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***ASSESSMENT:  
THE KEY TO ENHANCING LEARNING AND TEACHING***

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## **ASSESSMENT: THE KEY TO ENHANCING LEARNING AND TEACHING**

Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision making and planning for instruction and learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning.

Assessment is an integral component of the teaching-learning process that should facilitate student learning and improve instruction. Using a variety of assessment techniques, teachers gather information about what students know and are able to do, and provide positive, supportive feedback to students. They also use this information to diagnose individual needs and to improve their instructional programs, which in turn helps students learn more effectively. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

Assessment must be considered during the planning stage of instruction when learning objectives and teaching methods are being chosen. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the objectives of the program and the procedures to be used in assessing performance relative to the objectives. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

Evaluation refers to the decision making that is based on assessment. Evaluation is a judgement regarding the quality, value, or worth of a response, product, or performance, based on established criteria and curriculum standards. Evaluation should reflect the intended learning outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. It should also be sensitive to differences in culture, gender, and socio-economic background. Students should be given opportunities to demonstrate the full extent of their knowledge, skills, and abilities.

**Diagnostic** assessment may occur at the beginning of a term or a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, writing samples from journals, writing samples from performance-based assessment, commercially available diagnostic tools, et cetera) may be used to collect that information. Teachers may use diagnostic assessment to

- find out what students know and can do
- identify student strengths and plan instruction that builds on and extends those strengths
- target and identify the precise nature of difficulties, and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort

**Formative** assessment, also described as assessment *for* learning and/or assessment *as* learning, is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. It is most effective when it involves both the student and teacher, and takes place throughout the learning process. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

- monitor student learning and provide feedback to students and parents
- identify areas of growth
- motivate students and provide incentive to study
- help focus attention and effort
- emphasize what is important to learn
- provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes
- encourage setting goals and monitor achievement of goals
- reflect on program structure and effectiveness, and modify or adjust teaching as necessary

**Summative** assessment, also described as assessment *of* learning, occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, and to summarize student progress.

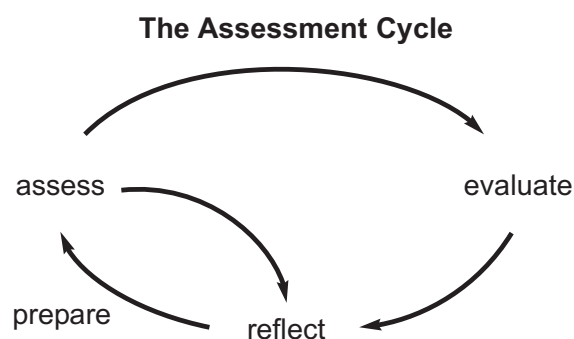
Each type of assessment serves a purpose and contributes to student success, but research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a module, or at the end of a term or year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for* learning), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

### A Cyclical Process

The assessment process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the **preparation** phase, decisions are made about what is to be assessed and/or evaluated, which student learning outcomes will be the focus of assessment, and the most appropriate assessment techniques for gathering information. If the assessment is to be used for student evaluation, criteria for judging student performance must be developed.
- The **assessment** phase involves developing, selecting, and using assessment tools, deciding when and how assessments will be conducted, and then collecting, organizing, and interpreting the information on student learning.
- If using the assessment information for student evaluation, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the learning outcomes and the criteria established earlier.
- In the **reflection** phase, teachers consider the information gathered about student learning and the assessment process, and then identify the implications for subsequent teaching, learning, and assessment.



### Meaningful Assessment

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment improves instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity, and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

### The Teacher's Role in Assessment

In the classroom, teachers are responsible for the assessment of students and for guiding the assessment process. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress toward achieving year-end learning outcomes. Teachers

also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals. Teachers also create opportunities for students to celebrate their progress and successes.

Teachers learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Because students' knowledge and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgements based on observing and assessing students' interactions, performances, and products or work samples.

Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment procedures such as creating rubrics or checklists. Teachers also collaborate with parents and colleagues regarding student assessment.

### **Assessment and Evaluation Purposes and Audiences**

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time. Managing assessment that serves a multitude of purposes and audiences is a challenging task. Teachers must continually balance not only the assessment of students' progress in the development of knowledge, skills and strategies, and attitudes, but also their own purposes and audiences for information collected during assessment.

## Guiding Principles for the Assessment of Additional-Language Learning

Classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly. See the chart “Principles of Assessment that Assist Learning and Inform Instruction” on the following page. When planning for assessment for second language learning, it is important to consider the following points:

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to learning an additional language. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.
- The percentage of the mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component in the classroom. For example, if students are spending 70 percent of their time on oral activities, 70 percent of their final mark should be determined by oral evaluation.
- Assessment criteria should be clear and consistent with the outcomes desired. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.
- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.
- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge-related outcomes can be assessed by objective tests; attitudes are better assessed by observation.
- Students should be involved in determining the criteria, or be given the criteria (e.g., a marking rubric) that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit.
- Students should have a clear understanding of the evaluation procedures that will be used throughout the unit.

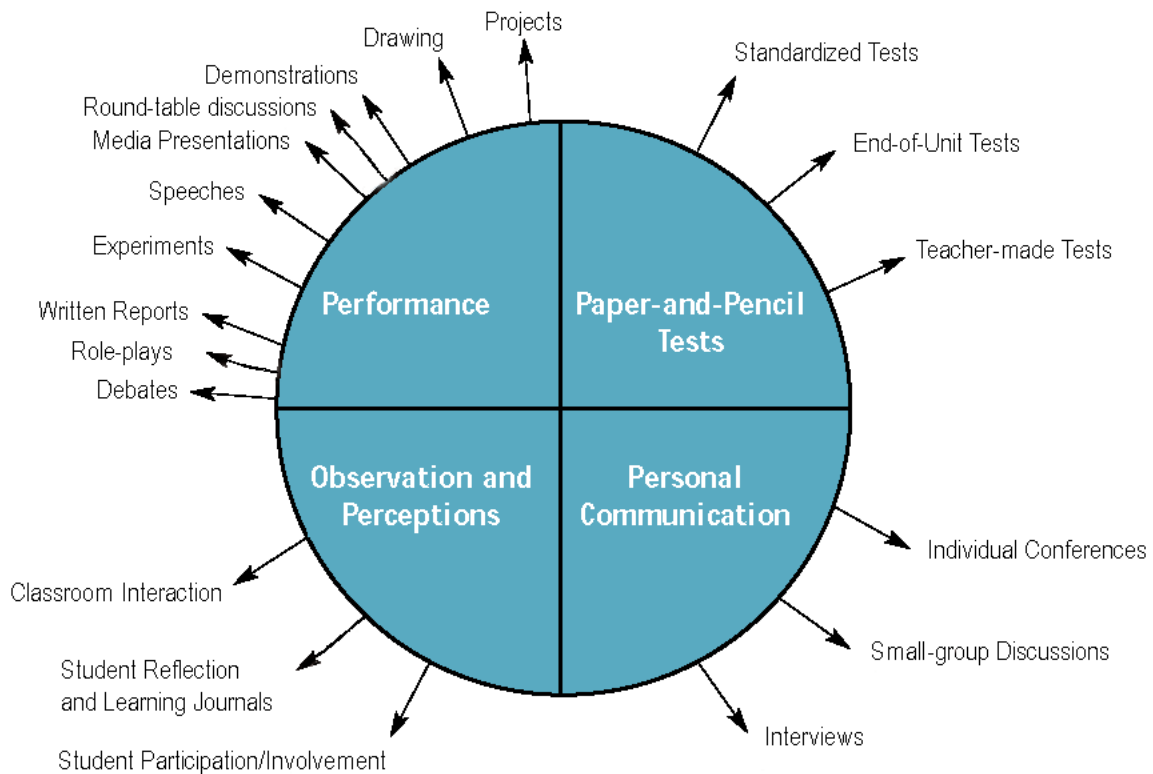
<b>Principles of Assessment that Assist Learning and Inform Instruction</b>		
<p><b>1. An Integral Part of Instruction and Learning</b></p>	<p><b>2. Continuous and Ongoing</b></p>	<p><b>3. Authentic and Meaningful Language Learning Processes and Contexts</b></p>
<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• is meaningful to students</li> <li>• leads to goal setting</li> <li>• fosters integration with other curricular areas and application to daily life</li> <li>• reflects instructional strategies used</li> <li>• uses a wide variety of methods</li> <li>• reflects a definite purpose</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• occurs through all instructional activities (observations, conferences, responses, logs)</li> <li>• occurs systematically over a period of time</li> <li>• demonstrates progress toward achievement of learning outcomes</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• focuses on connecting prior and new knowledge (integration of information)</li> <li>• focuses on authentic context and tasks</li> <li>• focuses on application of strategies for constructing meaning in new contexts</li> </ul>
<p><b>4. Collaborative and Reflective Process</b></p>	<p><b>5. Multi-dimensional, Incorporating a Variety of Tasks</b></p>	<p><b>6. Developmentally and Culturally Appropriate</b></p>
<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• encourages meaningful student involvement and reflection</li> <li>• involves parents as partners</li> <li>• reaches out to the community</li> <li>• focuses on collaborative review of products and processes to draw conclusions</li> <li>• involves a team approach</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• uses a variety of authentic tasks, strategies, and tools</li> <li>• is completed for a variety of purposes and audiences</li> <li>• reflects instructional tasks</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• is suited to students’ developmental levels</li> <li>• is sensitive to diverse social, cultural, and linguistic backgrounds</li> <li>• is unbiased</li> </ul>
<p><b>7. Focused on Students’ Strengths</b></p>	<p><b>8. Based on How Students Learn</b></p>	<p><b>9. Offers Clear Performance Targets</b></p>
<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• identifies what students can do and are learning to do</li> <li>• identifies competencies in the development of knowledge, skills, and attitudes</li> <li>• considers preferred learning styles</li> <li>• focuses on celebrations of progress and success</li> <li>• provides for differentiation</li> <li>• provides information to compare a student’s performance with his/her other performances</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• uses sound educational practice based on current learning theory and brain research</li> <li>• fosters development of metacognition</li> <li>• considers multiple intelligences and learning styles</li> <li>• uses collaborative and co-operative strategies</li> <li>• considers research on the role of memory in learning</li> <li>• reflects current models of language learning</li> </ul>	<p><i>Assessment . . .</i></p> <ul style="list-style-type: none"> <li>• encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards)</li> <li>• encourages application beyond the classroom</li> <li>• provides a basis for goal setting</li> <li>• provides students with a sense of achievement</li> <li>• provides information that compares a student’s performance to predetermined criteria or standards</li> </ul>



## Assessment Tools and Strategies

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.

### ASSESSMENT PROFILE



## IDEAS FOR EXHIBITIONS AND PROJECTS

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

Language teachers are encouraged to use this selected list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the language classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

### Media/Technology

advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD-ROM creations	infomercials	newspapers	TV shows
clip art	magazines	opinion polls	<i>TV Guide</i>
commercials	marketing campaigns	radio shows	travelogues
computer graphics	movies	screenplays	videos
computer programs	multimedia presentations	scripts	websites

### Visual and Performing Arts

banners	comic strips	logos	role-plays
billboards	displays	photo essays	simulations
bulletin boards	drawings	plays	skits
cartoons	illustrations	posters	socio-dramas
collages	labels	raps, jingles, chants	songwriting

### Speaking/Listening

audio/videotapes	debates	oral reports	seminars
court-trial simulations	discussions	panel discussions	speeches
co-operative tasks	narratives	presentations	storyboards
		scenarios	

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Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

## IDEAS FOR EXHIBITIONS AND PROJECTS

### Reading/Writing/Literature

3-D research papers	historical documents	outlines	satires
bibliographies	histories	persuasive writing	stories
biographies	journal articles	poetry	term papers
books	lists of books read	poetry anthologies	time capsules
dictionaries of terms	lists of movies seen	portfolios	timelines
encyclopaedias	lyrics	position papers	written questions
essays	memoirs	reaction papers	writing systems
expository writing	myths	reports	
fables	narrative writing	research reports	

### Hands-on/Kinesthetic

collections	field trips	learning centres	scale models
constructions	floor plans	models	scavenger hunts
demonstrations	games	museum displays	sports/outdoor activities
dioramas	inventions	physical exercise	
environmental studies	labs	project cube	

### Daily Life

brochures	email	manuals	petitions
contracts	instructions	maps	questionnaires
daily routines	journals	menus	resumés
diaries	labels	messages—voice/written	schedules
directions	letters of all kinds	pamphlets	spreadsheets
			surveys

### Thinking Skills

analogies	decision making	goal setting	puzzles
categorizing/classifying	design experiments	graphic organizers	rating scales
cause/effect	diagrams	graphs	reflection
charts	elaboration	graphs, 3-D	self-discovery
compare/contrast	evaluation	homework	synthesis
comparison charts	evaluation of evidence	lesson and test design	synthesis of research
concepts	experiments	patterns	Venn diagrams
cross-number puzzles	extrapolation	plans	visualization
crossword puzzles	fact files	problem solving	webbing/Mind Maps

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

### Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment; for example, checklists, rating scales, or anecdotal records.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given.** For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar, and punctuation of written texts, and so on.

#### Anecdotal Records

Anecdotal records are systematically kept notes of specific observations of student behaviours, skills, and attitudes in the classroom. Anecdotal records provide cumulative information regarding progress, skills acquired, and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons, but may also be written in response to a product or performance the student has completed. Systematic collection of anecdotal records on a particular student provides excellent information for evaluation of learning patterns and consistency of student progress. Well-kept anecdotal records provide a valuable, practical, and specific reference about a student.

#### Checklists, Rating Scales, and Rubrics

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to evaluate learning. They list specific behaviours, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviours, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or the teacher complete the same rating scale at different times during the school year and make comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

## Sample Assessment Rubrics

<b>Generic Rubric for Collaborative Work</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Workload quality</b>	workload shared equally	workload somewhat unequal	workload unequal—done mostly by one or two students	workload unequal—one student has done all the work
<b>On task</b>	all the time	most of the time	sometimes	little involvement; rarely on task
<b>Interaction</b>	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted; somewhat disrespectful of others	shows little interest; disrespectful of others

<b>Generic Rubric for Oral Presentations</b>		
	<b>Yes</b>	<b>No</b>
Accurate pronunciation		
Accurate grammar		
Appropriate voice, pacing, and linkage, reductions, and inflections		

<b>Generic Rubric for Oral Presentations—Cultural Role-Play</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation</b>	accurate throughout	understandable, with very few errors	some errors, but still understandable	poor pronunciation
<b>Fluency</b>	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
<b>Comprehensibility</b>	easily understood	understood	difficult to understand	incomprehensible
<b>Vocabulary</b>	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
<b>Credibility (shows knowledge of culture)</b>	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
<b>Performance</b>	lively, enthusiastic; good contact with the audience	general enthusiasm; some contact with the audience	little enthusiasm; limited contact with the audience	reads from cards; monotonous; no contact with the audience

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

**EAL Composition Profile**

Score	Range	CONTENT Criteria	Comments
	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	

Score	Range	ORGANIZATION Criteria	Comments
	4	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well organized • logical sequencing • cohesive	
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	2	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	

Score	Range	VOCABULARY Criteria	Comments
	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	

*(continued)*

**EAL Composition Profile (continued)**

Score	Range	LANGUAGE USE Criteria	Comments
	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	

Score	Range	MECHANICS Criteria	Comments
	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Score	Range	VOICE Criteria	Comments
	4	EXCELLENT TO VERY GOOD: topic springs to life • author's excitement about topic clearly evident • strong personal appeal to the reader	
	3	GOOD TO AVERAGE: writer is engaged with topic • writer engages the reader	
	2	FAIR TO POOR: limited involvement with the topic • writes to fulfill the assignment • only slightly engaging to the reader	
	1	VERY POOR: no hint of author's involvement with the topic • writer could be anyone	

Total Score	Reader	Comments

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

<b>Generic Rubric for Written Materials—Creative Writing</b>			
	<b>Outstanding 3</b>	<b>Satisfactory 2</b>	<b>Poor 1</b>
<b>Spelling/Pronunciation</b>	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
<b>Grammar</b>	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is at 1st- or 2nd-year level; many grammatical errors frequent mismatched subjects and verbs; writing is mostly in present tense
<b>Creativity</b>	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations
<b>Opening and Closing</b>	more than required	meets requirement	some items missing; work appears hastily assembled

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.



### Assessing the Quality of Portfolios

This rubric suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.

	<b>Superior</b>	<b>Excellent</b>	<b>Good</b>	<b>In Progress</b>
<b>Appearance</b>	extremely appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
<b>Creativity</b>	creativity abounds, much original thinking, and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking, or elaboration	little or no evidence of creativity, original thinking, or elaboration
<b>Content</b>	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
<b>Organization</b>	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
<b>Completeness</b>	contains required pieces, shows much extra effort with additional pieces	contains required piece, some additional pieces	contains required pieces	missing some required pieces
<b>Reflection</b>	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

## Oral Activity Self-Evaluation

Rate yourself on your performance on a scale of 1 to 3 in each of the categories below.

- ★★★ above-average performance/task completion
- ★★ satisfactory performance, met basic requirements
- ★ needs improvement, did not succeed in this part of the task

	★	★	★
<b>Content</b>	★	★	★
• The content was complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas were well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehensibility</b>			
• I was comprehensible to my partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I was comprehensible to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary and expressions</b>			
• I used recently learned expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used recently learned new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar</b>			
• I used challenging constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fluency</b>			
• I spoke in reasonable quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I spoke with few hesitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Register</b>			
• I used formal or familiar forms of expression, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Oral Report Assessment

Speaker: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Assignment Title: \_\_\_\_\_

I understood what the report was about. \_\_\_\_\_ Yes \_\_\_\_\_ Somewhat \_\_\_\_\_ No

I liked the way the speaker \_\_\_\_\_

To improve, the speaker might \_\_\_\_\_

***Rate the oral report form from 5 (fantastic) to 1 (needs improvement)***

Outlines presented	5	4	3	2	1
Key words listed	5	4	3	2	1
Clear organization	5	4	3	2	1
Use of visuals/illustrations	5	4	3	2	1
Minimal reference to written notes	5	4	3	2	1
Appropriate length	5	4	3	2	1
Questions answered	5	4	3	2	1
Speaker appears interested in topic	5	4	3	2	1
Originality, creativity	5	4	3	2	1
Speaker supports an opinion	5	4	3	2	1

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

## Expressing a Point of View

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Rate yourself along the continuum:

very  
successful

not very  
successful

I think I was successful in expressing my opinion.

My opinion had several supporting arguments.

My supporting arguments were well organized.

I was persuasive and convincing.

I used discourse markers and conversation gambits effectively.

My sentence structure was grammatically accurate.

The best part of my presentation was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I could improve my presentation if I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

### **Conferences**

Conferences provide opportunities for students and the teacher to discuss learning strengths and areas for improvement, and to set learning goals. In conferences, it is possible to learn a great deal about students' understanding of information, attitudes toward learning, and the skills and strategies they employ during the learning process. Conferences provide opportunities for individualized teaching, for guiding students to more challenging materials, and for determining future instructional needs.

Conferences are usually short informal meetings held with individual students, or a small group of students, and involve diagnostic listening, questioning, and responding. Interviews, on the other hand, are conferences that are conducted to gather specific information. They may involve a set of questions you ask for a specific purpose. For example, you may need information about the student's reading patterns and difficulties and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, with the teacher recording responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular schedule and both student and teacher come prepared with materials to share and questions to ask. Systematic conference notes form a permanent record of the content of the conference and set goals for future learning. Conferences provide opportunities to assess the appropriateness of the tasks and to observe other areas of concern.

Once students are familiar with good conferencing procedures, peer conferencing is an alternative for students to obtain feedback and discuss progress and goals.

### **Continua**

Continua or continuums are a series of descriptors that attempt to describe the behaviours that students exhibit as they are developing communicative competence. Teachers can use them systematically to observe and make judgements about students' progress. Although continua are designed to list descriptors according to developmental principles, most students do not develop in a linear fashion. Individual students may exhibit a range of indicators from a number of phases at any one time. Key indicators describe behaviours typical of a phase and provide a way of mapping student progress through the various levels. Students may not move through phases at a regular pace. The indicators do not describe evaluative criteria through which every student is expected to progress in sequential order, but they do provide evidence of an overall developmental pattern.

### **Performance Assessments**

Performance assessment is defined as an assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or method for solution, evaluations of student products or performances are based on judgements guided by criteria (McTighe and Ferrara, 34).

Performance assessments are concerned with how students apply the knowledge, skills, strategies, and attitudes that they have learned to new and authentic tasks. Performance tasks are short activities (generally between one and three class periods) that provide an opportunity for students to demonstrate knowledge, skills, and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to real-life application of knowledge, skills, and strategies.

Performance assessment tasks can be organized into three categories: products (such as dioramas, slide shows, reports, videotapes, et cetera), performances (such as dramatic readings, interviews, debates, et cetera), and processes (such as problem solving, co-operative learning, et cetera). In this course, each module concludes with a summative performance assessment task.

### **Portfolios**

F. Leon Paulson defines a portfolio as “a purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for judging merit, and evidence of student self-reflection” (60).

The physical structure of a portfolio refers to the actual arrangement of the work samples and can be organized according to chronology, subject, types of student product, or goal area. The conceptual structure refers to the teacher’s goals for student learning. For example, the teacher may have students self-assess a work sample, then self-reflect, and then set a goal for future learning. The work-sample self-assessment and the goal sheet may be added to the portfolio.

Students generally choose the work samples to place in the portfolio. The teacher may also choose to have specific work samples placed in the portfolio.

The charts that follow provide examples of elements that may be included in a second-language portfolio, a sample assessment rubric, and ideas for exhibitions and projects.

## STUDENT PORTFOLIO ARTIFACTS

### Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches

### Visual and Graphic Arts

- paintings
- drawings
- murals
- posters
- sculptures
- cartoons

### Performances

- role-playing

### Multimedia Presentations

- videotapes
- films
- audiotapes
- slides
- photo essays
- print media
- computer programs
- storytelling
- oral histories
- poetry reading
- broadcasts

### Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

### Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, reports, surveys, essays)
- poetic (poems, myths, legends, stories, plays)
- aesthetic and creative

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Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996, as cited in the *New Jersey World Curriculum Framework*, 1999.

### **Cloze**

In cloze procedure, words or parts of words are masked or blocked out in a sentence or a short passage. Students must use other cues or clues in context, both in the text and from their background experience, to replace or complete the missing words. As students read and come to the blank in the sentence, they call on cueing systems and other sources of information to help decide what word would make sense in the sentence. With young students, perhaps only one word in the sentence would be left out. With older students, as many as eight to ten deletions in a passage would be appropriate. Experience with cloze passages encourages students to maximize their use of the cueing systems. Students choose which information sources and strategies are most appropriate when meeting unknown words, rather than overusing graphophonic clues and sounding out words without any reference to meaning or word order.

### **Think-Alouds**

Think-Alouds involve asking students to verbalize their thoughts aloud while engaged in a task. Think-Alouds are an effective instructional strategy, can provide insight into how readers process text, and serve as a very effective assessment strategy for written interpretation and use of strategies.

## **Planning for Assessment**

*Senior 4 EAL for Academic Success* has been designed from the perspective that both assessment for learning and assessment of learning are equally important. Therefore, the assessment ideas and guidelines for this course will reflect an attempt to balance both formative and summative aspects of student assessment.

In addition, teachers will benefit from having a formal and well-developed assessment plan for this and other courses. Therefore, each module has a proposed assessment plan that covers both formative and summative assessment elements, as well as suggestions for materials that may be collected in student portfolios. Details on these aspects of the assessment plans follow.

### **Formative Assessment Planning**

The assessment plan for each module includes a section on assessment for learning or formative assessment. The assessment plans and tasks in this course fall into two categories: student learning portfolios, and classroom-based **assessment targets and tasks** for each topic. For each module, suggestions are provided for the student work and resources that may be collected to form the student learning portfolios. It is important to gather a representative sample of resources but to keep the portfolio size to a manageable level. The portfolios will allow students and teachers the opportunity to track the development and growth students will experience as they move through the course and further develop and refine their academic language skills. Criteria for reviewing, analyzing, and using the student work samples collected in the portfolios is provided.

In addition, focused assessment targets and tasks will be provided for each topic in a module. These formal formative assessment tasks are meant to provide students with important information about their learning. Teachers will use the information gathered about student learning to adjust the course plan and instructional focus or to assist specific learners. Criteria for analyzing and using the student data collected are provided.



### Summative Assessment Planning

The assessment plan for each module also includes a section on assessment of learning or summative assessment. Student evaluation in this course is largely based on the **culminating project** or activity, which is provided at the end of each module. The evaluation of student performance at the end of each module will provide students with a snapshot of how well they are doing in mastering the course materials and in their academic language use. Suggestions for general criteria for the evaluation of student culminating projects or tasks are provided. Additional ideas and targets for student evaluation purposes are also provided in this section.

### Using Student Portfolios for Formative and Summative Assessment

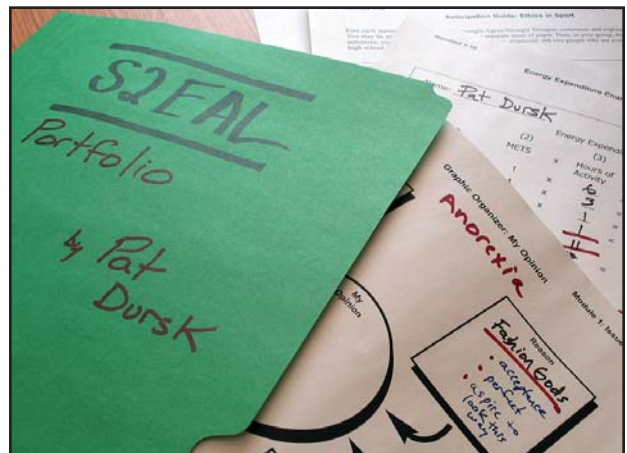
Portfolios provide an excellent assessment tool for both students and teachers to assess classroom learning. They are a good way of tracking learning over time and allow the users to chart the growth students experience through this course. By collecting student samples from each unit and analyzing the resources collected, students and teachers can gain a better understanding of how well students are progressing, and identify strengths and successes, as well as learning gaps or areas where students need to improve.

Materials gathered in the portfolio can be used for both formative and summative assessment purposes. It is important that students be made aware of what materials are to be used for both purposes, and that they play a role in deciding which elements of their work they may wish to include in the portfolio.

Each module assessment plan includes a list of items that may be collected to build the student portfolio. The information provided offers teachers some ideas and guidelines for using a student portfolio for formative assessment processes. However, teachers are encouraged to negotiate with their students the material that is to be collected and the criteria for assessment.

### Building of the Portfolio

It is important to gather a number of resources from each module. The examples of student material collected should include both oral and written texts the student has created. Audio recordings, video recordings, multimedia texts, as well as print texts should be collected. The student samples collected should not be taken from the end-of-module culminating projects or tasks, which form the basis for the evaluation of student performance in each module.





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***ORGANIZATION AND DESIGN OF  
SENIOR 4 EAL FOR ACADEMIC SUCCESS***

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## Organization and Design of *Senior 4 EAL for Academic Success*

*EAL for Academic Success* reflects a number of choices that were consciously made with respect to course content and EAL-informed approaches. First and foremost, the course was influenced by the research and theoretical perspectives described in the preceding sections. The major elements of the course and the considerations that influenced the design of the course are summarized below.

### A Thematic Approach

In this document, the term “text” includes spoken, written, and visual text, unless otherwise indicated. As teachers refer to the list of general and specific learning outcomes, it is important to remember that “various academic texts” include spoken texts. By “effective” we mean “produces comprehensible text with relative ease in a way that it is meaningful to the audience.” It includes the aesthetic elements that affect the reception of meaning.

The course is comprised of five modules, each with several topics. Each topic builds on the module theme and allows a specific issue or facet of the theme to be explored. Each topic may contain two or three lessons or learning experiences. This structure is based on the research described earlier, specifically the research related to communicative language learning, cognitive academic language learning (CALLA), Foresee, and Essential Questions. These strategies stress the importance of creating meaningful contexts for language learning that allow students to develop language and other skills essential for academic success. The themes chosen for the five modules that form this course and their related topics provide rich opportunities to make linkages and integrate experiences from across the curricula. EAL learners need to practise the terms and concepts of content from across the Senior Years curriculum.

It is recognized that the modules contain more material than can likely be covered in a full-credit course. This allows the teacher to choose the topics of particular interest and relevance to the students. Some lessons also include optional readings and activities.

The themes of Sports Science, the Environment, Technology, Health, and Globalization have been chosen for several reasons. First, they deal with issues and concerns that have wide appeal to learners from a variety of national and cultural origins. Equally important, the themes were carefully selected because they provide an excellent base for the integration of the language and content of science, mathematics, social sciences, literature and media studies, and business into relevant topics that will likely be encountered in Senior Years and in a variety of post-secondary settings. The intent is to develop a fairly broad range of skills and experiences, which would be relevant to a variety of post-secondary areas of study ranging from the Arts to the Applied Sciences. The goal has been to include issues that are current and of high-interest, but general enough to be of enduring relevance.

The criteria for the selection of the five themes and their sub-topics were based on the following considerations:

- The themes are likely to be of high interest for students from a broad range of cultural, regional, and international backgrounds.
- Themes/topics are current and affect individuals, communities, and societies on a global basis.
- The themes allow students to be exposed to and consider issues, experiences, and perspectives that reflect contemporary Canadian culture.
- They allow for the easy integration of content, language skills, and learning strategies relevant to a range of Senior Years subjects/courses, including physical education/health, science, social studies, social sciences, mathematics, and English language arts.
- The topics allow students to engage with a variety of text forms that would be encountered in academic settings. The topics chosen can be used to practise a range of English language skills and appropriate language functions. Charts, diagrams, graphs, and other resources from mathematics, science, and social studies are incorporated into each topic that is explored in the course.

#### **Assessment of and for Learning**

Ongoing assessment of learning and for learning is essential. It is necessary to assess student learning for formative and summative purposes, and help students monitor their own progress. The teachers' ability to respond to student needs will be enhanced when they are aware of how well students are learning and the effectiveness of various teaching strategies. Therefore, each module includes an assessment plan that deals with both formative and summative assessment.

In addition, each module contains a final project requiring independent research and different forms of presentation. Within each topic, the early lessons provide an underlay of vocabulary and background information, leading to more difficult readings and writing tasks. Most lessons will include a writing task. An attempt has been made to include as many authentic academic situations as possible.

#### **Multiple Modes of Communication**

In secondary and post-secondary educational settings, students need to read and write extensively, but these skills do not develop in a vacuum, and speaking and listening skills are crucial. There is a tendency for academic EAL courses to focus primarily on reading and writing. However, these skills can decontextualize the other equally important academic language skills. Students also need to interact with one or more partners to accomplish various tasks: to research and present projects that synthesize information from several sources; and to develop and express personal stands on current issues. Therefore, a central focus of the course is the development of English language skills of listening, speaking, reading, writing, viewing, and representing for a variety of academic purposes.

### Diversity of Text Types and Resource-Based Learning

A range of text types—spoken, written, and audiovisual—are explored for study and practice. Students need to develop receptive and productive skills to engage with English texts. They need to study and interact with a range of texts across various dimensions of language use: interpersonal, academic, informational, and aesthetic. The choices made in this course reflect the emphasis on academic text types that would commonly be found in Senior Years curricula and introductory post-secondary courses. In addition, texts have been carefully selected to complement the module themes and topics, allow for integration of subject-area content, and provide opportunities to explore and practise important language functions and specific aspects of English grammar and linguistic structures.

### The Importance of Strategic Learning

The development of study and organizational skills and the ability to choose effective learning strategies and utilize language-use strategies to enhance communication will help ensure student success across the curriculum. Both CALLA and Foresee emphasize the importance of strategic learning. Some of the specific skills incorporated into the course include

- organizing spoken and written information through note taking and summarizing
- developing library and bibliographic reference skills for finding, quoting, and referencing resources
- constructing, interpreting, and explaining diagrams, tables, and graphs
- planning and organizing for regular classroom work routines and extended tasks
- monitoring, reflecting on, and taking responsibility for their own learning
- knowing and selecting a variety of learning and language-use strategies to enhance their learning and communication

### Functional Competence

Language functions, structures, and grammar have been carefully selected to facilitate students' interaction with texts that represent a range of topics and subject-area content, and for students' successful completion of a range of academic tasks. Language functions incorporated include:

Describing and/or explaining	Giving instructions
Change	Discussing
Processes	Analyzing and interpreting
Purpose	Expressing modality
Connection	Predicting, hypothesizing
Quantity	Expressing probability
Comparing, contrasting	Expressing need, obligation
Cause and effect	Concluding
Classifying, naming, defining	

Linguistic structures and grammar that are the focus of each topic are identified in the course modules.

### **Integration of Outcomes**

*EAL for Academic Success* assumes that the general and specific learning outcomes will be delivered in an integrated manner, even though they are identified individually. Similarly, although the modules contain four-column sections, single learning outcomes are rarely taught in isolation. Effective integrated language and content learning experiences in EAL classrooms typically address many learning outcomes simultaneously. The specific outcomes, strategies, and language features identified for an activity provide a focus but are not exclusive. Teaching vocabulary or grammar points in isolation is not an effective method. Activities designed to develop specific skills related to the form of the language should always be embedded in meaningful contexts; this allows students to see the purpose for learning the skill and provides immediate opportunities to use the particular form in their own productions.

### **Create a Context for Using Specific Learning Outcomes**

The specific learning outcomes listed are not necessarily intended to be taught in the order in which they are written. Teachers are encouraged to select specific learning outcomes from across all six general learning outcomes, and to organize them into logical sequences for instructional activities. EAL instruction and assessment should always occur within meaningful contexts. Teachers develop authentic instruction and assessment focused on specific learning outcomes while developing themes, projects, tasks, and other learning experiences.

### **Use Learning Outcomes and Strategies Recursively**

Many aspects of language arts are recursive and need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Learning outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.



## Guide to Reading the Modules and Topics

Each module is comprised of several topics and related learning experiences. Each topic theme relates to the overall theme chosen for the module. A four-column format has been chosen for outlining each topic and related learning experiences. Topics covered vary in length and complexity. Some topics will require class periods to be completed. Optional activities have been provided for some topics. These are intended to provide teachers with ideas on how they may customize the course or extend the exploration of the topics.

**Column one** (*Outcomes*) cites the specific learning outcomes that are the focus of the topic and learning experience.

**Column two** (*Instructional and Learning Sequence*) includes examples of teaching and learning activities that help to illustrate the intent of the specific learning outcomes. These are organized as a series of learning sequences. The specific language features that are the focus of a specific learning experience or series are highlighted in text boxes.

**Column three** (*Student Learning Tasks*) provides an overview of the student learning tasks that are involved in each learning activity or event, and assignments.

**Column four** (*Teacher Notes and References*) provides lists of handouts that are required, provides information, additional resources or teacher reference material, and notes that assist teachers in creating effective learning opportunities.

## Guide to Reading the Modules and Topics

Each module is comprised of several topics and related learning experiences. A four-column format has been chosen for outlining each topic and related learning experiences.

**Column 1 (Outcomes)**

Provides a list of specific learning outcomes along with an abbreviated description of each outcome. A complete list of the general and specific learning outcomes is included in the introduction of this course.





Senior 4 ELA: EAL for Academic Success

Outcomes	Instructional and Learning Sequence				
<p><b>SLO 1.1</b> Engage with increasingly difficult oral and/or visual texts...</p> <p><b>SLO 1.4</b> Show an awareness of organizational patterns...</p> <p><b>SLO 1.6</b> Interpret a range of texts from across the curriculum...</p> <p><b>SLO 4.1</b> Use language to encourage, support, and work with others.</p> <p><b>SLO 6.1.5</b> Use selective attention...</p>	<p><b>Sequence 2</b></p> <p><b>Refer Students to Appendix 2:</b> “How to Create a Summary.” Review with students how to create a good summary of paragraphs, using point-form notes and then creating a few sentences in their own words to summarize each paragraph. Students use Appendix 3: “Skimming and Scanning for Academic Purposes” to help them read. Read over this resource as a class and discuss the techniques suggested, making sure that students understand them. <b>(C)</b></p> <p>In triads, students skim <b>Handout 1-16:</b> “The Spirit of the Olympic Games.” Advise students that they will be creating a summary of this article later.</p> <table border="1"> <tr> <td><b>Language Features</b></td> <td> <p><b>Vocabulary</b></p> <p>professionalized; exemplified; symmetrical and harmonious development; moral; nobility; nationalist; had charge of; integrity; riddled with controversy; propoganda; commercialism; illegal competitive advantage; performance-enhancing drugs; bribery; favouritism</p> <p><b>Structures</b></p> <p>note in the assigned reading; reduction through ellipsis; participial phrases; infinitive phrases; relative clauses</p> </td> </tr> </table> <p>In pairs, students review and compare their highlighting, deciding what information is important to include in their summaries. <b>(P)</b></p> <p>Go over the note taking symbols and encourage students to use them. <b>(C)</b> The pairs compare their results, join a second pair, and repeat the process. <b>(B)</b></p> <table border="1"> <tr> <td><b>Language Features</b></td> <td> <p><b>Discourse Features</b></p> <p><b>Discussion expressions/gambits:</b> to agree, to support, to question, to obtain more information, to add information, to disagree, etc.</p> <p><b>Note taking:</b> creating phrases, abbreviations, etc.</p> </td> </tr> </table> <p><b>Distribute Handout 1-17:</b> “Summary Organizer” and have students fill in the graphic organizer.</p>	<b>Language Features</b>	<p><b>Vocabulary</b></p> <p>professionalized; exemplified; symmetrical and harmonious development; moral; nobility; nationalist; had charge of; integrity; riddled with controversy; propoganda; commercialism; illegal competitive advantage; performance-enhancing drugs; bribery; favouritism</p> <p><b>Structures</b></p> <p>note in the assigned reading; reduction through ellipsis; participial phrases; infinitive phrases; relative clauses</p>	<b>Language Features</b>	<p><b>Discourse Features</b></p> <p><b>Discussion expressions/gambits:</b> to agree, to support, to question, to obtain more information, to add information, to disagree, etc.</p> <p><b>Note taking:</b> creating phrases, abbreviations, etc.</p>
<b>Language Features</b>	<p><b>Vocabulary</b></p> <p>professionalized; exemplified; symmetrical and harmonious development; moral; nobility; nationalist; had charge of; integrity; riddled with controversy; propoganda; commercialism; illegal competitive advantage; performance-enhancing drugs; bribery; favouritism</p> <p><b>Structures</b></p> <p>note in the assigned reading; reduction through ellipsis; participial phrases; infinitive phrases; relative clauses</p>				
<b>Language Features</b>	<p><b>Discourse Features</b></p> <p><b>Discussion expressions/gambits:</b> to agree, to support, to question, to obtain more information, to add information, to disagree, etc.</p> <p><b>Note taking:</b> creating phrases, abbreviations, etc.</p>				

**Column 2 (Instructional and Learning Sequence)**

Includes examples of teaching and learning activities that help to illustrate the intent of the specific learning outcomes. Effective language learning is aided by a variety of communication situations that balance teacher-fronted and group work. To assist teachers in choosing suitable configurations, most activities in Module 1 include a note indicating **I** (individual), **C** (class), **G** (small group), and/or **P** (pair).

Module 1: Issues in Sports  
Topic 3A

Student Learning Tasks	Teacher Notes and References
<p>Ask questions about how to create a summary.</p> <p>In triads, discuss and ask questions about skimming and scanning.</p> <ul style="list-style-type: none"> <li>• Given <b>Handout 1-16</b>: “The Spirit of the Olympic Games,” skim the article as follows:                             <ul style="list-style-type: none"> <li>– Go over key vocabulary.</li> <li>– Look at the title, subtitles.</li> <li>– Read the first paragraph.</li> <li>– Read all the topic sentences and the conclusion.</li> <li>– Read in-depth, paragraph by paragraph, discussing and helping each other as you go.</li> <li>– Highlight the parts of the article that you feel summarize it. (6)</li> </ul> </li> </ul> <p><b>Assignment</b></p> <p>Using <b>Handout 1-17</b>: “Summary Organizer,” work individually to summarize each paragraph in point form (in your own words) in one block of the organizer. Some blocks will have several points, while others may have only one or two.</p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"></div> <div> <p><b>Appendix 2:</b> How to Create a Summary</p> <p><b>Appendix 3:</b> Skimming and Scanning for Academic Purposes</p> <p><b>Handout 1-16:</b> “The Spirit of the Olympic Games”</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="margin-right: 10px;"></div> <div> <p>Tell the students they will be reading an article about the spirit of the Olympics and creating a summary.</p> <p>Note that “The Spirit of the Olympic Games” does not have a real conclusion. Students will create their own conclusion later.</p> <p>Some key vocabulary words are mentioned in the Language Features column. These should be dealt with before an in-depth reading. You may want to create a matching exercise or a fill-in-the-blanks exercise to teach these words, or you may have students try to use context to predict their meanings.</p> <p>You may want to create mini-lessons to review or teach language features, using examples from the article.</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="margin-right: 10px;"></div> <div> <p><b>Handout 1-17:</b> “Summary Organizer”</p> <p><b>Appendix 4:</b> Note-Taking Symbols</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="margin-right: 10px;"></div> <div> <p>For information on gambits, see the “Resources for Building Content-Based Language Lessons” section in Kehe and Kehe (2001), and the References in Keller and Warner (1988).</p> </div> </div>

63



This icon indicates a list of classroom resources to be used in the sequence.



Notes and tips for the teacher are highlighted with this icon.



This icon indicates useful teacher references and resources for the sequence.

### Column 4 (Teacher Notes and References)

Lists and describes the learning resources that are integral to the topic and provide a basis for the development and achievement of the learning outcomes, language features, and learning strategies that are the focus of the learning experience. Suggestions for assessment may also be included in this section.

### Column 3 (Student Learning Tasks)

Provides an overview of the student learning tasks that are involved in each learning activity or event and assignments.

