

Learner Assessment

How do I determine my learner's language level?

The following tools can help you determine an approximate CLB level for your learner. Remember, assessment tools give you a "snapshot" of the learner's skills at a particular point in time and within a particular situation. They allow you to choose appropriate materials and resources. As you work with your learner you will want to regularly assess your learner, adjusting your lesson plans accordingly.

CLB-OSA Online Self-Assessment

<https://www.clb-osa.ca/>

- Learners complete this assessment on their own
- This tool gives a wide range for **reading** and **listening** skills

CLB Support Kit Exemplars

<https://www.language.ca/resources/expertise/for-language-teachers/>

- This webpage provides speaking and listening exemplars from the resource, *CLB Support Kit*, **one of many free resources** through the CCLB website
- Contact your ESL Rural Routes Regional Advisor to learn how to use the CLBs with your learner more effectively: <https://eslruralroutes.norquest.ca/about-us/staff.aspx>

Can Do checklists

<https://www.language.ca/product/can-do-statements-pdf-e/>

- Learners complete these checklists on their own
- Be wary: learners tend to either be very confident in their abilities (assessing their skills as higher than they are) or lack confidence (assessing their skills as lower than they are)
- The checklists **are free** and available through the CCLB website

Roots and Connections Tool Kit: Pre- and Post-Language Assessment Tool (pp. 7–8)

https://eslruralroutes.norquest.ca/getattachment/Resources/Content/Roots-Connection/NorQuest_Toolkit.pdf.aspx

- **Contact your ESL Rural Routes Regional Advisor** to learn how to use this resource with your learner effectively: <https://eslruralroutes.norquest.ca/about-us/staff.aspx>

Rural Routes Learner/Student Language Assessment

- Available through your **Rural Routes Regional Advisor**, who can also help you understand how to use it with your learner effectively: <https://eslruralroutes.norquest.ca/about-us/staff.aspx>

NOTE: If the links won't open when you click on them, then copy and paste the link into your web browser.

What is the difference between initial, formative, and summative assessments?

<p>Initial Assessment</p>	<p>The initial assessment helps the learner and instructor:</p> <ul style="list-style-type: none"> • Identify appropriate resources and materials • Determine where to begin <p>Once lessons begin, the instructor will informally assess the learner's skills and adjust lesson plans, resources, and materials.</p>
<p>Ongoing (Formative) Assessment</p>	<p>Ongoing feedback and assessment help the learner and instructor:</p> <ul style="list-style-type: none"> • Answer the question, "How am I doing?" • Understand what the learner has learned • Determine what the learner still needs to work on • Decide what to focus on <p>Make sure your assessment of learning is valuable for future learning!</p>
<p>Final (Summative) Assessment</p>	<p>Final assessments are used to formally determine the level students are at for the purpose of:</p> <ul style="list-style-type: none"> • Providing official certification identifying the learner's CLB level • Determining the learner's eligibility for Canadian citizenship • Determining the learner's eligibility into specific programs and courses <p>Final assessments are used at the end of a program or course of study. They should clearly show why the learners received the marks they did.</p>

How do I help my learner self-assess?

Helping learners to assess their own learning keeps them involved, puts them in control of their own learning, and helps them focus clearly on their goals. After all, the goal of a teacher or tutor is to help the learner move forward without you!

Empowering your learners is the best tool you can give them!

- Learners can check their own answers. Remind learners that the goal is not to focus on the marks but to learn how to look for the correct answers.
- Learners can use a checklist or rubric to assess their own performance on a writing or speaking task.
- Learners can compare their performance with a model.
- Learners can keep a learning log or journal.
- Learners can work with a partner or in small groups to identify mistakes and corrections required.