

## Final Feedback Form

|                      | Approaches the standard  | Meets the standard  | Exceeds the standard   |
|----------------------|--|---|--|
| <b>Goal-setting</b>  | <p>Student can identify* a goal.</p> <p>The goal might be unrealistic or not appropriate.</p>  | <p>Student can identify* a goal that is somewhat appropriate*, specific*, realistic*, and somewhat connected.</p> <p>The goal might not be fully explained or completely realistic.</p>   | <p>Student can identify* a goal that is appropriate, specific and realistic and connected.</p> <p>The goal is based on Wants, Interests, Needs and previous knowledge and experiences.</p> <p>The student chooses a detailed weekly target that matches his/her goal and evaluates* it.</p>          |
| <b>Resources</b>     | <p>Student can select a resource that may be suitable for his/her goals.</p> <p>The student tries the resources briefly.</p> <p>The student offers a shallow* or no evaluation of the resource in relation to his/her goals.</p>   | <p>Student can select at least one resource that is somewhat suitable for his/her goals.</p> <p>The student tries the resources briefly.</p> <p>The student offers a limited evaluation of the relevance of the resource(s).</p>  | <p>Student can select at least one resource that is suitable for his/her goals and personal preferences.</p> <p>The student tries the resources thoroughly*.</p> <p>The student offers a detailed evaluation of the relevance of the resource(s) for his/her learning goals.</p>                     |
| <b>Strategies</b>    | <p>Student can select and use a strategy that may be suitable for his/her goals.</p> <p>The student tries the strategies briefly</p> <p>The student offers a shallow* or no evaluation of the strategy in relation to his/her goals.</p>                                   | <p>Student can select at least one strategy that is somewhat suitable for his/her goals.</p> <p>The student tries the strategies briefly.</p> <p>The student offers a limited evaluation of the relevance of the strategy(ies).</p>   | <p>Student can select at least one strategy that is suitable for his/her goals and personal preferences.</p> <p>The student tries the strategies thoroughly*.</p> <p>The student offers a detailed evaluation of the relevance of the strategy(ies) for his/her learning goals.</p>                  |
| <b>Learning Plan</b> | <p>Student can identify SUR activities which may be suitable for his/her goal.</p> <p>With help, the student can create* a basic learning plan.</p> <p>The student has some difficulty implementing* the plan.</p> <p>The student offers no evaluation of the process.</p> | <p>Student can identify SUR activities that are somewhat suitable for his/her goal.</p> <p>The student can include some details in the plan, but the activities and ideas are not clearly connected.</p> <p>The student tries the plan briefly.</p> <p>The student offers shallow* evaluation of the process.</p> | <p>Student can identify connected SUR activities relevant to his/her goal.</p> <p>Student can create* a learning plan that suitable for his/her goals.</p> <p>The student tries the plan fully.</p> <p>The student can monitor* the implementation* process and make modifications* if required.</p> |

## Final Feedback Form

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| <b>Evaluation of linguistic gain</b> | <p>Student can describe how his/her learning gains* might be evaluated but description uses shallow or no reasoning.</p> <p>The student can offer shallow* or no evaluation of the linguistic improvement.</p> | <p>Student can suggest briefly how his/her learning gains* might be evaluated.</p> <p>The student attempts to evaluate his/her linguistic goals</p> <p>The student offers a shallow* evaluation of linguistic improvement.</p> | <p>Student can explain in detail how his/her learning gains* can be evaluated.</p> <p>The student can evaluate his/her linguistic goals effectively.</p> <p>The student can suggest modifications* to the linguistic evaluation process if required.</p> |
|--------------------------------------|--|--|--|

**Good language learners also do the following. How did you do?**

- ☐ Complete all unit activities/reflections as instructed and submit them on time every week.
- ☐ Include enough details and reasons in the reflections to express ideas to your LA.
- ☐ Keep comprehensive records of work and reflection and submit them on time.
- ☐ Spend more than 90 minutes on the learning activities.

**Comment:**

### Glossary (If you aren't sure of the meaning, please ask 😊)

- |  |  |   |  |
|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. identify</li> <li>2. appropriate</li> <li>3. specific</li> <li>4. realistic</li> <li>5. unrealistic</li> <li>6. evaluate</li> <li>7. shallow</li> <li>8. thoroughly</li> </ol> | <ol style="list-style-type: none"> <li>1. 判断する</li> <li>2. 適切な</li> <li>3. 具体的な</li> <li>4. 現実的な</li> <li>5. 非現実的な</li> <li>6. 評価する</li> <li>7. 浅い/熟慮していない</li> <li>8. 全て/完全に</li> </ol> | <ol style="list-style-type: none"> <li>9. create</li> <li>10. implement / implementation</li> <li>11. monitor</li> <li>12. relevant / relevance</li> <li>13. modify / modification</li> <li>14. learning gains</li> <li>15. linguistic improvement</li> </ol> | <ol style="list-style-type: none"> <li>9. (学習計画を) 作成する</li> <li>10. (学習計画を) 実行する/ (学習計画の) 実行</li> <li>11. 注意深く観察する</li> <li>12. (目標に) 適切な/ (目標への) 適性</li> <li>13. (目標を) 修正する/ (目標の) 修正</li> <li>14. 学習から得た知識やスキル</li> <li>15. 言語能力の上達</li> </ol> |
|--|--|---|--|