

## FSL Assessment Tasks for Each Strand

This chart relates expectations to assessment by describing tasks that students can perform to demonstrate their knowledge and skills (what they know and can do) in each strand as well as listing specific skills and knowledge to assess.

Strand	Types of Tasks	What to Assess (Criteria)
<b>Oral Communication: Listening</b>	<ul style="list-style-type: none"> <li>• extract key information</li> <li>• give opinions, agree or disagree</li> <li>• respond to oral text or a classmate's presentation</li> <li>• listen and retell and/or explain</li> </ul>	<ul style="list-style-type: none"> <li>• demonstration of understanding of text or media work</li> <li>• critical and creative thinking (e.g., questioning, inferring, interpreting)</li> </ul>
<b>Oral Communication: Speaking</b>	<ul style="list-style-type: none"> <li>• interview</li> <li>• dialogue</li> <li>• spontaneous conversation</li> <li>• presentation of information (e.g., report, survey results, announcement)</li> <li>• dramatization (e.g., interpreting a reading passage, demonstrating the mood of a poem, portraying the attitudes of a character in a story)</li> </ul>	<ul style="list-style-type: none"> <li>• pronunciation, intonation, liaison, expression</li> <li>• language use</li> <li>• non-verbal skills (e.g., tone of voice, gestures, props, costumes, media techniques)</li> <li>• critical and creative thinking (e.g., supporting judgments, elaborating on ideas)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• identify key elements (e.g., characters, setting, plot)</li> <li>• read aloud</li> <li>• analyze, explain, expand, justify events in the text</li> <li>• respond to the text by creating an oral or written presentation</li> <li>• demonstrate knowledge of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• demonstration of comprehension of print, Internet, software, media works</li> <li>• pronunciation, intonation, liaison, expression</li> <li>• critical and creative thinking (e.g., interpreting, analyzing, comparing and contrasting, predicting)</li> <li>• use of reading strategies (e.g., context, word families, verb endings, cognates)</li> </ul>
<b>Writing</b>	<p>Student creates:</p> <ul style="list-style-type: none"> <li>• paragraphs, essays, articles</li> <li>• letters</li> <li>• reports</li> <li>• brochures, pamphlets, posters, flyers</li> <li>• advertisements</li> <li>• dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• language use (e.g., grammar, conventions of written language, vocabulary, punctuation, spelling)</li> <li>• use of writing process (e.g., planning, drafting, editing, revising)</li> <li>• use of form (e.g., letter, advertisement, report, essay, brochure)</li> <li>• critical and creative thinking (e.g., support judgments, elaborate on ideas)</li> <li>• use of technology (e.g., computer software)</li> </ul>