CLB 8 WRITING/READING/LISTENING/SPEAKING

The following chart will explain how the assessor with evaluate your final score and where you will be placed in a level.

The following chart explains the formula that guides the calculation of the progress within a benchmark level.	
Stage one - Initial	Learner achieves less than *50%* of tasks assessed at this benchmark level
Stage two – Developing	Learner achieves *51 to 64%* in tasks assessed at this benchmark level
Stage three -Achievement *Ready for first stage of next level*	Learner achieves *65 to 85%* in tasks assessed at this benchmark level
Stage four - Exceeded *Exceeds expectations and ready for second stage of next level*	Learner achieves *over 86 - 100%* in tasks assessed at this benchmark level

The suggested rating scale indicates 4 levels/stages of proficiency within a CLB level.

For example:

- CLB 4 means that a student starts at the initial stage of CLB 4 and progress towards “achievement” level of CLB 4. This means that the student is ready to enter the initial stage CLB 5.
- CLB 5 means that a student starts at the initial stage of CLB 5 and progress towards “achievement” level of CLB 5. This means that the student is ready to enter the initial stage CLB 6.
- CLB 6 means that a student starts at the initial stage of CLB 6 and progress towards “achievement” level of CLB 6. This means that the student is ready to enter the initial stage CLB 7.
- CLB 7 means that a student starts at the initial stage of CLB 7 and progress towards “achievement” level of CLB 7. This means that the student is ready to enter the initial stage CLB 8.

This chart relates to rubric scale mark ratings. A minimal acceptable progress of 65% will indicate that a student has developed the level of competency to move to the next level in the course stream.

SKILL AREA: WRITING - CLB LEVEL: 8

ASSESSMENT CONSIDERATIONS
When you assess learner's performance based on the selected task(s), consider the following performance conditions:
• Occasional problems with naturalness of expression and very clearly expressed main ideas supported well with appropriate details
• Content and text organization is clear, information is reduced to main points with accurate supporting details and with no major omission of • important points or details
• Good control of common sentence patterns, coordination, subordination and good use of complex structure with only minor and occasional difficulties
MODULE:
TASKS SELECTED WILL BE DETERMINED BY THE INSTRUCTOR THROUGHOUT THE COURSE.

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 64%	65 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Texts are varied and may be of a specialized or technical nature in short oral or 1 to 2 pages written format • Topics are familiar, but non- personal and abstract • Tasks require to address familiar audience on circumstances ranging from informal to more • formal, to produce a 3-4 paragraphs long text, to draw information from visuals, to summarize, describe, explain, narrate, report, synthesize information and to fill out forms with over 40 items in length • Able to reproduce complex ideas from multiple sources such as lectures, functional notes outlines and summaries, to extract key information and relevant details, to write routine business letters, personal and formal social messages and to link sentences and paragraphs to form coherent text in order to express ideas on familiar abstract topics with some support of main ideas and with an appropriate sense of audience	• Uses complex structures with some errors that do not generally affect meaning						
	• Uses a range of vocabulary appropriate for the content, purpose, level of formality and intended audience of the message						
	• Writes or fill out authentic text allowing for errors (e.g. business letters, resumes, long forms)						
	• Produces 3-5 paragraphs as a coherent whole with appropriate connectors and cohesive devices						
	• Writes in a variety of rhetorical styles appropriate to the purpose of the task and audience						
	• Class/Group/Project Participation						
	• Attendance						
	• Independent Self Study						

EAP 300 8 TASK BASED ASSESSMENT RUBRIC

SKILL AREA: READING - CLB LEVEL: 8

ASSESSMENT CONSIDERATIONS
When you assess learner's performance based on the selected task(s), consider the following performance conditions:
• Demonstrates ability to understand main ideas, key words and almost all-important details in texts of moderate complexity with concrete, abstract, conceptual and technical language
• Incorporates schemata knowledge to access the text
• Apply reading strategies for searching, scanning, skimming, predicting, hypothesizing, synthesizing and paraphrasing
• Usually, can guess the meaning of an unknown word, phrase, or idiom from the context without dictionary
MODULE:
TASKS SELECTED WILL BE DETERMINED BY THE INSTRUCTOR THROUGHOUT THE COURSE.

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 64%	65 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Length is up to 15 paragraphs • Vocabulary expanded inventory is concrete, abstract, conceptual, technical and idiomatic that is enough to start advanced academic study; usually not beyond the first 2 -3000 of the most frequent word families of written English and all 570 words of the academic word list • Visuals often accompany the text • Contexts are relevant, but not always familiar and predictable • Tasks are in a standard format with clear and explicit instructions, not always given step by step	• Follows the logical development of ideas which are not necessarily in sequence						
	• Summarizes, synthesize and hypothesize						
	• Extracts detailed, relevant information and statistical data from texts, charts, graphs and diagrams Comprehend most complex structures in written discourse						
	• Comprehends a wide range of implied meaning, idiomatic, abstract and technical language in relevant context						
	• Class/Group/Project Participation						
	• Attendance						
	• Independent Self Study						

EAP 300 8 TASK BASED ASSESSMENT RUBRIC

SKILL AREA: LISTENING CLB LEVEL: 8

ASSESSMENT CONSIDERATIONS
When you assess learner's performance based on the selected task(s), consider the following performance conditions:
• May require clarification and confirmation to access speaker's moods, attitude, feelings, styles and some abstract, complex, or technical ideas in moderately demanding contexts of language use
• Sometimes demonstrates difficulty following rapid colloquial, idiomatic or regionally accented speech between native speakers
MODULE:
TASKS SELECTED WILL BE DETERMINED BY THE INSTRUCTOR THROUGHOUT THE COURSE.

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 64%	65 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Instructions are clear and coherent • Monologues/presentations, lectures, dialogues and conversations with 30-4 participants with over of 15 exchanges and up to 5 sentences • Vocabulary consists of expanded range of concrete, abstract and conceptual language, idioms and colloquial expressions and is enough to follow detailed stories of general popular interest • The rate of speech is normal, live, video, or audio mediated; 5- 10 min. in length • Topics are general with abstract and complex ideas, and technical/specialized language in a familiar field of work or study • Tasks are in a standard format with items to circle, match, fill in the blanks and complete a chart	• Understands sets of instructions, not necessarily in order, on a range of tasks						
	• Comprehends clear and coherent phone messages on non-routine matters						
	• Comprehends most natural speech with few requests for repetition						
	• Recognizes easily identified rhetorical signals and sequence markers						
	• Comprehends a full range of complex structures						
	• Comprehends main ideas, implied meanings and distinguish major from minor details						
	• Infers meaning from tone and nuance						
	• Class/Group/Project Participation						
	• Attendance						
	• Independent Self Study						

EAP 300 8 TASK BASED ASSESSMENT RUBRIC

SKILL AREA: SPEAKING - CLB LEVEL: 8

ASSESSMENT CONSIDERATIONS
When you assess learner's performance based on the selected task(s), consider the following performance conditions:
• Able to communicate effectively on familiar topics at concrete and abstract level and on routine work situations in most daily practical social interactions responding appropriately to the level of formality and using the phone on less familiar and some non-routine matters
• Able to make 15 to 20 min. long presentation, presenting hypothesis, providing explanation, discussing opinions and synthesizing abstract complex ideas
• Considerable level of stress may affect performance when verbal exchange may result personal consequences
• Grammar and pronunciation errors rarely impede communication
MODULE:
TASKS SELECTED WILL BE DETERMINED BY THE INSTRUCTOR THROUGHOUT THE COURSE.

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 64%	65 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Interactions are informal, or semi-formal, face-to-face, on the phone, with individuals or with a familiar or non-familiar group of up to 10 people • Vocabulary consists of an extended inventory of concrete, idiomatic and conceptual words and expressions • A variety of grammar and sentence structures including embedded or report structures • Topics or issues are familiar, non-personal, concrete and abstract • Instructions for the tasks are not always presented in sequence of steps	• Uses a wide range of vocabulary and idiomatic language						
	• Speech is often at a normal rate and reasonably fluent						
	• Participates in an extensive range of complex interactions, including hypothetical situations using native speaker-like strategies						
	• Gives clear instructions or directions for complex but common and familiar tasks						
	• Narrates a detailed story and reporting summary format eliminating unnecessary details						
	• Uses simple structures and high frequency compound and complex structures						
	• Attempts a full range of compound and complex structures						
	• Speaks with reasonable fluency with appropriate self-correction and rephrasing						
	• Class/Group/Project Participation						
	• Attendance						
	• Independent Self Study						