

# ASSESSING SPEAKING

## Oral Production

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**UALTA**

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# **Oral production & Oral interaction**

## **Formative assessment**

- 1 answering T's questions
- 2 whole-class discussion
- 3 retelling/description
- 4 presentation
- 5 .....

➤ **Discuss HOW you assess ORAL PRODUCTION (OP) formatively (in class)**

- 1 dialogue/polylogue
- 2 role-plays
- 3 projects
- 4 Q&A (post-presentation)
- 5 .....

➤ **Discuss HOW you assess ORAL INTERACTION (OI) formatively (in class)**

➤ **Do you assess OI summatively?**

## Summative Assessment of OP

*Talk on the topic ...*

*Speak on the topic ...*

*Describe the picture ...*

- *Argumentation*
- *Complaint*
- *Description*
- *Explanation*
- *Instruction*
- *Persuasion*
- *Report*
- *Summary*

*Снівбесіда за темою*

....



# How do you assess OP summatively?

- Topics or communicative tasks?
- Intuitively or analytically?
- Criteria ???
- How do you arrange these criteria?
- Valid tasks? Reliable scoring?
- ARE YOU HAPPY WITH YOUR SUMATIVE ASSESSMENT?
- ISSUES?

# Criteria to assess Speaking

- Grammar & Vocabulary
- Discourse Management
- Pronunciation
- (Interactive Communication) (FCE)
- Communicative impact
- Grammar & coherence
- Vocabulary
- Sound, stress, intonation (Hu)
  - Delivery
    - Language use
  - Topic development
    - (ETS)
- Grammar range & accuracy
- Vocabulary range & accuracy
- Task fulfilment
- Fluency
- Pronunciation (APTIS)
- Pronunciation
- Fluency
- Grammar
- Vocabulary
- Discourse feature
- Task accomplishment (Brown)

# Aspects of speech to assess

- Linguistic resources (grammar, vocabulary, expression, textualization),
- Phonology (pronunciation, intonation, rhythm and stress),
- Fluency (hesitation/pauses/fillers, repetition/repair, speech rate),
- Content (task fulfillment, ideas, framing).

# How to select criteria?

- Real life needs of learners
- Syllaby (learning objectives) → Construct (test tasks)
- Which aspects of speech are crucial for your context?
  - What criteria will you select?

# Speaking Performance Level B2

## Students can:

- express thoughts on **abstract or cultural topics**
- give clear **descriptions,**
- express **viewpoints,**
- develop **arguments,**
- **explain the main points** in an idea or problem *with reasonable precision*
- produce **quite long stretches** of language with a **fairly even tempo,** there are *few noticeably long pauses,*
- express themselves with **relative ease** despite **some problems with formulation**

## **Students have:**

a good range of vocabulary for matters connected to their field and most general topics and can vary formulation to avoid frequent repetition.

Lexical accuracy is *generally high*, though *some confusion* and *incorrect word choice* does occur *without hindering communication*.

## **Students show:**

*a relatively high* degree of **grammatical control** and do not make mistakes which lead to misunderstanding although *with noticeable mother-tongue influence*.

*Errors occur*, but it is clear what they are trying to express.

## **Students have:**

a *clear, natural*, pronunciation and intonation.

# Oral production at level B2 should:

- relate to a **broad range of topics** (familiar /unfamiliar)
- be **efficient** (cover content points) and **coherent** on text/ paragraph/ sentence levels
- contain relevant **discourse markers** and **cohesive devices**.
- contain **clear description, detailed explanation, argumentation** supported with relevant details/ examples
- be **fluent** and **spontaneous**, delivered in a **quite high tempo**, without too long pauses
- contain a **good range of stylistically appropriate vocabulary** specified in the syllabus
- be **grammatically accurate**, especially in terms of using grammar specified in the syllabus; errors should not be systemic and hinder communication; errors may be controlled and corrected by the speaker
- be correct from **phonetic, phonological and intonation** perspectives.

# Criteria

## Your attempt:

- How many?
- What are the criteria?

## My attempt:

- Task achievement (covering of content points and organisation)
- Fluency and pronunciation (high tempo, few pauses, correct pronunciation, accent, intonation)
- Range of vocabulary and its relevance to register
- Grammar control (range of structures and accuracy)

# How to arrange the criteria?

## Assessment scales

### Holistic:

- **an overall impression** of the impact of a test taker's performance in one score;
- the score aims at **capturing all the features of the speech sample**;
- difficult to balance perception of **all speech features** (i.e., a wide range of vocabulary but mispronunciation of most words) => **training, experience**

# Assessment scales

## Analytic :

- **separate scores for each of a number of aspects of performance** (i.e. fluency, pronunciation, vocabulary, and grammar)
- helps raters to **balance criteria in the scales** and ensure attention to the same subconstruct
- rich information is provided regarding **strengths and weaknesses of test takers.**

# **“I need a rating scale. Where do I get one?”**

- **Adopting a rating scale**

**Concerns: relevance of tasks, skills of test takers,  
number of bands, scoring**

- **Adapting a rating scale**

**Minor wording changes or  
Extensive modifications**

- **Developing a new rating scale**

**Concerns: construct, criteria, bands, scores**

# Developing a new rating scale

- Review CEFR, existing scales, syllabus, teaching materials, other relevant documents
- Propose the criteria
- Determine the number of bands
- Develop the descriptors
- Rank the descriptors in order of difficulty
- Discuss and revise the scale
- Trial the scale
- Stabilize the scale

# Construct your scale

Score	Criterion 1	Criterion 2	Criterion 3	Criterion 4

<b>Scores</b>	<b>Task achievement</b>	<b>Fluency &amp; phonetics</b>	<b>Vocabulary &amp; register</b>	<b>Grammar control</b>
<b>90 - 100</b>	<b>High performance</b>	<b>High fluency</b>	<b>Broad range of vocabulary</b>	<b>Excellent grammar control</b>
<b>75 - 89</b>	<b>Good performance</b>	<b>Good fluency</b>	<b>Good range of vocabulary</b>	<b>Good grammar control &amp; range of structures, infrequent errors</b>
<b>60 - 74</b>	<b>Satisfactory performance</b>	<b>Insufficient fluency</b>	<b>Quite limited range of vocabulary</b>	<b>Frequent grammatical errors</b>
<b>0-59</b>	<b>Poor performance</b>	<b>Too short and slow utterance, frequent pauses &amp; errors</b>	<b>Limited range of vocabulary, wrong choice of words</b>	<b>Limited range of structures, frequent errors</b>

# Tasks to assess oral production

Talk about the myth of Phoenix:

- the cycle of his life
- culmination in the myth
- symbolism of the myth of Phoenix

Reason why you think people admire this myth.

Talk about the fall of Roman Empire:

- explain what three reasons for its fall you believe
- explain what three reasons for its fall you disbelieve

Discuss why historians are so interested in the fall of Roman Empire and the reasons for its decline.

**Questions?**

**Solutions:**

Thank you for your interest in the  
topic!

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