

Sample Listener Self-assessment for Oral Reading

This checklist is an example of one that might be used by listeners to assess their own listening progress. It may be adapted for use as a peer or teacher assessment form.

Name: _____

Date: _____

Check "yes" or "no" and state a reason for your answer.

	Yes	No	Reason
1. Was I prepared and willing to listen to the reader?	—	—	_____
2. Did I think about what was being read?	—	—	_____
3. Did what I heard make sense to me?	—	—	_____
4. Did I enjoy listening?	—	—	_____
5. Was I able to predict some events before they were read aloud?	—	—	_____
6. Was I able to summarize what was read aloud?	—	—	_____

Some abilities I have as an effective listener are:

I can improve in the following areas to become a more effective listener:

Teacher Comments:

Sample Oral Reading Assessment

The following rating scale is an example of one that might be used by peers or by the teacher to assess students' oral reading abilities and progress.

Name of Reader: _____

Date: _____

Five represents the highest mark on the scale. Circle the number in each case and briefly comment on your decision.

		Comments
Were all words pronounced distinctly?	1 2 3 4 5	
Could all words be heard clearly?	1 2 3 4 5	
Were key words emphasized?	1 2 3 4 5	
Was mood or feeling conveyed effectively?	1 2 3 4 5	
Was volume used effectively?	1 2 3 4 5	
Was pitch used effectively?	1 2 3 4 5	
Was the selection read at an appropriate rate for audience and purpose?	1 2 3 4 5	
Were phrases read effectively as complete units?	1 2 3 4 5	
Did the reader maintain eye contact, as appropriate, with the audience?	1 2 3 4 5	
Were gestures used appropriately?	1 2 3 4 5	
Was punctuation interpreted correctly?	1 2 3 4 5	
Was audience interest captured and sustained?	1 2 3 4 5	
Total (out of 60)		

Note: Some of the items listed above (e.g., eye contact, pronunciation, rate) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech and adapt their assessment instruments accordingly.