

Evaluation Checklist

The evaluation checklist can be used as a tool for assessing the progress of individual learners on an on-going basis. It describes the competencies the learner must achieve in the three skill areas: listening/speaking, reading and writing. It describes how well the learner is expected to perform these competencies at this level and also some of the performance conditions.

Student's Name _____

Competencies and Performance Conditions

Date _____

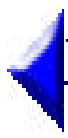
Listening/Speaking	
<p>1. Instructions: Give and follow a range of spoken directions and instructions in person or on the telephone. <i>Gives directions and instructions correctly and appropriately.</i> <i>Responds to directions and instructions with appropriate action.</i> <i>Instructions are for everyday situations, used with visual cues.</i> <i>Context is clear and predictable.</i> <i>* May not know the expectations in Canada to make sure that one understands instructions clearly.</i></p>	
<p>2. Social Interaction: Give and respond to compliments. <i>(You look nice today. Thank you.)</i> <i>* May not know the culturally determined behaviour regarding compliments in Canada.</i> Express worry. <i>(I don't know how... I'm worried, I'm lost)</i> Give and ask for permission. <i>(can, may, could)</i></p>	
<p>3. Information Describe daily routines and activities in some detail. <i>Asks and answers questions about daily routine activities (personal, family, others, work) within limits culturally defined by the learner.</i> Express necessity and reason. <i>(must, why, because, but, so)</i></p>	

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<p>Agree/disagree. <i>Uses present, past and future time references correctly.</i> <i>Uses simple structures (S+V+C, S+V+Pred, S+V+IO+DO) with some control though reductions are still frequent.</i> <i>Marks sequence, contrast, reason and result simply.</i></p> <p>Ask for clarification, repetition. <i>(Sorry, what did you say? Could you repeat?)</i> <i>Indicates communication problems verbally.</i></p>	
<p>4. Getting Things Done</p> <p>Attract attention and request assistance. <i>(please, would you mind, could you)</i></p> <p>Give oral invitations. <i>(Would you like to ...; Can you ...)</i></p> <p>Give suggestions and make requests using polite formulaic expressions. <i>(You should..., Could you ...)</i></p>	
<p>Reading</p>	
<p>1. Instructional Texts:</p> <p>Follow common daily routine instructions of 1-6 steps without pictures when most words are familiar. <i>Demonstrates comprehension and ability to act on the text.</i> <i>Understands signals of time, duration, frequency and sequence, location, movement and manner.</i></p>	
<p>2. Formatted Texts:</p> <p>Find specific information in longer application forms, pay slips, family restaurant menus, schedules and directories. <i>Directories are extensive and visually complex (e.g. telephone directory).</i></p>	
<p>3. Unformatted Texts:</p> <p>Identify main idea and supporting points in 2-3 paragraphs of simple narrative, biographical or descriptive prose. <i>Recognizes main idea as well as key and supporting points of simple narrative. biographical or descriptive prose related to personal experience.</i> <i>Locates specific information. Identifies links between paragraphs.</i> <i>May read simplified stories where language is mostly concrete, factual and literal and there are no unfamiliar cultural references. Most words are familiar. Predicts, guesses meaning of new words from context. Use of bilingual dictionary is still frequent.</i></p>	

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<p>4. Information Texts:</p> <p>Understand purpose and get information from public announcements, news items, greeting cards, flyers and brochures by scanning. <i>Understands the purpose of text and gets information from it. Text is clear, easy to read.</i></p> <p>Compare facts to make choices. <i>(This one is better than ...)</i></p>	
<p>Writing</p>	
<p>1. Copy Information:</p> <p>Copy information from dictionaries, encyclopaedias and manuals. <i>Copies texts clearly and accurately.</i></p>	
<p>2. Fill out simple forms</p> <p>Fill out simple forms using personal and other required information. <i>Writes legibly. Writes numbers as digits and words as required. Spells correctly and consistently. Uses correct capitalization.</i></p>	
<p>3. Describe Personal Situations</p> <p>Write a one-paragraph text about a personal or a familiar situation. Describe experiences or events in the past and plans for the future. Give reasons. <i>Can put together a number of statements about self, family or other highly familiar topics and relevant personal experiences (simple descriptions and narration of events, stories, future plans). Clearly introduces topic statement, actors and circumstances. Uses mostly one-clause sentences, basic simple tenses and simple structures. Uses correct capitalization and punctuation. Allow 2 spelling mistakes and 3 grammar/vocabulary mistakes</i></p>	
<p>4. Express simple ideas</p> <p>Convey sympathy in writing <i>Completes a standard sympathy card with minimum required information May not know social conventions related to grieving and mourning</i></p>	



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Student's Name _____

Competencies and Performance Conditions

Date _____

Listening/Speaking	
<p>1. Instructions:</p> <p>Give and follow spoken directions and instructions using a sequence of steps in order.</p> <p><i>Gives clear spoken instructions using sequence markers.</i></p> <p><i>Uses imperatives, statements, requests.</i></p> <p><i>Uses appropriate adverbs of time, frequency and condition.</i></p>	
<p>2. Social Interaction:</p> <p>Apologize and make excuses.</p> <p><i>Responds appropriately to and initiates apologies and excuses.</i></p> <p>Express and respond to disappointment.</p> <p><i>(I'm sorry about ..., not able, cannot)</i></p> <p>Accept offers.</p> <p><i>(I would love to ...)</i></p> <p><i>Understands and uses everyday vocabulary and limited number of idioms.</i></p> <p><i>Uses a variety of structures. Grammar and pronunciation errors are frequent and may impede communication.</i></p>	
<p>3. Information:</p> <p>Relate a story about a familiar event.</p> <p><i>Describes a sequence of events in the past related to personal life.</i></p> <p><i>Uses everyday vocabulary with some gaps.</i></p> <p><i>Uses a variety of structures. Grammar and pronunciation errors are frequent and may sometimes impede communication.</i></p> <p><i>Uses past tense inflection of many familiar verbs, adverbs of time, frequency and duration.</i></p> <p><i>Discourse is reasonably fluent, of moderate length.</i></p>	

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<p>Give information about own educational and employment background. <i>(I worked as a ...; I have a _____ degree.)</i> <i>Describe personal characteristics and strengths.</i> <i>Can describe characteristics and strengths required of people in different social roles.</i></p> <p>Ask for, give and get information in person and on the telephone. <i>May not know spelling conventions on the phone (e.g. "A" as in apple).</i> <i>Telephone exchanges with strangers are stressful.</i></p> <p>Express obligation, ability, inability and certainty. <i>(Must, can, can't)</i></p> <p>Explain what isn't/wasn't known. <i>(I didn't know that ...)</i></p> <p>Clarify meaning by paraphrasing and repeating. <i>(Did you say ...?)</i></p>	
<p>4. Getting Things Done:</p> <p>Give suggestions and advice and predict consequences. <i>(Should, must, had better, you can ...)</i> <i>Understands and uses everyday vocabulary and limited number of idioms.</i> <i>Uses a variety of structures. Grammar and pronunciation errors are frequent and may sometimes impede communication.</i></p>	
<p>Reading</p>	
<p>1. Instructional Texts:</p> <p>Understand a wide range of short authentic written instructions with pictures. <i>Context is familiar.</i> <i>Text is highly contextualized and partly predictable.</i> <i>Demonstrates ability to act appropriately to instructions.</i></p>	
<p>2. Formatted Texts:</p> <p>Find specific information in authentic schedules, charts, and directories by scanning. <i>Texts are unsimplified and visually complex.</i></p>	
<p>3. Unformatted Texts:</p> <p>Understand the main ideas in authentic texts (such as newspapers) and general daily prose. <i>Demonstrates recognition of main idea, key and supporting points.</i> <i>Texts are 2-3 paragraphs long and relate to personal experience or familiar context.</i> <i>Many words are familiar.</i> <i>Understands most grammatical structures.</i> <i>Begins to use a unilingual dictionary.</i></p>	

LINC 5

<p>4. Information Texts:</p> <p>Get specific information from public service announcements, news items, flyers, brochures, invitations, employment information and ads.</p> <p><i>Demonstrates recognition of main idea, key and supporting points.</i></p> <p><i>Finds information by scanning.</i></p>	
<p>Writing</p>	
<p>1. Reproduce Information:</p> <p>Write down information received in person or by telephone.</p> <p><i>Writes down information clearly and accurately and conveys clear message to recipient.</i></p>	
<p>2. Fill Out Forms:</p> <p>Fill out forms with personal and other information as required.</p> <p><i>Writes legibly, spells and uses capitalization correctly.</i></p>	
<p>3. Convey Formal Messages:</p> <p>Write appropriate notes with minimum required information (e.g. invitations)</p> <p><i>Uses appropriate register.</i></p> <p><i>Includes at least minimum required information (place, date, time, etc.)</i></p> <p><i>Demonstrates knowledge of conventions for different social functions.</i></p> <p>Give directions in writing using proper sequence and accurate details.</p> <p><i>Conveys directions clearly, in proper sequence, with accurate and legible details.</i></p> <p><i>A map or sketch often accompanies directions.</i></p>	
<p>4. Express Complex Ideas:</p> <p>Write a brief report (100-150 words) about a personal or researched topic.</p> <p><i>Conveys ideas clearly with proper sequencing of events. Knows sufficient vocabulary within the topic. Structures are simple; compound sentences, simple tense, some present perfect, prepositional phrases of location and time, modifying adjectives and adverbs.</i></p> <p><i>Writing includes frequent errors in accuracy and awkward sounding phrases.</i></p> <p><i>**Allow 3 spelling mistakes, 3 grammar/vocabulary mistakes.</i></p>	

Learner Self-Evaluation Form

This is a self-evaluation that learners can use to assess their own progress in the course. They are not expected to return the form, however, problem areas should be discussed with the instructor.

Theme: Travel and Transportation

1. Review the language skills you practised in this theme.

Can you:

- | | | | |
|--|---|--|---|
| a) give directions to someone over the telephone? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |
| b) draw a map and give directions to your home? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |
| c) give and follow instructions in an emergency situation? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |
| d) understand a public transit announcement? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |
| e) find information in a bus schedule? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |
| f) understand the information in a driver's manual? | <input type="checkbox"/> yes, very well | <input type="checkbox"/> yes, but not well | <input type="checkbox"/> no, not at all |

2. Circle which skills need more practice. (Listening/Speaking, Reading, Writing)

How can you get more practice? _____

3. Vocabulary Check:

Look at each word/phrase in the list below. Write "M" if you know the meaning. Write "P" if you can pronounce it. Write "S" if you can spell it. Write "U" if you can use it in a sentence. Write "R" if it is a word/phrase you see often. Feel free to write more than one letter.

intersection	_____	courtesy seats	_____	air bags	_____
parallel park	_____	handicapped parking	_____	impaired driving	_____
road rage	_____	metered fare	_____	demerit points	_____
defensive driving	_____	organ donor request	_____	turn signal	_____

4. What else are you interested in learning?

Program Evaluation Sample

There are many ways to elicit feedback from learners about the effectiveness of the program. The following is an example and should be adapted according to 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.

Please fill out the evaluation	Month _____
1. What I have enjoyed most about the class is _____.	
2. What I didn't enjoy was _____.	
3. What I liked about the material or handouts was _____.	
4. What I didn't like was _____.	
5. What I liked most about using the computer was _____.	
6. What I didn't like was _____.	
7. What I don't like about my classroom is _____.	
8. What I don't like is _____.	
9. What I would like more is:	
<input type="checkbox"/> Listening/Speaking practice	<input type="checkbox"/> Reading practice
<input type="checkbox"/> Writing practice	<input type="checkbox"/> Grammar practice
<input type="checkbox"/> Pronunciation practice	<input type="checkbox"/> Computer practice
<input type="checkbox"/> Other _____	
10. I would like to learn about these topics:	
a) _____	
b) _____	
c) _____	
d) _____	
Additional comments _____	
