:

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP (FLAS) INSTRUCTOR EVALUATION

CFDA NUMBER: 84.015B

IFLE REPORTING SYSTEM PROPOSED SCREENS

Program: FLAS
Institution:
Project:
Award #:
Project Director:
World Area:

Start Date:
End Date:
Report Due Date:

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Update Password

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Current password:

New password:

Confirm password:

IFLE IRIS

INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION

INTERNATIONAL RESOURCE INFORMATION SYSTEM

Program: FLAS	**Start Date:**	
Institution:	**End Date:**	
Project:	**Report Due Date:**	
Award #:		
Project Director:		
World Area:		

Instructor Evaluation

Complete an evaluation for each student listed in the table below.

Click on the Evaluation link in the Action column to complete the student evaluation form.

- The Pre / Post columns indicate which evaluations have been completed.
- If you feel that a language or student has been added to this list erroneously, please contact your project director.
  Project Director: Reggie Jackson (rjackson@cds2.com)
- Note: Since student evaluations completed here will not be submitted at this time, there is no "Submit" button. Instead, the information will be saved by clicking the "Save" or "Save and Return to List" buttons.

Action	Pre Eval	Post Eval	Award Period	Language	Name of Fellow	Fellow's Email
Complete Pre and Post Eval	No	No	Final AY 10-11	Abkhaz		_____

Program: FLAS	**Start Date:**
Institution:	**End Date:**
Project:	**Report Due Date:**
Award #:	
Project Director:	
World Area:	

Instructor Foreign Language Evaluation

Return to student list

Rate the student's skills in Abkhaz.

Student:

Pre-fellowship Evaluation

- The pre-fellowship evaluation becomes available to the instructor as soon as the Project Director assigns student(s) to the instructor.
- The instructor completes the pre-fellowship evaluation for the student(s) and clicks "Save". Instructors are advised to review their evaluation(s) for accuracy before clicking "Save".
- Instructors may edit a pre-fellowship evaluation in the "Saved" status only if the Project Director has not submitted the Institutional Interim Report. Once the Project Director submits the Institutional Interim Report, the pre-fellowship evaluation become locked.
- Any pre-fellowship evaluation that was previously completed and saved will remain locked during the Final reporting period. If the instructor needs to notate any change to a student's pre-fellowship evaluation, the change can be described in the "Comments" box at the time the instructor administers the student's post-fellowship evaluation.

Post-fellowship Evaluation

- The post-fellowship evaluation becomes available to instructors as soon as the student has been moved to the Institutional Final Report by the institution.
- The instructor completes the post-fellowship evaluation for the student(s) and clicks "Save". Instructors are advised to review their evaluation(s) for accuracy before clicking "Save".
- Instructors may edit a post-fellowship evaluation in the "Saved" status only if the Project Director has not submitted the Institutional Final Report. Once the Project Director submits the Institutional Final Report, the post-fellowship evaluation becomes locked.

Pre Fellowship Yes | No	Post Fellowship Yes | No	Speaking
		The student can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.
		The student can order a simple meal.
		The student can arrange for a hotel room or taxi ride.
		The student can buy a needed item such as bus or train ticket, groceries, or clothing.
		The student can ask and answer simple questions about date and place of birth, nationality, marital status, occupation, etc.
		The student can make social introductions and use greeting and leave-taking expressions.
		The student can handle conversations about familiar topics in an organized way.
		The student can produce speech with some organization on familiar topics that extend beyond his or her daily routine.
		The student can describe his or her present or most recent job or activity in some detail.

The student can give detailed information about his or her family, house, and community.

The student can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).

The student can give a brief autobiography including immediate plans and hopes.

You feel confident that when the student talks with native speakers on topics such as those mentioned above, they understand the student most of the time.

The student can take and give simple messages over the telephone, or leave a message on voice mail.

The student can describe in detail a person or place that is very familiar to him or her.

The student can report the facts of what he or she has seen recently on television news or read in the newspaper.

The student can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.

You feel that the student has a professional command, rather than just a practical one, of the language.

There are few grammatical features of the language that the student tries to avoid.

You rarely find that the student is unable to finish a sentence because of linguistic limitations (grammar or vocabulary).

The student finds it easy to follow and contribute to a conversation among native speakers.

The student can speak to a group of educated native speakers on a professional subject and is sure in communicating what the student wants to, without obviously irritating the group linguistically.

The student can, on a social occasion, defend personal opinions about social and cultural topics.

The student can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or him/herself.

The student can use the language to speculate at length about abstract topics such as how some change in history or the course of human events would have affected his or her life or civilization.

In professional discussions, the student's vocabulary is extensive and precise enough to convey an exact meaning.

The student is able to adjust his or her speech to suit his or her audience, whether he or she is talking to university professors, close friends, employees, or others.

The student can prepare and give a lecture at a professional meeting about his or her area of specialization and debate complex aspects with others.

The student naturally integrates appropriate cultural and historical references in his or her speech.

The student can eloquently represent a point of view other than his or her own.

The student can lead the direction of the discussion (friendly, controversial, collaborative).

The student's language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.

The student can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

The student's pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.

The student's vocabulary is extensive and precise, allowing the student to consistently convey complex ideas and details.

Comments: (limit 1,500 characters and spaces)