Analytical   V   Global

Componential   V   Overall
effectiveness

Attainment   V   Proficiency

Norm-   V   Criterion-
Referenced   Referenced

ASSESSING/TESTING ORAL INTERACTION

HOW CAN/SHOULD WE
SCORE/ MARK/ ASSESS/ GRADE?

GLOBAL/IMPRESSION *v* DETAILED DESCRIPTORS

NORM-REFERENCED *v* CRITERION-REFERENCED

SINGLE SCORE V MULTIPLE SCORING *v* PROFILING

SPOKEN PERFORMANCE *v* ORAL INTERACTION

1 MARKER *v* MORE THAN 1 MARKER

WORDS *v* FIGURES

SHORT *v* LONG MARK SCALES

MARKS/SCORES *v* BAND-SCALES (E.G. ESU)

CAN-DO STATEMENTS

SELF ASSESSMENT + NEGOTIATED ASSESSMENT

AT THE TIME *v* LATER

PASS/ FAIL *v* GRADES

NEGATIVE *v* ADDITIVE

ASSESSING SPOKEN ENGLISH

HOW DO WE GET SUITABLE SAMPLES OF ORAL PERFORMANCE?

WHAT ASSESSMENT MODES/TEST-TYPES/ FORMATS CAN WE USE?

- **REPETITION**

- **REFORMULATION**

- **CORRECTION**

- **REPORT**

- **SUMMARY**

- **DETAILED MESSAGE**

- **READING ALOUD**

- **INTERPRETING**

- **QUESTION AND ANSWER**

- **PREPARED TOPIC**

- **PICTURE DESCRIPTION/COMPOSITION**

- **STORY COMPLETION**

- **ROLE PLAY**

- **ASSESSED INTERACTION IN PAIRS AND/ OR GROUPS**

- **FORMAL QUESTIONNAIRE AND INTERVIEW**

- **DISCUSSION**

ASSESSING SPOKEN ENGLISH

WHAT TASKS - WHAT TOPICS
- WHAT FUNCTIONS?

- **DIALOGUE - DISCUSSION - CONVERSATION**

- **DEBATE** *v* **TASK ACHIEVEMENT (COLLABORATIVE)**

- **FACTUAL** *v* **ATTITUDINAL**

- **NARRATIVE** *v* **DESCRIPTIVE**

- **CLOSED** *v* **OPEN**

- **PRO-ACTIVE** *v* **REACTIVE** *v* **INTERACTIVE**

- **DOMINANCE** *v* **MAINTENANCE**

- **WHO SETS THE AGENDA?**

- **WHO CONTROLS THE STAGING?**

- **WHAT TASKS/ TOPICS/ TEXT-TYPES/ FUNCTIONS FOR WHAT LEVEL?**

- **VARIETY OF FOCUS** *v* **ADEQUATE SAMPLE SIZE**

ASSESSING SPOKEN ENGLISH

Completing the tasks set at different levels in an appropriate way will involve candidates in a range of language **functions**.

At all levels:

Expressing: requirements, opinions, comment, attitude, confirmation, apology, want/need, information, complaints, reasons, justifications

Directing: instructing, persuading, advising

Describing: actions, events, objects, people, processes

Eliciting: information, directions, clarification, help, permission

Narrating: sequence of events

Reporting: description, comment, decisions

At all levels candidates will be expected to take part in <u>dialogue</u> with a native-speaker and a non-native speaker, and in <u>multi-participant interaction</u> in a group containing a native-speaker and a non-native speaker.

The native-speakers may be known or not known to the candidates. The interactions with a non-native speaker will normally be with a candidate of a similar level; this person will normally be someone known to the candidate

Materials for Assessing and Testing
Spoken Language Ability

What kind of materials do we need?

1. Materials to stimulate the provision of suitable samples of spoken language

2. Materials to identify, define and describe the key components of SLA at the level/age being assessed – descriptors/assessment criteria

3. Materials for the recording of marks/scores and grades/levels/profiles

4. Materials for the training of assessors and for the standardisation of the interpretation of the assessment criteria being used

5. Materials to enable/support the evaluation of the effectiveness of the oral assessment procedures which have been adopted

Plus, possibly, materials for the incorporation of self-assessment as part of the assessment of SLA