long and technical instructions.	<input type="checkbox"/>	Strategies that I used: I used picture, diagrams, charts, clues, etc. to interpret information. Yes <input type="checkbox"/> No <input type="checkbox"/> I looked for cognates. Yes <input type="checkbox"/> No <input type="checkbox"/> I can think about my learning. Yes <input type="checkbox"/> No <input type="checkbox"/>



I can write standard formal letters requesting or communicating information.



1

What is the task?

Students write an application letter.

2

How can it be done?

Scenario. Write an application letter to apply for an international camp, exchange programme, summer job, or study program.

3

How did it go?

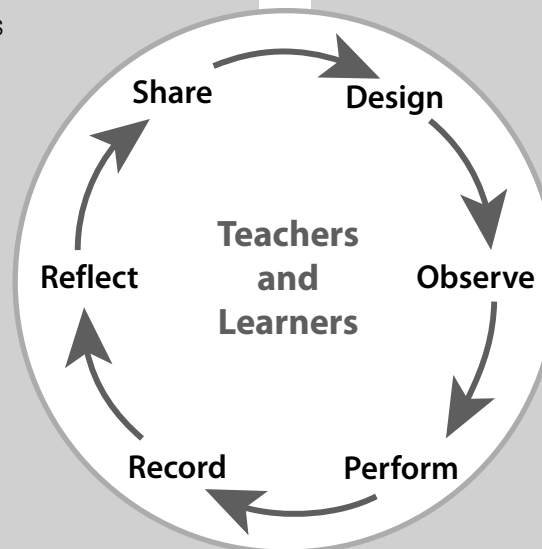
Criteria. The student:

1. Has language to vary formulation when writing about most general topics (range);
2. Can explain the details of an event, idea, or problem reliably (precision);
3. Can link what he/she writes into clear, well-organized text, though not always smoothly (linking text and ideas).

Assessment in Action

Preparing for the task

- Survey what aspects of their future plans where students might need to write letters.
- Discuss and take notes in a graphic organizer about what needs to be included in the letters, the format of the letter and structures used.
- Select an application form.
- Model and practice filling in the graphic organizer and joining the information together using the format and style for the letter.



Doing the task

- Review a couple of application letters and discuss whether or not the applicants were successful and why - What elements stood out? Which ones were effective?
- Students form dyads or triads.
- Students select an application each from samples provided or that they brought in.
- Students brainstorm the elements they need to include in their letters.
- Students discuss the format and style of the letter.
- Students each write an application.
- Students peer review, edit, and submit their final letters.



I can write standard formal letters requesting or communicating information.



☀ Sample language

- ☛ "I would like to..."
- ☛ "I am sure/certain that..."
- ☛ "It is clear that..."
- ☛ "I am capable of..."
- ☛ "It is my intention to..."
- ☛ "I want to..."
- ☛ "I thank you for..."

☀ Considerations

Consider...

- ☛ ... reviewing formal letter style and written conventions.
- ☛ ... conducting an interview as an extension activity.

☀ Learner strategies

- ☛ Use available resources.
- ☛ Ask a classmate to give feedback.

☀ Resources

- ☛ To see sample application letters visit:
 - youth.gc.ca/eng/topics/jobs/
- ☛ To see samples of job applications, search the documents templates section of Microsoft Word.
- ☛ To see an application form for a study program visit Web sites of Canadian universities and colleges.
- ☛ Graphic organizers to record information.
- ☛ For graphic organizers visit:
 - worksheetworks.com/miscellanea/graphic-organizers.html
 - edhelper.com/teachers/graphic_organizers.htm



Writing

B2

I can write standard formal letters requesting or communicating information.



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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 language to vary formulation when writing about most general topics (range).		
... can explain the details of an event, idea, or problem reliably (precision).		
... can link what he/she writes into clear, well-organized text, though not always smoothly (linking text and ideas).		
Additional possible criteria:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that he/she can write standard formal letters requesting or communicating information.	<div style="border: 1px solid black; width: 100px; height: 60px;"></div>	



Writing

B2

I can write standard formal letters requesting or communicating information.



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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 language to vary formulation when talking about most general topics.		
I can explain the details of an event, idea, or problem reliably.		
I can link what I write into clear, well-organized text, though not always smoothly.		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I can write standard formal letters requesting or communicating information.	<input type="text"/>	Strategies that I used: I used available resources. Yes <input type="checkbox"/> No <input type="checkbox"/> I asked a classmate to give 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:	



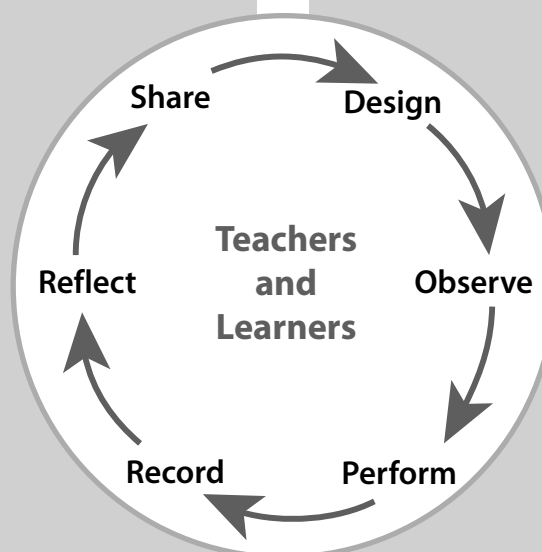
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- 1 What is the task?
- 2 How can it be done?
Scenario.
- 3 How did it go?
Criteria.

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:
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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:		
Comments and next steps		
Something the student did well:		
A suggestion for what to do next:		
The student showed that:		

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



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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...		
Other criteria:		
Comments and next steps		
Something I did well:		
What I will do next:		
I showed that I		Strategies that I used:

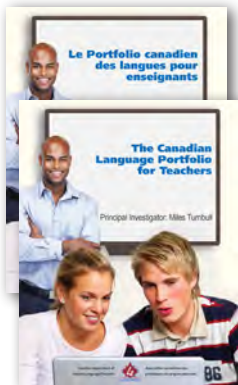
Yes ☐ No ☐
Yes ☐ No ☐
Yes ☐ No ☐

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.

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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.



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Helping Teachers Empower Learners

Canadian Association of
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