



STUDENT LANGUAGE USE

SELF-ASSESSMENT

Teacher:

Date:

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.

N = I do not do this. S = I do this sometimes. M = I do this most of the time. C = I do this with confidence.

1	Before being expected to produce language, students have multiple opportunities to take in and process language.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal															
2	Students apply strategies that enable them to use the target language.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal															
3	Students have opportunities to use language in a variety of ways.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal															
	Reflect on the practices that apply. <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Pairs</td> <td style="width: 33%;"><input type="checkbox"/> Small Group</td> <td style="width: 33%;"><input type="checkbox"/> Individual Response to Teacher</td> </tr> <tr> <td><input type="checkbox"/> Presenting Individually</td> <td><input type="checkbox"/> Rotating Partners</td> <td><input type="checkbox"/> Choral Response through repeating</td> </tr> </table>	<input type="checkbox"/> Pairs	<input type="checkbox"/> Small Group	<input type="checkbox"/> Individual Response to Teacher	<input type="checkbox"/> Presenting Individually	<input type="checkbox"/> Rotating Partners	<input type="checkbox"/> Choral Response through repeating	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal									
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4	When students use language, they have opportunities to perform in all modes of communication.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal															
5	When my students produce language they use:	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal															
	Check all that apply. <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Words</td> <td style="width: 33%;"><input type="checkbox"/> Original sentences</td> <td style="width: 33%;"><input type="text"/></td> </tr> <tr> <td><input type="checkbox"/> Phrases or memorized chunks</td> <td><input type="checkbox"/> Strings of sentences</td> <td><input type="text"/></td> </tr> <tr> <td><input type="checkbox"/> Formulaic sentences</td> <td><input type="checkbox"/> Original questions</td> <td><input type="text"/></td> </tr> <tr> <td><input type="checkbox"/> Formulaic questions</td> <td><input type="checkbox"/> Paragraphs</td> <td><input type="text"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Language in different time frames</td> <td><input type="text"/></td> </tr> </table>	<input type="checkbox"/> Words	<input type="checkbox"/> Original sentences	<input type="text"/>	<input type="checkbox"/> Phrases or memorized chunks	<input type="checkbox"/> Strings of sentences	<input type="text"/>	<input type="checkbox"/> Formulaic sentences	<input type="checkbox"/> Original questions	<input type="text"/>	<input type="checkbox"/> Formulaic questions	<input type="checkbox"/> Paragraphs	<input type="text"/>		<input type="checkbox"/> Language in different time frames	<input type="text"/>	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
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	<input type="checkbox"/> Language in different time frames	<input type="text"/>																			

REFLECTION NOTES

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

