

Self-assessment

Student's name: Dolores Regina Maya Cid Date: _____ Final grade: _____

SECTION A: After completing each of the following activities (1-3), tick (✓) the box that best represents your performance.

Can you...	With difficulty (1)	With some difficulty (1.5)	Quite well (2)	Well (2.5)	Very well (3)
1 ...conduct and respond to a personal interview, expanding and developing ideas fluently (SB pp. 113, 116, 119*)		X			
2 ...make recommendations and suggestions on a wide range of subjects (SB pp. 122, 125, 127*)			X		
3 ...give their opinions with precision about a variety of topics (SB pp. 118, 122, 131, 143*)		X			

At the end of the course, tick (✓) the box that best represents your performance.

During your course...	Rarely (0)	Sometimes (0.5)	Frequently (1)	Comments
4. ...did you take part in discussions and interviews, shared your points of view and respond spontaneously?		X		
5. ...did you use new words/phrases in contributions?		X		
6. ...was your pronunciation clear?			X	
7. ...did you participate actively in class?			X	

TOTAL, SECTION A: 8 /13

Teacher's Assessment

Student's name: _____ Date: _____ Final grade: _____

SECTION B: On completion of each activity and after student's self-evaluation, tick (✓) the box that best describes the student's performance.

Can the student...	With difficulty (1) - short contributions with hesitations and use of simple grammar and vocab.	With some difficulty (2)	Quite well (3)- mostly relevant, clear, organized, extended contribution with little hesitation and a range of grammar and vocab.	Well (4)	Very well (5)- relevant, clear, fully coherent, extended contributions with linking devices, almost no hesitation and a wide range of grammar and vocab.
1 ...conduct and respond to a personal interview, expanding and developing ideas fluently (SB pp. 113, 116, 119*)					
2 ...make recommendations and suggestions on a wide range of subjects (SB pp. 122, 125, 127*)					
3 ...give their opinions with precision about a variety of topics (SB pp. 118, 122, 131, 143*)					

At the **end** of the course, tick (✓) the box that best describes the student's performance.

	1	2	3	Score
4. Pronunciation	Mostly intelligible despite occasional L1 interference, in particular with individual sounds and intonation.	Intelligible. Intonation is generally appropriate and individual sounds are generally articulated clearly.	Intelligible. Intonation is appropriate and individual sounds are articulated clearly despite occasional lapses.	
5. Grammar & Vocabulary	Shows good control of the grammar and vocabulary expected at this level .	Shows good control of the grammar and vocabulary expected at this level and attempts more complex structures .	Accurately uses a variety of simple and complex structures for the level.	
6. Discourse management	Contributions are extended . Ideas are linked using an adequate range of cohesive devices (so, therefore, on the other hand, etc.) Some hesitation is present.	Contributions are extended and relevant , with only little repetition of ideas. A range of cohesive devices and discourse markers are used. Only natural hesitation is present.	Contributions are extended, relevant and fully coherent with very little repetition . A wide range of cohesive devices and discourse markers are used. Almost no hesitation present.	
7. Interaction	Responds and participates but rarely initiates conversation and rarely develops it further or links contributions to those of others.	Interacts appropriately. Initiates and responds with frequency. Can help maintain and develop conversations.	Interacts with ease . Can quite easily initiate and respond with contributions linked to those of others. Often helps maintain, develop and widen conversations.	

TOTAL SECTION B: _____ / 27

TOTAL SECTION A + SECTION B: _____ / 40

Things I can do to improve my speaking
(Write a minimum of 2)

1) _____

2) _____

Marking scale
(0.5 is rounded down)

40-39	10
38-35	9
34-31	8
30-27	7
26-24	6
23-0	5

Student's name and signature