Self-Assess Report

This report shows how you can help your students in the ASL Speaking test based on what their score was in the test.

The report shows

- Each Performance criteria that the student was assessed on and a descriptor for each grade within that criteria.
- A Diagnosis section which describes what language or communication features the student demonstrated which explain why they were awarded the relevant score
- An Action point(s) for each of the diagnostic descriptors with ideas or plans for how you can help your students perform better

Example:

If a students scored a 2 for interactive communication the report describes how they performed in the exam (eg they were limited), the Diagnosis shows they need to contribute more and take the initiative in a conversation and the Action point lists two classroom ideas for helping this student.

It is probably best to check the overview for the whole class and concentrate as a class on the weakest points first.

Self-Assess Report

Interactive Competence				
5	**4**	**3**	**2**	**1**
Performance Demonstrated: Student has contributed highly effectively in the conversation; has fulfilled the task. Also fulfilled the communicative functions of the level spontaneously, discussing topics of the specified level and taking initiative. Student is prompt to initiate discussions on topics at the given level. Contributes spontaneously to keep the interaction going, with effective turn taking. Student is able to speak with clear sense of purpose on topics and awareness of audience in both formal and informal interactions. Contributions are always appropriate to the context/situation. **Diagnosis:** Student can continue to improve their wider communicative abilities **Action:** 1. Students watch a video recording of the interaction and analyse elements for improvement, e.g. appropriacy, length of	**Performance Demonstrated:** Student has contributed effectively to fulfil the task and communicative functions of the level. Student is easily able to initiate the discussions on the topics at the given level appropriately. Student has contributed effectively to keep the interaction going, taking turns appropriately. Student is able to speak with fair sense of purpose and awareness of audience in formal and informal conversations. May be less confident in formal situations. **Diagnosis:** Student needs to take more initiative in discussions, needs to practise wider communicative functions and to be confident in formal situations and speak with clear sense of purpose. **Action:** 1. The student needs opportunities to maange onteractions, e.g. being the moderator of a debate or a coordinator of a class field trip, etc. 2. A language task where the student is asked to recast a	**Performance Demonstrated:** Student has contributed adequately and fulfilled the task. Student has fulfilled the communicative functions but not consistently. Student is able to initiate discussions on the topics at the given level. Student has made an effort to keep the interaction going with adequate turn taking. Student is able to speak with an awareness of purpose and audience but may not adapt register effectively. Contributions are appropriate to the context/situation. **Diagnosis:** Student needs to consistently apply communicative functions in interactions, needs to take the initiative in keeping the interaction going and speak with clear sense of purpose with the appropriate register. **Action:** Use activities described in column 4	**Performance Demonstrated:** Student has contributed in a limited way and the task is not fulfilled or may have some repetitive attempts to fulfil it. Student struggles to initiate the discussion on topics at the given level. Student made little effort to keep the interaction going. Student spoke with unclear sense of purpose and may not have been able to adapt register. Contributions may be unconnected to the context/situation. **Diagnosis:** Student needs to contribute effectively to fulfil the task using communicative functions. Needs to take initiative during interactions to keep them going, demonstrating clear sense of purpose that is connected to the chosen topic. **Action:** 1. The student needs help with content. There could be more concrete support for such tasks in the practice or teaching sessions. Prompts could be written down on slips of	**Performance Demonstrated:** Student makes almost no contribution to fulfil the task. Contributions are not related to context/situations or they are memorised. Student neither made an attempt to initiate discussions nor an attempt to keep the interaction going. Student hardly demonstrated a sense of purpose, nor was able to adapt to register. **Diagnosis:** Student needs to practise throughout the year in order to gain confidence and learning communicative functions in order to initiate and conduct interactions with a clear sense of purpose. **Action:** 1. Use activities described in column 2 but broken down into very small stages. 2. If the student is really unable to communicate, then drills are the only way. Drills with simpler, shorter tasks, with a prepared script. This will need to be done in small stages.

contributionand active listening features (eg back channelling). They could also utilise the audio recording for self-analysis. 2. Students listen to excerpts from interviews or talk shows on TV, and review them for the quality of interaction between the two speakers. This critiquing will help raise the bar for themselves. The teacher facilitates these if she has classroom time but could ask them to report on it in class.	question or an expression formally/informally. This will raise awareness and drill formulaic expressions.		paper to further the interaction. 2. Before they begin the practice, there could be a discussion with the teacher about the purpose. Let them understand the situation and audience clearly and the stages in that interaction. This could help check repetition.	

Fluency				
5	**4**	**3**	**2**	**1**
Performance Demonstrated: Student has presented information in a logical sequence of utterances with a clear connection between ideas, arguments and statements. Student applied range of cohesive devices. Is able to speak fluently with minimum hesitation. Student spoke with intelligible speed of delivery. **Diagnosis:** Student needs to continue to improve their wider communicative abilities. **Action:** Students listen to audio recordingsand identify where the breaks are, where there is hesitation or where the ideas are not connected. Where recording is not possible, this can be done using, e.g. television talk shows.	**Performance Demonstrated:** Student has presented information in a logical sequence of utterances with a connection between ideas, arguments and statements. Student applied some cohesive devices with ease. MAy speak with some hesitation. Student spoke with intelligible speed of delivery. **Diagnosis:** Student needs to practise more to eliminate any hesitation and to increase automaticity of expression. **Action:** 1 Students listen to audio recordingsand identify where the breaks are, where there is hesitation or where the ideas are not connected. 2 Give them a chance to improve that part during practice sessions. Provide the devices if need be. If playback is not possible, then work 'live' by way of remedial teaching. Help them improve each other's work by noticing these aspects. They can suggest phrases or words to link up ideas. Comment on speed of delivery, etc.	**Performance Demonstrated:** Student has presented information generally in a logical sequence but overall progression lacked clarity. Student applied some cohesive devices but over/under uses. Coherence may be affected with hesitation and rephrasing. Student spoke with intelligible speed of delivery. **Diagnosis:** Student needs to organise ideas/arguments (think about the listener) in order to present information logically and without hesitation. **Action:** 1 During practice sessions, let students be allowed to have a planned sequence of points with them. They can refer to these and be helped to use suitable linkers/devices to connect them. 2 Speed of delivery – listening to people speak on TV or in their peer group and commenting on pace and intelligibility will jog awareness of this aspect.	**Performance Demonstrated:** Student has presented the information but without clear/logical progression. Student applied limited cohesive devices repeatedly. Student hesitations may have impeded communication. Speed of delivery impeded understanding. **Diagnosis:** Student needs to organise ideas/arguments (think about the listener) in order to present information logically and without hesitation. Also needs to use consistent speed of delivery. **Action:** Use activities described in column 3.	**Performance Demonstrated:** Student presented information with no progression and/or little control of organisational features. Student may have used only isolated words and phrases. **Diagnosis:** Student needs practice in saying strings of words together and using fixed phrases. Also needs help in practising short simple exchanges in free practice. **Action:** 1 Pattern practice in connected speech—the way words run together—for example, *notatall dyuknow; justasecond*(begin with phrase level and not with sentences) 2 Games like 'just a minute' will help build fluency under pressure. They do not take up much classroom time. NB It is important to not keep checking the student for accuracy during free practice. It will impact on the confidence further.

Pronunciation				
5	**4**	**3**	**2**	**1**
Performance Demonstrated: The student has clear, natural pronunciation that can be easily understood by listener. Student has correctly placed stress and varies intonation in order to express finer shades of meaning appropriate to the context. **Diagnosis:**Student can practise further work on using intonation in order to convey meaning and could perhaps help weaker members of the class thus developing leadership. **Action:** Intonation drills will help. Rising, falling, rising-falling, and NOTICING these in speech. Recording on a mobile phone and playing back will help them identify the flat parts.	**Performance Demonstrated:** The student has pronunciation that can be easily understood by the listener. The student has often varied stress and intonation in keeping with the task, content and meaning. **Diagnosis:**Student needs to learn and observe more closely the modalities of stress and intonation through listening/watching TV where natural English is used and to practise more conversation. **Action:** 1. Yes, noticing through watching/listening. 2. Intonation drills 3. Drills for understanding shifts in stress All these have to happen on an ongoing basis for effective remediation.	**Performance Demonstrated:** The student has been intelligible however there have been some examples of mispronunciation. The student has tried to speak with varied stress and intonation according to task, content and meaning. **Diagnosis:**Student needs to be given a range of activities for practising pronunciation and apply them wherever applicable. **Action:** Practice tasks focussed on: 1. Listen and repeat 2. Listen and recognise 3. Listen and correct	**Performance Demonstrated:** The student has not been always intelligible and the listener may have asked the student to repeat from time to time. The student demonstrated flat intonation and/or inappropriate stress for the task, content or meaning. **Diagnosis:**Student needs to practise speaking with clarity and intonation outside classroom environment as well. Student has to be aware of the activities used in the class for practising pronunciation and apply them wherever applicable. **Action:** Use activities described in column 3	**Performance Demonstrated:** The student has not been intelligible and evidence of speech was related to recitation. **Diagnosis:**Student needs to slow down and practise enunciating words clearly. Students should be given opportunity to listen to clear English and repeat as much as possible. **Action:** Practice tasks focussed on listening and repeating, with an emphasis on difficulties. These could vary from speaker to speaker depending on first language. Karaoke method for identifying these sounds, if possible. This will have to be done by the teacher or instructor.

Language and Range				
5	4	3	2	1
Performance Demonstrated: The student has used an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an expressive message.

Diagnosis: Student needs to practice consistently to further enhance the range he/she aspires to apply in interactions.

Action: 1 Activities based on noticing words/lexical chunks in speech. 2 Exercises where they focus on a particular sentence or word in extended utterance and work out that could have been said better, with more impact or clarity. | **Performance Demonstrated:** The student has used an appropriate range of grammar and words and phrases appropriate to the level. These may be repetitive.

Diagnosis: Student needs to enhance the range of grammar, words and phrases to interact expressively.

Action: Activities based on brainstorming how many ways there are to convey a particular meaning. Example –
- how could I make a suggestion?
- What are the expressions and in what contexts— formal or informal?

These would have to bepractised acroos several different topic areas and domains. | **Performance Demonstrated:** The student has demonstrated the use of the language appropriate to the level. The student may have searched for the words risking the message to get weaker.

Diagnosis: Students needs to enhance the range of words, grammar and phrases and be coherent in delivering the message resulting in effective and expressive delivery.

Action: Lack of range can be extended by practising with cue/help cards with the words that the student would need for the task. Example -*I insist; I am convinced; endangered; threatened, etc.* These cue cards can be generated by way of a word-rose or word-web, semantic and functional. | **Performance Demonstrated:** The student has used basic, simple words and phrases that are appropriate to the level. The student made an effort to find suitable words which may have hampered the message.

Diagnosis: Students needs to enhance the range of words and phrases that are appropriate to the level and try to use suitable words and phrases. Student should be given opportunity to do activities which practise paraphrasing and synonyms to extend range.

Action:
1. 'Say in your own words' tasks. Example -*His great belief…/His conviction…*, etc.
2. Word-web tasks to have word clusters around a topic as they practise. Give points for how many thye use. | **Performance Demonstrated:** The student has made little effort to find words appropriate to the level. The student has used simple, isolated words for the level.

Diagnosis: Student needs to build vocabulary through a range of memory methods, perhaps learning by topic sets.

Action: 1 Word clusters to be drilled— associations; chunks/expressions—domain-wise.
2   Pattern practice of predictable everyday situations in their lives and what to say in them through role play. Example - *May I borrow your camera? Could you lend me your camera, please? / They have an excellent range of sweets; They have a great variety of sweets; They have a terrific choice of sweets on their menu.* |

Accuracy				
5	**4**	**3**	**2**	**1**
Performance Demonstrated: The student has used vocabulary and grammatical patterns with accuracy, including some complex forms. The student made only negligible errors. **Diagnosis:** Student needs to continue to improve their level of accuracy. **Action:** 1 Student listens to audio recording to identify errors and analyse reason. 2 Student identifies errors in peer group and help each other correct.	**Performance Demonstrated:** The student has used vocabulary and grammatical patterns with accuracy, including a few complex forms and made only a few errors. **Diagnosis:** Student needs to practice consistently to be more accurate in terms of language used. **Action:** 1 Student listens to audio recording to identify errors and analyse reason. 2 Set student target of which common mistakes to correct and learn. Use communicative classroom test with others to check.	**Performance Demonstrated:** The student may have made some vocabulary or grammatical mistakes which affect the meaning but also made an attempt to correct most of the mistakes. **Diagnosis:** Student needs to practice consistently to be more accurate in terms of language used. **Action:** 1 Student listens to audio recording to identify errors and analyse reason. 2 Get student to focus on his or her most common errors and give communicative practice until automatic.	**Performance Demonstrated:** The student made some vocabulary or grammatical mistakes which affect the meaning but hardly made an effort to correct these mistakes. **Diagnosis:** Student needs to practice consistently to be more accurate in terms of language used. **Action:** 1 Ensure all language ia drilled when introduced and during remedial activities. 2 Ensure student has opportunity for extended and free pratcie with new language before moving on.	**Performance Demonstrated:** The student has communicated but with fragment of words and structure but was not able to bridge the gaps or correct his/her mistakes. **Diagnosis:** Students should be given plenty of opportunity to do extensive practise of new grammar through speaking. **Action:** Use activities described in column 2 in small stages.