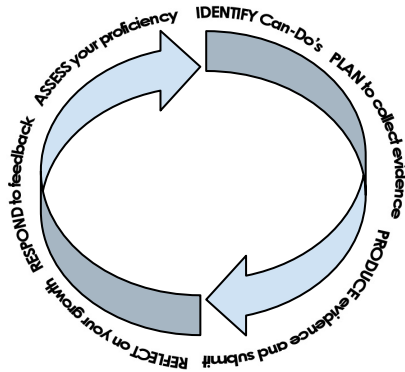


Self-Assessment Guide



Self-assessment and reflection are an ongoing cycle. Based on what you've been doing in class, determine where you are right now in the cycle: Assessing, Identifying, Planning, Producing, Reflecting, or Responding. **Start with that step below** and continue through the cycle.

Step 1: Assess your proficiency

Read the Can-Do Statements that your teacher has assigned your class and the performance level ("not started," "this is a goal," etc.) that you currently have selected for each one. Adjust the performance level as you think appropriate. Remember to look at Can-Do Statements for both Interpersonal Communication and Presentational Communication.

Which Can-Do Statements are you **most excited about at this time?**

I'm excited to learn how to...	Because...

Step 2: Identify Can-Do's you're working on

Which Can-Do Statement(s) are you working on now? You don't need to write the entire statement, just the key words.



Step 3: Plan to collect evidence that showcases your growth

How can you show evidence of your growing ability to do a Can-Do Statement? Here are two different ways you Can-Document your progress:

1. Think of an proficiency-oriented classroom activity you just did or are about to do and a way to document it. Here are some examples:
 - If you have short conversations with your classmates, you can use a mobile device to record one of your conversations.
 - If you create a poster, you can take a photo of it with your mobile device.
 - If you wrote a comment on an online forum, you can provide the URL (web address).
2. Think of what you would say or write to demonstrate that you can use your new language for the Can-Do Statement.

What do you really want to focus on to work toward the next performance level on the Can-Do Statement? For example, you might want to focus on using specific vocabulary (“sweet and juicy”) instead of more vague statements (“good”) to describe your favorite foods in order to work toward “Can-Do well.”

Performance target	What I can focus on

Step 4: Produce or record evidence and upload it

Use LinguaFolio Online or other portfolios or approach to record or link to evidence of your use of your new language. Be sure to listen to recordings to make sure they sound like you want them to before you submit them! You may want to have a classmate look at or listen to your evidence before you submit it.

Step 5: Reflect on the evidence

How does the evidence you just submitted show that you are improving your performance on a Can-Do Statement?

I feel really good about...	I would like to work on...

Step 6: Respond to teacher feedback

Your teacher will check your evidence and read your reflection. He or she may have feedback for you on your evidence, performance level, and/or reflection. Read your teacher's feedback and respond to your teacher or discuss with your classmates if you want to. What are your goals for the future on this Can-Do Statement?
