

Students Self-Assess Interpersonal Speaking

The keynote speaker at the OFLTA Spring Conference, Lea Graner-Kennedy, shared this activity that she has her students do every week. You can use this to **assess your own progress in interpersonal speaking**:

- Choose a **topic** to have a conversation about (*maybe one that you have been studying such as what advice you might offer to a friend/loved one in order to improve their health/wellbeing, etc.*)
- You and your partner take around **two minutes to decide your roles, think of main ideas of what you might talk about**, and write bullet points. (*You may NOT write out sentences because reading from a script would not count as interpersonal speaking, which requires spontaneous language use.*)
- Put a **recording device** between you and your partner to record your conversation (a phone, Chromebook, etc.)
- Using **this form**, write out a transcription of exactly what you said in the recording. (*Only write your own words, not your partner's words, because you are only scoring your own part.*)
- Then use this [ACTFL Scoring Rubric for Interpersonal Mode](#) and **follow the instructions on the form highlighting how many times you use each type**: such as phrases, complete sentences, complete questions, well-connected complex sentences, and words like "um..." (*see a completed student example pictured below.*)
- **Then count them up** and fill out the next page of the form pictured below ([printable template here](#)) showing your evidence of which proficiency level your interpersonal speaking reached. (*Another guide to proficiency levels is found on [pg. 6-7 of this document.](#)*)

If you practice this throughout the year, you can keep track of your growth and progress. It will help you understand where you are and what steps you need to take in order to grow to attain the next higher proficiency level.

If you aren't yet familiar enough with what the language proficiency levels are, here is a great intro lesson to help you understand them: [Explaining Proficiency Levels to Students – Creative Language Class blog](#)

Interpersonal Task: Transcription & Goals

Name: Uli Partner's Name: _____
 Date: 1/11 Length of Recording: 1:07

Self-Evaluation: Transcribe your recording capturing what you said verbatim, including utterances, phrases and complete sentences. You do not need to write anything that your partner said in the transcription. Refer to the rubric when writing your goals for the next interpersonal task. When you finish transcribing, use a different color pen to analyze the following:

Underline Phrases (not complete sent.) Add a * for complete sentences. Draw X over words like UM. Add a # symbol for each complete question. Add a \$ symbol for well-connected sentences.

Bonjour! Est-ce que tu aimes lire? Oui, j'aime lire beaucoup. J'ai beaucoup de livres.
 Et toi, Hoby? Oui, j'aime lire le livre "Le Petit Prince".
 Est-ce que tu aimes le livre? Oui, j'ai beaucoup de livres.
 Questions sur le livre, mon premier question est, est-ce que le petit prince préfère les adultes ou les enfants? Oui, j'aime lire le livre "Le Petit Prince".
 Et c'est une bonne évidence. Est-ce que tu as des questions sur le livre? Ah, oui pour le "Petit Prince". C'est vrai, est-ce que le narrateur est un prince ou un pilote?
 Pour quand le narrateur parle sur l'épisode 1?
 A l'épisode 1, c'est le chapitre 1.
 Bonne évidence! C'est très bon. Pour le chapitre 1, j'ai écrit "Le Petit Prince".
 Le petit prince est un pilote.
 En choisissant un avion, j'ai appris à piloter.
 Et alors? Il ne peut pas dessiner pour faire les avions.
 Et donc il a eu beaucoup de problèmes pour faire les avions.
 Oui, c'est un problème.
 J'ai un grand problème: Est-ce que le petit prince préfère les adultes ou les enfants?
 C'est une bonne question. Oui, j'aime lire le livre "Le Petit Prince".
 Le petit prince est un pilote. Il a un avion.
 Oui, j'aime lire le livre "Le Petit Prince".
 Le petit prince est un pilote. Il a un avion.
 Oui, j'aime lire le livre "Le Petit Prince".
 Le petit prince est un pilote. Il a un avion.
 Oui, j'aime lire le livre "Le Petit Prince".

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Bonjour! Est-ce que tu pense que Saint Exupéry préfère les adultes aux enfants? Oui, oui c'est vrai.
 Et ils ne comprennent pas les imaginations de les enfants? Oui, oui. Oui. Uhm, Non parce que il dessine beaucoup des images de montagne et le petit prince n'aime pas les dessins de montagne parce que les dessins, j'ai pas bon pour le petit prince. Oui, il aime des dessins. Oui. Chapitre trois. Est-ce que tu pense que le petit prince dans un autre planète? #
 Oui. Oui, c'est chapitre deux de ne suis pas. Oui. Oui. Oui. Oui pour une longtemps. Oui. Oui.
 Oui, oui, qui a découvert le pilote dans sa carrière de peintre. Oui moi aussi. Et j'ai les grandes personnes veut pour la narrateur. Je ne sais pas ils aime pour le narrateur a les géographie et calcul et oui qui parce que il oublie un dessin. Oui pour un longtemps. Oui. Oui se trouve le pilote. Oui, oui c'est le désert Sahara. Le même a le pilote. Oui le pilote. Oui. Le petit prince. Oui d'accord. Oui.

Interpersonal Task: Transcription & Goals

I have **evidence** from the AAPPL scoring guide that I reach level 1-2 for this task. For example, I wrote...

7 * complete sentences 5 # complete questions 4 \$ well-connected sentences

13 X for UM, UH, etc. 4 phrase (not complete sentences)

Goals and Reflections: Based on the description in the left column of the AAPPL scoring guide, describe what you did to earn the score and then set goals based on the strategies listed in the right column to move up another sublevel. Be sure to target specific strategies described for the next levels.

The goals for an 1-2 score is already in my writing but I feel that I still need to work up to an 1-3 because I'm not sure whether to score myself with an 1-2 or an 1-3 but I thought that it would probably be closer to an 1-2. I could though, add more information to make my sentences more clear. But I asked way more questions than I usually do and I had more complete sentences.

Interpersonal Task: Transcription & Goals

I have **evidence** from the AAPPL scoring guide that I reach level 14/15 for this task. For example, I wrote...

20 * complete sentences 9 # complete questions 5 \$ well-connected sentences

112 X for UM, UH, etc. 2 phrase (not complete sentences)

Goals and Reflections: Based on the description in the left column of the AAPPL scoring guide, describe what you did to earn the score and then set goals based on the strategies listed in the right column to move up another sublevel. Be sure to target specific strategies described for the next levels.

I asked questions and connected answers to tell story like narratives and I also was descriptive. My goals for the future are to use less "Oh's" and try to talk in more detail. I think I did well. I should make it possible for people to form a mental picture.