**Assessment Criteria Checklist Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLB: \_\_\_\_\_**

**\*NOTE:** *Remember, you don’t have to have a “Yes” for everything on this list! PBLA is a work in progress, and you’ll continue to build it up over time.*

**ALL assessments must be clearly labelled as assessments, and contain the following:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **No** | **?** | **Yes** | **Comments** |
| Real World Task (as close as possible) |  |  |  |  |
| Task is CLB appropriate (and CLB Level is indicated on the tool) |  |  |  |  |
| Task addresses one or more competency areas, indicated on the tool (I, II, III, IV) |  |  |  |  |
| Tool type (rubric/checklist/questions, etc.) is appropriate for the task |  |  |  |  |
| Criteria are appropriate to the task |  |  |  |  |
| Criteria on the tool address indicators of ability from CLB document |  |  |  |  |
| Criteria for success *(what the student needs in order to “pass” or get “completing”)* is included on the tool |  |  |  |  |
| Action-oriented feedback is included |  |  |  |  |
| The tool, instructions, and feedback are written in learner-friendly language |  |  |  |  |
| (Optional) Self- or peer-assessment may be included |  |  |  |  |

**Additional Criteria for Receptive (Listening/Reading) Skills:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **No** | **?** | **Yes** | **Comments** |
| Text/audio is CLB appropriate |  |  |  |  |
| Levels of comprehension are appropriate |  |  |  |  |
| Amount of support is appropriate for the text and level |  |  |  |  |