

Guideline for Mid-Term Test (UTS)

1. Divide the class into two large groups.
2. Some of your students will perform in meeting 5 and the rest will perform in meeting 6.
3. You can put your students in pair or they can choose their own partner.
4. Your students can create a written dialogue with their partners. But they cannot read from the dialogue during their performance.
5. The topic of your students' dialogue can be about personal characteristics, feelings about something, family, or friendships.
6. You can assign the topic in meeting 4 or have you students randomly pick the topic on the mid-test day.
7. They will perform the dialogue in front of you.
8. The duration for each pair is 5-10 minutes.

Speaking (Dialogue) Rubric

Criteria	1-3	4-6	7-9	10-12	13-15
Memorized Dialogue	The student states dialogue with many interruptions or pauses.	The student states dialogue with some interruptions or pauses.	The student states dialogue with 3-4 interruptions or pauses.	The student states dialogue with 1-2 interruptions or pauses.	The student state dialogue without interruptions or pauses.
Pronunciation / Articulation	The student mispronounces many words and/ or incorrectly/ inappropriately expresses the dialogue.	The student mispronounces some words and/ or incorrectly/ inappropriately expresses the dialogue.	The student mispronounces 3-4 words and/ or incorrectly/ inappropriately expresses the dialogue.	The student pronounces most of the words clearly and correctly and expresses the dialogue somewhat clearly.	The student pronounces all words clearly and correctly and expresses the dialogue clearly.
Nonverbal Communication (facial expressions, gestures, movements, etc.)	The student uses inappropriate facial expressions, gestures, and actions and/or expresses them inconsistently and ineffectively.	Some non verbal communications are inappropriate, but still effectively carry out the meanings.	Few non verbal communications are inappropriate, but still effectively carry out the meanings.	The student uses appropriate facial expressions, gestures, and actions.	The student uses appropriate facial expressions, gestures, and actions consistently and effectively.
Volume	The students cannot be clearly and precisely heard by all audience members.	One of the students cannot be clearly and precisely heard by all audience members.	Sometimes, the student can be somewhat clearly and precisely heard by all audience members.	The student can be somewhat clearly and precisely heard by all audience members.	The student can be clearly and precisely heard by all audience members.
Overall Performance	The student does not demonstrate opening, leading to the topic, turn-taking, and ending the conversation.	The student demonstrates opening, leading to the topic, turn-taking, and ending the conversation ineffectively.	The student somewhat misses good opening, leading to the topic, turn-taking, or ending the conversation.	The student somewhat demonstrates good opening, leading to the topic, turn-taking, and ending the conversation.	The student demonstrates good opening, leading to the topic, turn-taking, and ending the conversation smoothly and effectively.

Self-Evaluation Rating Scale

Name _____ Task _____

- | | | | | |
|--|-------------|-------|-----------|--------|
| 1. I helped the group review its task. | always | often | sometimes | rarely |
| 2. I contributed relevant ideas. | always | often | sometimes | rarely |
| 3. I stayed on topic. | always | often | sometimes | rarely |
| 4. I listened carefully to other group members' ideas. | always | often | sometimes | rarely |
| 5. I was open-minded about different interpretations. | always | often | sometimes | rarely |
| 6. I encouraged participation from all group members. | always | often | sometimes | rarely |
| 7. I shared materials with my group. | always | often | sometimes | rarely |
| 8. I helped the group stay on task. | always | often | sometimes | rarely |
| 9. I contributed to questions asked of the group. | always | often | sometimes | rarely |
| 10. I did my share of the work to complete the task. | always | often | sometimes | rarely |
| 11. I used my strengths to enhance the task. | always | often | sometimes | rarely |
| 12. I am proud of my contribution to the task. | always | often | sometimes | rarely |
| 13. My best contribution to the task was ... | because ... | | | |