

6-8 SPEAKING INTERVIEW ASSESSMENT EARLY ADVANCED/ADVANCED

Student Name _____ **Date** _____

The purpose of this assessment is to elicit student responses consistent with Early Advanced and Advanced Proficiency Level. Students will discuss and answer interview questions.

Begin by saying "The reason why we're here is for me to understand how you speak English. So let's have a discussion."

Language Form	Teacher Says	Student Says or Does	
21-Describe Spatial & Temporal Relations	1. How is your day going today?	Student responds in present or present progressive.	
21-Describe Spatial & Temporal Relations	2. What did you do yesterday after school?	Student answers using past and past progressive.	
21-Describe Spatial & Temporal Relations	3. What upcoming plans do you have for the weekend (or vacation)?	Student responds using future tense.	
22-Manage Conversations and Participate in Discussions	4. I was wondering if you would mind talking with me about school and how you feel about it.	Student responds using complete sentences. Of course not. I would be glad to speak with you. Etc.	
23-Explain Needs, Feelings, Opinions, Thoughts	5. How did you feel about school when you were younger?	Student responds by expressing feelings and opinions in the past tense.	
26-Compare, Contrast and Classify	6. Compare how you felt about school when you were younger with how you feel about it now.	Student responds using comparative language and clear transitions between past and present tenses.	
23-Explain Needs, Feelings, Opinions, Thoughts	7. Who is your favorite or least favorite teacher of all time? And why?	Student responds using past or past perfect tenses and explains why. ___ was my favorite teacher because of...	
29-Describe Characteristics of People, Places and Things	8. Describe your favorite (or least favorite) teacher.	Student responds by describing teacher using compound and complex sentences.	
25-Define, Explain Actions and Sequence	9. Tell me a bout a typical day at school. What classes do you attend? What do you do? Try to tell me about your day in order.	Student sequences events of his or her day using complete sentences and transitional words.	
29-Describe Characteristics of People, Places and Things	10. Describe your favorite subject of the day?	Student responds by giving a description of their favorite subject.	
30-Justify and Persuade	Explain why that is your favorite subject.	Student responds by justifying what his or her favorite subject is.	
30-Justify and Persuade	11. If I were to trade places with you for a day, what advice would you give me and why?	Student responds by giving advice and justifying his or her advice.	
23-Explain Needs, Feelings, Opinions, Thoughts	12. What would you propose I do for fun if I were to take your place for a day?	Student responds by expressing and supporting idea or opinion and then explains why. You might/could/should...	
28-Summarize, Draw Conclusions, and Make Generalizations	13. If you were in charge of the school, what would you change?	Student responds with: If I were... I would...	
25-Define, Explain Actions and Sequence	14. What changes would you make first? What changes would you leave for last and why?	Student may respond several different ways, but may include conditional tense and transitional language.	
30-Justify and Persuade	15. Why do you believe that those changes are necessary?	Student justifies his or her responses.	

30-Justify and Persuade	16. What class do you wish was at school that isn't. Try to convince me as to why that class should be included in the schedule.	Student uses persuasive language in complete and complex sentences.	
27-Make Predictions, Inferences, Cause and Effect	17. What do you predict happens to students who fail to do well in school?	Student may respond using if/than statements or conditional tenses.	
26-Compare, Contrast and Classify or 27-Make predictions, Inferences, Cause and Effect	18. Which classes that you are taking currently, do you feel will help you most in the future? Which classes will help you the least?	Student ranks or classifies classes as most helpful to/and least helpful.	
27- Make Predictions, Inferences, Cause and Effect	19. What do you hope to do in the future? What are your future plans?	Student responds using conditional or future tenses.	
25-Define, Explain Actions and Sequence	20. What steps will you have to take to be able to do what you hope for?	Student responds using future conditional, complete and complex sentences.	
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