

18 Reading out loud: a self-evaluation

Goal

HLT students read out loud frequently from their own and other texts. However, reading aloud has to be practiced. The self-evaluation form may help students understand what they already know well and where they can improve.

2nd–9th grade

20 minutes



Materials:
Copies of the self-evaluation form (see below)

Procedure:

After reading aloud, students fill out a self-evaluation form. The fields in the grid can only be partially or gradually colored (from top to bottom). This self-assessment is then compared with the teacher, who suggests appropriate measures for improvement. Student who read very falteringly, should complete the exercises about reading fluency (see teaching proposal 22).

Read out loud: grid for self-evaluation

Paint over those fields that apply to you with a light color!

| Reading accurately | | |
|--|---|--|
| I read individual words and simple sentences clearly and understandably. | I read short texts clearly and understandably. I rarely make reading mistakes. | I also read long and difficult texts clearly and understandably. I read flawlessly. |
| Reading speed / reading flow | | |
| I already read certain passages fluently, others still haltingly. | I read mostly fluently at an even pace. | I read fluently, faster or slower, consistent with the content. |
| Guiding of voice / expression | | |
| I emphasize certain words according to the content. | I change my voice often, according to the text. This way I can emphasize important passages, for example. | I can expressively emphasize and change my voice. I use pauses for special emphasis. |