

# Creating Real World Prompts for Interpersonal Speaking Assessments

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## During this session participants will:

- review the interpersonal speaking mode.
- brainstorm real world scenarios for prompts.
- obtain a template to create prompts.
- create a ready-to-use prompt for an interpersonal speaking assessment.

# What is interpersonal speaking?

- exchange of information between people
- spontaneous
- unprepared/unplanned
- unscripted

# Is it interpersonal?

- a FaceTime/Skype conversation with your pen pal

- a play about making plans with friends

-leaving a voicemail

-asking for and giving directions

-talking about something you did recently

-making a purchase

-an interview

# French Example

## Thematic Unit: Introductions (Level 1)

### Learner Targets:

- I can say basic greetings and leave-takings
- I can answer questions about my well-being

### Scenario:

Play the roles of a student, the student's friend and the new French exchange student who's attending your school this year. The student must introduce this new exchange student to his or her friend in French class. Be sure to include the following information:

- The student and exchange student greet each other.
- The student introduces the exchange student to the friend.
- The exchange student greets the friend by name.
- The friend greets the exchange student. Then the friend asks for the exchange student's name again.
- The exchange student gives his or her name.
- The friend greets the exchange student by name.

Feel free to include any other information in French that you can.

# Practice for French Example

## Conversation Card Side A – Les Questions

Bonjour (hello)  
Monsieur/M (Mr.)

Bonsoir (good evening)  
Madame/Mme (Mrs.)

Salut (hi)

Coucou (yoo hoo)  
Mademoiselle (Miss)

1. Comment t'appelles-tu?/ Tu t'appelles comment?  
What is your name?

2. Comment ça va?/ Ça va?/ Comment vas-tu?  
How are you?

3. Où habites-tu?/ Tu habites-où?  
Where do you live?

4. D'où viens-tu?/ Tu viens d'où?  
Where are you from?

5. Quel est ton numéro de téléphone?  
What is your phone number?

6. Quel âge as-tu?/ Tu as quel âge?  
How old are you?

7. Comment s'appelle l'école?  
What is the name of your school?

8. Combien de personnes est-ce qu'il y a dans la famille?  
How many people are in your family?

9. Combien d'animaux est-ce qu'il y a dans la famille?  
How many animals are in your family?



## Conversation Card Side B – Les Reponses

Bonjour (hello)

Monsieur/M (Mr.)

Bonsoir (good evening)

Madame/Mme (Mrs.)

Salut (hi)

Coucou (yoo hoo)  
Mademoiselle (Miss)

1. Je m'appelle \_\_\_\_\_. My name is \_\_\_\_\_.

2. Ça va (fine) Je vais bien (I'm doing well)  
Comme ci comme ça (so so) J'ai mal à la tête (I have a headache)  
I live in \_\_\_\_\_ street.  
I live on \_\_\_\_\_ street.  
Je suis fatigué/e (I'm tired)  
C'est dommage (too bad)

3. J'habite à \_\_\_\_\_.  
J'habite rue \_\_\_\_\_.  
J'habite dans les Montagnes Rocheuses (I live in the Rocky Mountains)  
J'habite aux Etats-Unis (I live in the United States)

4. Je viens de (du) (des) \_\_\_\_\_. I am from \_\_\_\_\_.  
5. Mon numéro de téléphone est \_\_\_\_\_. My phone number is \_\_\_\_\_.

6. J'ai \_\_\_\_\_ ans. I am \_\_\_\_\_ years old.

7. Mon école s'appelle Lycée \_\_\_\_\_. My school's name is \_\_\_\_\_.

8. Il y a \_\_\_\_\_ personnes dans ma famille. There are \_\_\_\_\_ people in my family.

9. Il y a \_\_\_\_\_ animaux dans ma famille. There are \_\_\_\_\_ animals in my family.  
Il y a un animal dans ma famille (There is one animal in my family)  
Il n'y a pas d'animaux dans ma famille (There aren't any animals in my family)

Pas mal (not bad)  
Je suis malade (I'm sick)



# German Example

## Thematic Unit: Healthy Lifestyle (Level 2)

### Learner Targets:

- I can express what healthy and unhealthy things I do.
- I can ask and tell about eating habits and preferences.
- I can express approval or disapproval of others' habits.
- I can make & respond to suggestions for healthier living.

You have decided to participate in a summer immersion program on the Baltic Sea coast in Northern Germany, but since you're away from home and not on your usual schedule you haven't been feeling well. You have become friends with another camper who is having the same problem, and you decide to start talking to him/her to try to get ideas on how to feel better. Be sure to include the following information:

- ask & answer questions about your normal eating, exercise, and lifestyle habits
- express approval and disapproval about some of your friend's habits
- give your friend advice about at least one thing he/she should do
- give your friend advice about at least one thing he/she should **not** do

Feel free to include any other information in German that you can.

# Practice for German Example





# Spanish Example

## Thematic Unit: The Outdoors (Level 3)

### Learner Targets:

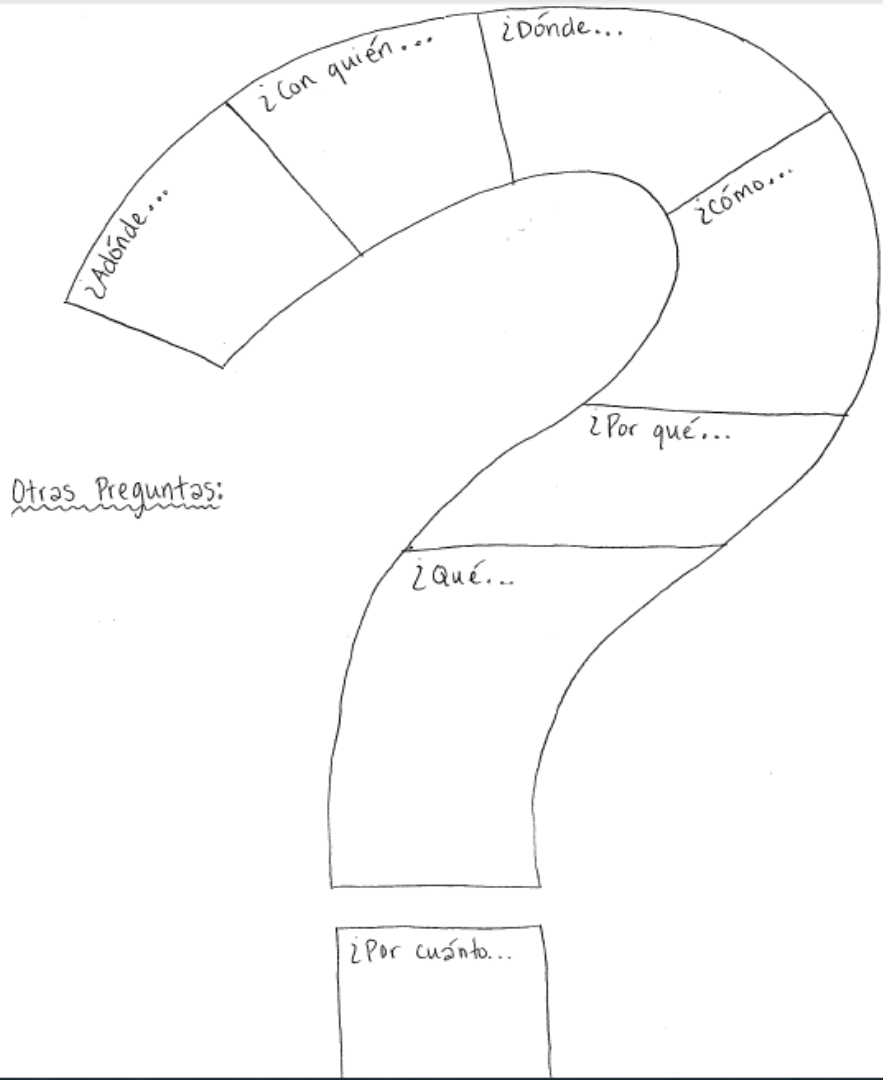
- I can understand when people talk about camping experiences.
- I can share camping experiences.
- I can resolve a problem or conflict in the outdoors.

### Scenario:

You finally have a chance to talk to your pen pal in Chile via FaceTime. Since you both recently went on camping trips you talk about your experiences and exchange information about your camping adventures. Be sure to include the following information:

- ask questions about each other's camping experiences
- answer questions and describe your camping experiences in detail
- tell about a problem that happened during your camping trip
- tell how you resolved the problem that occurred

Feel free to include any other information in Spanish that you can.



# Practice for Spanish Example

# Implementation Ideas

## THE STUDENTS BEING ASSESSED:

- randomize partners
- 1-2 minutes to read prompt/silently prepare
- odd number of students - have someone go twice
- student sign-up
- take notes while listening (teacher)
- limit time for performance task

# Implementation Ideas

## THE REST OF THE CLASS:

- working on other relevant assignments
- quiet work environment
- turn in assignments at end of class

# Real World Scenarios

Real world scenarios should be situations that students could actually experience.

Which is more realistic for students to portray?

A) Doctor talking to a patient

B) Two people talking in the waiting room

# Thematic Units

- family/childhood
- school
- food
- health
- restaurant
- travel
- clothing/shopping
- relationships
- environment
- technology
- free time/making plans
- art
- accidents
- personal information

# Example Rubric

**TSD WL Interpersonal Speaking Levels 1 – 2 Targeted Range Novice-Mid**

	Exceeds Expectations Novice-High: 8, 7	Meets Expectations Novice-Mid: 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
<p>Task</p> <p><b>How well do I complete the task?</b></p>	<ul style="list-style-type: none"> <li>I complete the task by using a variety of learned statements and questions.</li> <li>I respond fully and appropriately to all or almost all parts of the prompt.</li> <li>My ideas are supported with examples and elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>I complete the task by using some simple learned statements/questions.</li> <li>I respond adequately to most parts of the prompt.</li> <li>My ideas are supported with some examples.</li> </ul>	<ul style="list-style-type: none"> <li>I complete the task by using memorized words and high frequency phrases.</li> <li>I respond inadequately to some parts of the prompt.</li> <li>My ideas are supported with few examples.</li> </ul>	<ul style="list-style-type: none"> <li>I complete the task by using only a few very basic memorized words.</li> <li>I respond inadequately to most parts of the prompt.</li> <li>My ideas are not supported with examples.</li> </ul>	
<p>Comprehensibility</p> <p><b>How well do others understand me?</b></p>	<ul style="list-style-type: none"> <li>I can be easily understood.</li> <li>The message is clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can be understood.</li> <li>The message is mostly clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can be somewhat understood.</li> <li>The message is partially clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can be understood only with great effort.</li> <li>The message is not clear.</li> </ul>	
<p>Comprehension</p> <p><b>How well do I understand others?</b></p>	<ul style="list-style-type: none"> <li>I can understand a variety of simple questions and answers.</li> <li>I sometimes need repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand some simple questions and answers.</li> <li>I often need repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand memorized words and some high frequency phrases.</li> <li>I often need repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can only understand a few basic memorized words.</li> <li>I always need repetition.</li> </ul>	
<p>Vocabulary Use</p> <p><b>How extensive and applicable is my vocabulary?</b></p>	<ul style="list-style-type: none"> <li>I consistently use extensive vocabulary to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>I use adequate vocabulary to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>I use limited and/or repetitive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I use extremely limited and/or repetitive vocabulary.</li> <li>My native language interferes.</li> </ul>	
<p>Language Control</p> <p><b>How accurate is my language?</b></p>	<ul style="list-style-type: none"> <li>I correctly use grammatical structures appropriate to the task most of the time.</li> <li>Errors do not interfere.</li> </ul>	<ul style="list-style-type: none"> <li>I use grammatical structures appropriate to the task some of the time.</li> <li>Errors occasionally interfere.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely use grammatical structures appropriate to the task.</li> <li>Errors frequently interfere.</li> </ul>	<ul style="list-style-type: none"> <li>I do not use grammatical structures appropriate to the task.</li> <li>Errors usually interfere.</li> </ul>	
<p>Fluency/Communication Strategies</p> <p><b>How well do I keep the conversation going?</b></p>	<ul style="list-style-type: none"> <li>I keep the conversation going with a few pauses.</li> <li>I often ask for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>I keep the conversation going with some pauses.</li> <li>I sometimes ask for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>I have some difficulty keeping the conversation going.</li> <li>I have frequent pauses.</li> </ul>	<ul style="list-style-type: none"> <li>I do not keep the conversation going.</li> <li>I have many long pauses.</li> </ul>	

**Conversion:**

**Exceeds** = 93-100

**Meets** = 78-92

**Approaches**= 67-77

**Below**= 50-66

# Template

Interpersonal Speaking Assessment

Language and Level, Unit Title

Learner Targets:

- 
- 
- 

Scenario:

[A few sentences to describe the scenario] Be sure to include the following information:

- 
- 
- 

Feel free to include any other information in \_\_\_\_\_ that you can.



# Tasks for Creating a Prompt

1. Select a theme that you teach.
2. Choose a few learner targets appropriate for the theme and proficiency range.
3. Think of a real world scenario that addresses the learner targets and theme.
4. Create an interpersonal speaking prompt using the template.