

**INSTRUCCIONES**

1. ¿Por qué hablas con la persona? Lee la introducción para saber. Luego, refiérete a este contexto durante tu conversación. También te ayudará a anticipar las preguntas y/o adivinar el significado de una pregunta o comentario que no entiendes perfectamente.

2. Lee el bosquejo de la conversación. Presta atención a los verbos indicando cómo necesitas responder (e.g. rechaza, aconseja, invita, saluda). También observa si tu respuesta requerirá solo una idea o más (e.g. rechaza su invitación y sugiere una alternativa).

Al escuchar tu conversación, completa la tabla abajo.

**AUTO-EVALUACIÓN - 1ª vez**

	RARELY	SOME-TIMES	MOST OF THE TIME
I use <i>tú</i> and <i>usted</i> correctly.			
I have long pauses or say "um" a lot.			
I repeat the same words and expressions.			
My grammar is simple.			
I have errors in simple grammar structures.			
I have trouble with pronunciation.			
I use rich, sophisticated vocabulary (not Spanish 1).			
I use advanced grammar structures (subjunctive, relative pronouns, <i>si</i> sentences).			
I have trouble errors in advanced grammar structures.			
My responses relate to the context in the introduction.			
I respond to the prompts logically.			
I respond to all parts of the prompts.			
COMMENTS -- WHAT DO YOU NEED TO IMPROVE? HOW WILL YOU DO SO?			
WRITE A FEW IDEAS/EXPRESSIONS YOU WANT TO INCLUDE IN YOUR 2ND RECORDING:			

**AUTO-EVALUACIÓN - 2ª vez**

	RARELY	SOME-TIMES	MOST OF THE TIME
I use <i>tú</i> and <i>usted</i> correctly.			
I have long pauses or say "um" a lot.			
I repeat the same words and expressions.			
My grammar is simple.			
I have errors in simple grammar structures.			
I have trouble with pronunciation.			
I use rich, sophisticated vocabulary (not Spanish 1).			
I use advanced grammar structures (subjunctive, relative pronouns, <i>si</i> sentences).			
I have trouble errors in advanced grammar structures.			
My responses relate to the context in the introduction.			
I respond to the prompts logically.			
I respond to all parts of the prompts.			
COMMENTS -- DID YOU IMPROVE? IN WHAT AREAS? WHY? WHAT DO YOU STILL NEED TO WORK ON?			

**5: STRONG performance in Interpersonal Speaking 15-14**

- Maintains the exchange with a series of responses that is **clearly appropriate** within the context of the task
- Provides **required information** (e.g., responses to questions, statement and support of opinion) with **frequent elaboration**
- Fully understandable, with ease and clarity of expression; **occasional errors do not impede comprehensibility**
- **Varied and appropriate vocabulary** and idiomatic language
- **Accuracy and variety in grammar**, syntax and usage, with few errors
- **Mostly consistent use of register** appropriate for the conversation
- Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or **self-correction (if present) improves comprehensibility**

**4: GOOD performance in Interpersonal Speaking 13-12**

- Maintains the exchange with a series of responses that is **generally appropriate** within the context of the task
- Provides **required information** (e.g., responses to questions, statement and support of opinion) with **some elaboration**
- Fully understandable, with **some errors which do not impede comprehensibility**
- **Varied and generally appropriate vocabulary** and idiomatic language
- **General control of grammar**, syntax and usage
- Generally consistent use of **register** appropriate for the conversation, except for **occasional shifts**
- Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or **self-correction (if present) usually improves comprehensibility**

**3: FAIR performance in Interpersonal Speaking 11-10**

- Maintains the exchange with a series of responses that is **somewhat appropriate** within the context of the task
- Provides **required information** (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with **errors that may impede comprehensibility**
- **Appropriate but basic vocabulary** and idiomatic language
- **Some control of grammar**, syntax and usage
- Use of **register** may be inappropriate for the conversation with **several shifts**
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or **self-correction (if present) sometimes improves comprehensibility**

**2: WEAK performance in Interpersonal Speaking 9-8**

- **Partially maintains the exchange** with a series of responses that is **minimally appropriate** within the context of the task
- Provides **some required information** (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with **errors that force interpretation and cause confusion for the listener**
- **Limited vocabulary** and idiomatic language
- **Limited control of grammar**, syntax and usage
- Use of **register** is **generally inappropriate** for the conversation
- Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or **self-correction (if present) usually does not improve comprehensibility**

**MORE PRACTICE IS NEEDED IN THE FOLLOWING AREAS:**

- |                          |                                 |                       |                        |                                 |
|--------------------------|---------------------------------|-----------------------|------------------------|---------------------------------|
| • subject/verb agreement | • noun/adj agreement            | • ser/estar           | • register (in/formal) | • elaboration of ideas          |
| • gender/use of articles | • subjunctive/indicative        | • preterite/imperfect | • fluency              | • variety of/appropriate vocab  |
| • si sentences           | • relative pronouns             | • impersonal se       | • pronunciation        | • native, idiomatic expressions |
| • dop/iop                | • tense appropriate for context |                       |                        | (vs English-like)               |

**PLAN FOR IMPROVEMENT::**

1. What is something you did well that you want to continue? Why?

2. What is something you need to improve upon? Why? What steps will you take to improve?