

12. NGTP Assessment Tools



SELECTIONS FROM:
INTERPRETING FOR CONSERVATION
A MANUAL FOR TRAINING
LOCAL NATURE GUIDES

ASSESSMENT TOOLS

In order to standardize and objectify assessment of students' English, interpretive, and natural history skills, teachers use the following forms.

1. ENGLISH ASSESSMENT TOOL – OPI RATING SCALE:

ACTFL PROFICIENCY GUIDELINES -- SPEAKING

NGTP PROGRAM GOAL, CONVERSATIONAL ENGLISH LEVEL:

6. INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

OPI Scale

Novice Low	1	Intermediate High	6
Novice Mid	2	Advanced Low	7
Novice High	3	Advanced Mid	8
Intermediate Low4		Advanced High	9
Intermediate Mid 5		Superior	10

SUMMARY HIGHLIGHTS
ACTFL Proficiency Guidelines – Speaking

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<p>Superior-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate fully and effectively in conversations in formal and informal settings on topics related to practical needs and areas of professional and/or scholarly interests • provide a structured argument to explain and defend opinions and develop effective hypotheses within extended discourse • discuss topics concretely and abstractly • deal with a linguistically unfamiliar situations • maintain a high degree of linguistic accuracy • satisfy the linguistic demands of professional and/or scholarly life 	<p>Advanced-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate actively in conversations in most informal and some formal settings on topics of personal and public interest • narrate and describe in major time frames with good control of aspect • deal effectively with unanticipated complications through a variety of communicative devices • sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance • satisfy the demands of work and/or school situations 	<p>Intermediate-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment • create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences • obtain and give information by asking and answering questions • sustain and bring to a close a number of basic, uncom plicated communicative exchanges, often in a reactive mode • satisfy simple personal needs and social demands to survive in the target language culture 	<p>Novice-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • respond to simple questions on the most common features of daily life • convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases • satisfy a very limited number of immediate needs <p>© ACTFL, Inc., 1999 SUMMARY HIGHLIGHTS ACTFL PROFICIENCY GUIDELINES— SPEAKING (REVISED 1999</p>

2. ENVIRONMENTAL INTERPRETATION ASSESSMENT TOOL:

Tour Guide Checklist

Guide: _____ Evaluator: _____ Site: _____

Date: _____ Start Time: _____ Stop Time: _____ Percentage Score: _____%

Characteristic 1: Speaks Loudly and Clearly

Points

- | | |
|---------------------------------|-------|
| 1. Did the guide speak loudly? | [1] |
| Yes [0] No | |
| 2. Did the guide speak clearly? | [1] |
| Yes [0] No | |

Characteristic 2: Uses Non-verbal Communication

- | | |
|------------------------------------|-------|
| 3. Did the guide smile? | [1] |
| Yes [0] No | |
| 4. ...make eye contact? | [1] |
| Yes | [0] |
| No | |
| 5. ...use effective body language? | [1] |
| Yes [0] No | |

Characteristic 3: Acts Professionally

- | | |
|---|-------|
| 6. Did the guide show courtesy? | [1] |
| Yes [0] No | |
| 7. ...begin and end on time? | [1] |
| Yes [0] No | |
| 8. ...greet tourists (individually for small groups)? | [1] |
| Yes [0] No | |
| 9. ...dress professionally? | [1] |
| Yes | [0] |
| No | |

Characteristic 4: Prepares in Advance

- | | |
|--|--|
| 10. Guide showed which level of knowledge? | [4] High [3] Good [2] Moderate [1] |
| Poor [0] None | |
| 11. Did guide appear to have practiced tour (spontaneous, no notes)? | [2] Yes [1] |
| Somewhat [0] No | |

Characteristic 5: Provides Necessary Information for Tourists

12. Were tourists adequately informed before tour about length, time, and location? [1]
Yes [0] No
13. ...adequately informed before tour about what they needed? [2] Yes [1]
Some [0] No
14. ...adequately informed before tour about park rules and special considerations? [1]
Yes [0] No

Characteristic 6: Uses the Senses

15. Did the guide use sense activities besides just seeing? [3] Good [1]
Weak [0] No

Characteristic 7: Knows the Audience

16. Did guide learn about visitors between stops? [2] Yes [1]
Somewhat [0] No
17. ...use visitor info to make examples more personal? [2] Yes [1]
Somewhat [0] No

Characteristic 8: Helps the Tourists Learn By Themselves (Asks Questions)

18. Did guide ask questions instead of simply relaying information? [3] Excellent [2] Good [1] Weak [0] No
19. ...do 'guided discovery' (help tourists figure things out on their own)? [2] Yes
[0] No

Characteristic 9: Has a Message

20. Did guide introduce a message? [2]
Yes [0] No
21. Message was...? [4] Original [3] Good [2] Borderline [1] Just a topic [0] Not
even a topic

Message: _____

Characteristic 10: Has a POW at the beginning of the tour

22. POW was...? [3] Provocative [2] Interesting [1] Weak, attempted [0] Absent

POW: _____

Notes:

Characteristic 11: Prepares a Structure

23. Was there a clear structure to the tour? [2] Yes [1] Somewhat [0] No
24. Was there a conclusion? [2] Strong [1] Weak [0] None
25. Did the guide reiterate the message at the end of the tour? [2] Yes [0] No
26. Did stops exhibit attractive natural resources/appropriate examples of message? [3] Very well chosen [2] Appropriate [1] Weakly supportive [0] Irrelevant

Characteristic 12: Manages the Group

27. Did guide assure that everyone could see and hear well? [1] Yes [0] No
28. ...assure visitors' safe passage? [1] Yes [0] No
29. ...handle unexpected situations? [1] Yes [0] No [] NA
30. Were stops in comfortable locations? [2] All [1] Some [0] None

Characteristic 13: Makes the Tour Dynamic

31. Did guide use games, activities, and/or demonstrations? [3] Excellent [2] Good [1] Weak [0] No
32. Did guide use natural objects and other props? [3] Yes [1] Insufficient [0] No

Characteristic 14: Uses Interesting Language

33. Did guide use interesting language? (guided imagery, etc.) [3] Excellent [2] Good [1] Poor [0] None
34. ...relay natural history stories appropriate to the message? [3] Excellent [2] Some [1] Attempted [0] No

Characteristic 15: Knows First Aid and Carries Appropriate Equipment

35. Did guide carry first aid equipment? [2]
 Yes [0] No
36. Did guide carry appropriate comfort equipment? [2] Yes [1] Some [0] No

Characteristic 16: Handles Difficult Questions

37. ...say "I don't know"? [1] Yes [0] No [] NA
38. ...write down questions to look up or information learned from tourists? [1] Yes [0] No [] NA
39. Did the guide suggest possible explanations to nature's mysteries? [1] Yes [0] No [] NA

Characteristic 17: Suggests a Relevant Conservation Action

40. Did guide explain environmental problems and conservation issues on the tour? [3]
 [] Yes [0] No
41. ...offer suggestions relevant to general conservation issues? [3] Good [2]
 Insufficient [0] Never
42. ...suggest relevant/doable actions to help guide's area? [3] >1
 [2] 1 [0] 0
43. ...help protect site from tourists' actions during their visit? [2] Yes [1] Sometimes [0]
 Never [] NA

Characteristic 18: Is a Good Naturalist

44. Did guide use binoculars and field guides when necessary? [2] Yes [1] Some [0] No
 [] NA
45. ...identify common species of plants/animals in the region? [2] Yes [1] Some [0] No
 [] NA

Characteristic 19: Makes Smooth Transitions Between Stops

46. Transitions between stops were: [2] Effective [1] Somewhat effective [0]
 Ineffective/absent
47. Did guide take advantage of teachable moments? [1] Yes [0]
 [] No [] NA

Characteristic 20: Evaluates the Tour

48. Did the guide do a check for learning? (19) [2]
 Yes [0] No

49. ...apply a tourist survey? [2]
Yes [0] No

Grand Total (84 - 95) (express final grade as percentage)[/]=_____%

3. NATURAL HISTORY ASSESSMENT TOOL:

Evaluación de historia natural

Nombre _____ Fecha _____

1. ¿Cuáles son las características más importantes que diferencian a los seres vivos de las cosas?

2. ¿Cuales son los dos grupos principales de cetáceos?

3. ¿Por qué las hojas de las plantas son verdes?

4. Menciona 3 características del grupo de los artrópodos.

5. ¿Qué es un Reptil? Menciona dos características de ellos.

6. ¿Por qué las aves se agrupan en bandadas?

7. Explica cual es la función de las plumas.

8.¿Cómo se llama la bolsa que poseen los mamíferos donde crece el embrión y para qué les sirve?

9.¿Cómo funciona el sistema de ecolocación de los delfines?

10.¿Cómo se formo la Península de Baja California?

11.¿Qué es una placa tectónica?

12. Menciona tres diferentes tipos de humedales de la península.

13. ¿Que es un desierto?

14.Menciona y explica una manera en que se forman los desiertos

15.¿Cuál es la diferencia entre un parque nacional y una reserva de la biosfera?

16.¿ A que se llama no deje rastro cuando acampas?

17.¿De donde llegaron los primeros pobladores de la península?

18.¿Cuántos grupos indígenas vivían en la península cuando llegaron los españoles?

19.Menciona tres plantas medicinales del desierto

20.Describa tres adaptaciones de las plantas del desierto.

4. CONSERVATION SURVEY, DATA COLLECTION TOOL:

NOTE: The conservation survey is designed to collect data about students' knowledge of and participation in conservation related activities in their communities and the Reserve. This data will be compared to data collected one year after the students have completed the NGTP.

Las siguientes preguntas son con la finalidad de conocer y saber más acerca de las diferentes actividades que se han realizado ó que se están realizando en cada comunidad, y es por eso que te pedimos que nos las contestes sinceramente.

NO ES NECESARIO INCLUIR TU NOMBRE.

1. ¿Podrías mencionar algunos proyectos de conservación que hayan sido realizados en tu comunidad en los últimos 5 años, o que se estén realizando actualmente?

¿Participaste o participas en algunos de ellos? De qué manera?

2. ¿Podrías mencionar algunos proyectos de conservación que hayan sido realizados dentro de la Reserva en los últimos 5 años, o que se estén realizando actualmente?

¿Participaste o participas en algunos de ellos? De qué manera?

3. ¿Qué haces (como manejas) la basura en tu casa?

¿Sabes a donde van los desechos de tu casa y que hacen con ellos?

4. ¿Que tanta agua consumes en tus actividades diarias?

¿Sabes de donde proviene el agua que utilizas?

5. ¿Alguna vez has tenido la necesidad de realizar alguna actividad ilegal?

¿Nos podrías decir cual(es) fue (ron)?

¡ MUCHAS GRACIAS POR TU INFORMACIÓN. !

5. INCOME SURVEY DATA COLLECTION TOOL:

NOTE: The income survey is designed to collect data about students' various income sources, the amount of months per year they work these various activities, and their average income from each activity. This data will be compared with data collected one year after the students have completed the NGTP.

CUESTIONARIO DE INGRESOS: NGTP SIAN KA'AN, 2003

Nombre: _____

Fecha: _____

Por favor completa las siguientes preguntas en base a la información que recuerdas desde el 1 de mayo de 2002 hasta el 1 de mayo de 2003.

1. ¿Donde vives? _____

2. ¿Cuántos años tienes viviendo en la comunidad? _____

3. ¿Cuántas personas viven contigo? _____

4. ¿Cuántas de las personas que viven contigo realizan alguna actividad económica? _____

5. ¿Cuáles de las siguientes actividades económicas realizas durante el año? Encierra en un círculo las actividades que te dan ganancia durante el año.

Agricultura

Ganaderia

Turismo

Pesca de pescado y/o mariscos

Pesca de langosta

Cacería

Comercio

Otra _____

Otra _____

6. ¿Qué porcentaje de tu ingreso al año le pertenece a las siguientes actividades?

Agricultura _____%

Ganadería _____%

Turismo _____%

Pesca de pescado y/o mariscos _____%

Pesca de langosta _____%

Cacería _____%

Comercio _____%

Otra _____ %

Otra _____ %

7. ¿Cuántos meses al año, aproximadamente, trabajas cada una de las siguientes actividades?

Agricultura _____ meses

Ganadería _____ meses

Turismo _____ meses

Pesca de pescado y/o mariscos _____ meses

Pesca de langosta _____ meses

Cacería _____ meses

Comercio _____ meses

Otra _____ meses

Otra _____ meses

8. ¿Cuál es el promedio en pesos que ganas de cada actividad en un mes?

Agricultura _____ pesos al mes

Ganadería _____ pesos al mes

Turismo _____ pesos al mes

Pesca de pescado y/o mariscos _____ pesos al mes

Pesca de langosta _____ pesos al mes

Cacería _____ pesos al mes

Comercio _____ pesos al mes

Otra _____ pesos al mes

Otra _____ pesos al mes

Gracias por ayudarnos. La información que proveen para esta encuesta será completamente confidencial, para uso solamente del Centro RARE. Sus nombres no serán dados con esta información.