# CLB – Essential Skills Diagnostic Checklist

## Speaking – Oral Communication

<table>
<thead>
<tr>
<th>Tasks</th>
<th>I think I can</th>
<th>I need to practise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet a person I do not know</td>
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<tr>
<td>Make a simple suggestion</td>
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<tr>
<td>Ask questions when I don’t understand something</td>
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<tr>
<td>Say my name, address and phone number</td>
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<tr>
<td>Ask for information about a product or service</td>
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<tr>
<td>Leave a short phone message</td>
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<tr>
<td><strong>Total Blue</strong></td>
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<tr>
<td>Participate in a short conversation with a person I know</td>
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<tr>
<td>Talk about myself and my family</td>
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<tr>
<td>Discuss work that needs to be done</td>
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<tr>
<td>Give information about a product</td>
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<tr>
<td>Tell a co-worker about a task I have done</td>
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<tr>
<td>Say what I like and why</td>
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<tr>
<td><strong>Total Pink</strong></td>
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<tr>
<td>Give directions to a place that I know</td>
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<tr>
<td>Give instructions on how to do something that I know</td>
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<tr>
<td>Use a map or diagram to give directions</td>
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<td>Report danger or give a warning</td>
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<td>Place an order for food or goods</td>
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<tr>
<td>Make a safety announcement</td>
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<tr>
<td><strong>Total Green</strong></td>
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<tr>
<td>Describe an event that happened</td>
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<tr>
<td>Explain why something happened</td>
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<tr>
<td>Talk about my daily routine</td>
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<tr>
<td>Describe an object or a piece of machinery</td>
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<tr>
<td>Explain when I am not satisfied with something</td>
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<tr>
<td>Describe a place that I know</td>
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<tr>
<td><strong>Total Yellow</strong></td>
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</tbody>
</table>
# Summary Grid

## Speaking – Oral Communication

Use this grid to compile the results of your student checklists.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Blue</th>
<th>Pink</th>
<th>Green</th>
<th>Yellow</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Colour Total</th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Priority Indicator</th>
<th>Colour total divided by total number of students</th>
</tr>
</thead>
<tbody>
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</table>
# Colour Key and Interpretation of Results

## Speaking – Oral Communication

<table>
<thead>
<tr>
<th>Formulaic Exchanges</th>
<th>Interactional Communication</th>
<th>Instructions and Directions</th>
<th>Descriptions and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>These tasks build toward the ability to engage in short exchanges using familiar phrases and sentences in routine situations where communication is somewhat predictable and much of the discourse could be rehearsed, even memorized.</td>
<td>These tasks build toward the ability to engage in longer, less predictable exchanges where communication may flow in unexpected directions.</td>
<td>These tasks build toward the ability to provide clear and accurate instructions and/or directions that a listener can follow.</td>
<td>These tasks build toward the ability to describe and explain, providing details and reasons.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Indicator</th>
<th>Interpretation of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 6</td>
<td>Strong need</td>
</tr>
<tr>
<td>3 – 4</td>
<td>Moderate need</td>
</tr>
<tr>
<td>1 – 2</td>
<td>Some need</td>
</tr>
<tr>
<td>0</td>
<td>No need</td>
</tr>
</tbody>
</table>