

### Pro Forma 3: Assessment of the learner's speaking, writing, reading and listening skills

A generally good job on this form, Sarah, but see a few comments.

#### a. Speaking skills

Fluency, interactional skill	<b>Flora tends to begin sentences and interrupt her sentences with 'uh', "mmm", and 'I think'. She speaks fairly slowly, and pauses frequently. Her intonation is not that of a native speaker, so her words are not very expressive.</b>
Clarity, naturalness of speech	<b>For the most part, Flora is easy to understand. However, she mispronounces some individual sounds or adds unnecessary vowel sounds to the end of her words. Most of these mispronunciations do not hinder a listener from being able to understand what she is saying. However, some words are more difficult to interpret. For example, Flora seems to struggle to correctly pronounce words with short and long o sounds, and these words can be difficult to understand.</b>
Range and appropriacy of vocabulary (production)	<b>Flora's vocabulary is more limited when she is speaking than when she is writing. She often pauses, as if struggling to find the correct word. She tends to use simple words and verb tenses, even if they are incorrect or do not make sense. It is clear that she is not able to adequately express her thoughts orally in English.</b>

#### b. Writing skills

Spelling, handwriting, punctuation	<b>Flora is a good speller. She very rarely misspells words and when she does she may leave out one vowel or use an incorrect vowel, so the word is still distinguishable. Her handwriting skills are okay. Sometimes her lowercase f's resemble t's, but overall her handwriting is easy to read. Flora seems to have a good understanding of basic punctuation; however, she often misses simple commas between clauses and when she lists things.</b>
Use of linking words; simple or complex sentences	<b>Flora attempts to write more complex sentences; however, she very rarely uses linking words. She will often link two clauses incorrectly, without the use of any linking words, or she will begin a new sentence rather than linking clauses.</b>
Paragraphs, logical sequencing of ideas etc.	<b>Flora does use paragraphs to organize her information, however, she does not intend them, so it is difficult to tell where one ends and a new one begins. Her writing does follow a logical sequencing of ideas that is easy to follow as a reader.</b>
Range and appropriacy of vocabulary (production)	<b>Flora's vocabulary is not particularly weak, but could use further developing. Her vocabulary is stronger in writing than in speaking. She correctly used the words "riflescope", "clumsy", "successfully", and "humorous" in her writing task. However, she often misuses words or phrases that she has clearly heard before but is not quite sure how to use, such as "by her ownself" and "racing cars".</b>

#### c. Reading skills

Ability as evidenced by performance in class and completion of reading comprehension task	<b>Flora is a great reader and rated reading as her best English skill. In class, Flora used her pencil as she was reading to make marks that would help her to answer questions. She reads carefully and can answer detail questions. She answered all the comprehension questions correctly on the task I gave her and only made two small mistakes in structuring sentences during the detail task.</b>
Ability to understand written texts in	<b>Flora rarely reads English outside of the classroom, but she has read novels in the past. She rated reading as her best skill, and does not seem to be concerned with learning how to be a better reader.</b>

everyday life (student's own assessment)	
--	--

**d. Listening skills**

Ability as evidenced by performance in class and performance in interview	<b>Flora is a great listener. She is extremely attentive in class and aware of all that is going on. She responds to the teacher's requests and questions at the appropriate time. She also nods in agreement when she understands a concept that the teacher is teaching or reviewing. Flora is able to complete tasks given to her by the teacher because she is able to understand directions.</b>
Ability to understand spoken language in everyday life (student's own assessment)	<b>Flora does not seem to have much difficulty understanding spoken English when I speak to her. However, English in everyday life might be a little more difficult for her, as she would struggle to understand the quicker pace as well as some of the denser vocabulary that is not related to the classroom or lexical sets that are ordinarily taught in English classes.</b>