









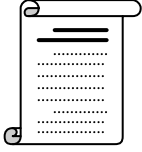










**Feedback Sheet**  
**Speaking: Oral Presentation (Generic)**  
**Peer Assessment Form**

1. Teachers CHOOSE and agree with the learners some on criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher’s guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their classmate’s oral presentation.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

**Colour the right number of stars. More stars mean better work.**

1. Did my classmate speak clearly and loudly enough? Did my classmate look at us most of the time?	
2. Do I like my classmate’s presentation?	
3. Did my classmate talk about ...? (the topic, e.g. the food and drinks items for the picnic)	
4. Did my classmate tell me more about ...? (the topic, e.g. explain what/why/how)	

Circle the right icon(s):

<p>1. The best part of the presentation was ...</p>	 (Introduction)	 (Body)	 (Conclusion)
<p>2. My classmate is good at ...</p>	 Attitude	 Techniques	 Organization
<p>3. My classmate can do even better next time in...</p>	 Attitude	 Techniques	 Organization
	 Content		 Language

**Feedback Sheet**  
**Speaking: Group Discussion (Generic)**  
**Self Assessment Form**

1. Teachers CHOOSE and agree with the learners some on criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each learner with the selected criteria on it.
3. With teacher’s guidance, learners read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the group discussion.
4. Both the teacher and the learners can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self assessment, peer assessment, etc.

**How many marks will you give to yourself? Colour the right box.**

1. Did I speak clearly and loudly enough?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
2. Did I understand what my classmates say?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
3. Did I ask questions in the discussion?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
4. Did I suggest ... for the ... (topic)?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
5. Did I explain why I ... (topic)?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
6. Did I accept the ... my classmates ...?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>

**How many marks will you give to your group? Colour the right box.**

7. Did we work together well?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
8. Did we achieve the objectives?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
9. Did all group members feel free to talk?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
10. Did all group members listen to one another?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
11. Did all group members have opportunities to share their ideas?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
12. Did the group consider a number of ideas before coming to a decision?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
13. Did everyone agree to the decisions that were made?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>





**Answer these questions:**

14. Who helped me? Why?	
15. Who did I help? Why?	
16. How can I do better?	
17. We will do better next time in ... by ...	

## Feedback Sheet Group Projects (Generic) Self Assessment Form

### A. Project as a whole

How many smiling faces do you give to yourself?

1. I like doing the project.	
2. I give myself ___ smiling faces because of my effort.	
3. I think my project is good.	
4. I think I am good at e.g. > taking part in collecting information > sharing information with group members > being punctual > performing my duties as a group member > sharing my work with my group members > producing a product > presenting our work to other classmates	

5. Working on this project, I have learnt more about ... (theme of the project)

6. I can do better next time by ... (collaboration and responsibility/process)

- > taking part in collecting information
- > sharing information with group members
- > being punctual
- > performing my duties as a group member
- > sharing my work with my group members

**B. Process in doing the project**

Ask yourself the following questions. Circle the marks you give to yourself.






1. Did I work well with my group members?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
2. Did we achieve the objectives?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
3. Did all group members feel free to talk?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
4. Did all group members listen to one another?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
5. Did all group members have opportunities to share their ideas?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
6. Did the group consider a number of ideas before coming to a decision?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>
7. Did everyone agree to the decisions that were made?	<b>100</b>	<b>70</b>	<b>50</b>	<b>20</b>




Answer these questions:

1. Who helped me? How?	
2. Who did I help? Why? How?	
3. How can I do better?	
4. We will do better next time in ... by ...	



### Feedback Sheet Collaborative Work Peer Assessment Form

	Circle the right words.		
<p><b>Contribution &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li> <span style="display: inline-block; width: 20px;">■</span> Collects information  </li> <li> <span style="display: inline-block; width: 20px;">■</span> Shares information with group members  </li> <li> <span style="display: inline-block; width: 20px;">■</span> Is punctual  </li> <li> <span style="display: inline-block; width: 20px;">■</span> Performs duties well as a group member  </li> <li> <span style="display: inline-block; width: 20px;">■</span> Shares equally  </li> </ul>	a lot of	some	little or none
	a lot of	some	little or none
	on time	sometimes late	always late
	very well	OK	not so good
	always	sometimes	does not

	Write a, b or c.
<p><b>Value Others' Viewpoints</b></p> <ul style="list-style-type: none"> <li> <span style="display: inline-block; width: 20px;">■</span> Listening to other group members                             <ul style="list-style-type: none"> <li>a. is always talking and not listening</li> <li>b. listens but sometimes talks too much</li> <li>c. listens and speaks a fair amount</li> </ul>  </li> </ul>	
<ul style="list-style-type: none"> <li> <span style="display: inline-block; width: 20px;">■</span> Cooperating with group members                             <ul style="list-style-type: none"> <li>a. usually argues</li> <li>b. sometimes argues</li> <li>c. never argues</li> </ul>  </li> </ul>	
<ul style="list-style-type: none"> <li> <span style="display: inline-block; width: 20px;">■</span> Making fair decisions                             <ul style="list-style-type: none"> <li>a. usually wants to have things his/her way</li> <li>b. usually sides with friends</li> <li>c. always considers all views</li> </ul>  </li> </ul>	