

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.¹

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

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

²Ibid., 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 ¹
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.

¹*Canadian Language Benchmarks 2000*, pp. 26 and 38.

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Evaluation Criteria ¹	
Speaking	Writing
Holistic (30-40%) <ul style="list-style-type: none"> • overall effectiveness based on LINC Level Outcomes 	Holistic (30-40%) <ul style="list-style-type: none"> • overall effectiveness based on LINC Level Outcomes
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"> • adequacy of vocabulary for purpose • appropriateness of language register, vocabulary, etc. • conversation management and negotiation of meaning • fluency • grammar accuracy • intelligibility of speech • organization of discourse/coherence • relevance and adequacy of content 	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"> • adequacy of vocabulary for purpose • appropriateness of text (style, register, layout, visual presentation) • cohesion • grammar accuracy • legibility/mechanics (handwriting, spelling, punctuation) • relevance, factual accuracy, and adequacy of content

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**² 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**.

¹*Canadian Language Benchmarks 2000*, pp. 14 and 50.

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

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) ¹	Comments
Speaking (CLB ____)		
Social Interaction		
Instructions		
Getting Things Done		
Information		
Listening (CLB ____)		
Social Interaction		
Instructions		
Getting Things Done		
Information		
Reading (CLB ____)		
Social Interaction Texts		
Instructions		
Business/Service Texts		
Informational Texts		
Writing (CLB ____)		
Social Interaction		
Recording Information		
Business/Service Messages		
Presenting Information		

¹ **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.

How well can you do the following? (Insert Topic Outcomes here)	Not at all (1) ← → Very well (4)			
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

