



# BEAT ON BENCHMARKS

November 2023

## Teacher Feature: Anne Van-Do



Anne Van-Do, Instructor, CLB 5-6, Westmount.



**How long have you been teaching at the Y?** 11 years.

**What is your favourite part about teaching newcomers in Canada?** *I have a few favourite things. The first one is watching students make Canada their home. Students love to share stories and things in their life like finding a job, having a baby, or moving on to further education. I really enjoy being part of their journey. My second favourite part of teaching is when I can progress a student. The third is when former students come back to visit and tell me what they are doing now.*

**What is your favourite part of the teaching day?** *My favourite part of the teaching day is when I first come in and get ready for class. I lay out all my handouts and get ready to welcome the students.*

**Can you describe a successful activity that you have led with your students?** *I have a couple of activities that are in my regular routine. I often use jeopardy as review or a reward/break from a long week. Over the years, I have found that students benefit from this game and listening and reading.*

**How would you describe your teaching style?** *A mix of everything. In my classroom, I always try to keep things as student-centered as possible.*

**What are three words that best describe you?**

*Three words to describe myself in the classroom are energetic, loud, and happy.*

**What is something that people may be surprised to learn about you?** *The reason why I went into this field is not so much surprising, but interesting. I had always wanted to be in the classroom, but I never knew what I wanted to teach or what kind of teacher I wanted to be. After I graduated, I went straight into working in banking. After working in banking and real estate for a number of years, I decided it was time to go back to school. It was at that time that I decided to become TESL certified. Now that I have been in the classroom for 11 years, I can finally see how my experience and family story have shaped me as an instructor.*

Building healthy communities



# PBLA/AVENUE CORNER

## From Your PBLA Leads



### Did you know...

... you can now tag questionnaires to go to the binder on Avenue? This is a great solution for recording **individualized needs assessments in Avenue**. Just turn your poll question into a questionnaire question, and you get an individual answer recorded in the student's binder and class results published for you and your students.

Advanced settings Questions Feedback Preview View all responses Non-respondents

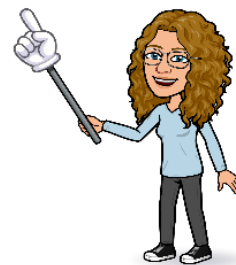
▼ Add questions ?

Radio Buttons Add selected question type

▼ Manage questions ?

position 1 [Radio Buttons] (Topic Choice)

1 What do you want to learn about next?



For full instructions on how to **tag questionnaires** in Avenue, look on Teams: [Tidbit - Tagging Questionnaires](#)

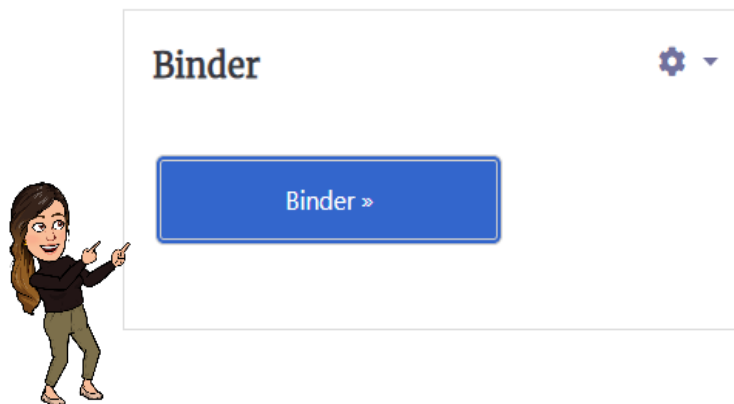


# PBLA/AVENUE CORNER

## Did you know...

... you can create a button that enables students to view their binder directly from their Avenue classroom?

**Maksym (Max)**, created a button that enables students to view their binder directly from their Avenue classroom. This is especially helpful when using Avenue on a mobile device.



Thank you, Max, for creating this code and sharing it with the team!



For full instructions on how to **create the binder button** in Avenue, look on Teams: [Tidbit - Binder Button](#)

Building healthy communities



## Artifact Summary Forms

Teachers are required to fill them out for each student at the end of the term, but **when do you fill it out during the term?**

- When a student leaves your class.
  - Student moves to a new school.
  - Student stays in our program but moves to a new instructor.

The image shows a sample of the 'YIMCA of Southwestern Ontario Language Skills Program - PBLA Artifact Summary' form. To the right of the form is a cartoon illustration of a woman with glasses and a backpack, holding a very large yellow pencil.

**What if a student has only been in class for 2 days?**

- We recommend providing an Artifact Summary Form if you have assessed a student and have added artifacts to their binder. If a student has been in class for a day or two, it is most likely too short a time for any type of assessment or skill-using task.

**Do we fill out a progress report when a student changes a benchmark during the term?**

- No, we only fill out progress reports at the end of term (Feb. 2 and June 14).

For full instructions on **how to fill out the Artifact Summary Form**, look on Teams: [Tidbit - Filling out the Artifact Summary Form](#)

*Any Questions?*



As always, feel free to ask us for support by sending us an email or coming to our office hours.

- Candice & Cheryl



## Assessing Your Learners

The first step in determining how to accurately assess your learners is to find out if the learner is a **new learner** or a **continuing learner**. Check HARTs to find out which learners have **progressed (achieved) benchmarks** and which learners have **assessment centre benchmarks**.

- **Assessment centre benchmarks** will show up as an **'A'** on a proficiency list.
- **Progressed (achieved) benchmarks** will show up as a **'P'** on a proficiency list.

**What about learners who have benchmarks outside the range of your class CLBs? Check out the chart below to help you determine what approach to take.**

[Click the chart to see the full document!](#)



INCOMING LEVEL ASSIGNED BY ASSESSMENT CENTRE New Learner	INCOMING LEVEL ASSIGNED BY TEACHER Continuing Learner
If a skill is not addressed in the course	
Do not assess skills that are not addressed in the course. For example, a Reading and Writing class will only assess Reading and Writing, and not Listening and Speaking.	Do not assess skills that are not addressed in the course. For example, a Reading and Writing class will only assess Reading and Writing, and not Listening and Speaking.
The skill(s) are within the range of the course	
Assess the next level CLB(s) in all skills. For example, a learner enters a CLB 2-3 class with placement CLBs 1,2,1,2. The instructor must assess the student in CLBs 2,3,2,3.	Assess the next level CLB(s) in all skills. For example, a learner enters a CLB 2-3 class with progressed (achieved) CLBs 1,2,1,2. The instructor must assess the student in CLB 2,3,2,3.
Remember, the CLBs shown in HARTs are considered either <i>progressed</i> or <i>assessment centre</i> CLBs.	Remember, the CLBs shown in HARTs are considered either <i>progressed</i> or <i>assessment centre</i> CLBs.
If a skill is beyond the range of the course	
<b>CLB is <u>above</u> the range of the course (1-2 levels difference):</b> Have the learner complete the highest-level assessments in your class and upload to the e-portfolio as per usual. The successful artefacts will count towards progression in the level being assessed.	<b>CLB is <u>above</u> the range of the course:</b> Have the learner complete the highest-level assessments in your course as <i>practice</i> assessments. Name such assessments as "practice" and upload to the e-portfolio as per usual. The <u>successful artefacts will not count towards progression</u> as they are simply for practice.
<b>CLB is <u>below</u> the range of the course (1-2 levels difference):</b> Have the learner complete the lowest level assessments in your class and upload to the e-portfolio as per usual. The successful artefacts will count towards progression in the assessed CLB level.	<b>CLB is <u>below</u> the range of the course (1-2 levels difference):</b> Have the learner complete the lowest level assessments in your class and upload to the e-portfolio as per usual. The <u>successful artefacts will count towards progression</u> in the assessed CLB level.

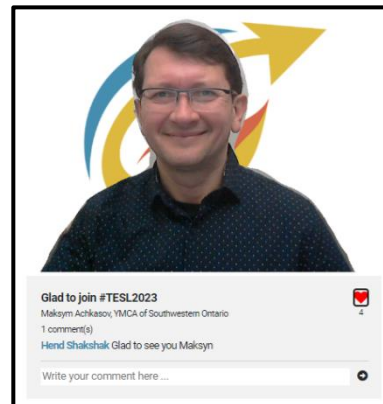




## TESL ON CONFERENCE 2023

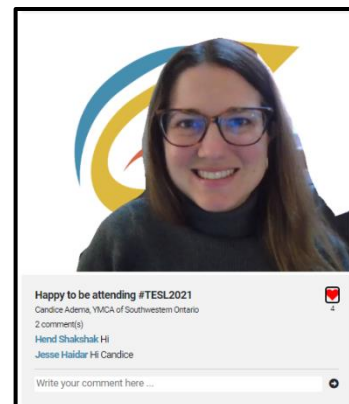
The TESL Ontario Conference took place on November 8-10. Have a look at what some of your colleagues had to say!

*One of the most interesting sessions at the Conference was, 'Drama meets ESL, the CLBs, and PBLA!'. The presenters talked about the use of puppets in a class for role-play activities...Drama activities often suggest teamwork, collaboration, and natural task based communication among learners. Such activities encourage interaction and build a supportive learning environment in a class. – Maksym Achkasov*



***Creating Activities and Tasks for Multi-Level Classes.** This session showed teachers a way to engage and create activities and worksheets, in a class with multi-level students. Selena's useful rule of thumb is to be clear about students' expectations, strengths, and limitations. Another key element is that instructors should start simply and add more, e.g., do specific grammar points and extra as they come up. Drilling, scaffolding, and repetition are her most effective methods. – Hend Shakshak*

*I am looking forward to enhancing my teaching with **ChatGPT** to generate content and freshen up my teaching material. I want to learn more about the audio and image generators to create relevant material in my class. As an instructor, I see a lot of potential here to create content specific to my learner's needs and save time in the search for relevant material. - Candice Adema*





## Peace Week

The Westmount teachers had all students participate in Peace Week by colouring feathers. The feathers were then put into the shape of wings, representing peace, and staff and students had the opportunity to take pictures.

*"We chose my classroom to display the butterfly and have students take pictures with it. Everyone was really excited and enjoyed being part of it." – Svetlana Petrova*



Above: Carla Faria, Language Skills Program Administrative Assistant, pictured with the peace wings at Westmount.







## PBLA Day Learner Sessions

On November 27 (PBLA Day), the Teaching Assistants led a festive themed workshop for students to attend at their respective sites. Students learned about common holiday vocabulary and traditions. They then had a chance to take part in the very festive tradition of making gingerbread houses!



*Above: Gingerbread houses made by students at Wortley.  
Below: Wortley students showing off their festive gingerbread houses.*







## PBLA Day Learner Sessions



*Above: Students at North London worked together to create gingerbread houses on November 27.  
Below right: A close- up of the festive gingerbread houses that students created at our North site.*



*Left: Students work together at Westmount to make gingerbread houses.*

