

Group Assessment Guidelines
2015 DTL and ELC Practicum Assessment

1. Getting started:

Make sure your students have name cards or Tags. Make sure that you have a copy of the SOLOM for each student you will observe. Introduce yourself and set the students at ease. Assure that the interview is designed to help us to know each of them better as individuals and speakers of English. Inform them that there will be a range of activities and discussions during the 40 minute interview. Let the students know that you are taking notes so you can remember each member of the group. Minimize your own speaking from now on.

2. Task 1-Non-directive group introduction (about 10 min.)

Ask each member to introduce him or herself for a few minutes. Encourage them to go beyond superficial introductions. Tell students you do not want them to go in any particular order as they introduce themselves. They may share whatever they want but ask them to specifically explain their daily schedules. After or during introductions, encourage participants to interact with each other by asking questions and making comments. If little is conveyed in these introductions you might consider asking them to share why they signed up for the class.

3. Task 2. Group decision-making process (20 min.)

Explain that the group has 15 to 18 minutes to reach consensus on a topic presented (see attached). Circulate maps and briefly describe the dilemma. Let the group proceed without intervention. Give the students a warning when time is almost up. Ask for results.

Now, ask the student to talk about past museum experiences. Which museums have you visited? Which have made the biggest impression? Why? What exhibits do you find most interesting?

4. Task 3. Feedback provision (about 10 min.)

Ask students to assess their own performance. Ask them if they feel that they have portrayed themselves in a way that is consistent with the true understanding of English (oral language, written language and reading ability). If time permits, ask for feedback on the process itself. What did they think of it?

5. Thank all participants. Assure them that you enjoyed meeting them and that they did well. We will email you with the level of the book you will need.

Adapted from D. Byrnes (2002). Assessment procedures for teacher education candidates selection. Unpublished: Utah State University.

Student Oral Language Observation Matrix: SOLOM

Student Name Neeru

Rater Name Mangyan Wang

Date 01/29/15

Total Score _____

	1	2	3	4	5	Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	I'm confused Didn't participate was in the group once once too	4
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	Many "likes" but very fast & efficient very talkative	4
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms, and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	Good vocabulary	4
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	Disrupts - Wiskey Nasvile.	3.5
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	I likes \$	4

Student Oral Language Observation Matrix: SOLOM

Student Name Mayumi

Rater Name Mengyan Wang

Date 01/29/15

Total Score _____

	1	2	3	4	5	Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	Read condition 10 min. not so far.	4
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	Occasionally searches for manner of expression.	3-4
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	No difficulty, although search for right words sometimes.	3
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	Frist museum # vowel after the end can't - can	3
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	My boy is waiting - list I go there to play kick No I don't self call inside car	3

I can ride two of you.
I can pick up

Student Oral Language Observation Matrix: SOLOM

Student Name Yukari

Rater Name Mengyan Wang

Date 01/29/15

Total Score _____

	1	2	3	4	5	Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	Just some	4
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	Very fluent and has a lot to say	4
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	very good use of vocab.	4
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	Slightly Japanese accent.	4
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	Do you have car? Have you ever rode a horse in your life? He go back	4