


# REEP ESL Curriculum for Adults

## EVALUATION TOOLS CHART

This tools chart presents activities that teachers can use to evaluate individual learner achievement of oral performance objectives. All of the activities are teaching activities as well as evaluation tools and should not be used for evaluation until learners are familiar with the technique. Most of the activities can be adapted for use at any level and with multi-level classes. These techniques are particularly effective in large classes where evaluation of individual achievement is challenging. (These techniques and more can also be found in  **ESL Techniques**.)

| LIFESKILLS ASSESSMENT TOOLS AND TECHNIQUES CHART |  |  |   |
|--|--|--|---|
| TOOL   | TECHNIQUE  | LOGISTICS  | EXAMPLES  |
| <b>ROLE PLAY</b>                                 | In an unrehearsed situation, learners take roles and perform them using practiced language.  | Several learners may be given roles in the situation if all roles have been practiced. Students not involved in the role play can complete a checklist analyzing their classmates' performances. Students can generate the checklist themselves.<br><br>Several pairs can perform simultaneously. Teacher circulates, observes, and evaluates individual learners. | telephone conversations<br><br>ask/answer questions about a housing ad<br><br>job interview<br><br>small talk |
| <b>SIMULATION</b>                                | A role play in which the classroom set-up replicates a specific location.  | See role play.   | grocery store aisles<br><br>lost and found<br><br>post office   |
| <b>INFORMATION GAP</b>                           | Each learner is given different information and must communicate with others to get all necessary information in order to complete a task. | Teacher observes individual pairs while the whole group moves through the activity. Students may be seated back to back or with a manila folder placed between them so that they cannot see each other's information.  | maps<br><br>schedules<br><br>floor plans (house, store)   |

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|                                      |   |  |   |
|--------------------------------------|---|--|---|
| <b>LINE DIALOGUE</b>                 | Two lines face each other. In one line, each person stays stationary with a cue card and asks an appropriate question. In the other line, each person responds and then moves on. | Teacher stands at one end of the lineup and observes individual pairs while the whole group moves through the activity. One line could also be seated while second line rotates, eg. telephones.       | prices<br>health/housing problems<br>returning merchandise<br>personal ID   |
| <b>LEARNER TO LEARNER INTERVIEWS</b> | Learners ask each other questions necessary to fill out a form, information grid, or questionnaire. Appropriate when students have practiced both asking and answering questions. | Many interviews can happen simultaneously while the teacher observes different pairs. Teacher may take one of the roles and circulate along with the students.   | personal identification<br>occupations<br>likes/dislikes<br>opinions  |
| <b>CONTACT ASSIGNMENT</b>            | Learners are given an assignment to accomplish outside of classroom/school environment. Learners must show proof of accomplishment.   | Activity needs to be carefully structured so that it is clear who has/has not accomplished the task.   | leave a message<br>buy a fare card/ token<br>call a recorded message<br>to get information<br>obtain a library card |
| <b>DEMONSTRATED PERFORMANCE</b>      | Learners perform tasks according to directions. Tasks are not context-dependent. Total Physical Response (TPR) tests receptive skills.  | Learners may be organized into small groups or teams with one person performing at a time. In practice rounds, team members act as coaches. In final rounds, no assistance is allowed.                 | follow instructions from doctor/supervisor<br>produce correct change<br>take a telephone message                    |
| <b>APPROPRIATE RESPONSE</b>          | Given short situations or social formulae, learners produce appropriate responses.  | The same situations may be given to several learners and each must produce plausible response. All learners may be asked to stand and once they have given an appropriate response, they may sit down. | You are leaving class early. What do you say?<br><br>Your co-worker looks sick. What do you say?                    |