

# Assessment and Evaluation

The LINC Curriculum Guidelines promote a communicative task-based approach to language instruction. This means they focus on various tasks (outcomes) in speaking, listening, reading, and writing, that learners are expected to achieve. Learners should therefore be assessed on how well they are able to complete the specific tasks in the Level Outcomes and not on their knowledge of thematic content or specific grammar items. In order to help instructors better understand the assessment process, each **Sample Lesson Plan** in the **Planning** section highlights one or more classroom tasks that could be used for assessment.

The activities used for the purpose of assessment should be meaningful, authentic, and require the learner to construct a response, create a product, or demonstrate applications of language knowledge. Traditional methods of grammar and content-based testing should be avoided. The following table lists possible assessment activities for each skill.<sup>1</sup>

Skill	Possible Assessment Activities <sup>2</sup>
<b>Individual, pair, or small group tasks</b>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Information gap</li> <li>• Interviews</li> <li>• Picture-cued descriptions or stories</li> <li>• Presentations</li> <li>• Role-play improvisations</li> <li>• Small group discussions</li> <li>• Story retelling</li> </ul>
<b>Listening</b> Audio or video clips, or oral text	<ul style="list-style-type: none"> <li>• Comprehension questions               <ul style="list-style-type: none"> <li>▪ Checking off answers</li> <li>▪ Circling or matching items</li> <li>▪ Completing a chart</li> <li>▪ Filling in blanks</li> <li>▪ Ordering information chronologically</li> </ul> </li> <li>• Note-taking</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Comprehension questions (see Listening activities)</li> <li>• Locating information on a CD-ROM</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Business letters, memos</li> <li>• Forms</li> <li>• Informal notes and messages (including greeting cards)</li> <li>• Personal letters</li> <li>• Reports</li> <li>• Short guided written passages</li> <li>• Stories</li> </ul>

<sup>1</sup>Adapted from *Canadian Language Benchmarks 2000: A Guide to Implementation*, p. 144.

<sup>2</sup>Ibid., pp. 148–150.

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## Assessing the Four Skill Areas

The method of assessing learner performance differs depending on the skill being tested. According to *Canadian Language Benchmarks 2000*, the criteria used to assess listening and reading skills are not the same as those used to assess speaking and writing skills.

## Listening and Reading

Both listening and reading skills can be assessed by having learners complete a written task requiring them to demonstrate their comprehension (e.g., circling the correct answer, filling in blanks, or answering comprehension questions). The evaluation is then based on how many correct answers the learner has.

*Canadian Language Benchmarks 2000* recommends using the following scale for evaluating listening and reading tasks:

Rating	Number of Correct Responses to Comprehension Questions <sup>1</sup>
1	Fewer than 50%
2	Fewer than 70%
3	70 to 80% (pass)
4	More than 80%

## Speaking and Writing

Speaking and writing skills are more difficult to evaluate because the tasks require the learner to produce either spoken or written language that can be different for every learner but may still meet the requirements of the task. In order to determine if learners have successfully met the outcome, *Canadian Language Benchmarks 2000* recommends that learner performance in these skills be evaluated as follows:

**Holistically** for overall effectiveness of spoken and written communication. Was the learner able to accomplish the task? Overall effectiveness should be given a weight of **30 to 40%**.

**Analytically** according to criteria appropriate to the outcome (see the following table). There are many possible criteria, but the instructor should select those that are relevant to the task (e.g., writing may be evaluated according to organization, punctuation, and grammar, whereas speaking might be evaluated on fluency, negotiation of meaning, and appropriateness). Analytical assessment should be worth **60% to 70%** of the final grade.

<sup>1</sup>*Canadian Language Benchmarks 2000*, pp. 26 and 38.

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Evaluation Criteria <sup>1</sup>	
Speaking	Writing
Holistic (30-40%) <ul style="list-style-type: none"> <li>overall effectiveness based on LINC Level Outcomes</li> </ul>	Holistic (30-40%) <ul style="list-style-type: none"> <li>overall effectiveness based on LINC Level Outcomes</li> </ul>
Analytic (60-70%) <p>Analytic assessment criteria are selected according to the speaking task and the LINC Level Outcome. Some examples are:</p> <ul style="list-style-type: none"> <li>adequacy of vocabulary for purpose</li> <li>appropriateness of language register, vocabulary, etc.</li> <li>conversation management and negotiation of meaning</li> <li>fluency</li> <li>grammar accuracy</li> <li>intelligibility of speech</li> <li>organization of discourse/coherence</li> <li>relevance and adequacy of content</li> </ul>	Analytic (60-70%) <p>Analytic assessment criteria are selected according to the writing task and the LINC Level Outcome. Some examples are:</p> <ul style="list-style-type: none"> <li>adequacy of vocabulary for purpose</li> <li>appropriateness of text (style, register, layout, visual presentation)</li> <li>cohesion</li> <li>grammar accuracy</li> <li>legibility/mechanics (handwriting, spelling, punctuation)</li> <li>relevance, factual accuracy, and adequacy of content</li> </ul>

*Canadian Language Benchmarks 2000* uses an upward scale of 1 to 4 to report achievement of the outcomes. The ratings for evaluating speaking and listening tasks are as follows:

1. **unable to achieve the competency**
2. **needs help**
3. **satisfactory Benchmark achievement: pass**
4. **more than satisfactory achievement**

## Recording Information

Sample **Ongoing Class Monitoring Charts** are included on the following pages for tracking the scores of learners during the course in the four skills (speaking, listening, reading, and writing) within the four competency areas for each skill (e.g., social interaction, instructions, getting things done, and information). Write the assessment task (e.g., doctor-patient role-play, writing a phone message) under the relevant skill and competency area and record learner achievement using the above rating system.

## End-of-Term Evaluation

After completing a number of assessments throughout the term, instructors can judge if learners have achieved the outcomes for a particular LINC level and decide if they should be promoted to the next level. A sample **End-of-Term Reporting Form**<sup>2</sup> is included for this purpose. Instructors may want to use this form to report achievement at the end of a topic or theme by inserting topic outcomes under the appropriate skill and competency areas and then entering the average ratings from the **Class Monitoring Charts**. See **Using the Class Monitoring Charts Reporting Form**.

<sup>1</sup>*Canadian Language Benchmarks 2000*, pp. 14 and 50.

<sup>2</sup>Adapted from *Canadian Language Benchmarks 2000: A Guide to Implementation*, Appendix, Unit/Mid-term Reporting Form.

# Using the Monitoring Charts & Reporting Form

## Ongoing Class Monitoring Charts

These charts allow instructors to record ongoing learner progress in the four skill and competency areas. Two monitoring charts have been included: one for Speaking and Writing, and one for Listening and Reading. The chart illustrated below is for Speaking and Writing.

Ongoing Class Monitoring Chart for Speaking and Writing																									
Instructor: <i>Margaret Chu</i>	Class: <i>LINC - Intermediate</i>	Term: <i>Winter 2002</i>																							
LINC Level: <i>3/4</i>	Speaking Tasks																								
	Social Interaction	Writing Tasks																							
	Instructions	Getting Things Done																							
		Information																							
		Social Interaction																							
		Recording Information																							
		Business/Service Messages																							
Names	Small talk 7/02	Everyday plans 2/5/02	Phone #s 10/10	Phone messages 10/11	Teach a pack 8/02	Give directions 2/10/02	Reserve 3/11	Shopping dialogues 7/02	Safety advice 2/10	Family rules 5/11	Bringing a bag 10/02	Doctor interview 5/10	Shopping trip 7/11	Success story 16/11	Postings, etc. 11/10	Phone calls 2/5/10	Phone calls 2/11	Reserve 11/02	Business card 2/9/10	Directions 9/11	Giving shopping 16/02	TV commercials 2/10/02	Train messages 16/10	Weather forecast 6/11	
<i>Abogaze, Heron</i>	4	4	2	3	3	4	3	A	4	2	3	3	3	4	4	3	2	3	4	4	3	3	4	3	
<i>Agamiri, Nancy</i>	3	3	4	A	3	4	3	2	3	2	4	4	3	2	2	3	2	4	2	2	4	3	A	2	
<i>Ajdarli, Mensur</i>	4	4	3	4	4	3	4	4	4	3	4	4	4	4	A	3	3	3	3	4	4	4	3	4	4
<i>Boskovic, Elvica</i>	3	2	3	4	4	4	4	3	4	A	4	4	3	3	2	3	4	3	4	3	3	3	3	3	3
<i>DePaz, Branda</i>	2	3	2	2	3	1	3	3	3	3	2	3	1	3	3	4	3	3	1	3	2	3	3	1	
<i>Garca, Mario</i>	3	3	4	4	3	4	3	A	3	2	4	4	3	2	2	3	2	4	A	2	4	3	4	2	
<i>Hassan, Aussen</i>	4	4	3	4	4	3	4	4	4	3	4	4	4	4	A	3	3	3	3	4	4	3	4	4	

Enter short descriptions of the tasks (e.g., shopping presentation, birthday story) used for assessment under the skills and competency areas. It may be helpful to record the date of the assessment as well.

Record the student achievement rating for each task. Refer to this record when completing the **End-of-term Reporting Form**.

## End-of-Term Reporting Form

This form allows instructors to report the overall evaluation of learner achievement at the end of the term, theme, or topic.

End-of-Term Reporting Form		
Name: <i>Heron Abogaze</i>	LINC Level: <i>3/4</i>	
Location: <i>Community Centre</i>	Instructor: <i>Margaret Chu</i>	
Entrance: Speaking <i>5</i> Listening <i>3</i>	Date/Period: <i>Winter 2002</i>	
CLB: Reading <i>3</i> Writing <i>3</i>	Promoted to LINC Level: <i>5</i>	
Skills Area	Rating (1-4)	Comments
Speaking (CLB <i>5</i> )		
Social Interaction		<i>You did a good job here / really enjoyed your presentation on travel</i>
Instructions	<i>4</i>	
Getting Things Done	<i>4</i>	
Information	<i>4</i>	
Listening (CLB <i>5</i> )		

Enter an average rating in each skill and competency area from the **Monitoring Charts** to indicate if a learner has achieved the level outcome.

Use this space for adding personalized comments.

This form may also be used to report an evaluation after a single theme or topic by inserting topic outcomes in the competency areas.

# Ongoing Class Monitoring Chart for Speaking & Writing

Instructor:				Class:				Term:												
LINC Level:	Speaking Tasks								Writing Tasks											
	Social Interaction		Instructions		Getting Things Done		Information		Social Interaction		Recording Information		Business/Service Messages		Presenting Information					
Names																				

# Ongoing Class Monitoring Chart for Listening & Reading

Instructor:				Class:								Term:								
LINC Level:	Listening Tasks								Reading Tasks											
	Social Interaction		Instructions		Getting Things Done		Information		Social Interaction Texts		Instructions		Business/Service Texts		Informational Texts					
Names																				

**Rating Key:** 1-unable to achieve the competency 2-needs help 3-satisfactory Benchmark achievement: pass 4-more than satisfactory achievement

# End-of-Term Reporting Form

Name: \_\_\_\_\_ LINC Level: \_\_\_\_\_

Location: \_\_\_\_\_ Instructor: \_\_\_\_\_

Entrance Speaking \_\_\_\_\_ Listening \_\_\_\_\_ Date/Period: \_\_\_\_\_

CLB: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Promoted to LINC Level: \_\_\_\_\_

Skills Area	Rating (1-4) <sup>1</sup>	Comments
<b>Speaking (CLB ____)</b>		
Social Interaction		
Instructions		
Getting Things Done		
Information		
<b>Listening (CLB ____)</b>		
Social Interaction		
Instructions		
Getting Things Done		
Information		
<b>Reading (CLB ____)</b>		
Social Interaction Texts		
Instructions		
Business/Service Texts		
Informational Texts		
<b>Writing (CLB ____)</b>		
Social Interaction		
Recording Information		
Business/Service Messages		
Presenting Information		

<sup>1</sup> **Rating Key:**

1-unable to achieve the competency 2-needs help 3-satisfactory Benchmark achievement: pass  
4-more than satisfactory achievement

# Learner Self-Evaluation

There are many ways to help learners evaluate their own progress. The following is an example of a form that could be filled out by learners after completing a thematic unit. The instructor must choose particular outcomes from the topics to insert in section 1 and vocabulary for section 2. This form should be adapted to the theme and level of the class.

**Theme/Topic:** \_\_\_\_\_

1. Think about the language skills you practiced in this theme. Circle a number to describe how well you can do each one.

<b>How well can you do the following? (Insert Topic Outcomes here)</b>	<b>Not at all (1) ←————→ Very well (4)</b>			
a) _____	1	2	3	4
b) _____	1	2	3	4
c) _____	1	2	3	4
d) _____	1	2	3	4
e) _____	1	2	3	4
f) _____	1	2	3	4

2. Circle the skills you need to practice more?    **Speaking**   **Listening**   **Reading**   **Writing**  
 How can you get more practice? \_\_\_\_\_  
 \_\_\_\_\_

**Vocabulary Check:** Look at each word/phrase in the list below. Check **Meaning** if you know the meaning, **Pronunciation** if you can pronounce it, **Spelling** if you can you can spell it, and **Use** if you can use it in a sentence.

Word/Phrase	Meaning	Pronunciation	Spelling	Use	Word/Phrase	Meaning	Pronunciation	Spelling	Use



# Learner Program Evaluation

There are many ways to elicit feedback from learners about the effectiveness of the program. The following is an example of a form that could be used with higher level learners and should be adapted for the specific information that the instructor is trying to obtain. Instructors may want to develop an additional questionnaire to evaluate the effectiveness of their teaching style, instructional methods, and class management.

## Learner Comments

1. Think about our program for the past month. What did we study? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

	What helped you learn English? Why?	What didn't help you learn English? Why?
The lessons		
The books/ handouts		
The classroom		
The computer activities		

2. What would you like to practice more?

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Speaking  | <input type="checkbox"/> Pronunciation |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Grammar       |
| <input type="checkbox"/> Reading   | <input type="checkbox"/> Computers     |
| <input type="checkbox"/> Writing   | <input type="checkbox"/> Other: _____  |

3. What topics would you like to study in the future?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_