

Update on Rural Routes

As many of you already know, Dawn Seabrook de Vargas is on medical leave from this project. Our thoughts and prayers are with her. If you would like to send her a card you can send it to:

Dawn Seabrook de Vargas
Care of: NorQuest College
Language Training and Adult Literacy
11140 131 St.
Edmonton, AB T5M 1C5

Lorene Anderson is the current project manager and three new consultants have joined the Rural Routes team: Shelley Goulet from Airdrie, Martha Urquhart from Slave Lake, and Joan Porter from Edmonton. We are willing and eager to help you out all we can!

Current status on the project:

- Ongoing workshops and mentoring for individual organizations
- Piloting of workshops Introduction to ERPAC and ESL Literacy
- Piloting of the Multi-Level ESL Lesson Plans

Phone or e-mail Lorene for more information. 403-247-3308
lorene.anderson@norquest.ca

Future plans:

We will be delivering eight workshops in strategically placed centres throughout Alberta. These will be on frequently requested topics such as an Introduction to ESL Instruction, or an Introduction to the CLB. More information will be provided about topics, dates, locations, and times.

January 2009

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Teaching Strategies: Let go of the bicycle seat!

Teaching a child to ride a bike is not that different from teaching an adult to learn a new language.

Riding a bike	Learning a new language	Types of Activities
Help child onto the bike. Show them how to pedal. Hold on to the seat continually, running along beside or behind.	Introduce the topic, vocabulary and grammar. Provide very structured activities for the learners to practice.	Cloze activities Matching vocabulary with meanings Worksheets that have one correct answer Bingo Dictation
Run along beside the bike, occasionally holding the seat when the bike needs steadying.	Provide guided practice. The teacher structures the activity to focus practice on a particular topic or skill. Activities allow for more learner input.	Worksheets that need short or expanded answers. Dialogues that require learners to fill in some words on their own.
Let go of the seat and watch your child ride off, cheering all the way.	Either provide an activity that allows maximum learner input or allow the learner to decide on the activity from a variety of choices. The activity will still allow practice of the same topic, vocabulary or grammar structure but will be learner generated.	Brainstorming Role plays Research Interviews Project planning and implementing Journaling

"A teacher is one who makes himself progressively unnecessary."

Thomas Carruthers

"Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime."

Chinese Proverb

This newsletter is funded by:
Alberta Advanced Education and Technology
Alberta Employment and Immigration
Alberta Agriculture and Rural Development
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Assessment

Assessment is such an integral part of the ESL program but often presents a problem for programs and instructors. Here are good guidelines for planning assessment or evaluation according to Bastiani (1999).

Evaluation should be:

- A mixture of planned activities and positive opportunism
- A continuous task, rather than one left until the end of the course
- Minimal disruption and maximum usefulness
- A combination of different kinds of data
- An integral part of the professional mind-set, rooted in everyday practice

To help with learner assessment the Centre for Canadian Language Benchmarks has developed several assessment resources.

Their most recent assessment resource is the **CLB Exit Assessment Tasks** for CLB 5 – 10. There are training workshops for this resource in Alberta in the coming months. If you have learners at benchmarks 5-10 and would like to be included in the workshops let Lorene know.

The **CLB Exit Assessment Tasks** and **SAM (Summative Assessment Manual)** are both exit assessments, to be used at the end of a session.

The **Literacy Placement Tool** places ESL literacy learners into a program based on the Canadian Language Benchmarks 2000: ESL for Literacy Learners.

Integrating CLB assessment into your classroom helps teachers plan ongoing, formative assessment. These resources are all available from the Centre for Canadian Language Benchmarks at www.language.ca

CLB Exit Assessment Tasks

The **Canadian Language Benchmarks 5-10 Exit Assessment Tasks** are the first nationally available, standardized tools to assess and report on the learning outcomes of adult ESL learners in intermediate to advanced levels, CLB 5-10.

The CLB 5-10 Exit Tasks resource includes:

- Best Practices and administration procedures
- Teachers guide including answer keys
- Scored Writing Exemplars
- Scored Speaking Exemplars included on 2 CDs
- CD with PDFs for printing test forms for classroom use
- CDs with Listening tasks on 5 CDs

The Exit Tasks are standardized, formal tests to be used at the end of programs and are suitable for ESL, LINC, ELT and Bridging programs with learners in the CLB 5 and up ranges.

*Best Wishes
for a successful 2009*

SAM

(Summative Assessment Manual)

SAM provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in four universal themes:

Food & Nutrition

- Health & Safety
- Home and Community
- Work

The tools have been field tested for reliability and validity and include user-friendly rating scales and marking schemes for speaking, listening, reading and writing. Volume 1 - CLB 1 & 2, Volume 2 - CLB 3 & 4

(LPT) Literacy Placement Tool

The **Canadian Language Benchmarks Literacy Placement Tool - Volume 1 and Volume 2** is a standardized assessment tool to help place learners in programs based on the **Canadian Language Benchmarks 2000: ESL For Literacy Learners**. Volume 1 is based on the Foundation and Phase I level. Volume 2 is based on Phase II.

The LPT:

- contains reading, writing and numeracy tasks
- scores on an easy to use LPT scoring log
- provides standardized instructions for consistent, fair assessments
- facilitates placement into ESL literacy programs
- provides a checklist of reading, writing and numeracy skills
- helps plan more targeted literacy training
- is suited to a range of Literacy programs

Integrating CLB assessment into your classroom

This package is to help teachers develop CLB-related assessment practices that are an integral part of the teaching and learning activities in their classrooms. The focus of the package is the assessment that teachers do with their learners on a day-to-day basis and takes the approach that assessment should address the needs and interests of learners.

The package presents teachers with a planning framework and support materials to help integrate formative assessment into their classroom practice. The package is divided into:

Part 1. Becoming Familiar with Assessment Practices

Part 11. Looking at Assessment in Four Adult ESL Classrooms

Part 111. Planning for Assessment in Your ESL Classroom

For formalized CLB assessment the Centre for Canadian Language Benchmarks (CCLB) establishes and maintains standards to govern a comprehensive national CLB assessment system based on the Canadian Language Benchmarks (CLB) for use in adult ESL, education, training and labour market.



ESL Rural Routes

Assessment centres in Alberta.

Calgary:

Immigrant Language and Vocational Assessment-Referral Centre (ILVARC)
910-7th Avenue South West, Room 1401
Calgary, Alberta T2P 3N8
(403) 262-2656

Edmonton:

Language Assessment Referral and Counseling Centre (LARCC)
10709 - 105th Street
Edmonton, Alberta T5H 2X3
(780) 424-3545

NorQuest College

Rural Itinerant Services
11140-131st Street
Edmonton, Alberta T5M 1C1
(780) 644-6700

Fort McMurray:

Keyano College
8115 Franklin Avenue
Fort McMurray, AB T9H 2H7
(780) 792-5706 or (780) 791-8943

Lethbridge:

Southern Alberta Language Assessment Services Ltd. (SALAS Ltd)
300, 515 Seventh Street
Lethbridge, AB T1J 2G8
(403) 328-4811 Toll free: 1-888-329-4811

Medicine Hat:

Karen Ziemann Consultants
1657-31st Street South East
Medicine Hat, Alberta T1A 8J9
(403) 527-5062

Red Deer:

Central Alberta Refugee Effort (C.A.R.E.),
LINC Assessment Centre
202-5000 Gaetz Avenue
Red Deer, Alberta T4N 6C2
(403) 346-8818