

# In Service Training for Informal Assessment of Speaking

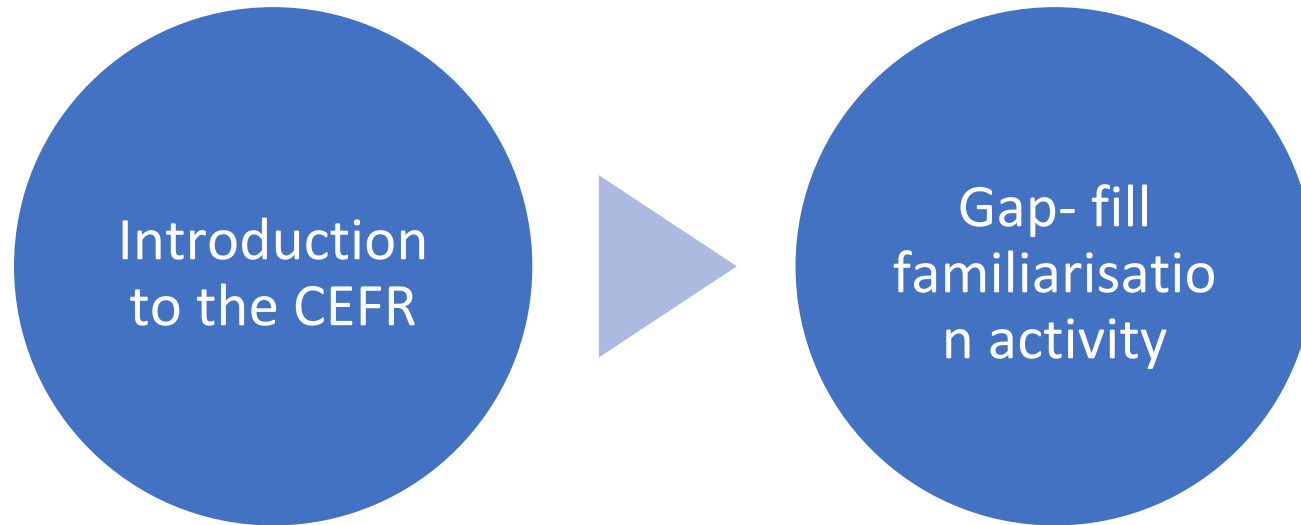
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# Spring board for assessment

- Awareness of the special nature of spoken language e.g. fillers, pauses, incomplete sentences, vague language etc.
- Planning for assessment: outlining & aligning syllabus objectives with assessment tasks, assessing students in staggered cycles, recording performance.
- Modes of assessment: individual, pair and group tasks.
- Task types for assessment: oral interviews, descriptions, role plays, story/text retelling, video clips.
- Tips for assessment: appropriacy for level, based on instructional activities, task difficulty, feedback etc.



# Familiarisation



A1	<p>Can interact in a _____ to ask and answer questions about personal details (where they live, people they know etc.).</p> <p>Can use very limited _____ like isolated words and simple phrases.</p> <p>Can use _____ structures, though with a number of inaccuracies.</p>
A2	<p>Can _____ to simple statements and questions, though is unable to maintain a conversation on his own.</p> <p>Can use _____ vocabulary and grammar to deal with everyday situations, but basis errors are evident.</p> <p>Can produce comprehensible _____, even though pauses are noticeable.</p>
B1	<p>Can _____ and _____ a conversation on familiar topics.</p> <p>Can give and seek personal opinions comprehensibly, though pausing to organize the language is evident.</p> <p>Can use a _____ range of grammar and vocabulary related to everyday situations accurately.</p> <p>Can use fairly long stretches of language, though pausing to organise the language is evident.</p>
B2	<p>Can interact on a _____ with relative spontaneity and fluency.</p> <p>Can use vocabulary and grammar with a relatively high degree of accuracy.</p> <p>Can _____, _____ and contribute skillfully to a conversation or discussion.</p>
C1	<p>Can express him/herself _____, _____ on a wide variety of topics.</p> <p>Can use a broad range of vocabulary, though some lexical slips are evident.</p> <p>Can use grammatical structures with a high degree of _____.</p>

# Standard setting

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- Examples of speaking performance from Cambridge English Assessment.
- Focus on the critical features (documentation).
- Discussion and clarification.



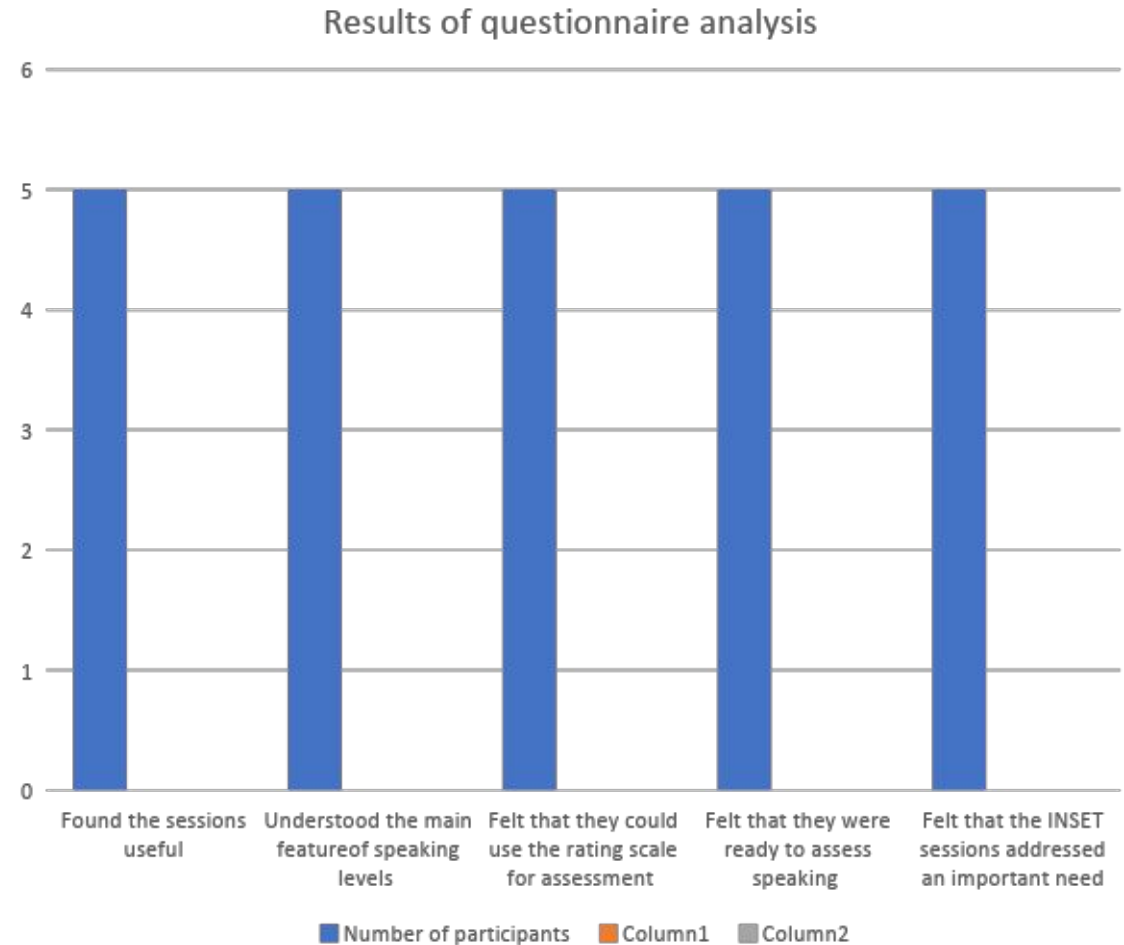
# Application of standards

- Highlighting of important features of each level on the criteria.
- Viewing of samples and identification of level on assessment criteria in groups-clarification.
- Viewing of different samples and individual rating (anonymously) on rater scoring forms.

Sample number	Rater 1	Rater 2	Difference
Sample 1			
Sample 2			
Sample 3			
Sample 4			

# Evaluation

- Results of rater scoring form: correlation coefficient of 0.8. Levels B1 & B2 slightly problematic.
- Results of the questionnaire:
- Field notes: engagement, valuable, informed comments and contributions.



## Advice

- Practicality- timing, resources, awareness of trainees' experience/knowledge.
- Engagement- variety of modes of delivery.
- Comprehensibility- jargon, division of sessions.
- Evaluation: clear and critical
- Follow-up sessions
- Familiarisation (scale) through active cognitive engagement.
- Rating in groups first to reach consensus.
- Anonymous data collection.
- Check all equipment.