

Self-evaluation

Life Aspect: _____



Write the date in the box below the statement that reflects *your* assessment of what *you can do right now* in terms of competencies, the learning goals and the success criteria for this life aspect.

Learning goals = I am learning to... Success criteria = I can...	I am beginning to understand	I am learning	I understand	I am mastering it
	Date	Date	Date	Date
Listening: I am learning to...				
I can...				
I can...				
Speaking: I am learning to...				
I can...				
I can...				
Reading: I am learning to...				
I can...				
I can...				
Writing: I am learning to...				
I can...				
I can...				

Covering Competencies with your DJ DELF Kit

For a feverishly fierce overview of Competencies in language instruction, we refer you to the document “Speaking for Excellence” (cited below). Pages 31 and 32 identify just *some* of the categories of instructional language.

ARGUING: Teachers ask students to justify their positions in a debate and to present supporting facts (Lebrun, 2008a; Roy, 2008). The “Mon point de vue” life aspect is a good source within the DJ DELF Kit.

CLASSIFYING: Teachers ask students to place items into the group or subgroup to which the items belong, to place a group into a larger class, or to classify the steps in a procedure (Blaser, 2008). Examples: “What foods are appetizers and which are for main course?” “What do the words in this list have in common?”

COMPARING AND CONTRASTING: Teachers ask students to observe the similarities and differences between related concepts. Examples: “How are your likes similar to those of Jenny Lake?” “Compare the pass-times of the main characters in the story of “Je me présente.” “Is “un t-shirt” the same as “une chemise” at the DJ DELF store?”

DEFINING: Teachers ask students to provide the meaning of a term. Example: “What does “convaincre” mean? Explain.” “What is the role of a *chef* at a Café?” Teachers ask students to identify the communicational intent of a text or of different communication and learning strategies as well as their purpose — for example, through oral reformulation (Lafontaine, 2000, 2004; Lafontaine & Desaulniers, 2009; Martel & Lévesque, 2010)

DESCRIBING: Teachers ask students to represent concepts, events, etc., in words, symbols, or drawings. Teachers can ask students to do the following: scan a text and identify and describe its main components (Chamberland, 1987) as well as the underlying order and structure of its main ideas (Morissette, 1999); describe the results, whether real or anticipated, of a scientific experiment or social situation (D’Entremont, 2008); describe the important elements of a role-playing scenario (Duchesne, 2010), work plan, or communication plan (Howe, 1994); use the structure and context surrounding a word to describe its meaning (Giasson, 1994); describe the strategies used to ask pertinent questions (Lafontaine, 2000); and outline the principal components of a representation or concept (Roy, 2008). The “Great 8 Strategies” promote these competencies.

DESIGNATING: Teachers ask students to provide a name or symbol for something. Examples: “What do you call the part of an essay that contains the three strong points?” “What do we call citizens of Germany?”

EVALUATING: Teachers ask students to make judgments according to the standards for determining the value of something. Examples: “Should the DJ DELF mall should be open 24/7?” “Do you think streets should be designed in exact east-west and north-south directions?” “What would be the best way to organize one’s day?”

EXPLAINING: Explanations take many forms, but they all require an account of the conditions giving rise to something or the reasons why something has occurred. Examples: “How do you describe yourself?” “Why do malls have departments?” “How would you plan a trip around the world?”

INFERRING: Teachers ask students to formulate predictions or develop hypotheses (Beaudoin & Giasson, 1997) and to forecast the arguments others may put forth (Dulude, 1996). They also specify conditions and ask students to make inferences about what arises from those conditions. Examples: “Draw a plan to get from one place to another on the DJ DELF map. Are there alternative routes you feel would be faster?” “What happens when we add tax and shipping to the store order form?” “Will designing a multi-purposed product be costly?”

OPINING: Teachers seek opinions from students on a variety of issues. Examples: “What would help improve this school?” “How long do you think it might take you to learn all the parts of a restaurant?”

REPORTING: Teachers elicit from student accounts of what documents say, or summaries of information pertinent to some problem, or a review of an issue or question (Beaudoin & Giasson, 1997; Boyer, 1985). Examples: “What did the song say about a typical day in the life of “rock star”?” “How would you summarize your ability to navigate streets of a new city?” “What are the changes would you make to DJ DELF’s typical day?”

STATING: Teachers ask students to state the steps to follow in order to accomplish something, the issues involved in a particular situation, or the conclusions that follow from an argument. Examples: “What values do a true friend possess?” “What is the order of an essay structure?” “What are the steps to making a good “poutine”?”

SUBSTITUTING: Teachers, especially ones who are responsible for mathematics, ask students to perform a symbolic operation. Examples: “Add them up the complete order total.” “Simplify this expression found in this story...”

Cited: http://www.cmec.ca/Publications/Lists/Publications/Attachments/320/Speaking_for_Excellence.pdf

Here are list of supporting words to assign to specific competencies and “I can” statements as you work through various authentic tasks in your DJ DELF Kit: compare, report upon, express, ask, contrast, characterize, approve, refuse, evaluate, insist, accept, convince, simplify, organize, formulate, determine, offer, justify, propose, explain, provide, invite, share, present ideas, describe, etc.