

English as a Second Language, Diversified Basic Education



Block 2 Training Presentation and Workshop April – May 2016

Your Presenters:

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Overview of Workshop

Morning (9:00-12:00)

1.C1-C2 Evaluation

- discussion of evaluation grids
- group evaluation of actual student interactions for 4101 Learning Situation (Shopping for a Smartphone)
- discussion of evaluation results

2. C2-C3 Learning Situation and Evaluation

- presentation of 4103 Learning Situation
- discussion of evaluation grids
- group evaluation of actual student written productions
- discussion of evaluation results

Afternoon (1:00-3:30)

3. Building a Multi-Level Learning Situation

4. Tips and Tools for Implementing the DBE Program in a Multi-Level Setting

Online Access to Workshop Documents:

<http://padlet.com/ESLQuebec/Block2TrainingDayDocuments>

EVALUATIONS:

Comparing the OLD and the NEW

OLD PROGRAM	NEW PROGRAM
OLD Evaluations are not situation based and the role of the learner is unknown	NEW evaluations are situation based and a situation description orients the learner to his role in the exam
No common theme throughout exam	Same topic or theme runs throughout the exam
Tasks are not related or connected	Tasks are related and interconnected
Productive tasks (speaking and/or writing) may come before receptive tasks (listening and reading)	Receptive tasks come before productive tasks and inform the productive tasks
The purpose and audience of productive tasks (speaking and writing) is not identified	Productive tasks have a clear purpose and audience

Evaluation Steps - Become an Expert

Evaluation is an integral part of the learning process



Learner
Profile

Program pages 23–35 (or One-Page Competency Charts)

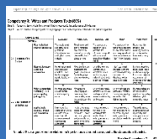
All benchmarks are based on concrete, measurable behavior and production. Characteristics based on common individual and group references are outlined to help teachers envision the benchmarks for an average learner in each level



EXAM
Grids

Study and Use the Official Exam Grids

The official exam grids contain explanations of production and/or behavior for each competency and criterion. Uniform criteria and descriptive benchmarks paint a clear, sharp 'picture' to help teachers determine results



Instructional
Grids

Compare and Use the Instructional Exam Grids

These simplified grids contain the same meanings for each benchmark, but the language is simpler to understand. Become familiar with both sets of grids



Practice

Practice Makes Masters

Mark first in pencil, create recordings of your students to work with, use and compare practice recordings, share ideas with colleagues ... Other suggestions?



Professional
Judgement

Use and Perfect Your Own Professional Judgement

Professional judgement is the cornerstone of the evaluation of learning. The key to competency assessment is learning to base results on coherence, rigour and equality.

Development of Competencies

Subject Specific Competencies (Single-Page References)

Competency 3 – Writes and produces texts			
	Secondary III People, Places, Things Events, Activities	Secondary IV Products, Services, Personal Experiences, Relevant Issues	Secondary V Social/Personal Issues, Causes, Advocacy, Ideas, Opinion
Expected Written Texts	<ul style="list-style-type: none"> Writes + produces informative texts to convey + obtain information for personal needs notes, short letters, simple forms 	<ul style="list-style-type: none"> Writes + produces expressive texts to convey or inquire about ideas, opinions, suggestions, feelings or experiences Letters, messages, business letters + forms Writes + produces informative, expressive + persuasive texts to convey or obtain information, relate experiences + influence others Letters, commentaries, pamphlets + multimedia presentations 	<ul style="list-style-type: none"> Writes + produces persuasive texts to convey information + state a position Commentaries or letters Elective subjects: Writes and produces informative, expressive and persuasive texts
Content + Organization	<ul style="list-style-type: none"> Presents simple, adequate information Organized, logical connected text Often uses patterns of mother tongue 	<ul style="list-style-type: none"> Presents ideas clearly with some details Organized information, structured paragraphs Coherent texts with introduction, development + conclusion Sometimes uses patterns of mother tongue 	<ul style="list-style-type: none"> Presents ideas clearly with appropriate, relevant details Organized information, well-structured paragraphs Coherent texts, clear introduction, development and conclusion Occasional patterns of mother tongue

C1

Interacting Orally in English

THE WAY AND MANNER OF EXPRESSING IDEAS ORALLY

- ✓ Fluency and phrasing of the message
- ✓ Ability to respond to questions/comments (listen and respond, spontaneous reply)
- ✓ Use of personalized text (not reading or quoting)
- ✓ Organizing ideas logically (promote further exchange of ideas)
- ✓ An understandable message (grammar and syntax)
- ✓ Appropriate vocabulary (for context, situation, audience)
- ✓ Clear message delivery (pronunciation, enunciation)

C2

Reinvests Understanding of Texts*

USE OF PREVIOUSLY ACQUIRED INFORMATION IN AN EXCHANGE

- ✓ Makes plausible interpretations of the text
- ✓ Demonstrates personal connections to the text (ex: explain, justify)
- ✓ Uses information from the text to validate ideas (creating links)
- ✓ Applies knowledge from text to situation at hand
- ✓ Able to reasonably respond to related questions and comments (newly introduced texts) throughout an exchange

Texts*: “The term ‘text’ includes written texts, as well as all forms of oral and multimedia communication.” p. 19 ESL Program of Study

ANG 4101-2 Grids

Evaluation and Instructional

ANG-4101-2 (Dare to Compare) Competency 1: Interacts orally in English (60%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
1.1 Adequate participation in oral interaction in English at all times	Demonstrates fluency in discourse	Speaks almost fluently with connected phrasing; very few hesitations	Speaks fairly fluently with hesitations or slight lack of connections; connections do not interfere with interaction	Messages are understood with some interpretation; makes occasional reference to a language other than English	Interaction is hindered by hesitations and incomplete messages; texts are mainly recited or frequent use is made of a language other than English	Interaction is blocked by message speech patterns, non-verbal responses, word-for-word recitation or frequent use of a language other than English	/20
		10	8	6	4	2	
	Participates in oral interaction	Spontaneous interaction; actively seeks to create a flowing interchange of ideas and builds further discussion	Smooth interaction; creates a favourable interchange of ideas and builds further discussion	Interaction created by attempts to create an exchange of ideas and/or further discussion	Often needs prompting to introduce an exchange of ideas and/or continue discussion	Interaction limited by constant need for prompting	
		10	8	6	4	2	
1.2 Pertinence of the message expressed	Discusses facts, opinions and suggestions	Effortlessly discusses factual information, opinions and suggestions using organized and personalized text	Easily discusses factual information, opinions, comparisons and suggestions using mostly organized and personalized text	Engages in an adequate discussion of information, opinions, comparisons and suggestions using some personalized text	Engages in a limited discussion of information and ideas using personalized text; reads most texts	Engages in little discussion or exchange of ideas; reads texts and information	/20
		10	8	6	4	2	
	Shares results and conclusions	Uses convincing persuasion; skilled organization of ideas facilitates the exchange of credible, justified results and conclusions	Uses convincing persuasion; appropriate organization of ideas facilitates the exchange of credible results and conclusions	Uses passable persuasion; sufficient organization of ideas facilitates the exchange of results and conclusions with some minor complications	Uses little persuasion; insufficient organization of ideas hinders the exchange of results and conclusions	Persuasion lacks credibility; limited organization of ideas hinders the exchange of results and conclusions	
		10	8	6	4	2	
1.3 Coherent articulation of the message	Uses appropriate oral text structures (complete sentences, grammar and syntax)	Consistently uses complete, well-structured sentences and makes almost no grammar and/or syntax errors	Mainly uses complete, well-structured sentences and makes a few minor grammar and/or syntax errors	Uses very simple sentence structures; uses some words in a language other than English; makes some grammar and/or syntax errors that do not impede intelligibility	Many sentences lack structure; uses words in a language other than English; makes grammar and/or syntax errors that sometimes impede intelligibility	Usually speaks in phrases; resorts to a language other than English; makes many grammar and/or syntax errors that impede intelligibility	/20
		10	8	6	4	2	
	Uses topic-appropriate vocabulary and expressions	Employs familiar on-topic vocabulary and appropriate register throughout the interaction	Usually employs familiar on-topic vocabulary and appropriate register throughout the interaction	Mostly employs familiar on-topic vocabulary and appropriate register throughout most of the interaction	Uses inappropriate vocabulary and/or register; clarity of message is affected	Interaction often impeded by use of inappropriate vocabulary or register	
		10	8	6	4	2	
	Uses correct pronunciation and enunciation	Particularly clear speech delivery; minor errors in pronunciation are minor, if any	Clear speech delivery; a few errors in pronunciation	Mainly clear speech delivery; errors in pronunciation do not affect the clarity of the message	Sometimes unclear or muffled speech delivery; errors in pronunciation affect the clarity of the message	Unclear or muffled speech delivery; errors in pronunciation hinder the understanding of the message	/20
		10	8	6	4	2	
		10	8	6	4	2	
		10	8	6	4	2	

Mark for Competency 1: /60

ANG-4101-2 (Dare to Compare) Competency 2: Reinvests understanding of texts (40%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
2.1 Demonstration of understanding through the response process	Comprehends and interprets information and findings	Thorough text comprehension; draws complete, accurate conclusions and introduces plausible reasoning	Good text comprehension; draws accurate conclusions with some minor inaccuracies or insignificant flaws in reasoning	Acceptable text comprehension; a few noticeable omissions, inaccuracies or flaws in reasoning	Reduced text comprehension; many noticeable omissions, inaccuracies or flaws in reasoning	Poor text comprehension; inaccurate or missing conclusions and/or implausible reasoning	/20
		10	8	6	4	2	
	Establishes links between facts and causes/consequences	Effectively validates ideas and reasons for choices made by skillfully linking to supporting information from texts	Validates ideas and reasons for choices made by credibly linking to supporting information from texts	Able to substantiate some ideas and/or reasons for choices made using supporting information from texts	Many weak or missing links between ideas and/or reasons for choices made and supporting information from texts	Mostly weak or missing links between ideas and/or reasons for choices made and supporting information from texts	
		10	8	6	4	2	
2.2 Pertinent use of knowledge in a reinvestment task	Selects and utilizes pertinent information	Consistently and insightfully selects and makes use of information	Accurately selects and makes use of credible information	Some minor inconsistencies in choice and/or use of information do not impede understanding	Credibility sometimes hindered by inaccurate choice and/or use of information	Credibility hindered by inaccurate choice and/or use of information	/20
		10	8	6	4	2	
	Adapts communication to context	Effectively introduces and modifies information, responses and communication style when necessary throughout the oral exchange	Generally modifies information, responses and communication style when necessary throughout the oral exchange	Endeavours to modify information, responses and communication style throughout the oral exchange	Rarely modifies information, responses and communication style throughout the oral exchange	Struggles with newly introduced ideas and information hinder exchanges	
		10	8	6	4	2	

Mark for Competency 2: /40

C1-C2 Learning Situation and Evaluation

ANG 4101: SHOPPING FOR A SMARTPHONE



Examples of Student Oral Productions

Student 1



Student 2

Student 3

Student 4

Let's Evaluate Collectively!

C2-C3 Learning Situation and Evaluation:

ANG 4103: SMARTPHONE COMPLAINTS

(Expanding on 4101 Learning Situation:
Shopping for a Smartphone)



ANG 4103-1 Grids

Evaluation and Instructional

ANG-4103-1 (Expressing Feelings and Opinions) Competency 2: Reinvests understanding of texts (20%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
2.1 Demonstration of understanding through the response process	Comprehends and interprets facts, feelings, reactions and opinions	Thorough text comprehension; draws complete, accurate conclusions and reveals skillful interpretations of all or almost all key components	Good text comprehension; draws accurate conclusions and reveals proficient interpretations of most key components	Acceptable text comprehension; a few noticeable omissions, inaccuracies or flaws in interpretation of some key components	Reduced text comprehension; lack of and/or inexact interpretation of many key components	Poor text comprehension; lack of and/or inexact interpretation of almost all key components	/10
		5	4	3	2	1	
	Establishes links between facts, feelings, reactions and opinions	Effectively validates ideas by skillfully integrating and linking to supporting information from texts	Validates ideas by credibly integrating and linking to supporting information from texts	Substantiates most ideas by integrating and linking to supporting information from texts	Many weak or missing links between ideas and information from texts	Mostly weak or missing links between ideas and information from texts	
2.2 Pertinent use of knowledge in a reinvestment task	Selects and utilizes pertinent information	Consistently and accurately selects and makes use of appropriate information in context	Accurately selects and makes use of credible information	Some minor inconsistencies in choice and/or use of information that do not impede understanding	Credibility sometimes hindered by inaccurate choice and/or use of information	Credibility hindered by inaccurate choice and/or use of information	/10
		5	4	3	2	1	
	Tailors content to purpose and audience	Text is ideally crafted to the situation by effective tailoring of voice, all essential components and information	Text is strongly crafted to the situation by efficient tailoring of voice, most essential components and information	Text is adequately crafted to the situation by tailoring of voice, sufficient components and information	Weak crafting or insufficient tailoring of voice, essential components and information leads to confusion	Struggles with crafting and tailoring of essential information hinders understanding	
		5	4	3	2	1	

Mark for Competency 2: /20

ANG-4103-1 (Expressing Feelings and Opinions) Competency 3: Writes and Produces Texts (80%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
3.1 Coherence of the content	Uses logical text structure and layout	Perfect structure and layout; text is fully developed in a lucid and logical manner to ensure clarity; remains focused on topic	Near-perfect structure and layout; text is mostly developed in a lucid and logical manner; remains focused on topic	Adequate structure and layout; minor issues with logic and clarity do not impede readability; strays slightly from topic at times	Noticeable issues with logic and clarity begin to impede readability and/or understanding	Lack of structure and clarity impedes readability and leads to confusion	/30
		15	12	8	5	2	
	Respects language codes and conventions	Exceptional attention to correspondence form, wording, tone and idea development	Competent attention to correspondence form, wording, tone and idea development	Passable attention to correspondence form, wording, tone and idea development, with slight errors or omissions	Difficulties with correspondence form, wording, tone and idea development that sometimes affect readability	Frequent difficulties with correspondence form, wording, tone and idea development that considerably affect readability	
3.2 Clear formulation of the message	Utilizes appropriate vocabulary and correct spelling (orthography)	Uses well-chosen, relevant vocabulary; minimal spelling errors, if any, do not impede readability or understanding	Generally uses well-chosen, relevant vocabulary with slight spelling errors that do not impede readability or understanding	Uses relevant vocabulary with some spelling errors that occasionally impede readability but not understanding	Uses repetitive and/or inaccurate vocabulary with many spelling errors that frequently impede readability and reduce understanding	Uses limited, irrelevant and/or incorrect vocabulary and spelling that impedes understanding	/50
		15	12	8	5	2	
	Applies basic grammar, syntax and punctuation rules	Consistently uses correct grammar, syntax and punctuation with a few errors, if any, are few and do not impede readability or understanding	Mainly uses correct grammar, syntax and punctuation with a few errors, if any, are few and do not impede readability or understanding	Uses acceptable grammar, syntax and punctuation with some errors or awkward structures that occasionally impede readability but not understanding	Partial use of correct grammar, syntax and punctuation with errors or awkward structures that frequently impede readability and reduce understanding	Frequent grammar, syntax and punctuation errors or awkward structures that impede readability and understanding	
		25	20	15	10	5	

Mark for Competency 3: /80

Examples of Student Written Productions

Student 1



Student 2

Let's Evaluate Collectively!

What is broken can be saved...

**What is old can
be new again...**



**What is for one
can be for all.**

Building a Multi-Level LS: Before We Start...

What are the three key elements of a
GOOD LEARNING SITUATION?

Meaningful

Open

Complex

What do these words really mean?

Bloom's Taxonomy

Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Higher Order
Thinking Skills

Higher
Order

Lower
Order

Lower Order
Thinking Skills

4102 LS TEENS AND TECHNOLOGY: Starting Point to Build a Multi-Level LS

ANG 4102-1: STORIES *Simplified Learning Situation*

TEENS AND TECHNOLOGY



Image courtesy of nenelus at FreeDigitalPhotos.net

PROGRAM CONTEXT (for teachers)

The Program of Study states:

- The term 'text' includes written texts, as well as all forms of oral and multimedia communication (p.19)
- Text length for Secondary IV is up to 60 minutes for video-mediated texts (p.30)

The 4102-1 DED states:

During **Section 1** of the evaluation, the adult learner:

- reads short narrative texts
- selects one of the texts as a springboard for discussion during the Interaction Section

During **Section 2** of the evaluation, the adult learner:

- recounts a short narrative text
- asks and answers closed or open-ended questions
- shares a story or personal experience
- identifies and makes use of pertinent information
- expresses feelings and opinions

PROBLEM SITUATION and TASKS (for students)

PROBLEM SITUATION:

Your school administration is planning to update the school's policy on use of technology in the classroom. In order to make informed decisions, the principal is asking students to present their perspectives on the following themes:

- Social Media
- Education and Technology
- What you want people to know about your generation

The principal has asked any student who wants to share their opinions to watch the following video in order to prepare:

<https://www.youtube.com/watch?v=4Uke4XGu9uw>

Students will have an opportunity to speak at a school assembly, and you have decided you want to voice your opinion on this matter! In order to prepare, you will need to complete the following tasks:

TASK 1:

Choose one of the above topics related to theme that interests you, and watch the video segment where teens share their feelings and opinions on this topic. Take notes on what the teens have to say about the theme you have chosen.

TASK 2:

Prepare your presentation for the school assembly. In your presentation you will:

- Recount what the teens in the video had to say on the topic
- Discuss whether you agree or disagree with them, and why
- Share a personal account related to this topic

**How this
might look in
the OLD
program:
ANG 4436**

Task 1 (Listening):

Watch the following video and answer the multiple choice comprehension questions that follow.

Task 2 (Writing):

Write a short summary of the video (75 words).

Task 3 (Reading):

Read about two technology products and answer the following multiple choice comprehension questions.

Task 4 (Speaking):

Choose a technology product you would like to purchase and tell me why.

Building a Multi-Level LS

Your tasks as a team:

1. Use the video from the 4102 Learning Situation to create a **SIMPLE** Learning Situation for your assigned course.
2. Write the Problem Situation and 2 tasks for the students to complete.
3. Be sure your Learning Situation is coherent with the program of study and the DED for the course.
4. Keep in mind what makes a good learning situation and good tasks.

TOOLS: Building a Multi-Level LS

MULTI-LEVEL LEARNING SITUATION (BRAINSTORMING PAGE)

	P101 Opening New Doors Interacting Orally Making use of written language	3101 Joining a Community (Informing) Interacts orally in English (C1) Reinvests understanding of texts (C2)	4101 Dare to Compare (Informing/Expressing/Persuading) Interacts orally in English (C1) Reinvests understanding of texts (C2)	5101 Examining Issues (Informing/Expressing/Persuading) Interacts orally in English (C1) Reinvests understanding of texts (C2)
PROBLEM SITUATION				
TASKS				
	1101 Satisfying Consumer Needs Interacting Orally Making use of written language	3102 It's a Matter of Taste (Informing/Expressing/Persuading) Interacts orally in English (C1) Reinvests understanding of texts (C2)	4102 Stories (Informing/Expressing) Interacts orally in English (C1) Reinvests understanding of texts (C2)	5102 Suggestions and Advice (Informing/Persuading) Interacts orally in English (C1) Reinvests understanding of texts (C2)
PROBLEM SITUATION			Students will watch a video where teens express opinions about technology and its effects on their generation. https://www.youtube.com/watch?v=4Uke4XGu9uw	
TASKS			Students will recount the teens' responses to one of the questions from the video and relate a personal experience connected to this question. They will express their own opinion on this question.	
	2101 Establishing Connections Interacting Orally Making use of written language	3103 Communicating Information (Informing) Reinvests understanding of texts (C2) Writes and produces texts (C3)	4103 Expressing Feeling and Opinions (Expressing) Reinvests understanding of texts (C2) Writes and produces texts (C3)	5103 Influencing Others (Persuading) Reinvests understanding of texts (C2) Writes and produces texts (C3)
PROBLEM SITUATION				
TASKS				



Tips and Tools

- Why should I implement learning situations?
- I don't know where to start with implementing learning situations!
- How can I do learning situations in a multi-level setting?

[Tips and Tools Link](#)

Thank you for your participation



and feedback!