

INTRODUCING LANGUAGE ASSESSMENT

Worksheets



**ASSESSING
SPEAKING**

B. WHILE YOU WATCH

A test of speaking needs to be as close to the context we are interested in as possible, so it is important to consider what is assessed and how.

What are we assessing

4a. What are the different dimensions we need to consider about speaking?

A

B

C

4b. What aspects of speaking must any assessment attempt to replicate?

A

B

How are we assessing

5. What are the different exam formats we can use to assess speaking?

Format	Number of test takers
Interview	
Oral presentation	
Interactive task	
Group discussion	

6. What are some of the different tasks we can use to assess speaking?

Task	Example
Describing something	
Telling a story	
Comparing things	
Giving some personal information	

7. What are the different settings we can use to assess speaking?

- A
- B
- C
- D

Scoring and grading

8. How do examiners award scores?

Based on what they have and using a (a set of descriptors of what to expect at different levels of ability).

9. What is the advantage of each rating scale an examiner might use?

- A. Simple scale – advantage:
- B. Complex scale – advantage:

10. How can technology improvements help test design? Tick the appropriate boxes.

(✓)

Shorter tests	<input type="checkbox"/>
Automated scoring	<input type="checkbox"/>
Simpler development	<input type="checkbox"/>

C. AFTER YOU WATCH

11. Read the information about these learners.

Learners are a class of 14 year olds studying general English. They are currently at B1 level of the CEFR.

Which task would you use? What are the advantages and disadvantages of each task? Why?

Task A: In pairs, describe two pictures and say what the differences are.

OR

Task B: Individually, look at a photograph: (a) describe the photograph; (b) talk about an aspect of the photograph relevant to your experience; (c) elaborate by talking about the same topic in more general terms and providing an opinion with reasons and justification.

	Advantages	Disadvantages
Task A		
Task B		

12. Which features would you need to assess for these learners? Why?

- Grammar range and accuracy
- Vocabulary range and accuracy
- Task fulfilment
- Fluency
- Pronunciation

APPLY >>>>>>>>>>

THE TASK

13. Think about your own learners:

- A. What kind of speaking do they need to do?
- B. Who are they usually speaking to?
- C. How can you make sure a speaking task for them is fair?

RATING

14. What kind of rating scale do you need?

Think carefully about the kind of information you or the learners need to know.
Consider the level of detail you need to report on.

For more information on rating scales, see:

Assessment Criteria – rating scales (2016):
http://www.ealta.eu.org/events/Summer_school_2016/06_EALTA%20SuSch%202016_Rating%20criteria%20scales.pdf

and

Appendix H in the APTIS General Technical Manual (p61):
https://www.britishcouncil.org/sites/default/files/aptis_general_technical_manual_v-1.0.pdf

To learn more about issues to consider when developing a test of speaking, you may access Appendix E in the APTIS General Technical Manual (pp. 52–55)

https://www.britishcouncil.org/sites/default/files/aptis_general_technical_manual_v-1.0.pdf