PBLA Pilot Module: Reporting a Stolen Item

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CLB levels: 1 and 2

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Introducing the PBLA Multi-level Module Pilot[1]

Thank you for joining the pilot of this exciting new initiative. We are developing a bank of multi-level modules. Your feedback will help ensure the module bank is useful for classroom teachers.

The module package is based on the template introduced in PBLA and includes:

- A module plan adjusted for two levels (developed and piloted by a classroom teacher)
- Assessment tasks and tools adjusted for two levels
- A list of classroom activities and suggested resources.[2]

BEFORE YOU BEGIN!

Please take a few minutes to develop a **class profile** for each of the four skills. This is an important step to ensure that the level adjustments in the module are appropriate for your class. A quick and easy way to do this is with a class profile chart like the one below, showing a profile for a CLB 3 class of 20. Instructors who have started using these class profiles have found them very informative.

CLB 3 class of 20 learners: 2 levels assessed

INTAKE LEVELS:	LISTENING	SPEAKING	READING	WRITING
Completed CLB Level 1	1 learner	0 learners	2 learners	5 learners
Completed CLB Level 2	12	14	10	13
Completed CLB Level 3	5	6	7	2
Completed CLB Level 4	2	0	1	0
Completed CLB Level 5	0	0	0	0
CLB levels to assess.	3 & 4	3 & 4	3 & 4	3 & 2

To create a class profile:

1. Enter the range of CLB levels in the left hand column.
2. Enter the total number of learners at each level for each skill.
3. Identify assessment levels:
   a. Identify the CLB level in each skill with the largest cluster of learners (the core level you will assess).
   b. Identify the adjacent CLB level in each skill with the second largest cluster of learners (the additional level you will assess).
   c. Record the level(s) to assess in the bottom row.

As you plan for using this module in your classroom, please note any adjustments you make. Did you use the suggestions for classroom activities to help learners develop their skills and prepare for the assessment tasks? Did you use additional resources or skill-using activities? If so, please note them. Did you modify the assessment tasks in any way (e.g. use them as skill-using activities)?

After you have piloted the module, by January 30, 2017, please complete the feedback form at https://www.surveymonkey.com/r/multilevel2

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[1] To learn more about how multi-level modules can be developed and used in an ESL classroom, see the following two chapters from the newly revised *Integrating CLB Assessment*: Ch.5: Adapting Assessment for Multi-level Classrooms, and Classroom 2: Developing Speaking, Listening, Reading and Writing Skills in a Community-based LINC Program.

[2] Skill-building and skill-using activities are specific to the needs of learners in individual classrooms so have not been included in this package.

Module Plan:

Theme: Police Services   **Module Topic: Reporting a Stolen Item**

	Listening CLB Level: 1 & 2	Speaking CLB Level: 1 & 2	Reading CLB Level: 1 & 2	Writing CLB Level: 1 & 2
Real-World Task Goals	Understand simple requests for information about a stolen item.	Respond to questions about a stolen item.	Understand basic details in a simple flyer about a community safety meeting	Complete a police form for a stolen item.
Context/ Background Information	Knowing which items require a police report (e.g., computer, stolen passport, bike, car, cell phone, expensive jewellery); filing a report in person at the police station, filing a report online; copying personal ID information and passport number on a separate card in case ID gets stolen; copying serial and model numbers of expensive items (e.g., camera, laptop) in case they get stolen; having a photocopy of passport. Importance of knowing your personal information and expressing name in the typical way Canadians do (first name, last name)			
Competency Areas and Statements	**GETTING THINGS DONE** **CLB 1** Understand expressions used to request information. **CLB 2** Understand expressions used to make and respond to requests for information.	**GETTING THINGS DONE** Make and respond to simple requests related to: **CLB 1**: immediate personal needs. **CLB 2:** common everyday activities **SHARING INFORMATION** **CLB 1** Give basic personal information in response to direct questions. **CLB 2** Give expanded basic personal information Give a basic description of an object...words or phrases.	**GETTING THINGS DONE** **CLB 1 & 2** Get basic information from a very short, simple flyer	**GETTING THINGS DONE:** **CLB 1** Complete very short simple form ….personal information **CLB 2** Complete short simple forms…..personal and familiar information

	Listening	Speaking	Reading	Writing
Language Focus:	Vocabulary for items (*camera, computer, passport, bike, cellphone, wallet, car*) and colours (*brown, silver*, etc.) Vocabulary related to personal information (*name, telephone number, email address, etc*) and talking to police (e.g. *break-in, location, officer, etc)* Questions for requests for information (e.g., *What is your name? What color is it?, etc*)			
	Listening for information words. Intonation for questions and statements.	Speaking clearly	Making the association between two words with the same meaning (e.g., *location = address*) Reading forms .	Legible printing Writing information in the correct sections of the form Using appropriate conventions for writing addresses and telephone numbers
Language and Learning Strategies	Understand requests for repetition and/or spelling.	Saying telephone number in chunks of 3 or 4 numbers Asking for repetition or for the speaker to slow down	Using visual/headings to help comprehension	Double-checking information and spelling for accuracy
Considerations for ESL for ALL	Provided additional scaffolding and support in classroom activities. Focus on strategies such as creating and keeping personal information cards to use in emergency situations. The writing assessment the literacy learners were told to use their personal information cards to help them completed the police form. This is noted on their assessment. Depending on the literacy level some of the assessment tasks could be given with comments only feedback and still be included in the portfolio as a skill using activity.			
Assessment Task	Role play reporting a theft to the police (item stolen, name, telephone number); respond appropriately to questions from a police officer. Speaking is used as a skill using activity. Optional peer assessment for speaking is included. Teacher could observe with a checklist (and could add comments to the peer feedback form. An alternative skill using activity for speaking.		Answer questions about a simple flyer about a community meeting with the police.	Complete the personal data on a police form. CLB 1 – about 5items; CLB 2 – about 10 items

Samples of Activities:

	Samples of Activities SB = skill building SU = skill using	Samples of Planned Assessment *for* Learning Strategies
Vocab	**SB:** Students play a matching game using picture and word cards of the target vocabulary. **SB:** Vocabulary review of target items throughout the instructional cycle (labelling images, unscrambling words, completing simple sentences using appropriate vocabulary). **SB:** A theft reporting dialogue is posted on chart paper. Students are provided with picture cards, and are asked to complete the dialogue using the appropriate vocabulary **SB:** Partner activity –students complete a chart to indicate what items they have (using target vocab pictures –wallet, phone, bicycle, etc.), and ask their partner if they have any of the same items at home.	Two strategies were: • Instructor circulated and provided immediate oral feedback and noted those who needed more work. • Partner review of work
Speaking	**SB:** Practice each piece of reporting a lost or stolen item at the police station –answering simple personal information questions, providing a simple description of the item, and following courtesy conventions. **SB:** Sentence strip activity (partners) –students use sentence strips to put a police reporting dialogue in order, and perform the dialogue for the class. **SU:** Class discussion. Each student "reports" on an item that they have lost or stolen in the past. Classmates volunteer simple questions about the incident using our chart paper question starters.	*Teacher* offers immediate oral feedback to the student (something they did well, and something to work on). *Peer* - As students listen to the dialogue, they follow along with the gap-fill dialogue, and give students a checkmark for each appropriate response. Observation of student participation (class checklist and anecdotal comments)–use of the question starters, questions appropriate for the situation, and use of the target language ("was stolen, lost, reported, etc.).

Listening	**SB:** Listen to a simple (3 turn) police report, and circle the picture of the stolen item that you hear. **SU:** Listen to a short description of a situation, and decide if you should phone the emergency or non-emergency number. Copy the correct number from a 4-item directory. **SB:** Listen to a short radio commercial (recorded by the teacher) advertising a police safety meeting. Choose the correct matching poster from 3 options.	Correct as a class or with a partner When finished, discuss answers as a group (repeating each description as review). Why is it an emergency/non-emergency? Volunteers read the telephone numbers out loud, focussing on chunking.
Reading	**SB:** Have students identify some common features of information posters, and how we use different words to describe some of the same items (location, place, where, at, etc.) **SB**: Information text –students read about reporting emergencies and non-emergencies, and identify some commonly lost/stolen items by labelling pictures. **SU:** Read a completed police report form for a stolen item. Answer some questions about the victim by identifying his personal information, and basic details about his stolen item (circling multiple-choice). **SB:** Read some simple questions. If they are questions you might hear during the reporting process (What is your address?), check. If they are questions you will not likely hear (Are you married?), do not check. **SU:** Read a short information text about the theft of a wallet. Using pictures and labels, circle the things the victim should do (cancel credit card, report the theft, etc.). **SU:** Using a Police Service flyer (Not the same as one used for assessment task) for upcoming neighbourhood information session, identify the date, time, and address of the event, and indicate if you are interested in attending.	Activities were mostly reviewed with a partner and/or as a class. Teacher circled incorrect answers. Students self-correct independently or with partner. Students pair up after 10 minutes of independent work. Take turns reading each question, and come to an agreement on their appropriateness. After another 10 minutes, post the answers for self-check, and discuss. Class discussion. Share answers (student volunteers can copy information on whiteboard and self-assess using this information) and take a survey of how many students are interested vs. not interested in attending.

Writing	**SU:** Using personal information sentences about a sample victim ("His name is Lian Chan. He is male." etc), complete the fields of a basic police report form.	Students switch papers, and give their peer a check for each piece of information that was included on the form in pen. Take up as a class, and, hand in for teacher review.
	SU: Using 4 posters advertising police information meetings, complete a weekly calendar of events, indicating date, time, and topic.	Ask students some questions about their calendars ("What event is on Friday? What time is the event?" etc.) Have students hand in calendars for feedback.
	SU: Complete a personal information card to be kept at home (in case of wallet/purse theft). Include all information required for final assessment task for writing.	Instructor circulates to provide feedback.
	SU: Using students own personal information, complete a short police report form (with assistance from the teacher if required). The form used is similar, but not identical, to the final assessment task.	Peers look at each other's work and the teacher circulates noting where there are issues to be addressed

Suggested Additional Resources:
Oxford Picture Dictionary

Listening and Speaking Task

Police Services   CLB 1 and 2   Name: _____   **Date:** _____

Listening Assessment Task

Getting Things Done: Questions for personal information and requests for clarification

CLB 1 and 2	Yes	Not Yet
Hello. *How can I help you?*		
That is too bad. *What is your name please?*		
Can you spell your name please?		
CLB 2		
What is your telephone number?		
Can you repeat that please?		
Thank you for your information		

Task Success

CLB 1 = 2/3   Your Score   /3

CLB 2 = 4/5   Your Score   /5

Speaking Comments only assessment: CLB 1 or 2

Skill Using: Getting Things Done/Sharing Information

	Yes	COMMENTS
You spoke clearly.		
You looked at the speaker		
Said the letters clearly spelling your name		
CLB 2: Gave your phone number correctly		
You asked the speaker to repeat or speak slowly, if needed. (optional)		

Reading Task and Text

Reading Assessment: Getting Things Done   CLB 1 ____   CLB 2 ____

Success on this task:
CLB 1 Part A = 5 out of 6   Your score _____ /6

CLB 2 Part A = 6 out of 6 Your score ____ /6 and ; Part B = 2/3   Your score _____ /3

Name: _____   Date: _____

Task: Read the flyer and answer the questions.

PART A: CLB 1 AND 2. Find details. Each question is 2 points.

1. Time of meeting _____

2. Date _____

3. Address _____

PART B: <u>CLB 2</u>: Main Idea and details. Each question is 1 point.

4. Who should you contact for more information? _____

5. What is the email address? _____

6. Why are the police having a meeting**?**   Circle **the right answer**
    a. To keep police safe
    b. To help people stop break-ins
    c. To meet people in the community

Police Safety Meeting

Monday June 13, 2016

7:00 p.m. – 9:00 p.m.

Location: 2486 Simms Street, Chatham

Prevent home break-ins

For more information, contact:

Officer Betty Winn at

chathampolice@ck.org

Writing Task

Writing CLB 1 & 2. Your wallet was stolen. Fill out the police report. Please print clearly

Chatham Police Service: **Stolen Item Report.**   **PLEASE PRINT**

DATE:
NAME:
HOME ADDRESS:

CITY	**PROV**	**POSTAL CODE**

CLB 2

PHONE NUMBER:
EMAIL ADDRESS:
DOB (DD/MM/YYYY):
SIGNATURE: _____

Writing Assessment: Police Services   Date: _____

Getting Things Done   CLB 1   or CLB 2

Task Success:

CLB 1 Must have ** yes no and	CLB 2 Must have ** yes no and
4/5 Your score /5	**4/5** Your score /5

Task: Fill in the police report form.

	Yes – 1 pts	Not Yet – 0 pts
** The form is complete.		
The correct information is in the right places.		

Capitals:
        CLB 1: uses with first and last name
        CLB 2: Name and City and Province		

Writes numbers correctly (up to 1 error)
        CLB 1: postal code
        CLB 2: postal code, phone, DOB		

Spelling (name, street, city):
        CLB 1: up to 2 errors but clear
        CLB 2: up to 1 error		

Your printing is…..		
You did well:	**Next Time:**	