



## Accessing Services at Community Organizations

### A CLB 3/4 Module with Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-building and skill-using activities
- ✓ CLB 3/4 Multi-level Assessment Tasks
- ✓ Answer Keys
- ✓ Links to CLB 3, CLB 4 & CLB 3/4 Online Assessment Tasks

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**TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#) afterwards.**

	Listening (CLB 3/4)	Speaking (CLB 3/4)	Reading (CLB 3/4)	Writing (CLB 3/4)
<b>Real-World Task Goal (s)</b>	Understanding descriptions of community organizations and the services they offer	Telling a friend about a community organization and the services it offers	Understanding a brochure of a community organization describing services	Copying key information from a community organization brochure
<b>Context/Background Information</b>	Knowledge of the range of community organizations (non-profit and government) and types; awareness of the services community organizations offer; understanding of eligibility and fees; format of a brochure			
<b>CLB Competency Areas and Features</b>	<p><b>CLB 3</b></p> <p><b>Comprehending Information</b> Understand very simple information about highly familiar, concrete topics. ♦ dialogues are relatively short (up to about 6 turns).</p>	<p><b>CLB 3</b></p> <p><b>Sharing Information</b> Give simple descriptions of concrete objects, people or experiences in a few short sentences. ♦ sustains about 4 or 5 sentences</p>	<p><b>CLB 3</b></p> <p><b>Getting Things Done</b> Get information from short business or service texts. ♦ texts are up to about 2 paragraphs</p>	<p><b>CLB 3</b></p> <p><b>Reproducing Information</b> Copy or record a range of information from short texts for personal use. ♦ Texts to copy are up to about 1 paragraph and have a clear layout</p>
	<p><b>CLB 4</b></p> <p><b>Comprehending Information</b> Understand short descriptive or narrative communication on topics of personal relevance. ♦ dialogues are relatively short (up to about 8 turns).</p>	<p><b>CLB 4</b></p> <p><b>Sharing Information</b> Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services. ♦ sustains about 5 to 7 sentences</p>	<p><b>CLB 4</b></p> <p><b>Getting Things Done</b> Get information from short business or service texts (such as brochures, notices, form letters and flyers). ♦ texts are up to about 3 paragraphs</p>	<p><b>CLB 4</b></p> <p><b>Reproducing Information</b> Copy or record an expanded range of information from short texts for personal use. ♦ texts are up to about 2 paragraphs</p>

	Listening (CLB 3/4)	Speaking (CLB 3/4)	Reading (CLB 3/4)	Writing (CLB 3/4)
<b>Language Focus</b>	<p><b>Pragmatics:</b> awareness of the listener’s understanding, appropriate tone, body language and eye contact</p> <p><b>Grammar:</b> present tense to describe services (They have..., They are..., The organization is..., etc.), basic past tense to describe experiences (It was..., I had..., I went..., etc.)</p> <p><b>Vocabulary:</b> different types of community organizations, the types of services they offer, and adjectives to describe quality of services (great, helpful, useful, interesting, etc.)</p>			
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Listening for expressions of satisfaction or dissatisfaction</li> <li>• Listening for key details</li> <li>• Listening for the gist</li> </ul>	<ul style="list-style-type: none"> <li>• Using present tense to describe a situation/habitual experience</li> <li>• CLB 4: Using basic past tense to describe overall experience (e.g. It was good). *Can be introduced to CLB 3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming and scanning techniques to find information on a brochure or website</li> <li>• Understanding of brochure format: using titles and images to find information</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for copying complete and correct information</li> <li>• Strategies for checking and editing work</li> <li>• Correct capitalization and punctuation</li> </ul>
<b>Assessment Task</b>	Listening to a dialogue between two friends about a community organization and answering questions.	Telling someone about a community organization from an information card (“brochure”).	Reading a community organization’s brochure and answering questions.	Copying information from a community organization’s brochure.

## Instructor Resources

1. Language Companion Stage 1: Services that Help (*My Canada*) P. 33
2. Language Companion Stage 2: Community Services (*Where I Live*) P. 14-15
3. LINC Classroom Activities (LINC 3), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_3\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf)
  - pp. 273 – 305. Community and Government Services: Block Parent, Neighborhood Watch and the Food Bank
  - Accompanying Learning Objects (online activities):  
<http://www.moresettlement.org/LINC1-4/LINC3/index.htm>
4. LINC Classroom Activities (LINC 4), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
  - pp. 328 – 347. Community and Government Services: 2-1-1.  
\*Challenging for CLB 3, but may be adapted.
  - Accompanying Learning Objects (online activities):  
<http://www.moresettlement.org/LINC1-4/LINC4/index.htm>
5. 211 (Alberta) website: <https://www.ab.211.ca/>
6. Real World Tasks website: [Realworldtasks.ca](http://Realworldtasks.ca)
  - CLB 3 Getting Information from a Community Flyer (Reading)
  - CLB 3 Reading about Library Programs
  - CLB 4 Reading about Library Programs
  - CLB 3 Recording information on a library program into a family calendar (Writing)

### Listening Materials

7. 211 Videos  
<https://www.ab.211.ca/> (At the bottom of the page)
8. Immigrant Services: Accessing Language Services video  
<https://www.youtube.com/watch?v=11gJXvsTQ-l>

### Grammar Materials

9. Simple Present and Simple Past
  - <https://www.allthingsgrammar.com/present-simple.html>
  - <https://www.allthingsgrammar.com/past-simple.html>
  - <https://www.englishpage.com/verbpage/verbtenseintro.html>

## Warm-up Activity

The following discussion questions can be done in small groups or in an online discussion forum. Note: CLB 3 students may need more support to understand and answer the questions.

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### Community Organization Discussion Questions

A **community organization** is a place where a group of people work together for the same goal. For example, a community organization can help people find a job or help newcomers settle in a new country.

1. Did you get help from anyone when you first arrived in Canada? Who helped you and how?
2. Did you get help from people or an organization?
3. Which organizations do you know about that help people? How do they help?
4. A **service** is what the organization offers to people. LINC offers English language classes, for example. What services can help:

- Newcomers?
- Seniors?
- Children?
- Teenagers?
- Parents?
- The unemployed?



5. What kind of community organization would you like to go to? What kinds of services do you want the organization to have? (For example: childcare, free classes, fun activities, help to find a job, etc.)
- 

### Other Warm-up Activities:

1. Students do an Online Search using these materials from the Language Companion:
  - Language Companion Stage 1: Services that Help (*My Canada*) P. 33
  - Language Companion Stage 2: Community Services (*Where I Live*) P. 14-15
2. Students create a “dream” community organization in a small group. They imagine the perfect community organization with all the services they want. What would it have? (E.g. childcare, translation services, cooking classes, help with resumés, free Wi-Fi, etc.) They give the organization a name.

## Vocabulary

Basic vocabulary that might be covered in the module:

Organization	Non-profit organization	Services	Family members	<b>Types of Support:</b> ♦ Employment ♦ Family ♦ Financial ♦ Housing & Shelter ♦ Basic Needs ♦ Educational ♦ Mental Health ♦ Legal
To help	Fees	Program	Youth	
To support (verb) Support (noun)	No charge	Refer/ Referral	Teens	
To offer	Cost	Register	Seniors	
To provide	Eligible/Eligibility	Drop in	Counseling	

## Grammar

Students learn and practice:

1. Present tense (questions, affirmative and negative) to describe an organization, services, etc. A great way to introduce and practice is by using the LINC program as examples.

- It costs \_\_\_\_\_/It is free. The phone number/website is \_\_\_\_\_. Who is eligible to access services?
- This organization **helps/supports** \_\_\_\_\_ (families, parents, people looking for a job, etc.). *ex. Who does LINC support?*
- This organization **offers/provides** \_\_\_\_\_ (childcare, computer classes, etc.). *ex. LINC doesn't offer cooking classes.*
- This organization **can help you** \_\_\_\_\_ (*verb*: find a job, learn to cook, find a counsellor, etc.). *ex. LINC helps you improve your English. LINC doesn't help you with money problems.*

2. Simple past tense to describe an experience.

- It was helpful.
- I learned a lot.
- They helped me to \_\_\_\_\_.



## Listening

### SB Skill-Building Activities

Students practice listening for details, understanding the main idea and guessing the meaning of unknown words. Possible resources on community organizations to practice:

- 211 Videos: <https://www.ab.211.ca/>  
\*These videos are very short and can be played at a lower speed (choose 75% in YouTube settings). They are at the bottom of the page.
- Immigrant Services: Accessing Language Services:  
<https://www.youtube.com/watch?v=11gJXvsTQ-I>

### SU Skill-Using Tasks

The following could be adapted to be used as skill-using activities:

1. LINC Classroom Activities (LINC 3), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_3\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf)
  - pp. 273 – 305 (as numbered on document page). Community and Government Services: Block Parent, Neighborhood Watch and the Food Bank
  - Audio files found here: [http://wiki.settlementatwork.org/index.php/LINC\\_1-4\\_Classroom\\_Activities](http://wiki.settlementatwork.org/index.php/LINC_1-4_Classroom_Activities)
2. LINC Classroom Activities (LINC 4), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
  - pp. 328 – 347 (as numbered on document page). Community and Government Services: 2-1-1.  
\*Challenging for CLB 3, but may be adapted.
  - Audio files found here: [http://wiki.settlementatwork.org/index.php/LINC\\_1-4\\_Classroom\\_Activities](http://wiki.settlementatwork.org/index.php/LINC_1-4_Classroom_Activities)
3. The instructor reads information about government services (from, for example, <https://www.ab.211.ca/>) and students answer teacher-prepared questions (e.g. *What is the name of the organization? What services do they offer? What is the cost of services?* etc.) or fill in a chart similar to the one used for skill-using in writing.
4. Students can listen to other students share information on community organizations (in the speaking skill-using activity), answer questions or fill in a chart, then carry out a self-assessment.

## Speaking

### SB Skill-Building Activities

1. Students practice using present tense to describe organizations they are familiar with and the services they offer (for example, their LINC program).
2. Students could carry out role plays in which they share information with each other on community organizations (information taken from brochures or websites such as <https://www.ab.211.ca/>).

### SU Skill-Using Tasks

1. Students share information with a partner or in small groups about an organization they find on <https://www.ab.211.ca/>. The instructor can assign organizations or categories to students. Copying the information to be shared can also be the writing skill-using activity.

The instructor may provide a chart such as the one below for students to copy information:

Name of Organization	
Location	
Phone number	
Website	
Services Offered	
Who is Eligible	
Cost/Fees	

Students get feedback in the form of a rubric (instructors can modify the Speaking Assessment Task Google Form) and/or carry out a peer or self-assessment.

## Reading

### SB Skill-Building Activities

1. Students practice skimming and scanning for details and reading for the main idea.

The instructor can bring in brochures from community organizations in the area for practice, or students can read websites of community organizations or descriptions on

<https://www.ab.211.ca/>.

### SU Skill-Using Tasks

1. The following resources on [Realworldtasks.ca](http://Realworldtasks.ca) could be modified into skill-using activities:

- CLB 3 Getting Information from a Community Flyer
- CLB 3 Reading about Library Programs
- CLB 4 Reading about Library Programs

You will need to log in and search for the tasks.

2. The instructor provides a simple brochure or website for a community organization and students read to answer teacher-developed multiple choice questions. Or students can answer questions such as the ones below:

1. What is the name of the organization?
2. Where is the organization (location)?
3. What services does the organization offer?
4. Who is eligible for the services?
5. How much do the services cost?

After completing a skill-using activity, students can carry out a reading self-assessment.

## Writing

### SB Skill-Building Activities

Students learn:

1. Conventions of capitalization and punctuation
2. Strategies for careful reading of text (e.g. highlighting, underlining, using a ruler or finger to follow the lines)
3. Strategies for checking over and editing copied information when finished

### SU Skill-Using Tasks

1. The following can be adapted into a skill-using activity:

- [Realworldtasks.ca](https://realworldtasks.ca): CLB 3 Recording information on a library program into a family calendar

2. Students can copy information from a community organization's brochure (e.g. their LINC program or other familiar service) or a community organization website.

The instructor can provide sentence starters similar to the Writing Assessment, or a chart like used in the Speaking (Skill-using activity) to record information.

Students can carry out a self-assessment or peer assessment after completing the task. The instructor can give feedback using a modified version of the Writing Assessment google form.


## Tips for Using Assessment Tasks

1. In this Module Plan document, you will find the paper version of the CLB 3/4 Multilevel Assessment Tasks only. However, there are links to both Multi-level Assessment Tasks and separate CLB 3 and CLB 4 Online Assessment Tasks for each skill.
2. For each Google Form assessment, you have a choice of View or Make a Copy. To use it with your students, choose Make a Copy. Once you do so:
  - You can edit the copy.
  - You can view individual and group results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
  - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
  - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
  - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
    - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
  - *Note:* the CLB 3/4 multilevel assessment tasks have a Part 2 only for CLB 4 students. The points from these questions are set at "0" so they do not affect the score of CLB 3 students. The instructor will have to add the points for Part 2 to part 1 for CLB 4 students.
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
  - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
  - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
  - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

## CLB 3/4 Assessment Tasks

- In this section, you will find CLB 3/4 Assessment Tasks for:
  - Listening
  - Speaking
  - Reading
  - Writing

### CLB 3/4 Listening Assessment Task

<b>TASK</b>	Listening to a dialogue in which friends discuss a community organization
<b>COMPETENCY</b>	<p><b>Comprehending Information</b></p> <p>CLB 3: Understand very simple information about highly familiar, concrete topics.</p> <p>CLB 4: Understand short descriptive or narrative communication on topics of personal relevance.</p>
<b>CRITERIA FOR SUCCESS</b>	<p><b>CLB 3:</b> Students must get 7/10 in Part 1</p> <p><b>CLB 4:</b> Students must get 7/10 in Part 1 and 4/6 in Part 2</p>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students listen to a dialogue in which friends talk about a community organization and the services it offers. There are photos that accompany the dialogue.</li> <li>2. Students can listen to the audio <b>2 times</b>.</li> <li>3. Students answer comprehension questions in the Google Form. CLB 3 students answer Part 1 questions, and CLB 4 students answer Part 1 and 2.</li> </ol>
<p><b>ONLINE ASSESSMENTS</b></p> 	<p>CLB 3 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3/4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>Audio Files</b></p> <p>Click <a href="#">HERE</a> to get the Audio.</p> <p>*Note: the audio files are already embedded into the Online Assessment.</p>

CLB 3/4 Listening Assessment Photos: Dialogue about a Community Organization

These are the photos that Farrah shows Sonya while they are talking.



## CLB 3/4 Listening Assessment Transcript: Dialogue about a Community Organization

**Sonya:** Hello Farrah! How are you doing these days? I haven't seen you in a long time.

**Farrah:** Hello Sonya! So nice to see you. It's true, we haven't seen each other in a few months. I am really busy these days with a new job with Lakeside Construction. I found this job with help from a great community organization. It's called Success Booster. Actually, I think you might really like this place too.

**Sonya:** Congratulations on the new job! That's very exciting. As you know, I lost my job a few months ago. So I want to improve my resume and interviewing skills. I'd love to learn more about Success Booster. What do they offer there?

**Farrah:** Well, it's a wonderful organization. They offer a lot of services that could help you. They have coaches who help people to write a resume or do a job application. Here's a photo of me working with my coach, Carole. They also have classes to improve your speaking for interviews. This is Carole, in the photo, talking to my group. The staff there are so kind and patient, and they know a lot too.

**Sonya:** That sounds amazing! How much does it cost? And who can use those services?

**Farrah:** Most of the services are free, or very low cost. And if you are unemployed, you are eligible to use all the services. They also have services members of your family can use. There's a childcare center where your kids can play while you attend classes. They also have a teacher who helps kids with their homework on weekends. See, in the photo, my daughter studying? Success Booster can also be a fun place. Every month, they have a pizza party for all their clients who found a new job. See the delicious pizzas we had?

**Sonya:** Wow, that's really awesome. I'm going to go there for sure. Do I need an appointment? And where is Success Booster, exactly?

**Farrah:** You don't need an appointment the first time. You can go and talk to them about their services. But if you decide to go again, they will match you with a success coach. It's at 27 Richmond Street. Right next to the McDonalds. And they have free parking.

**Sonya:** Thanks so much, Farrah. I really hope Success Booster can help me find a job, just like they helped you.





## CLB 3/4 Listening Assessment: Dialogue about a Community Organization

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

<b>TASK</b>	Listening to a dialogue about a community organization
<b>COMPETENCY</b>	<b>Comprehending Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 3: 7/10 in Part 1</b> <b>CLB 4: 7/10 in Part 1 and 4/6 in Part 2</b>
<b>INSTRUCTIONS</b>	Listen to the dialogue and answer the questions

### Part 1: CLB 3 and 4 (Must get 7/10 points)

1. What is the dialogue mostly about? (1)
  - a) Farrah's new job
  - b) An organization called Success Booster
  - c) Pizza parties
2. How did Farrah find her new job? (1)
  - a) With help from Sonya
  - b) By going to a pizza party
  - c) With help from the organization Success Booster
3. When did Sonya and Farrah last see each other? (1)
  - a) Yesterday
  - b) A few months ago
  - c) Last year
4. Sonya wants to improve her resume and \_\_\_\_\_ skills. (1)
  - a) Interviewing
  - b) Speaking
  - c) Homework
5. For each sentence, circle if it is True or False. (6)
  - a) Farrah has a new job at Lakeside Restaurant. True False
  - b) Farrah was very happy with the services at Success Booster. True False
  - c) Most of the services at Success Booster are free or low cost. True False
  - d) Farrah had a coach named Derek. True False
  - e) There are childcare services at Success Booster. True False
  - f) Success Booster has a pizza party each month. True False

**Part 2: CLB 4 only** (Must get 7/10 in Part 1 and 4/6 in Part 2)

6. What is the relationship of Sonya and Farrah? (1)
  - a) They are friends
  - b) They work together
  - c) They met at Success Booster
  
7. The name of the organization Farrah talks about is Success Booster. What do you think the name “Success Booster” means? (1)
  - a) To improve your chance of getting a good job
  - b) To make many problems
  - c) To become rich
  
8. What will happen if you go to Success Booster a second time? (1)
  - a) They will match you with a success coach
  - b) You can go to McDonalds
  - c) They will give you free parking
  
9. Sonya says, “That’s really awesome.” What does awesome mean? (1)
  - a) Bad
  - b) Funny
  - c) Great
  
10. Would you like to go to Success Booster? Why or why not? (2)

<b>Score:</b>	<b>Part One</b>	<b>/10</b>
	<b>Part Two</b>	<b>/10</b>

**Did you achieve CLB 3 or 4 on this task?**

- Not Yet
- Yes: CLB 3
- Yes: CLB 4

## CLB 3/4 Listening Assessment Answer Key: Dialogue about a Community Organization


### Part 1:

1. b
2. c
3. b
4. a
5. a: F; b: T; c: T; d: F; e: T; f: T

### Part 2:

6. a
7. a
8. b
9. c
10. Answers vary

## CLB 3/4 Speaking Assessment Task

<b>TASK</b>	Telling someone about a community organization
<b>COMPETENCY</b>	<p><b>Sharing Information</b></p> <p>CLB 3: Give simple descriptions of experiences in a few short sentences. CLB 4: Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.</p>
<b>CRITERIA FOR SUCCESS</b>	<p><b>CLB 3:</b> Students must get “yes” on the Holistic Criteria and 4/6 of the CLB 3 Analytic Criteria.</p> <p><b>CLB 4:</b> Students must get “yes” on the Holistic Criteria and 4/6 of the CLB 4 Analytic Criteria.</p>
<b>INSTRUCTIONS</b>	<p>1. Students read a card with information about their experience at a community organization. The top is for CLB 3 and the bottom is for CLB 4. The information could be read to students if reading is a challenge.</p> <p>2. CLB 4 students will tell the instructor about their experience at the community organization, using the information on the card.</p> <p>3. CLB 3 students will answer the following instructor questions about their experience at the community organization, using the information on the card:</p> <ul style="list-style-type: none"> <li>• What is the name of the organization you visited?</li> <li>• What service did you use there?</li> <li>• What did you like about the organization?</li> <li>• What are the other services the organization offers?</li> <li>• Who is eligible for the services?</li> </ul> <p>4. Instructor fills out the online assessment rubric (link found below). Once complete, the instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</p>
<p><b>ONLINE ASSESSMENTS</b></p> 	<p>CLB 3 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3/4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>The Speaking Task card is inserted into the Google form, but you can also find it on the next page of this module plan.</p>






### CLB 3 Speaking Assessment: Telling someone about a community organization

*Instructions:* You went to a community organization last month. The name of the organization is **Spring Street Friendship Centre**. Your teacher will ask you about this experience. Answer the questions to tell him/her about the community organization.

<b>Name of organization</b>	<b>Spring Street Friendship Centre</b>
<b>Service you used</b>	Coffee and Conversation Club  In the club, you practiced English and met new people.
<b>You liked</b>	The friendly people who work there 
<b>Other services the organization offers</b>	<ul style="list-style-type: none"> <li>Laptop Library: borrow a laptop to take home </li> <li>Fresh fruit and vegetable baskets: buy one every week for only \$5 </li> </ul>
<b>Who is eligible</b>	Adults ages 18 – 99

### CLB 4 Speaking Assessment: Telling someone about a community organization

*Instructions:* You went to a community organization last month. You are going to tell your teacher about the organization, your experience and how you feel about it. You will also explain which service you want to use in the future and why. The chart below summarizes your experience:

<b>Name of organization</b>	<b>Hope House</b>
<b>Service you used</b>	Money Management Counseling  You learned how to save money for the future.
<b>You liked</b>	Very helpful people and useful information 
<b>Other services the organization offers</b>	<ul style="list-style-type: none"> <li>Help with applications for jobs, rent, or citizenship </li> <li>Job Interview Practice </li> <li>Translation of documents from your language to English</li> </ul>
<b>Who is eligible</b>	Adults who are unemployed
<b>How you feel about the service</b>	Very satisfied 
<b>The service you want to use in the future</b>	Choose one from “Other services the organization offers”



## CLB 3/4 Speaking Assessment: Telling Someone about a Community Organization

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

<b>TASK</b>	Telling someone about a community organization
<b>COMPETENCY</b>	<b>Sharing Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>Yes on Holistic Criteria and 4/6 Analytic Criteria</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Your teacher will ask you to read a card. The card has information about a community organization you visited.</li> <li>2. <b>CLB 3</b> students: answer instructor questions about your experience at the community organization, using the information on the card.</li> <li>3. <b>CLB 4</b> students: tell your instructor about your experience at the community organization, using the information on the card.</li> </ol>

<b>Holistic Criteria (CLB 3 and 4)</b>	<b>Not Yet</b>	<b>Yes</b>
Completed all of the task. Followed instructions.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
<b>CLB 3:</b> Spoke in short sentences, with some connected speech. <b>CLB 4:</b> Spoke in short sentences and some compound sentences, with connected speech		
<b>CLB 3:</b> Showed some control over basic grammar structures and tenses <b>CLB 4:</b> Showed adequate control over basic grammar structures and tenses		
<b>CLB 3/4:</b> Used vocabulary adequate for the task		
<b>CLB 3:</b> Expressed some feelings <b>CLB 4:</b> Expressed feelings and satisfaction or dissatisfaction		
<b>CLB 3:</b> Sustained about 4 to 5 sentences <b>CLB 4:</b> Sustained about 5 to 7 sentences		
<b>CLB 3:</b> Spoke clearly most of the time <b>CLB 4:</b> Spoke clearly		

You did this well:	Next time, try:
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**Did you achieve CLB 3 or 4 on this task?**

- Not Yet
- Yes: CLB 3
- Yes: CLB 4

## CLB 3/4 Reading Assessment Task

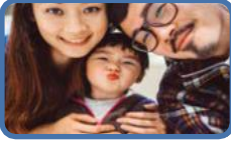
<b>TASK</b>	Reading a community organization brochure
<b>COMPETENCY</b>	<b>Getting Things Done</b> Get information from short business or service texts (such as brochures, notices, form letters and flyers)
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 3:</b> Students must get 6/9 in Part 1 <b>CLB 4:</b> Students must get 6/9 in Part 1 and 4/6 in Part 2
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students read the Aurora Centre brochure.</li> <li>2. Students answer comprehension questions in the Google Form.</li> </ol>
<b>ONLINE ASSESSMENTS</b>	<p>CLB 3 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3/4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>The reading text is inserted into the Google form, but you can also find it on the next page of this module plan.</p>



# Aurora Centre

*Helping Families Grow Together*

We offer services to parents, children, teens and seniors.  
Come and visit us from 9 a.m. – 6 p.m. at 3344-25th Street.  
We welcome you to drop in and talk to us, no appointment needed. We are here to lend a hand from Monday – Friday.



## Family Services

- Parenting classes every Saturday from 1-3 p.m.
- Childcare every day while parents use our computers



## Mom and Baby Play Time

- Thursday morning from 10-11 a.m.
- Learn games and songs for babies



## Computers Available

- Free computer time and printing all day
- Computer Basics classes for beginners



## Groups for Teens

- Make new friends after school, until 6 p.m.
- Get help with homework



## Seniors Groups

- Tea and cards every afternoon from 2- 4 p.m.
- Visits to museums and parks every month



## Counselling Services

- Book an appointment to talk to one of our counsellors
- Counsellors can help with a wide range of problems

If you are the member of a family, you are eligible to use our services.  
**And all of our services are free!**





## CLB 3/4 Reading Assessment: Reading a Community Organization Brochure

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

<b>TASK</b>	Reading a community organization brochure
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 3: 6/9 in Part 1</b> <b>CLB 4: 6/9 on Part 1 and 4/6 on Part 2</b>
<b>INSTRUCTIONS</b>	Read the text and answer the questions

### Part 1: CLB 3 and 4 (Must get 6/9 points)

- What is the purpose of this text? (2)
  - To give information about Seniors Groups
  - To give information about Aurora Center and its services
  - To give information about happy families
- Circle True or False for each sentence. (4)
  - Aurora Centre has Teen Groups, Seniors Groups and a library. *True False*
  - You can take a parenting class at Aurora Centre. *True False*
  - Teens can take high school classes at Aurora Centre. *True False*
  - You can go to Aurora Centre without an appointment. *True False*
- You can “book an appointment” to see a counsellor. The word “book” means: (1)
  - To read
  - To cancel
  - To make
- When can you get free printing? (1)
  - All day
  - Thursday morning
  - After school
- Where does the Seniors Group go every month? (1)
  - Computer classes
  - Museums and parks
  - Counseling

**Part Two: CLB 4 Only** (Must get 6/9 on Part 1 and 4/6 on Part 2)

6. Aurora Centre is here to “lend a hand”. What do you think “lend a hand” means? (1)
  - a) To give information
  - b) To teach
  - c) To help
  
7. Who is eligible to use the services at Aurora? (1)
  - a) Everyone who is in a family
  - b) People with problems
  - c) Mothers only
  
8. You want to be a better mother or father. Which service at Aurora is good for you? (1)
  
9. You are 67 years old and want to have fun. Which service is good for you? (1)
  
10. Which service at Aurora Centre is the most interesting to you right now? Why? (2)

<b>Score:</b>	<b>Part One</b>	<b>/9</b>
	<b>Part Two</b>	<b>/6</b>

**Did you achieve CLB 3 or 4 on this task?**

- Not Yet
- Yes: CLB 3
- Yes: CLB 4

## Answer Key CLB 3/4 Reading Assessment: Reading a Community Organization Brochure

### Criteria for Success:

CLB 3: 6/9 in Part 1

CLB 4: 6/9 on Part 1 and 4/6 on Part 2


### Part 1:

1. b
2. a: F; b: T; c: F; d: T
3. c
4. a
5. b

### Part 2:

6. c
7. a
8. Parenting classes
9. Seniors Groups (or Tea and Cards, Visits to Museums and Parks)
10. Answers will vary

## CLB 3/4 Writing Assessment Task

<b>TASK</b>	Copying key information from a community organization brochure
<b>COMPETENCY</b>	<b>Reproducing Information</b> Copy or record a range of information from short texts for personal use.
<b>CRITERIA FOR SUCCESS</b>	<p><b>CLB 3:</b> Students must get “yes” on Holistic Criteria and 3/4 Analytic Criteria on Part 1</p> <p><b>CLB 4:</b> Students must get “yes” on Holistic Criteria and 3/4 Analytic Criteria on Part 1 and Part 2</p>
<b>INSTRUCTIONS</b>	<p>1. Students copy information from a community organization brochure to share with a friend who lost their brochure. Instructors can ask them to complete the assessment by:</p> <ul style="list-style-type: none"> <li>• Typing in a Google Form: see below for link</li> <li>• Handwriting on a paper and taking a photo to send to the instructor</li> </ul> <p>CLB 3 students complete Part 1 only. CLB 4 students complete Part One or Two.</p> <p>*Note: There are no points assigned to the questions in the writing assessment, since success will be evaluated according to competencies on the rubric. An instructor may choose to assign points in the Google Form, however.</p> <p>2. After students complete the assessment task, the instructor fills out the online assessment rubric. Once complete, the instructor can share the results by saving the rubric as a Google Doc or PDF and sending it to the student.</p>
<p><b>ONLINE ASSESSMENTS</b></p> 	<p>CLB 3 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 4 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3/4 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 3/4 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a Copy</a></p>

# The Community Hub

*Making connections with neighbours*



Address: 1002-21st Street

Phone: 222-456-1212

**At the Community Hub, we offer these free services:**



## #1: Cooking Night

Learn to make new meals on Wednesdays at 4 p.m. All ages welcome.



## #2: Clothing Exchange

Get rid of old clothes and get gently used items. First Saturday of March, June, October and December.



## #3: Games Night

Every Friday at 7 p.m. Bring all the family to play board games and meet neighbours.



## #4: Outdoor Activities

Every weekend, in every season. Join us for fresh air and nature in one of our city's beautiful parks.



## #5: Movie Nights

Join us every Saturday at 7 p.m. for a free family movie. Popcorn for one dollar!



*Visit our website for more information:*

**[www.thecommunityhub.com](http://www.thecommunityhub.com)**



## CLB 3/4 Writing Assessment: Copying Information from a Community Organization Brochure

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

<b>TASK</b>	Copying information from a community organization brochure
<b>COMPETENCY</b>	<b>Reproducing Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 3: "yes" on Holistic Criteria and 3/4 Analytic Criteria on Part 1</b> <b>CLB 4: "yes" on Holistic Criteria and 3/4 Analytic Criteria on Part 1 &amp; Part 2</b>
<b>INSTRUCTIONS</b>	Copy the information correctly and completely from the brochure to complete the sentences.

### Part 1: CLB 3 and CLB 4

- The name of the community organization is: \_\_\_\_\_
- The address is: \_\_\_\_\_
- The phone number is: \_\_\_\_\_
- You can get gently used items of clothing on the first Saturday of these months: March, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- You can meet \_\_\_\_\_ at Games Night.
- \_\_\_\_\_ costs one dollar on movie nights.
- The website is for The Community Hub is: \_\_\_\_\_

### Part 2: CLB 4 only

- Your friend wants to know what services they offer at The Community Hub. Write them here: (the first one is given for you)  
 \_\_\_\_\_ Family Cooking Nights \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. What day and time is Cooking Night? \_\_\_\_\_

10. What day and time is Games Night? \_\_\_\_\_

11. What day and time is Movie Night? \_\_\_\_\_

12. Choose a service you would like to access at The Community Hub. Write the name here and the details, like the day or time:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Holistic Criteria (CLB 3 and 4)</b>	<b>Not Yet</b>	<b>Yes</b>
Completed all of the task. Followed instructions.		
<b>Analytic Criteria: Part 1 (CLB 3 and 4)</b>	<b>Not Yet</b>	<b>Yes</b>
Copied letters, numbers and words with correct capitalization and punctuation		
Copied text clearly		
Copied most of the important information		
Made only occasional copying mistakes		
<b>Analytic Criteria: Part 2 (CLB 4)</b>		
Copied letters, numbers and words with correct capitalization and punctuation		
Copied text clearly		
Copied all of the important information		
Made only occasional copying mistakes		

You did this well:	Next time, try:
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**Did you achieve CLB 3 or 4 on this task?**

Not Yet

Yes: CLB 3

Yes: CLB 4

## Answer Key CLB 3/4 Writing Assessment: Copying Information from a Community Organization Brochure

### Part 1: (CLB 3 & 4)

1. The Community Hub
2. 1002-21<sup>st</sup> Street
3. 222-456-1212
4. June, October, December
5. neighbours
6. popcorn
7. [www.thecommunityhub.ca](http://www.thecommunityhub.ca)

### Part 2: (CLB 4)

8. Clothing Exchange, Games Night, Outdoor Activities and Movie Nights
9. Wednesday at 4 pm
10. Friday at 7 pm
11. Saturday at 7 pm
12. Answers will vary