

Assessment Strategies for CLB/PBLA Speaking Levels.

By Selena Parker

Agenda

1. Survey 1
 2. 6 Aspects of Speaking Assessments
 3. CLB Speaking Section Summary
 4. Survey 2
 5. Sample Rubrics
 6. Sample tasks
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Survey 1

6 Aspects of Speaking Assessment

Comment Summary in CLB's

6 Aspects of Speaking Assessment

1. Grammar
2. Speech rate
3. Pronunciation (native sounding, specific sounds, intonation, etc)
4. Vocabulary
5. Body language
6. Problems

Demonstrating these strengths and limitations:

- Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse
- Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses, hesitations and repetitions
- Vocabulary is extremely limited for basic everyday, routine communication
- Very little or no control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may significantly impede communication
- Relies heavily on gestures
- May revert to first language

Demonstrating these strengths and limitations:

- Speaks in short phrases and some short sentences, with very little evidence of connected discourse
- Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses and hesitations
- Vocabulary is limited for basic everyday, routine communication
- Little control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may significantly impede communication
- Relies on gestures

Demonstrating these strengths and limitations:

- Speaks in short sentences with some evidence of connected discourse
- Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations
- Vocabulary is somewhat limited for basic everyday, routine communication
- Some control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication
- May rely on gestures

Demonstrating these strengths and limitations:

- Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse
- Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations
- Vocabulary is adequate for basic everyday, routine communication
- Adequate control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations
- A range of common everyday vocabulary, which may include a limited number of idioms
- Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures
- Grammar, vocabulary and pronunciation difficulties sometimes impede communication
- Some awareness of appropriate non-verbal cues and signals

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations
- A range of everyday vocabulary, which may include some idioms and a few common cultural references
- Some variety of grammatical structures, with developing control of more complex structures
- Grammar, vocabulary and pronunciation difficulties may sometimes impede communication
- Developing use of appropriate non-verbal cues and signals
- Adapts speech to reflect some degrees of formality appropriate to the group

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations
- An expanding range of concrete and idiomatic language, which may include some common cultural references
- Increasing variety of grammatical structures, with developing control of complex structures
- Grammar, vocabulary and pronunciation difficulties may occasionally impede communication
- Adequate use of appropriate non-verbal cues and signals
- Adapts speech style and register to different audiences and situations

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Fluent for moderately demanding contexts; speech is often at a normal rate
- An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references
- Adequate variety of grammatical structures, with adequate control of complex structures
- Grammar, vocabulary and pronunciation difficulties seldom impede communication
- Good use of appropriate non-verbal cues and signals
- Adapts speech style and register to a range of different audiences and situations

Speaking Sections-Overview

Four Speaking Section General Differences Summary

Interacting With Others	Giving Instructions	Getting Things Done	Sharing Information
Beginning of a conversation	How to guide...	Ask for something that helps you achieve a goal or check something off that to do list	Talk about yourself/someone or something else
The ending of a conversation	Directional instructions	Give warnings or cautions (warn people)	Give descriptions about yourself/someone/ something
Small talk interactions (usually acquaintances, strangers)			Ask about someone/something else
*stock expressions, simple present tense (beginners)	*imperative *prepositions of location/place *sequential vocabulary	*modals (polite language, giving advice,) *imperative * question formation	*variety of verb tenses * question formation *adjective use, *connective words, sequential,

**Profile of Ability****The speaker can:**

Communicate basic information using simple sentences about immediate needs and personal experiences.

When the communication is:

- Face-to-face or via digital media
- Supported by gestures and visual cues
- Informal
- With one person at a time
- Encouraged to a moderate degree by questions and prompts from a supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short sentences with some evidence of connected discourse
- Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations
- Vocabulary is somewhat limited for basic everyday, routine communication
- Some control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication
- May rely on gestures

I. Interacting with Others

- Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions. [Interlocutors are familiar and supportive.]
 - Opens a conversation.
 - Initiates and responds appropriately to introductions and leave-takings.
 - Initiates and responds appropriately in short routine exchanges about self and another person.
 - Uses an expanding range of courtesy formulas and small talk phrases.
 - Uses simple questions to ask about another person.
 - Indicates comprehension and communication problems verbally, if needed.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample
Participate in a conversation and ask a person at work about the company. At a doctor's office, ask the receptionist, "How are you?"

II. Giving Instructions

- Give simple, common, routine instructions and directions to a familiar person. [Instructions are 2 to 3 steps.]
 - Uses appropriate courtesy forms and structures.
 - Expresses movement and location.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample
Give a short set of instructions to a friend, classmate, or building. Turn right at the elevator. Give a short set of instructions to a friend to do something. Look up

**Profile of Ability****The speaker can:**

Communicate information about common everyday activities, experiences, wants and needs.

When the communication is:

- Face-to-face, very briefly on the phone or via digital media
- May be supported by gestures and visual cues
- Informal
- With one person at a time or in a small supportive group
- Encouraged occasionally by questions and prompts from a supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse
- Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations
- Vocabulary is adequate for basic everyday, routine communication
- Adequate control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication

I. Interacting with Others

- Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions. [Interlocutors are familiar and supportive.]
 - Opens and closes a short conversation.
 - Introduces 2 known people.
 - Asks and responds to questions about common, everyday routines.
 - Uses non-verbal communication (such as eye contact and nodding) to show interest and encourage conversation.
 - Uses a range of small talk phrases and expressions.
 - Indicates comprehension and communication problems verbally, if needed.
- Participate in very short, simple phone calls. [Phone interactions are very brief.]
 - Initiates simple phone calls.
 - Uses appropriate greetings.
 - Leaves a short, simple message with a person or on voice mail.
 - Uses appropriate closing remarks to end phone calls.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Greet a neighbour, ask about his/her health, and talk about the weather. Extend the conversation by asking questions.

Introduce a teacher or employer to a family member.

Leave a simple voice mail message for a friend, co-worker, or classmate. *(Hello, this is Maria. Please call me back. My number is...)*

II. Giving Instructions

- Give a set of simple, common, routine instructions and directions to a familiar person. [Instructions are about 4 to 5 steps.]
 - Uses appropriate courtesy forms and structures.
 - Expresses movement and location.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Give a short set of instructions on how to set an alarm clock, use a long-distance calling card, or print a file from a computer.

Give directions to a co-worker or classmate on how to get to the lunchroom.



Speaking – Benchmark 3

Profile of Ability

The speaker can:

Communicate basic information using simple sentences about immediate needs and personal experiences.

When the communication is:

- Face-to-face or via digital media
- Supported by gestures and visual cues
- Informal
- With one person at a time
- Encouraged to a moderate degree by questions and prompts from a supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short sentences with some evidence of connected discourse
- Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations
- Vocabulary is somewhat limited for basic everyday, routine communication
- Some control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication
- May rely on gestures

I. Interacting with Others

- Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.

[Interlocutors are familiar and supportive.]

- Opens a conversation.
- Initiates and responds appropriately to introductions and leave-takings.
- Initiates and responds appropriately in short routine exchanges about self and another person.
- Uses an expanding range of courtesy formulas and small talk phrases.
- Uses simple questions to ask about another person.
- Indicates comprehension and communication problems verbally, if needed.
- Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Participate in a short, casual conversation. Introduce self and ask about the other person at a party, in the workplace, or in class. End the conversation appropriately.

At a doctor's office, greet the receptionist and exchange a few simple pleasantries. (*Hello. How are you? Nice to see you. It's a warm day.*) State the reason for the visit and provide personal information, such as a health card number.

II. Giving Instructions

- Give simple, common, routine instructions and directions to a familiar person.

[Instructions are 2 to 3 steps.]

- Uses appropriate courtesy forms and structures.
- Expresses movement and location.
- Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Task

Give short directions to a friend, co-worker, or classmate to a location in a building. (*Go down the hall. Turn right. Take the elevator. Go to the main office. Get a form.*)

Give a short instruction to a friend to help him/her find something. (*It's in the closet. Look under the chair.*)



Profile of Ability

The speaker can:

Communicate information about common everyday activities, experiences, wants and needs.

When the communication is:

- Face-to-face, very briefly on the phone or via digital media
- May be supported by gestures and visual cues
- Informal
- With one person at a time or in a small supportive group
- Encouraged occasionally by questions and prompts from a supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse
- Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations
- Vocabulary is adequate for basic everyday, routine communication
- Adequate control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication

I. Interacting with Others

- Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.

[Interlocutors are familiar and supportive.]

- Opens and closes a short conversation.
- Introduces 2 known people.
- Asks and responds to questions about common, everyday routines.
- Uses non-verbal communication (such as eye contact and nodding) to show interest and encourage conversation.
- Uses a range of small talk phrases and expressions.
- Indicates comprehension and communication problems verbally, if needed.

- Participate in very short, simple phone calls.

[Phone interactions are very brief.]

- Initiates simple phone calls.
- Uses appropriate greetings.
- Leaves a short, simple message with a person or on voice mail.
- Uses appropriate closing remarks to end phone calls.
- Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

II. Giving Instructions

- Give a set of simple, common, routine instructions and directions to a familiar person.

[Instructions are about 4 to 5 steps.]

- Uses appropriate courtesy forms and structures.
- Expresses movement and location.
- Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Greet a neighbour, ask about his/her health, and talk about the weather. Extend the conversation by asking questions.

Introduce a teacher or employer to a family member.

Leave a simple voice mail message for a friend, co-worker, or classmate. (*Hello, this is Maria. Please call me back. My number*

Sample Tasks

Give a short set of instructions on how to set an alarm clock, use a long-distance calling card, or print a file from a computer.

Give directions to a co-worker or classmate on how to get to the lunchroom.

Speaking – Benchmark 3

III. Getting Things Done

- Make and respond to an expanding range of simple requests related to everyday activities.
- Give an expanding range of simple warnings, apologies and cautions.
 - Uses appropriate polite expressions.
 - Uses simple sentences and question formations.
 - Repeats and attempts to explain when necessary.
 - Uses appropriate simple expressions.
 - Provides some basic details.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

IV. Sharing Information

- Ask for and give information about immediate needs and some feelings related to common everyday activities.
 - Asks and answers simple, factual questions.
 - Follows conventions for providing personal information such as addresses and phone numbers.
 - Expresses some feelings.
 - Expresses very simple immediate and future needs, wants and plans.
- Give simple descriptions of concrete objects, people or experiences in a few short sentences.
[Descriptions are an attempt at taking a longer turn within an interaction with one person at a time.]
 - Sustains about 4 or 5 sentences, which may not be adequately connected as discourse.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Speaking – Benchmark 4

STAGE I



III. Getting Things Done

- Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.)
 - Asks questions and makes requests and suggestions politely and appropriately.
 - Uses modals with some accuracy.
 - Facilitates the listener's comprehension by repeating and explaining.
 - Elicits or provides details as needed.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Request a room in a hotel and ask about services. (*Is there parking? Is there a pool and an exercise room?*)

Respond to a warning about a simple bylaw violation. (*Oh, I didn't see the sign. Thanks for telling me.*)

Request a review of a paycheque because overtime hours were not included.

Respond to an instructor's warning about handing in an assignment late. (*I have a family emergency. Can I bring it next week?*)

IV. Sharing Information

- Ask for and give information about needs and feelings related to common everyday activities.
 - Asks and answers simple, factual questions.
 - Expresses feelings, needs, preferences, satisfaction and dissatisfaction.
- Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.
[Descriptions are an attempt at taking a longer turn within an interaction with one person or a familiar supportive group.]
 - Sustains about 5 to 7 sentences, which are adequately connected as discourse.
 - Gives descriptions in coherent narratives.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Tell a short story about a happy day.

Tell a short story about a common activity (such as finding a job or an apartment).

Give a brief description of a typical day at home or at work.

Tell what happened (by narrating a brief series of events) in a short TV show.

Speaking – Benchmark 3

III. Getting Things Done

- Make and respond to an expanding range of simple requests related to everyday activities.
- Give an expanding range of simple warnings, apologies and cautions.
 - Uses appropriate polite expressions.
 - Uses simple sentences and question formations.
 - Repeats and attempts to explain when necessary.
 - Uses appropriate simple expressions.
 - Provides some basic details.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Speaking – Benchmark 4

III. Getting Things Done

- Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.)
 - Asks questions and makes requests and suggestions politely and appropriately.
 - Uses modals with some accuracy.
 - Facilitates the listener's comprehension by repeating and explaining.
 - Elicits or provides details as needed.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Speaking – Benchmark 5

III. Getting Things Done

- Give and respond to informal requests, permission, suggestions and advice.
 - Provides details and gives reasons.
 - Uses modals with the appropriate level of politeness.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.

Rubrics

Survey 2

What does a good rubric need to have for you?
(Please write your answer in the chat)

A sample Rubric from Conestoga College

Name:	Date:	CLB Level: 4	Skill: Speaking
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Competency Area:	Getting Things Done
Competency Statement:	Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.)
Task:	

Assessment Criteria	Not yet	Partly Achieved	Achieved	Achieved Easily	Comments
1. Able to (✓).					
2. Asks questions and makes requests and suggestions politely and appropriately	1	2	3	4	
3. Uses modals with some accuracy	1	2	3	4	
4. Facilitates the listener's comprehension by repeating and explaining	1	2	3	4	
5. Elicits or provides details as needed	1	2	3	4	
6. Uses short sentences and some longer compound sentences with clear evidence of connected discourse	1	2	3	4	
7. Speaks at a slow to normal rate with some pauses or hesitations	1	2	3	4	
8. Uses adequate vocabulary for basic everyday, routine communication	1	2	3	4	
9. Demonstrates adequate control over basic grammar structures and tenses	1	2	3	4	

General Comments:	
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Name:	Date:	CLB Level: 5	Skill: Sneaking
Name:	Date:	CLB Level: 4	Skill: Speaking

Competency Area:	Getting Things Done	Competency Area:	Getting Things Done
Competency Statement:	Give and respond to information	Competency Statement:	Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.)
Task:		Task:	
Success in this task	"Achieved" on #1 and #		

Assessment Criteria	Assessment Criteria	Not yet	Partly Achieved	Achieved	Achieved Easily	Comments
1. Able to (✓).	1. Able to (✓).					
2. Provides details and gives reasons	2. Asks questions and makes requests and suggestions politely and appropriately	1	2	3	4	
3. Uses modals with the appropriate level of politeness	3. Uses modals with some accuracy	1	2	3	4	
4. Demonstrates clear evidence of connected discourse	4. Facilitates the listener's comprehension by repeating and explaining	1	2	3	4	
5. Speaks at a slow to normal rate with some pauses and hesitations	5. Elicits or provides details as needed	1	2	3	4	
6. Uses a range of common everyday vocabulary, which may include a limited number of idioms	6. Uses short sentences and some longer compound sentences with clear evidence of connected discourse	1	2	3	4	
7. Demonstrates some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures	7. Speaks at a slow to normal rate with some pauses or hesitations	1	2	3	4	
8. Demonstrates some awareness of appropriate non-verbal cues and signals	8. Uses adequate vocabulary for basic everyday, routine communication	1	2	3	4	
	9. Demonstrates adequate control over basic grammar structures and tenses	1	2	3	4	

General Comments:	
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General Comments:	
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CLB 5 Speaking Conestoga College LINC Program PBLA Assessment Adapted	Result:	<input type="checkbox"/> Beginning (0-49%)	<input type="checkbox"/> Developing (50-69%)	<input type="checkbox"/> Completing (70%+)
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Level to Achieve: _____

Student Name: _____ Date: _____	CLB Level: (4-6)			Skill: Speaking - Getting Things Done 4.3	
Assessment Criteria	Not yet	Partly Achieved	Achieved	Achieved Easily	Comments
1. Able to (✓).					
2. CLB 4 Asks questions and makes requests and suggestions politely and appropriately CLB 4 Elicits or provides details as needed CLB 5 Provides details and gives reasons	1	2	3	4	
3. CLB 4 Uses modals with some accuracy CLB 5+6 Uses modals with the appropriate level of politeness	1	2	3	4	
4. CLB 5+6 Demonstrates clear evidence of connected discourse	1	2	3	4	
5. CLB 4,5+6 Speaks at a slow to normal rate with some/B (no CLB 6) pauses and some/(few CLB 6) hesitations	1	2	3	4	
6. CLB 4 Uses adequate vocabulary for basic everyday, routine communication CLB 5+6 Uses a range of common (CLB 5) everyday vocabulary, which may include a limited number of (CLB 6 some) idioms (and a few common cultural references CLB 6)	1	2	3	4	
7. CLB 4 Demonstrates adequate control over basic grammar structures and tenses CLB 4 Uses short sentences and some longer compound sentences with clear evidence of connected discourse CLB 5+6 Demonstrates some variety of grammatical structures, ... CLB 5 with good control of simple structures and initial control of some more complex structures	1	2	3	4	

8. CLB 4 Facilitates the listener's comprehension by repeating and explaining CLB 5+6 Demonstrates some awareness/a developing use (CLB 6) of appropriate non-verbal cues and signals	1	2	3	4	
9. CLB 6 Adapts speech to reflect some degrees of formality appropriate to the group	1	2	3	4	
10. CLB 6 Gives reasons and predicts consequences of not following through	1	2	3	4	
11. CLB 6 Conveys a developing ability to make indirect requests appropriately	1	2	3	4	

CLB 5 Speaking Adapted from Conestoga College LINC Program PBLA Assessment Tool and the *Canadian Language Benchmarks (2012) Getting Things Done*

2

General Comments:	
Result: <input type="checkbox"/> Beginning (0-49%) <input type="checkbox"/> Developing (50-69%) <input type="checkbox"/> Completing (70%+)	

Source:

Tutela:

Conestoga College LINC Assessment Generating Tool: Speaking

Speaking Assessment Tasks Samples

What are some examples of having a conversation with someone in real life?

- The sales clerk at the grocery store
- Your teacher when entering the classroom and leaving
- Your child's teacher when your picking up your child perhaps
- A parent of another child that you see a lot now at school drop off
- The receptionist at the dr's office when you first come in.
- I like to tell my students it's about being Canadian; aka being polite and saying hi, trying to make small talk and making sure to acknowledge others and when leaving a place. (Again these will differ the complexity of it all by levels and students individual personalities).

What are some example of giving instructions.

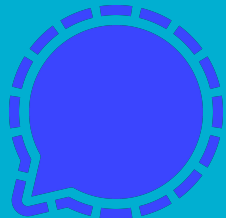
- It is the how to guide.....
 - How to do something or get somewhere
 - Cook something
 - Wrap a present
 - Carve a pumpkin
 - Leave a voicemail
 - Ask for help

Getting Things Done examples

- Phoning someplace to make an appointment
- Talking to someone to confirm an information/app
- Telling your teacher you won't be at school tomorrow
- Asking your friend for their notes from class you missed
- Warning someone about an accident, a sick student, a bad product

Leaving a Voicemail

Signal:



General Tasks

- Leave a message on our “app” like it’s a voicemail message.

Students have to book an appointment for their speaking exam and I use this as an assessment for following instructions and listening to what they can do in general.

One on One Personal Interview

Description of One on One Interviews

About 10-15 minutes with each student

I have my 3-4 rubrics

I have a list of premade questions for each of the levels and I start off easy and personal to ask students. (see next slide for examples)

I start to ask harder questions about topics we covered in class. If they were in class the topics should be familiar. If they missed a lot of class then the topics would be considered harder and I would have to adjust my questions to a more personal nature and level based on my knowledge of the student.

Students are given an assignment to do the 2-3 days I am interviewing

Module Theme: Canadian Holidays - Christmas

1. Interacting with others

- a. Traditional holiday greetings: Happy holidays, Merry Christmas,

2. Giving Instructions

- a. CLB 1-2 (no steps-one sentence)
 - i. **Where are the scissors? Wrapping paper? Gift? Mall?** (on table, chair, here, over there,
- b. CLB 2-3 (2-3 steps)
 - i. **Where are the scissors? Wrapping paper? Gift? Mall?**
 - ii. **How do I wrap a present (show pictures of the steps?)**
- c. CLB 3-4 (4-5 steps)
 - i. **How do I wrap a present (show pictures of the steps?)**
- d. CLB 4-5
 - i. **How do I wrap a present?**
 - ii. **How do I tie a bow on a present?**

Module Theme: Canadian Holidays - Christmas

1. Getting Things Done

- a. CLB 1-2
 - i. **What's your address? (For mailing cards)**
 - ii. **What time is it?**
 - iii. **When is Christmas?**
 - iv. **Show picture of a Christmas menu- and ask them to order an item.**
- b. CLB 2-3 (uses modals), can explain when misunderstood
 - i. **Asks the teacher for homework they will miss / or asks for homework for over the holidays**
 - ii. **Show picture of a Christmas menu- and ask them to order an item.**
- c. CLB 3-4 (Uses modals accurately) Recognizes when details are needed.
 - i. **You have to miss school due to holiday food preparation, what do you say to the teacher?**
- d. CLB 4-5 (Gives reasons and details and modals)
 - i. **You have to miss school due to holiday food preparation, what do you say to the teacher?**
 - ii. **What advice would you give people shopping for a gift for a teacher? Friend?**
 - iii. **What advice would you give someone new to Christmas in Canada?**

Module Theme: Canadian Holidays - Christmas

1. **Sharing Information** (any of the lower CLB questions can be used to illicit information from the student. But the higher levels should be answering those questions within the general question we ask.
 - a. CLB 1-2
 - i. **(Show a picture of a calendar) When is Christmas?**
 - ii. **Show a christmas picture scene and ask questions to elicit vocabulary**
 - b. CLB 2-3 (4-5 sentences)
 - i. **When is Christmas?**
 - ii. **What do you do on Christmas?**
 - iii. **Who do you see?**
 - iv. **Where do you go?**
 - v. **What do you eat?**
 - vi. **(Show picture and have them ask questions)**
 - c. CLB 3-4 (5-7 sentences)
 - i. **What did you do during the holiday? Use the same questions as above but in past tense, if you need to talk about past Christmases. What is your Christmas traditions?**
 - ii. **What are some of the things Canadians do and eat at Christmas? What are some Canadian traditions?**

Module Theme: Famous Canadians in History

1. Interacting with others

- a. Do a group task where they have to introduce their Famous Canadian to others. Do they use the appropriate greetings etc. Do they ask the right questions and share the right information to meet the requirements for this sections

2. Giving Instructions - How do you become Canadian?

- a. CLB 1-2 (no steps-one sentence)
- b. CLB 2-3 (2-3 steps)
- c. CLB 3-4 (4-5 steps)
- d. CLB 4-5

3. Getting Things Done

- a. CLB 1-2
- b. CLB 2-3 (uses modals), can explain when misunderstood
- c. CLB 3-4 (Uses modals accurately) Recognizes when details are needed.
- d. CLB 4-5 (Gives reasons and details and modals)

Module Theme: Famous Canadians in History

1. Sharing Information

- a. CLB 1-2
 - i. **Who is this (point to a famous Canadian we learned about. Or someone in the classroom they are familiar with)**
- b. CLB 2-3 (4-5 sentences)
 - i. **Who is this (point to a famous Canadian we learned about) What's their name? Where are they from? What year were they born in? When's their birthday.**
 - ii. **If this fails go back to their personal details, when is your birthday, where were you born?**
- c. CLB 3-4 (5-7 sentences)
 - i. **Describe a famous Canadian?**
- d. CLB 4-5
 - i. **Describe a famous Canadian?**

Module Theme: Famous Canadians in History Audio Samples

*They won't be accessible after the presentation

Audio 1: S

https://drive.google.com/file/d/1AVgeM97MyRUNVvAzZcIuoOjdDFHXfVPw/view?usp=drive_link

Audio 2: R

https://drive.google.com/file/d/1wGfxPs27WszZjguTqvAEDVEzxlwNViaO/view?usp=drive_link

Audio 3:

https://drive.google.com/file/d/1U-hOpLEJY_CGqF76BrnoNwlqwHdmvaeT/view?usp=drive_link

Rubric Links 1

1. 1.1-4.1 Interacting with Others

<https://docs.google.com/document/d/1SgtzxBuW75gYmFKfj0o-v5k8XqzVqog/edit?usp=sharing&oid=117567343721474682246&rtpof=true&sd=true>

2. 4-6.1 Interacting with Others

<https://docs.google.com/document/d/1wKcTCgj4oDDFeeHjIZbC7XKA4GDpoDVc/edit?usp=sharing&oid=117567343721474682246&rtpof=true&sd=true>

3. 1-4.2 - Giving Instructions

<https://docs.google.com/document/d/1HAfAbqtNVnXw3EdocwkoPgeOhicOSNdt/edit?usp=sharing&oid=117567343721474682246&rtpof=true&sd=true>

4. 4.3- 6.3 Gettings Things Done

<https://docs.google.com/document/d/1mkL3X5jLrVuHw96W-hNXPPMw3Ir4Cu4z/edit?usp=sharing&oid=117567343721474682246&rtpof=true&sd=true>

5. 4.4-6.4 Sharing Information

https://docs.google.com/document/d/1qel9_vcNnqt3vLcOmEYEkvLLXHUXvtZe/edit?usp=sharing&oid=117567343721474682246&rtpof=true&sd=true

Short Summary

- Have a clear understanding of the difference CLB's with clear reusable rubrics that highlight those differences.
- Have a module theme and create various question types for a broad range of levels around the 4 speaking sections (if possible)
- Utilize a recorder to keep track of students speech as well as utilize later for error correction and student feedback activities

Detailed Summary

1. Understanding the key differences between CLB levels speaking outcomes
2. Have a handy multi functional rubric that can be used for several different levels at one time instead of one per level
 - a. The rubric can be used across assessments and evaluations
3. Using modules throughout the term to produce a final assessment on students ability through questions geared at the different module themes.
 - a. Example Theme: Health Unit - Sickness, Symptoms; Car Insurance in Canada
4. Making a one on one appointment with each student to talk and have students complete tasks with you the teacher
5. Group oral tasks (recorded if possible with video)
 - a. examples : board game conversations, group tasks of any kind (ie..?)

Other Sources:

1. <https://www.language.ca/resources/expertise/for-language-teachers/>
 - a. Video speaking exemplars of the different CLB levels