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
Bonjour ! Est-ce que tu penses que Saint Exupéry préfère les aventures aux livres ? Oui, Oui, Oui.

Et ils ne comprennent pas les enfants, non ? Oui, Oui, Oui, Oui, Oui. Non.

Oui, Oui, Oui. Oui, Oui, Oui, Oui, Oui.

Bien sûr que non ! Beaucoup de choses se cachent derrière les mots, derrière les phrases. Oui, Oui, Oui.

Est-ce que tu penses que le Petit Prince dans un autre monde ? Oui, Oui, Oui, Oui.

Chapitre trois, est-ce que tu penses que le Petit Prince dans un autre monde ? Oui, Oui, Oui, Oui, Oui, Oui, Oui, Oui.

Qui a découvert le pilote dans sa cage de peinture ? Oui, Oui, Oui. Et les autres personnes, vont-elles la narrer ?

De ma vie à cet instant, je ne sais pas. Il me semble pourtant, que pour se débarrasser des souvenirs, il faut les chanter, les chanter, les chanter, les chanter…

Oui, Oui, Oui. Oui, Oui, Oui, Oui, Oui, Oui.

C'est le désert sableux, le marais, la montagne, le petit prince ! Oui, Oui, Oui, Oui, Oui, Oui, Oui, Oui, 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 IY/15 for this task. For example, I wrote...

- 20 complete sentences
- 9 complete questions
- 5 well-connected sentences
- 12 for UM, UH, etc.
- 7 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 sentences to tell story like narratives and I also was descriptive. My goals for the future are to use less "Oui'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.