Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaking Assessment - Giving Instructions – CLB 6

Student gives sequential instruction for everyday activity.

Real World Task Goal: Explain to a classmate how to apply to a local college.

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Yes  (2) | Almost  (1) | No  (0) |
| * Uses correct sequence of steps |  |  |  |
| * Uses clear references |  |  |  |
| * Uses signal words and thought groups so listener can follow |  |  |  |
| * Checks to confirm understanding |  |  |  |
| * Uses variety of sentence structure |  |  |  |

TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level 6 = developing 7 = satisfactory 8-10 = more than satisfactory

Comments:

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaking Assessment – Giving Instructions – CLB 7

Student gives instructions and directions for procedures and processes

Real World Task Goal: Train your replacement at your job

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Yes  (2) | Almost (1) | No  (0) |
| * Uses correct sequence of steps * Uses signal words to connect steps, ideas |  |  |  |
| * Uses intonation so listener can follow * Uses thought groups |  |  |  |
| * Provides necessary details * Uses job-appropriate vocabulary |  |  |  |
| * Uses a variety of sentence structures * Uses common idioms correctly |  |  |  |
| * Checks to confirm understanding * Responds to request for clarification |  |  |  |

TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level 6 = developing 7 = satisfactory 8-10 = more than satisfactory

Comments: