Providing students opportunities to practice language within the modes of communication and in meaningful contexts is essential to grow their linguistic capabilities. How often and what kinds of opportunities do you provide students to use their new language skills? During this self-assessment, be sure to consider evidence from your practice to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the indicators below.

\[ \begin{array}{cccccc}
N & S & M & C & \text{My Goal} \\
\end{array} \]

1. Before being expected to produce language, students have multiple opportunities to take in and process language.

2. Students apply strategies that enable them to use the target language.

3. Students have opportunities to use language in a variety of ways.

   Reflect on the practices that apply.

   - Pairs
   - Presenting Individually
   - Small Group
   - Rotating Partners
   - Individual Response to Teacher
   - Choral Response through repeating

4. When students use language, they have opportunities to perform in all modes of communication.

5. When my students produce language they use:

   Check all that apply.

   - Words
   - Phrases or memorized chunks
   - Formulaic sentences
   - Formulaic questions
   - Original sentences
   - Strings of sentences
   - Original questions
   - Paragraphs
   - Language in different time frames

REFLECTION NOTES

What evidence did you consider that led to your rating? What steps might you take to better meet the identified indicators?