

Guide to Assessing English Skills



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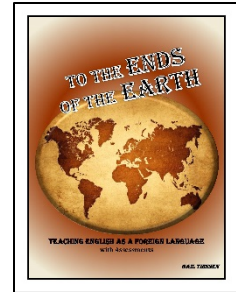
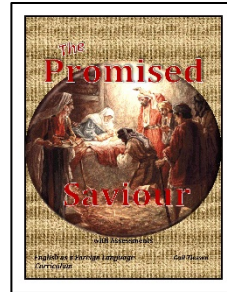
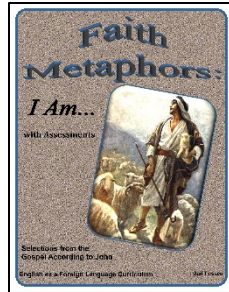
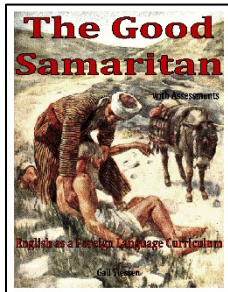
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Preface

This document is prepared for use with the English courses published by

 Joy Two Publications[©].



The Canadian Language Benchmarks (CLB)[©] is used as the standard and framework for describing and measuring the communicative ability of learners.

<https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf>



Guide To Assessing English Skills

Introduction

Intended Audience & Purpose

The intended audience for this handbook is the professional field of teachers of English Bible in Colleges and Seminaries. Just as curricula are designed to enhance learners' ability to communicate in English for the purposes in this setting, so must assessment relate back to the aims and objectives of these programs. Therefore, appropriate assessment is facilitated when criteria are couched in terms of what students are able to do at the end of the teaching sequence.

Skill Assessment

Learners need to develop both knowledge and skill in order to do certain tasks in the 'real' world of the college and ministry: take part in a discussion; follow instructions; take notes; comprehend texts; write summaries; preach; teach; have formal and informal conversations. We need to measure or assess the level of competence of the learners to do these tasks.

Reading & Listening Skills

In assessing learners' receptive skills, we are measuring comprehension, not memory, nor hearing, nor spelling, nor grammar knowledge, nor prior knowledge of a topic, nor their writing and speaking proficiency.

Speaking & Writing Skills

When we assess productive skills, we are interested in assessing not only how well students have learned what we have taught them but also how they are likely to competently speak and write in real social situations.

Criteria-Based Assessment

Criterion-referenced assessment is based on specific assessment criteria that have been outlined for the performance of a specific task. The teacher assesses each individual learner's performance against the criteria. Appropriate criteria are related to the purpose of the task (e.g. getting the gist, making inferences, identifying point of view, identifying words that indicate politeness and tone, etc.).

Assessment is reported in terms of a common language about achievement. Therefore, assessment is reliable, so the same assessor should rate several task performances at the same standard and several assessors should reach agreement about the same task performance.

One advantage of criterion-referenced assessment is that the performance criteria can be shared with the learners throughout the teaching process. In this way the goal for language performance can be made clear and the students do not have to second guess how the teacher will be assessing them. They can also use the criteria to monitor their own performance. In the curricula used, assessment is integrated throughout the teaching/learning cycle.

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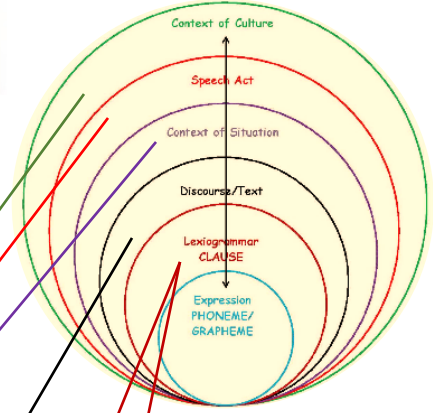
Assessment Process

Assessment is the process of collecting information about student learning.

1. The method of assessment must be explained to the students and discussed at the beginning of a course as a part of overall orientation.
2. Assessment criteria must be made explicit to the students, so criteria should be explained to students in language adapted to their level.
3. What constitutes success must be clearly stated.

Guide to Assessing English Skills

Understanding the Criteria Checklist



Comprehending Information (Reading)

TEE Unit 2: The Holy Spirit's Coming & Jewish Believers

Task 2: *When Pentecost Came*

Assessment Task:

1. Read the text, *The Holy Spirit's Coming & Jewish Believers*
2. Sequence the Summary Statements.

Holistic: Able to complete the task

Analytical: components 2-5

Criteria		Always 4	Sometimes 2	Not Yet 1
1	Understands overall meaning	4		
2	Identifies main ideas		2	
3	Identifies supporting details		2	
4	Recognizes discourse markers for sequencing		2	
5	Understands complex sentences and structures.		2	
6	Uses contextual clues for comprehension	4		
CLB 8: 21-24 CLB 7: 17-20 CLB 6: 13-16		Total Score	16	CLB 6

Strategy use

Discourse

Vocabulary

Grammar

Date: January 15, 2019

Assessor: *Gail Tjessen*

The level the learner is functioning at.

