

Diagnostic Mid-Year OPI Form

Interviewer: _____ **Rating:** _____

Student: _____

Оценка разговорной речи: отметьте знаком (+) все категории, представляющие задания, которые студент способен выполнить практически всегда. Отметьте знаком минус (-) все категории, представляющие задания, которые студент выполняет иногда.

Text Type (word, sentence, paragraph): a student

- _____ responds to simple questions using “yes”/”no” or with individual words and phrases;
- _____ responds to questions with discrete sentences;
- _____ responds to “why” and “how” questions, creates with the language;
- _____ responds to questions using string of sentences (not a coherent paragraph);
- _____ uses sentences with “который” and “чтобы”
- _____ responds to questions using cohesive devices in paragraph-length discourse;
- _____ responds to questions with cohesive sets of paragraphs satisfying the demands for elaboration, debate, and support for a point of view.

Global tasks and Functions: a student

- _____ can ask and respond to simple questions;
- _____ can narrate and describe using paragraph-length discourse;
- _____ can hypothesize and support opinions;
- _____ can circumlocute and deal with a linguistically unfamiliar situation.

Content: a student

- _____ can talk about herself, personal needs and interests (here/now, I);
- _____ can speak about others and their needs and interests (here/now, we/they);
- _____ can discuss topics of general interest beyond common aspects of daily life (beyond here and now);
- _____ Can discuss abstract topics (in extended discourse).

Accuracy: a student

- _____ controls partially basic grammatical structures (case, gender, number, conjugation, tense, aspect) and can communicate with speakers accustomed to dealing with non-native speakers;
- _____ controls basic grammatical structures (case, gender, number, conjugation, tense, aspect) and can communicate with speakers unaccustomed to dealing with non-native speakers;
- _____ has no pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.

Please comment on students’ strengths and weaknesses and provide suggestions for the student to improve her/his oral performance.