



# Learning Progress Assessment Instructor Handbook

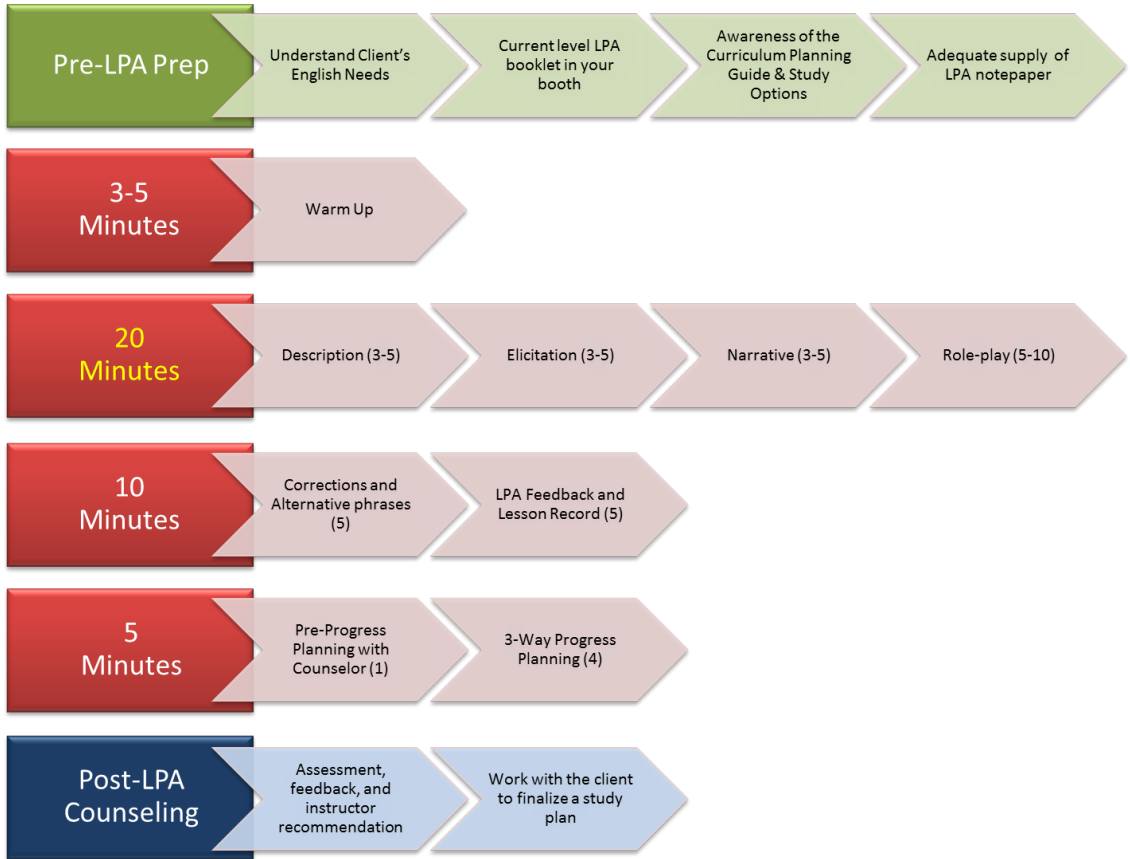




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# LPA Flow - Quick Reference



# LPA Preparation

You should do the following preparation for the LPA:

- Get an understanding of your client's English needs and current situation.
- Ensure you have the appropriate level (the client's **CURRENT** level) in your lesson booth. This can be found in the LPA pickup point in each Learning Studio.
- Ensure that you are familiar with the Curriculum Planning Guide and are aware of the study options available to the client.

Throughout the Lesson:

- Ensure the client has an opportunity to meet the criteria appropriate to their level.
- If a client is unable to meet a criterion, move on and check to determine if they meet that criterion later.
- Take notes of problem areas as well as things your client did well.
- Check off the Can-do statements the client is able to demonstrate.

# LPA Stages

## Warm-up (3-5 minutes)

Just like in a standard lesson, the purpose of a Warm-up is to give clients a chance to relax a little and transition into an English-speaking environment. With the LPA however, be mindful of the criteria you will be assessing. If you know, for example, that the client will be expected to talk about their weekend plans in the LPA, there is no harm in asking that here, if you feel your client is already at ease and ready to talk about it. If they are able to do so competently to meet the criteria, it's OK to check them off the list. (In some cases a client may need this Warm-up time to transition to English, so if they are unable to meet the criteria now, ask them again during the LPA.)

Clients will often perform well during this part of the assessment because it's familiar to them, and they don't feel like they're being evaluated. Try to keep your demeanor the same as they transition to the Client Version of the LPA. This section should usually only take three to five minutes (unless instructors are using this time to evaluate a particular language skill as discussed above).

To summarize, instructors should do the following during the warm-up:

- Do a warm-up with your client (small talk to relax your client) and do not mention the LPA until around the middle of the 5 minutes. At that point do a quick overview of what will be done in the LPA.
- Relax the client and transition into the Description stage (e.g. “Please choose one of these pictures.”).

## Assessment (20 minutes)

This is the body of the LPA. It should take about 20 minutes, or roughly five minutes per section. Follow the LPA Instructor Guide for the level you are assessing, and mark off the criteria your client is able to meet.

Be sure to take precise notes of what your client says, so when you give feedback you can provide concrete examples (i.e. “You said ‘X’ but we usually say ‘Y’ in this case”). Below is an overview of what you should do in each section of the assessment:

### 1) Description (3-5 minutes)

- Ask questions about the image to check your client’s understanding, vocabulary, and descriptive ability
- Check off any criteria that are met
- Pay attention to which image they chose, as that may affect the questions you will ask during the Elicitation stage and will determine which Role-play you should use in the final stage
- Please note: the Description stage may overlap with the Elicitation stage
- You can come back to any criteria that weren’t checked off in this section if your client demonstrates the ability to fulfill them later
- Important: It is essential to make sure the client has a clear understanding of the relationships/scenario in the image as further sections rely on the client expanding on the contents of the image.

### 2) Elicitation (3-5 minutes)

- Ask the questions written in the Elicitation section or similar questions
- Simplify the questions if necessary or ask your client what they would say
- If your client is unable to respond, refer them back to the image in Section 1
- Check off any criteria that are met
- Come back to criteria that weren’t checked off if your client has demonstrated the ability to fulfill them

### 3) Narrative (3-5 minutes)

- Let your client know they are now going to talk about something different
- Read the instructions in the Narrative box to your client or give them similar instructions
- Interact naturally with your client and ask questions about their story
- Check off any criteria that are met
- Come back to criteria that weren't checked off if your client has demonstrated the ability to fulfill them

### 4) Role-play (5-10 minutes)

- Let your client know you are going to do a Role-play together
- Give the client a chance to read their role
- Don't ask if they have questions, but feel free to answer questions
- Conduct the Role-play as usual
- Check off any criteria that are met
- Come back to criteria that weren't checked off if your client has demonstrated the ability to fulfill them
- Ensure you click "Save" on the client's LPA so that the number of criteria met is recorded on the GabaWeb.

**Note: Make sure to click "Save" after recording the number of criteria met on the GabaWeb.**

## Assessment Feedback & Summary: Corrections and Alternative Words & Phrases (5 minutes)

- Highlight any problem areas your client encountered (i.e. "You said 'X' but 'Y' is a better way to say that").
- Specify some things your client did well and provide some alternate words and phrases to supplement their language (i.e. "You said 'X'. You could also say 'Y'. / What's another way to say 'X'?").
- Write key corrections and alternative phrases in the "Key Points" section of the LPA Notes.
- You should focus on reporting back points linked to the criteria, but depending on your client's level and the time, you may also want to offer additional corrections if you think they are pertinent.

# LPA Notes

Instructor: Tom Client: Kumiko Curriculum: Snapshots Level: 5

+ Good warm up convo; weather, snowboarding.  
No breakdown in communication. (1)

(A) I guess it's the birthday of the grandfather  
... having lunch in outside... It's kind of terrace  
of their house (7)

+ I have a cat named Kotaro... really loves  
my mother (2)

!.. bigger than a normal cat (4)

3 months ago I moved... Last week I came back (10)

+ He got so fat. (4)

Go up the stairs, turn left. There's a corner; turn  
left again (6)

(B) I guess... I think... Maybe... (9)  
Address? Any soft drinks? (12)

+ Would you like some fruit?

They are saying, "Cheers!"

Yes, please. Thank you very much.

> (3)

(C) I like... (5)

## Key Points

(A) It's the grandfather's birthday.

(B) It looks like... It could be...  
I wonder if...  
Perhaps...

(C) I'm into... Lately, I've been into...  
I really like...

## LPA Feedback & Lesson Record (5 minutes)

After completing the LPA Notes, instructors must update the Lesson Feedback located under the LPA tab. Information added to the Lesson Feedback will automatically appear in the client’s Lesson Record so there is no need to add an additional comment. Lesson Feedback should always include the following information:

### Recommended Learning Materials

- Use the Curriculum Planning Guide to determine what your client should study next.
- Learning Material recommendations should be made based on criteria met cross-referenced with the client’s level of confidence.

***Do not show the Curriculum Planning Guide to Clients***

		Curriculum Planning Guide			Additional LPA Required
		Client Confidence			
		High ←		→ Low	
Criteria Met	≥10	<ul style="list-style-type: none"> <li>❶ Next Level Core</li> <li>❷ Non-Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Next Level Core</li> <li>❷ Pack B</li> <li>❸ Non-Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Pack B</li> <li>❷ Packs B &amp; C*</li> <li>❸ Non-Core</li> <li>❹ Change Core</li> </ul>	<span style="color: red; font-size: 2em;">✘</span>
	7-9	<ul style="list-style-type: none"> <li>❶ Pack B</li> <li>❷ Pack C**</li> <li>❸ Non-Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Packs B &amp; C</li> <li>❷ Non-Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Packs B &amp; C</li> <li>❷ Non-Core</li> <li>❸ Change Core</li> </ul>	<span style="color: green; font-size: 2em;">○</span>
	≤6	<ul style="list-style-type: none"> <li>❶ Packs B &amp; C</li> <li>❷ Non-Core</li> <li>❸ Change Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Packs B &amp; C</li> <li>❷ Non-Core</li> <li>❸ Change Core</li> </ul>	<ul style="list-style-type: none"> <li>❶ Packs B &amp; C</li> <li>❷ Non-Core</li> <li>❸ Change Core</li> <li>❹ Previous Level***</li> </ul>	<span style="color: green; font-size: 2em;">○</span>

\* Packs B & C to be recommended if the client demonstrates a significantly low level of confidence.

\*\* Recommend Pack C if the client has already completed Pack B.

\*\*\* Previous Level should only be recommended in rare circumstances after very careful consideration (e.g. if the client is clearly not capable of using the materials at their current level because of basic reading or comprehension difficulties).

Recommended Learning Materials	Curriculum Checkpoint (when beginning unit)
Snapshots New 6 Pack B	29
<i>*Update Learning Materials when required</i>	<i>*Update Checkpoint when required</i>

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### Lesson Feedback

**Strengths**  
You were able to talk to me confidently, accurately, and effectively about familiar topics like your vacation (7). You were also able to correctly use some vocabulary when talking about an industry you weren't familiar with (1).

**Areas to Improve**  
Let's work on making reasoned arguments and saying why we have an idea or an opinion (4). We can also focus on expressing feelings and attitudes using a variety of language (5).

**Lesson Comment**  
Hello Takuya, thank you for coming in for your LPA today. We completed the Level 6 LPA and you met 9 criteria. I was very interested to hear about your trip to the Bahamas. I recommend moving on to Snapshots New 6 Pack B. This learning material will give you an opportunity to give advice and explain your ideas. You'll also get more practice using colloquial language. Thank you for your hard work. Remember to to keep using the Home Study on myGaba before and after your lessons! See you again, from Joe.

### Recommended Learning Materials

Type the name of your recommended learning materials in full, with no abbreviations. (e.g. "Snapshots New 6 Pack B", *not* "SSN6 Pack B")

### Curriculum Checkpoint

Type the penultimate unit number of the learning materials you just recommended (e.g. for Snapshots New 6 Pack B it would be Unit 29).

### Strengths

This section is meant to highlight areas clients have already developed some mastery of and will be a summary of the feedback provided when going over the LPA Notes with your client. Choose two criteria for that level and highlight them here. Remember to keep your feedback function-based and to simplify feedback for lower level clients. Add the criteria number next to your example for client and counselor reference.

### Areas to Improve

This section is meant to highlight areas clients need work developing. Even if clients have leveled up, you should find some area where a client can improve. Once again, refer to your LPA Notes to complete this section. Choose two criteria for that level and highlight them here.

### Lesson Comment

As a minimum requirement, your lesson comment should include the following information:

1. A friendly greeting and a reminder that this lesson was an LPA
2. LPA level: Clearly state the LPA level (i.e. client's current level)
3. Clearly state the number of criteria met (i.e. "You met [X] criteria.")
4. Recommended Learning Material: Use the phrase, "I recommend..." Make sure to give a reason for this particular recommendation, including a general statement about the client's current ability and how their recommended learning materials will help them to improve.
5. Home Study advice based on the client's Client Dashboard information
6. A personalized goodbye

### 3-Way Progress Planning (5 minutes)

- Privately meet with the counselor to discuss the results of the LPA.
  - Indicate your client's assessment results as well as their confidence level.
  - ***This should take no longer than one minute.***
- Sit between the client and counselor.
- Ensure your LPA notes are visible to both client and counselor.
- Counselors should also print the LPA Feedback and Lesson Record for reference.
- Allow client and counselor time to ask questions.
- Keep explanations simple and concise.

### Post-LPA Counseling

- Counselors will discuss assessment, feedback, and recommendations from the instructor.
- Counselors will work with the client to finalize a study plan.

# LPA OJC Checklist

**1. LS Orientation**

Completion Date: \_\_\_\_\_

**2. Mock LPA**

Completion Date: \_\_\_\_\_

- Location of LPA Materials Explained

Notes: \_\_\_\_\_

- Location of LPA Toolbox on Gabaweb Explained

- LPA Line Management Explained

Notes: \_\_\_\_\_

- 80 Minutes Monthly LPA Follow-up Explained

Notes : \_\_\_\_\_

- LPA Instructor Criteria Explained

Notes: \_\_\_\_\_

My first review will be in the month of: \_\_\_\_\_

# Notes

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