Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The date is important! It’s so we can track your personal growth!

**Language & course level (e.g. Arabic 101) Self-Assessment (for XYZ’s class)**

**Textbook: (If relevant, note the textbook that these speaking tasks align with here.)**

|  |
| --- |
| **Welcome to the Language & course level Self-Assessment!**  **Directions and Information:** You will take this self-assessment two times during the XYZ semester: During week 2, and during week 14. The 10 tasks that are described in this self-assessment are 10 of the speaking tasks that we will be practicing in pairs, small groups, or through your oral presentations this semester. Thus, it is okay to say you can't do something. We will learn and practice and then re-assess later to see how much you have grown in your skills! The self-assessment scores are not used for grading purposes. Rather I, as the teacher, use the self-assessment to see which tasks in my class foster the most growth, and to see which tasks you feel the most confident in. I am also using the self-assessment to know more about you: What skills you have brought with you to this class, and what brand-new skills will you be learning in this class. You will take this self-assessment two times so both I and you can see your growth this semester. Enjoy the self-assessment, and ask me if you have any questions!  **Grading:** Your grade for self-assessment during the semester is participation-based: 4 points for taking the self-assessment each time (8 points total for participation), and 2 points for discussing your self-assessment outcomes in the format provided after each self-assessment (4 points total for the discussions). Thus, the self-assessment component for [Language & course level] is 12 points total. |

***How well can you do these tasks in Language? Do you feel they are important?***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Fill in or check* ***one circle*** *for each “Can-Do” statement, and* ***check none, one, or more “Important” boxes*** *for each statement.* | **I…** | **…can do this…** | | | | **I feel this is important…** | | |
| **can’t** do this yet. | with much help. | with some help. | with a little help. | well all by myself. | to me. | to my family. | for my future. |
| 1. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 2. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 3. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 4. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 5. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 6. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 7. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| 8. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| \*9. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |
| \*10. I can… | Ο | Ο | Ο | Ο | Ο |  |  |  |

**Participation Grade: \_\_\_\_\_\_\_\_\_\_\_ Feedback from the teacher:**

**Discussion Grade: \_\_\_\_\_\_\_\_\_\_\_**

\*Tasks are Novice low or mid, but those with “\*” are Novice high.

Paula Winke, LoLa Project, November 15, 2023

The contents of this template were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.