

South Asia Summer Language Institute Performance-based Foreign Language Evaluation

Working Draft - Summer 2010

Please evaluate students in your SASLI course according to the listed proficiency markers in each of the four language skill areas. Choose one of the following three descriptions to characterize the student's abilities both prior to and after completion of the course: Not yet/Sometimes/Almost always. Base your evaluation on class assignments, interactions, and observations or, if needed, special interviews, simply using your best judgment to evaluate the student in ambiguous cases.

| Speaking - Beginning | | Not yet | Sometimes | Almost always |
|-----------------------------|---|--------------------------|--------------------------|--------------------------|
| 1. | The student can accurately pronounce all sounds of a South Asian language and frequently self-corrects when pronouncing words with unfamiliar sounds. (including Sanskrit) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The student speaks correctly, with in situations of patterned/memorized conversation or in previously practiced classroom drills, for example: greetings, asking and giving directions, ordering a meal and buying groceries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The student can introduce him/herself to other learners by telling them relevant facts, such as name, hometown, university, family members, daily routines, likes and dislikes, knowledge of other languages, other interests, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The student can ask for and provide information about the topics above with a sympathetic native speaker, e.g. a teacher or class guest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The student can correctly judge the appropriate honorific forms of address and reference suitable to different contexts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking - Intermediate

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|----|--|--------------------------|--------------------------|--------------------------|
| 1. | The student can deliver a three-minute presentation with transition markers with a reasonable degree of fluency, without a full written text, on a prepared topic of their choice, with only some grammatical errors and Anglicisms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The student can report the details of conversations with classmates and instructors about familiar topics and using familiar vocabulary, e.g. hypothetical or conditional situations, topic beyond controlled classroom situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The student can sustain a conversation (~5 min.) with a sympathetic native speaker or classmates on topics such as family, food, sports, films, television, gossip, music, personal interests, etc., incorporating at least some creative elements and less familiar linguistic structures and vocabulary, including idioms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The student can ask questions in an ex tempore interview, questioning and replying with few grammatical mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Listening - Beginning

| | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1. | The student can distinguish between long and short vowels, aspirated and non-aspirated consonants, voiced and non-voiced consonants, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The student can accurately reproduce sounds not found in English (e.g. minimal pairs and other potentially difficult sounds) in response to dictated words, both orally and in writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The student can hold a patterned conversation using familiar vocabulary with only slight hesitation and few requests for clarification. (see topics in Speaking Beginning 3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The student gives brief, but relevant and/or accurate, answers in response to non-patterned conversations involving known vocabulary and grammar. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The student can listen to short narratives and descriptions in controlled language and can give a summary of their contents in the student's own words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | The student correctly responds to common instructions, e.g. "sit down", "get up", "leave the room", and classroom language, such as "open your book", "repeat after me", etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Listening - Intermediate

| | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | The student can sustain an introductory conversation (with frequent errors which do not obstruct comprehension) on topics such as self, family, vacation, home, with a native speaker, in spite of unfamiliar idioms, colloquialisms, and vocabulary, by using other strategies (asking for clarification or repetition, using periphrastic descriptions to elicit precise terms, etc.) to overcome communication difficulties/breakdowns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|----|--|--------------------------|--------------------------|--------------------------|

| | Not yet | Sometimes | Almost always |
|--|--------------------------|--------------------------|--------------------------|
| Listening – Intermediate cont. | | | |
| 2. The student can report the main topic and/or the gist of an authentic conversation between native speakers in their presence or viewing them in context by direct observation or on video. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student can watch a popular television program and correctly respond to broad content-related questions or discuss its contents with other students or with a sympathetic native speaker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student can translate for and facilitate the introduction of a (monolingual) native speaker to another individual or to a group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student comments and asks about differences in vocabulary and structure in distinct registers, e.g. Hindi vs. Urdu vocabulary, diglossia in Tamil. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reading - Beginning

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. The student can accurately transliterate (Romanize with appropriate diacritics) written passages in a South Asian script according to a standard scheme. (Sanskrit only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student can read aloud written passages or dialogue in which all vocabulary is familiar with some hesitance, occasional halting, and minor errors; the student reads aloud writing in which vocabulary is unknown only with considerable difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student can answer questions in English in response to reading a short passage or text on a familiar topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student can use a glossary or phrasebook and consult a bilingual dictionary (knows alphabetic order). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student can read short, simple sentences from a written text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reading - Intermediate

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. The student adjusts easily between transliterated writing and writing in a South Asian script, when reading aloud, citing quotations, and responding to reading exercises. (Sanskrit only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student can read and understand a short poem with familiar vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student can orally summarize written samples in simplified South Asian language, with only minor inaccuracies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student can interpret authentic written passages, selected by the instructor, with the aid of a dictionary, and correctly employ or refer to them to support ideas in both English and the South Asian language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student reads various kinds of writing in the South Asian language relative to one particular topic of their choice and interest, develops a deeper knowledge of the relevant vocabulary, phrasing, and syntax, and maintains a blog or journal of their opinions and ideas about their reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Writing - Beginning

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. The student can write all letters of the relevant South Asian script. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student can accurately handwrite his/her name and simple sentences with known vocabulary in a South Asian script, both in self-generated and dictated contexts. Writing may be larger than that of a native writer, but it is legible to other students and native readers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student can compose simple written sentences using familiar vocabulary with only minor grammatical and/or orthographical mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student can write a simple letter to his/her family. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Writing - Intermediate

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. The student can compose short paragraphs using familiar vocabulary and grammatical constructions, with few errors, e.g. a journal entry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student can write brief reports on topics not covered in class but familiar to the student using both familiar and new vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student can paraphrase a simple narrative with familiar vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student can write a letter of introduction describing herself, her family, some of her basic interests, and her class/course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments and overall evaluation: