Sample Templates for Session 3

- Needs Assessment
- Goal Setting
- Learner Autobiography
- Learner Reflection
### Needs Assessment

**I Want to Learn English for...**

<table>
<thead>
<tr>
<th>Canada and Citizenship</th>
<th>Community Services</th>
<th>Law</th>
<th>Family, Friends and Neighbours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes</td>
<td>Health and Safety</td>
<td>School</td>
<td>Fun and Travel</td>
</tr>
<tr>
<td>Looking for Work</td>
<td>On the Job</td>
<td>Shopping</td>
<td>Environment</td>
</tr>
</tbody>
</table>

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Name _______________________                                                               Date _________

Needs Assessment

Below are some questions about your English. Circle the best answer.

1. When people speak English to you, how much do you understand?
   
   Everything       Most       Some       A little       Very little

2. When you watch TV, how much do you understand?
   
   Everything       Most       Some       A little       Very little

3. When you speak English, how much do you think other people understand?
   
   Everything       Most       Some       A little       Very little

4. When you read English, how much do you understand?
   
   Everything       Most       Some       A little       Very little

5. When you write in English, how well do you write so others can understand?
   
   Everything       Most       Some       A little       Very little

6. Order the skills you need from 1 to 4. Number 1 is the most important and number 4 is the least important to you at this time.
   
   _______ Reading       _______ Writing
   
   _______ Listening       _______ Speaking

7. Why are you studying English right now? Check 2 or 3.
   
   _______ I want to sponsor a relative
   _______ I want to help my children with their homework
   _______ I want to be able to communicate with Canadians and understand the culture
   _______ I want to go to high school
   _______ I want to go to college or university
   _______ I want to get a job
   _______ I want to get a better paying job
   _______ I want to improve my English listening, speaking, reading and writing skills
Needs Assessment (cont.)

______ I want to open my own business some day
______ I want to become a Canadian citizen
______ I want to be more independent and not have to ask other people to do things for me in English
______ I want to learn information about Canada
______ I want to buy things and use services (bus, housing, bank repairs)
______ I want to read books and newspapers in English
______ I want to understand my mail (bills, advertisements, letters)
______ I have a different reason for studying English. I want to _______________________

8. Choose the 4 most important topics that you want to study. Number 1 is the most important and number 4 is the least important. I want to study English to help me:

______ get my citizenship
______ find a job
______ at work
______ understand health care in Canada
______ understand the school system in Canada
______ talk about housing
______ shop and return things to the store
______ do my banking
______ understand TV, radio and newspapers
______ understand Canada better culture, government, history, geography Other things I want to study: _________________________________
### My Needs and Goals

**Name:** __________________________      **Date:** __________________________

The **CLB** levels I’m working in:

- [ ] Listening
- [ ] Speaking
- [ ] Reading
- [ ] Writing

I need English for:

<table>
<thead>
<tr>
<th>Choose one or rank them (1,2,3)</th>
<th>Community Life</th>
<th>Work</th>
<th>Education or Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check (✓) or rank (1,2,3) your top 2 or 3 needs in each topic.</td>
<td>☐ to buy things and get services</td>
<td>☐ to look for work</td>
<td>☐ to get high school upgrading</td>
</tr>
<tr>
<td>☐ to talk to doctors, dentists, nurses</td>
<td>☐ to talk with co-workers</td>
<td>☐ to take college courses</td>
<td></td>
</tr>
<tr>
<td>☐ to talk to my children’s teacher</td>
<td>☐ to talk with supervisors</td>
<td>☐ to take a special training course</td>
<td></td>
</tr>
<tr>
<td>☐ to get my Canadian citizenship</td>
<td>☐ to get a better job</td>
<td>☐ to take university courses</td>
<td></td>
</tr>
<tr>
<td>☐ to travel on the bus</td>
<td>☐ to get back into my trade or profession</td>
<td>☐ to take special professional courses</td>
<td></td>
</tr>
<tr>
<td>☐ to talk with my neighbours</td>
<td>☐ to talk with shop stewards or union reps</td>
<td>☐ other __________</td>
<td></td>
</tr>
<tr>
<td>☐ to talk with counsellors</td>
<td>☐ other __________</td>
<td>☐ other __________</td>
<td></td>
</tr>
<tr>
<td>☐ other __________</td>
<td>☐ other __________</td>
<td>☐ other __________</td>
<td></td>
</tr>
</tbody>
</table>

At the end of this program or term I want to be able to: _______________________________.

**Review date(s):** ___________________  ___________________  ___________________

*OR you may want to use one of the action planning documents.*

**Source:** PBLA Best Practices Guide, J Pettis 2009

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Needs Assessment and Goal Setting – Handout 3.2
### Needs Assessment

**Student Name:** ____________________________  
**Program:** ____________________________  
**Date Started:** ____________________________  
**Teacher:** ____________________________

#### I Want to Learn English For...

<table>
<thead>
<tr>
<th>Canada, Citizenship and Culture</th>
<th>Health and Safety</th>
<th>Pre-Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Such as: government (levels and organizational structures, rights and responsibilities, elections, taxes), geography, history, special days, Canadian literature</td>
<td>Such as: going to the hospital, doctor, dentist, optometrist, as well as health emergencies, wellness, nutrition, fitness, mental health</td>
<td>Such as: getting ready to find employment, volunteering, looking for work, employment services for newcomers, credentials assessment</td>
</tr>
<tr>
<td>Family, Friends and Neighbours</td>
<td>Housing</td>
<td>On-the-Job</td>
</tr>
<tr>
<td>Such as: parenting, seniors, child day cares, spousal/child abuse, weddings and socials, neighbourhood groups, community clubs, block parties, relationships</td>
<td>Such as: finding a place to live, home repairs, safety at home, emergencies, break-ins, fire, staying warm in winter, using appliances, utilities and services</td>
<td>Such as: first days on the job, safety and wellness, getting along with administration and colleagues, participating in work-related social activities, employment standards</td>
</tr>
<tr>
<td>Community Services and Getting Around</td>
<td>Law: Public and Private</td>
<td>Recreation and Travel</td>
</tr>
<tr>
<td>Such as: visiting museums, art galleries, libraries, getting around by bus, obtaining a driver’s license, community participation</td>
<td>Such as: the police, driving law, family law, gangs, alcohol, traffic accidents, burglary, legal services, making a will, guardianship</td>
<td>Such as: entertainment, community clubs, hobbies, sports and fitness, water safety, winter and summer activities, festivals, special events</td>
</tr>
<tr>
<td>For Consumers: Products and Services</td>
<td>Education and Learning</td>
<td>Environment</td>
</tr>
<tr>
<td>Such as: clothing and grocery shopping, banking, garage sales, second-hand, credit, returns, home insurance, services (plumbers, electricians, etc.)</td>
<td>Such as: lifelong learning, children and school, learning styles, training programs, prior learning, college and university preparation, scholarships and bursaries</td>
<td>Such as: weather, seasons, global warming, garbage and recycling, rain forests, pesticides, community gardens, saving energy</td>
</tr>
</tbody>
</table>
Benchmark 7 (Listening/Speaking)

Below is a list of possible themes that we can cover this semester in the listening and speaking portion of the class. Put a check mark (✔) next to the 6 topics that are most important to you.

☐ Health and safety  ☐ Canadian crime and law  ☐ Social customs
☐ Family & relationships  ☐ Banking  ☐ Housing
☐ Community services  ☐ Shopping  ☐ Employment
☐ Education  ☐ Travel and transportation  ☐ Citizenship

Other (please list): _____________________________________

Below is a list of possible tasks that we can focus on within each theme that you have selected. Put a check mark (✔) next to the 5 tasks that are most important to you.

☐ Listening to the radio (news, interviews, feature stories, etc.)
☐ Listening to social conversations
☐ Listening to instructions and directions
☐ Listening to announcements
☐ Listening to phone messages and conversations
☐ Listening to presentations
☐ Speaking in informal situations (with friends, classmates, cashiers, etc.)
☐ Speaking in formal situations (college advisor, interviewer, government official, etc.)
☐ Speaking on the phone in informal or formal situations
☐ Making requests and suggestions
☐ Giving instructions and directions
☐ Giving presentations

Other (please list): ___________________________________________________________________

For each of the themes/tasks that you chose, please give a specific example of at least one listening/speaking task that you need to accomplish in English outside of class. For example:

I need to speak with my landlord about repairs that need to be made in my house (housing).

I need to speak to my child’s teacher about his progress in class (education, family).

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
__________________________________________________________________________________
Goal Setting
My Goals
From: SNAP – ISS of BC – LINC Program

<table>
<thead>
<tr>
<th>Speaking</th>
<th>CLB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>CLB</td>
</tr>
<tr>
<td>Reading</td>
<td>CLB</td>
</tr>
<tr>
<td>Writing</td>
<td>CLB</td>
</tr>
</tbody>
</table>

Name ___________________________ Date __________

What do you want to do in Canada?

**Community**

☐ Everyday things in English: bank, shop, watch TV

☐ Ask for help/ directions/ information

☐ Talk to doctors, dentists, nurses

☐ Help my children with school

☐ Get a driver’s license

☐ Use a library or a community centre

☐ Talk to neighbours, make Canadian friends

☐ Read or listen to the news

☐ Participate in the community: volunteer, go to meetings

☐ Go to community events

☐ Get Canadian citizenship

Needs Assessment and Goal Setting – Handout 3.2

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Work

- Volunteer (get Canadian experience)
- Get a job (cashier, server)
- Get a better job
- Have a career in Canada
  My career: ______________________
- Start a business
- Work with/ get to know Canadian co-workers and supervisors
Education/Training

- Learn more English for ______ months/years
  - Go to college/university

- Train for a new job
  - What job?
    ______________________

- Learn something new (computers, cooking, a sport)
  - What do you want to learn?
    ______________________

| Do you study English at home? | Yes | No | No time! |
| Do you use a computer at home? | Yes | No |
| Do you speak English outside of class? | Yes | No |
My goals for learning English are

<table>
<thead>
<tr>
<th>Date</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

From: SNAP - ISS of BC - LINC Program
Goal Setting

I am learning English to ______________________________________________________

<table>
<thead>
<tr>
<th>I want to be able to listen to:</th>
<th>I want to be able to talk to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to be able to read a:</td>
<td>I want to be able to write a:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose one goal (put a star by it)* or one from each skill to focus on.

<table>
<thead>
<tr>
<th>REVIEW DATE</th>
<th>REFLECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
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</tbody>
</table>

Adapted from PBLA Best Practices Guide 2009 – J. Pettis
A goal is something you want to accomplish or achieve. It is important for us to set goals and be able to talk about them. We often feel more comfortable when we have a plan for the future and we know the steps that we must take.

Think about what you want to do in the near future (by the end of this session). These are your short term goals. For example, I want to talk to my daughter’s teacher. I want to volunteer at my community centre. I want to tell the plumber what is wrong with my sink. Then think about when you to finish this goal(s).

<table>
<thead>
<tr>
<th>Short-Term Language Goal (s)</th>
<th>Timeline (by when)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

My Short-Term Language Goals

Think about what you want to do in the long term (maybe after several years). What is your long-term goal? For example, I want to practise medicine in 5 years. I want to be an accountant.

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Time lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

My Long-Term Goals

Adapted from Manitoba Workplace Language Training 2009 & PBLA Best Practices 2009
## My Action Plan

Goal: 

<table>
<thead>
<tr>
<th>Action</th>
<th>Due Date</th>
<th>I Need To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Complete CLB 4</td>
<td>June 2011</td>
<td>• Improve my pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use English outside class</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal Planning
Adapted from UFCW Training Centre ESL Portfolio – DRAFT May 2000

What do you want to learn? Write it down.

Name: ____________________________________________

Timeframe: _________________________________________

Teacher: __________________________________________

Speaking
I want to speak more with
__________________________________________________

I want to be able to speak about
__________________________________________________

Listening
I want to be able to understand
__________________________________________________

I want to be able to understand people when they
__________________________________________________

Writing
I want to be able to write
__________________________________________________

Reading
I want to be able to read
__________________________________________________
Goal Planning (cont.)

Pronunciation
I want to practise the sound/s

I also want to practise the word stress or intonation of

Vocabulary
I want to learn____ more words about

I want to learn____ more words about

I want to learn____ more words about

Idioms
I want to learn_____ new idioms.

Grammar
I want to understand more about

I also want to understand more about

Culture
I want to know more about how Canadians

I want to know more about

I want to know more about the _________ of Canada.

Skills
Skills I want to work on:
Learning Targets

adapted from Council of Europe: European Language Portfolio p. 29

Name: ______________________________________________________

My next language learning target is: ____________________________

_______________________________________________________________________

My target date: __________________
I have achieved my target   □ YES    □ NO

My next language learning target is: ____________________________

_______________________________________________________________________

My target date: __________________
I have achieved my target   □ YES    □ NO

My next language learning target is: ____________________________

_______________________________________________________________________

My target date: __________________
I have achieved my target   □ YES    □ NO
Learner Autobiography
Instructors may find the pictorial biography frame on the next page useful for EAL Literacy, CLB 1 and CLB 2 students to write their biographies for their portfolio. They can use the picture cues to complete the text and tell their own story.

Instructors would need to first develop the language needed to complete the biography activity and have students practise telling their stories orally.

The following indicates what goes into each blank:

My name is: (learner’s name).

I come from (country).

I came to Canada in (month) (year).

It was (season) and the weather was (sunny or rainy or snowy). N.B. At this CLB level, it may be easier to use adjectives here than to introduce the past continuous.

I came to Canada (alone or with family or with friends, etc.).

In (name of first country) I was a (occupation, such as farmer, doctor/nurse, etc.; secretary/receptionist, etc.; child care worker/teacher/ homemaker, etc.; student, other).

In Canada I am a (occupation, see above)
MY STORY

My name is ____________________________.

I come from ____________________________.

I came to Canada in _________________.

It was ____________________________ and the weather was _________________.

I came to Canada ____________________________.

In ________________, I was a ____________________________.

In Canada, I am a ____________________________.
Learner Reflections

See PBLA Guide p. 18 for additional suggestions
Learning Plan

Adapted from UFCW Training Centre ESL Portfolio – DRAFT May 2000

There are many things to learn if you want to develop better English skills. The Learning Plan helps you to focus. Write down two or three things that you hope to improve during the next course or year. If you improve those, you will feel good about your learning. You can choose different goals the next time you take a course.

Name: ________________________________________________________________

Timeframe: ____________________________________________________________

Instructor: _____________________________________________________________

MAIN GOAL

In the next _____ weeks, I want to improve my:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Examples:

✧ Vocabulary for describing people
✧ Ability to understand the news report on TV
✧ Ability to pronounce the “th” sound
✧ Knowledge about Canadian Thanksgiving customs

LEARNING ACTIVITIES

If I want to improve my____________________________________ I will need to

_____________________________________________________________________

_____________________________________________________________________

If I want to improve my____________________________________ I will need to

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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Learning Plan (cont.)

If I want to improve my _____________________________ I will need to

______________________________________________

______________________________________________

______________________________________________

REFLECTION

How do you feel about how you did? What would you do differently the next time? What would you do the same?

______________________________________________

______________________________________________

______________________________________________

______________________________________________
MODULE LEARNING REFLECTION:

Module Topic: ___________________ Name__________________________

What does the work in this module show that you can do?
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

What is one activity that helped you learn during this module?
____________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

Write about one thing you did well during this module?
____________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

Write about one thing you need to do better for future class work?
____________________________________________________________________________________________________________________________

My Weekly Personal Reflection

Name _______________________ Date:____________

1. In my LINC class this week I learned:

2. I enjoyed doing

3. I didn't enjoy doing:

4. In my English skills, I feel I improved in

5. This weekend, I will practice my English by
### How do you like to learn?

Put a check \( \checkmark \) in **three** boxes.

I like to learn by:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____listening</td>
<td>____working alone</td>
<td></td>
</tr>
<tr>
<td>____reading</td>
<td>____speaking with a partner</td>
<td></td>
</tr>
<tr>
<td>____drawing</td>
<td>____working in a group</td>
<td></td>
</tr>
<tr>
<td>____writing in a notebook</td>
<td>____playing games</td>
<td></td>
</tr>
<tr>
<td>____repeating the teacher’s words</td>
<td>____making things</td>
<td></td>
</tr>
</tbody>
</table>
Helping Yourself Learn English: Use it or Lose it

Here are some things you can do to help yourself learn English. What will you do?

I will:

☐ attend school regularly
☐ review my exercises and lessons at home
☐ complete homework
☐ practise English outside the classroom.

I will also:

☐ talk to classmates who don’t speak my language
☐ speak to my neighbours
☐ speak to clerks in stores
☐ talk to teachers at my child’s school
☐ listen to the radio
☐ get a library card and borrow English books and videos
☐ volunteer at my community club
☐ attend free lectures or workshops
☐ other _______________________________
☐ other _______________________________