

Unit Needs Assessment Tools: Low-Beginning Levels (100/150)

1) Pictorial Survey

Create a simple survey that uses pictures to help with comprehension. Surveys can show places or contexts where language is used. You can have students rank items or select areas of importance. In the sample below, students' attention is drawn to the most widely used types of transportation. You can focus future lessons in the transportation unit around these results. With this type of survey, you can tally the results as a class on the board.

Transportation Unit

Directions: Read the questions. Circle **Yes** or **No**.

1. Do you ride the bus?



Yes No

5. Do you walk to work?



Yes No

2. Do you drive a car?



Yes No

6. Do you walk to school?



Yes No

3. Do you ride the metro?



Yes No

7. Do you ride a bicycle?



Yes No

4. Do you take a taxi?



Yes No

8. Do you read maps?



Yes No

2) Matching

- Matching activities are a great way to assess what the students already know about a given topic. They help to determine how much time to spend on the basic vocabulary of a unit without which all other unit objectives are nearly impossible to accomplish.
- In multi-level classes, provide a key to the lower level students, but have the higher-level students attempt to write in the vocabulary on their own.

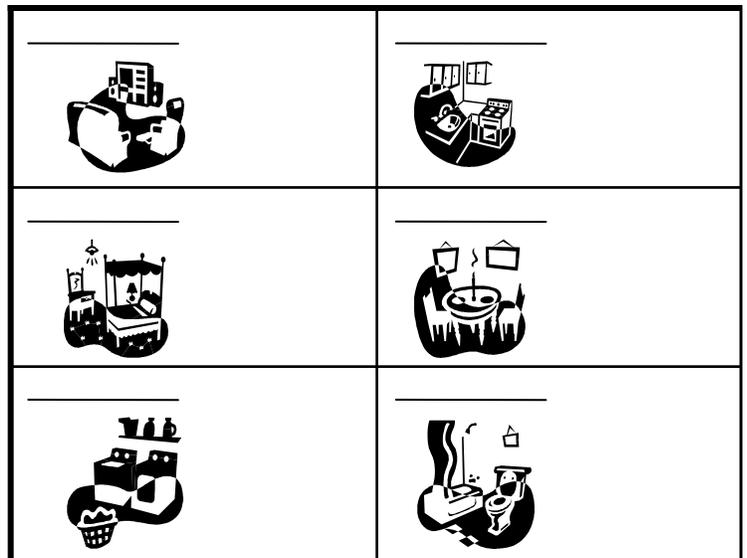
Housing Unit

1) Write the room names in each box.

Kitchen	Living Room
Bedroom	Bathroom
Dining Room	Laundry Room

2) Write the furniture/appliances you can find in each room.

Bed	table	armchair
Couch	nightstand	dryer
Lamp	coffee table	dishwasher
Toilet	TV	washer
Refrigerator	bathtub	dresser
Stove	sink	



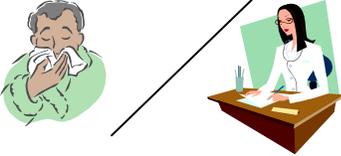
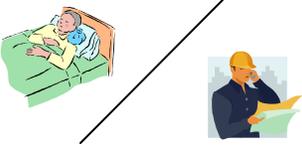
* See Michele's Matching Exercise for Labeling Computer Parts on REEPWorld for a great beginning level technology/computer needs assessment activity!

3) Pictorial Voting

Use simple pictures to create a ballot for students to vote on the objectives they'd like to focus on in a given unit. Decide on a heading (I want/I need/I can) to provide some guidance as students circle or check the boxes that apply to them. Go over each picture ahead of time to ensure students comprehend each box. As a follow-up, tally the results of the ballot as a class and determine what their needs are.

Telephone Unit

I want to/I need to/I can...

make a doctor's appointment. 	call work when I am sick. 	take and leave a telephone message. 
find phone numbers in the phone book. 	use a payphone. 	practice listening to and saying phone numbers.  571-475-8796 202-291-0067

4) Total Physical Response (TPR)

Using a TPR activity at the lower levels allows you to see quickly what each student knows on a given topic. If the teacher calls out the commands, it's not difficult to tell which students respond correctly, and which students simply don't understand. From this type of activity, you can gauge how much time to spend on the basic vocabulary of a particular unit before building on this vocabulary with more complex unit objectives.

TPR for the Health Unit:

1) Identify Body Parts

- Point to your eyes.
- Touch your back.
- Show me your elbows.
- Touch your stomach.
- etc.

2) Following Directions at a Doctor's Office:

- Stick out your tongue
- Take a deep breath in.
- Swallow.
- Exhale.
- etc.

TPR: Basic Computer Vocabulary

(Adapted from REEPworld.org)

Complete the activity with a partner. Take turns.

- ___ 1. Say "Hello!" to the lab assistant.
- ___ 2. Write the lab assistant's name.
- ___ 3. **Point to** the monitor.
- ___ 4. **Point to** the CPU.
- ___ 5. **Point to** the keyboard.
- ___ 6. **Point to** the headset.
- ___ 7. **Touch** the speakers.
- ___ 8. **Touch** the CD ROM.
- ___ 9. **Raise** your hand.
- ___ 10. **Point to** the screen.
- ___ 11. **Left click** on the mouse.
- ___ 12. **Point to** the power button on the monitor
- ___ 13. **Press** the power button on the monitor.

Unit Needs Assessment Tools: High-Beginning Levels (200/250)

5) Information Grid

Information grids allow students to assess their needs on a given topic through a series of questions and answers. Design an info grid that targets the major objectives in a given unit. Once students complete the grid, come together as a class and discuss the results. From this group discussion, their needs/wants for a particular unit will emerge. If necessary as a follow-up, you can vote on the particular objectives that emerged from the grid/discussion.

Transportation Unit

	Student 1	Student 2	Student 3	Student 4
1. How do you get to work?				
2. How do you get to school?				
3. Do you read maps?				
4. Can you ask for and understand directions in English?				
5. Can you give directions in English?				

6) Priority Cards

Gather visual representations of the different objectives from a particular unit. As a class, go through each of the visuals/objectives to ensure that students understand what each represent. Break students into small groups and give each group a set of the visuals. Each group works together to reach a consensus on the 4-5 objectives they would like to focus on in that particular unit. As a class, tally the group results on the board. The 4-5 objectives with the most tallies determine what to study.

Identify Rooms and Furniture



Identify Housing Options



Read Housing Ads



Quiet, sunny apt., lge. kit, livrm.,
2 bdrms., 2 baths., elev. in
bldg., no pkg, \$1200/mo. 434-
867-9345

Fill Out Housing Application



- current address
- references
- occupation

Understand a Lease



Talk about Home Safety



Talk about Rights and Responsibilities of Renters

Community Rules:

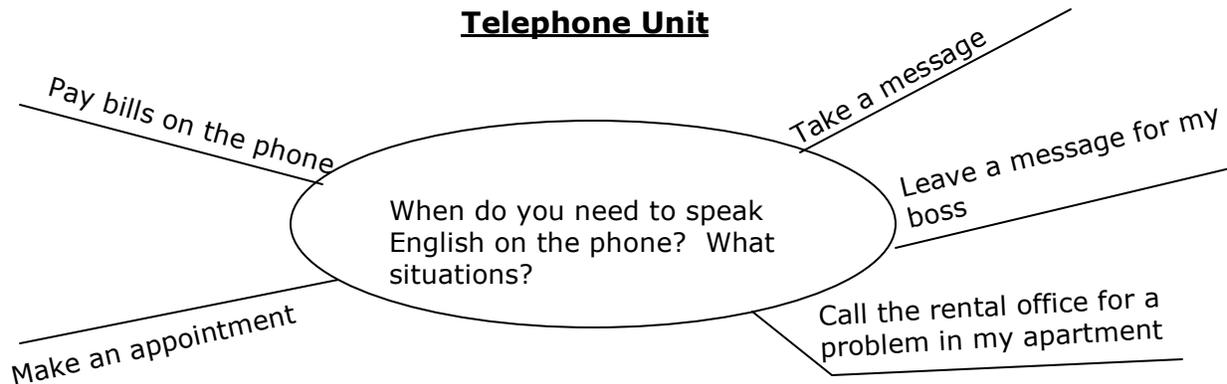
- No vacuuming after 10pm
- Only put garbage out on M, W, F
- Report noisy neighbors to office

Identify and Report Housing Problems



7) Mind-Mapping

In small groups, students can brainstorm their particular needs in a given unit. Following the small group discussions, draw a map on the board that incorporates all of the groups' ideas, checking any repeated suggestions. Suggest any of the objectives from the level-appropriate 'Lifeskill Objectives List' that students may not have considered. If it's not obvious from the tallies, discuss which of the suggestions are priorities for the students, erasing the least important. In the end, a final map will remain with the most important objectives for the unit.



8) Brainstorming with a Picture Prompt

It can be difficult to elicit students' needs at the lower levels without a prompt to help. Using a picture, or a series of pictures, that represents a particular unit will help fuel ideas. With some guiding questions to accompany the prompts, small group discussions can be followed by a class discussion. From the follow-up class discussion, students' needs/wants in a particular unit will emerge. These can be voted upon afterward if necessary.

Health Unit

Directions: Look at the picture below and talk about the questions with your group. Keep a list of your answers to discuss with the class.

- What's happening in this picture? - Who do you see? Where are they?
- What's the matter with these people? -What are the doctors doing?
- The man at the window has a form. What information does he need?
- Do you go to the doctor when you are sick? Do you speak English?
- What do you need to discuss when you have a medical problem?
