

CLB 3 Assessment Task: Listening to Someone Describe Themselves

Module: Equity, Diversity, Inclusion, and Anti-Racism
Competency: Comprehending Information
Criteria: Identifies factual details, key words and expressions as required (Qs 1-8).



Name: _____ Date: _____

Instructions: Listen to the two (2) speakers and circle your answers for each question.

Speaker #1

1. What is this person's name? *(1 point)*
 - a. Pamela
 - b. Sally
 - c. Suzanne

2. Where does this person live? *(1 point)*
 - a. Calgary, AB
 - b. Edmonton, AB
 - c. Pincher Creek, AB

3. Is this person Indigenous? *(2 points)*
 - a. Yes
 - b. No

4. Is Tahltan Territory in Alberta? *(1 point)*
 - a. Yes
 - b. No

Speaker #2

5. What is this person's name? (1 point)
- a. Janet
 - b. Jenny
 - c. Joseph
6. What pronouns does this person use? *(check all that apply)* (2 points)
- a. he / him / his
 - b. she / her / hers
 - c. they / them / theirs
7. Who is this person attracted to? (1 point)
- a. the opposite sex
 - b. the same sex
 - c. two (2) sexes
8. How does this person describe their gender identity? (1 point)
- a. cis woman
 - b. cis man
 - c. transgender woman

Task Success: 7/10 points

Your score: ____/10

CLB 4 Assessment Task: Listening to Someone Describe Themselves

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Comprehending Information

Criteria: Identifies factual details (Qs 5, 7, 8, 9), identifies some implied meanings (Qs 2, 4), identifies who, what, where and when (Qs 1, 3, 6).



Name: _____ Date: _____

Instructions: Listen to the two (2) speakers and circle or check your answers for each question.

Speaker #1

1. What is this person's name? *(1 point)*
 - a. Pamela
 - b. Sally
 - c. Suzanne

2. Is this person Indigenous? *(1 point)*
 - a. Yes
 - b. No

3. Is Tahltan Territory in Alberta? *(1 point)*
 - a. Yes
 - b. No

4. What is the meaning of reconciliation? *(1 point)*
 - a. to make new relationships with Indigenous Peoples
 - b. to learn about the history of Canada
 - c. to improve relationships with Indigenous Peoples

5. Who can be a part of reconciliation? *(1 point)*
 - a. all people in Canada
 - b. only Indigenous Peoples
 - c. White Europeans

Speaker #2

6. What is this person's name? (1 point)
- a. Janet
 - b. Jenny
 - c. Joseph
7. What pronouns does this person use? *(check all that apply)* (2 points)
- a. he / him / his
 - b. she / her / hers
 - c. they / them / their
8. How does this person describe their gender identity? (1 point)
- a. cis woman
 - b. cis man
 - c. transgender woman
9. Why has this person experienced discrimination? (1 point)
- a. because people don't accept her gender identity
 - b. because people don't accept her sexual orientation
 - c. because people don't accept where she is from

Task Success: 7/10 points

Your score: ____/10

CLB 3 Assessment Task: Introducing Yourself and Describing an Inclusive Classroom

Module: Equity, Diversity, Inclusion, and Anti-Racism
 Competency: Sharing Information



Name: _____ Date: _____

Instructions: Introduce yourself and describe an inclusive classroom.

CLB 3	Successful	Not Yet
Overall: Gives a simple, clear description that can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks for about 4 to 5 sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses basic vocabulary to talk about yourself.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks in short sentences with some connected ideas.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks using basic grammar that is sometimes correct.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

CLB 4 Assessment Task: Introducing Yourself and Describing an Inclusive Classroom



Module: Equity, Diversity, Inclusion, and Anti-Racism
 Competency: Sharing Information

Name: _____ Date: _____

Instructions: Introduce yourself and describe an inclusive classroom.

CLB 4	Successful	Not Yet
Overall: Gives a simple, clear description that can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks for about 5 to 7 connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate vocabulary to talk about themselves.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks in short sentences and some longer connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks using basic grammar that is mostly correct.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

CLB 3 Assessment Task: Reading an Equity, Diversity, and Inclusion Poster

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Getting Things Done

Criteria: Gets overall meaning (Q 1), scans formatted text to find specific information (Qs 2-7), interprets simple graphics (Q 8).



Name: _____ Date: _____

Instructions: Read the poster and then circle your answer for each question.

1. What does this poster talk about? *(2 points)*
 - a. how to include everyone
 - b. how to talk about your culture
 - c. how to use stereotypes

2. What word should you use for “man” or “woman”? *(1 point)*
 - a. guys
 - b. person
 - c. pronoun

3. Use people’s correct _____. *(1 point)*
 - a. gender
 - b. pronouns
 - c. stereotypes

4. Listening is more important than speaking. *(1 point)*
 - a. Yes
 - b. No

5. You should speak before you listen. *(1 point)*
 - a. Yes
 - b. No

6. Why should you stop using stereotypes?

(2 points)

- a. all people in a group are the same
- b. every person is different
- c. people like to tell their own stories

7. How can you learn more about other people?

(1 point)

- a. ask them about stereotypes
- b. listen to your teacher
- c. spend time with them

8. What does this picture mean?



(1 point)

- a. listen
- b. speak
- c. stop

Task Success: 7/10 points

Your score: ____/10

How to be Inclusive

At our school, we include all people.
How do we include people? Here are some ideas.



- Use inclusive words such as “person” instead of “man” or “woman.” Use people’s correct pronouns.

- Listen when people tell their stories. Wait for them to finish speaking before you speak. Try to listen more than you talk.



- A stereotype is when we believe that everyone in a group is the same. Stereotypes hurt! Every person in a group has a different story. Spend time with people from different groups to learn about them.

CLB 4 Assessment Task: Reading an Equity, Diversity, and Inclusion Poster

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Getting Things Done

Criteria: Finds main ideas, specific information, and key details (Qs 1-7)



Name: _____ Date: _____

Instructions: Read the poster and circle, write, or check your answers for each question.

1. What does this poster talk about? *(2 points)*
 - a. how to include everyone
 - b. how to talk about your culture
 - c. how to use stereotypes

2. What word should you use for “man” or “woman”? *(1 point)*
 - a. cis
 - b. person
 - c. pronoun

3. Instead of “normal” use the word _____ . *(1 point)*

4. What should you use correctly? *(1 point)*
 - a. words such as “Native”
 - b. pronouns
 - c. stereotypes

5. Listening is more important than speaking. *(1 point)*
 - a. Yes
 - b. No

6. Why should you stop using stereotypes?

(2 points)

- a. all people in a group are the same
- b. our ideas about groups of people can be wrong
- c. people like to tell their own stories

7. How can we learn more about other people?

(2 points)

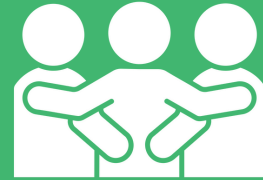
- a. listen to your teacher
- b. share your name
- c. spend time with them

Task Success: 7/10 points

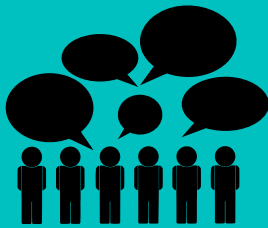
Your score: ____/10

How to be Inclusive

At our school, we include all people.
How do we include people? Here are some ideas.



Use inclusive language.



- Learn the correct words for Indigenous and 2SLGBTQIA+ peoples.
- Use “cisgender” instead of “normal.” Use “person” instead of “man” or “woman.”
- Use people’s correct pronouns.

Listening when people tell their stories.

- Wait for them to finish speaking before you start to talk.
- Try to listen more than you talk.



Stop using stereotypes.



- A stereotype is when we believe that everyone in a group is the same. Stereotypes hurt!
- Every person in a group has a different story. When you want to learn more, you can spend time with people from different groups.
- Ask respectful questions.

CLB 3 Assessment Task: Writing Sentences about Making an Inclusive Classroom or Workplace

Module: Equity, Diversity, Inclusion, and Anti-Racism
 Competency: Sharing Information



Name: _____ Date: _____

Instructions: Write four (4) to five (5) sentences about things you can do to make an inclusive classroom or workplace. You can use the posters from the module to help you.

CLB 3	Successful	Not Yet
Overall: Writes a short description the teacher can mostly understand.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a few connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Follows most spelling and punctuation rules.	<input type="checkbox"/>	<input type="checkbox"/>
• Writes some correct simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate simple vocabulary about inclusion.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

Instructions: Write four (4) or five (5) sentences about things you can do to make an inclusive classroom or workplace. You can use the words below to help you.

- land acknowledgement
- inclusive language
- report discrimination
- stereotypes
- pronouns
- learn

CLB 4 Assessment Task: Writing a Paragraph about Making an Inclusive Classroom or Workplace

Module: Equity, Diversity, Inclusion, and Anti-Racism
Competency: Sharing Information



Name: _____ Date: _____

Instructions: Write a paragraph about things you can do to make an inclusive classroom or workplace. You can use the posters from the module to help you.

CLB 4	Successful	Not Yet
Overall: Writes a short description the teacher can mostly understand.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses basic paragraph structure.	<input type="checkbox"/>	<input type="checkbox"/>
• Follows most spelling and punctuation rules.	<input type="checkbox"/>	<input type="checkbox"/>
• Writes some correct simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Includes main ideas and some supporting details.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

Instructions: Write a paragraph about things you can do to make an inclusive classroom or workplace. You can use the words below to help you.

- land acknowledgement
- inclusive language
- report discrimination
- stereotypes
- pronouns
- learn
