

# *BVSD World Languages Speaking Assessment*

## **Teacher and Student Instructions**

For Level II students of  
**Chinese, French, German, Japanese & Spanish**

*Standard 1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.*

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.

**Assessment Window:**  
**May 11 – May 29, 2009**

### **Teachers:**

- Record student results on Infinite Campus.
- Return all materials to Dr. Judy Skupa, Division of Curriculum & Instruction, Education Center, no later than May 29, 2009.

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## Preparation and Practice

### Notes to the teacher

- Your students will be recorded for the actual *Speaking Assessment*. Some teachers will use cassette tape records and others will use personal digital recorders. In order to best prepare your level II students for the Speaking Assessment, you are encouraged to provide practice opportunities that model the actual assessment many times during the year.
- For practice purposes, you may choose to either record each student on a separate cassette or to put a whole class on one cassette. For the actual assessment, each level II teacher will be provided with an “official”, numbered cassette as part of the assessment materials package.
- Please give your students access to the *Directions for Students* either using an overhead projector or by writing them on the board. Read the *Directions* aloud while the students follow along reading.

## World Languages Content Standard 1.2 - Speaking

The Speaking Assessment is based on Content Standard 1.2, *Speaking* and the topics listed in the Level II Course Plan for each of the languages.

Thank you for your continued efforts in guiding our students towards successful learning experiences every day.

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- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.

## About the Speaking Assessment Rubric

The BVSD Speaking Assessment will seek to elicit a speech sample sufficient to permit a **global** evaluation based on the *Speaking Rubric*. The overall evaluation should identify the **sustained** level of performance with regard to command of language structures, vocabulary usage, fluency, and narration. Students should be instructed to speak as long as possible within the allocated time, **one (1) minute – one and one-half (1 ½) minutes**.

The BVSD World Languages Speaking Rubric is a **holistic rubric**. It assigns a level by assessing the student's performance across **multiple criteria** as a whole. This is in contrast to an analytic rubric that assigns a level of performance for each criterion. See page seven (7).

## Procedure for Administering the Speaking Assessment

1. On the day before the assessment, make sure that you have the following items ready:
  - Ten (10) prompts
  - Tape recorder or Personal Recording Device
  - Cassette tapes for tape recorder
  - Timer
  - Alphabetical list of students
  - Copy of the *Directions for Students*
  - Copy of the *Speaking Rubric*
  - Sheets for recording the students' names, topic, and score
  
2. On the day of the assessment:
  - Read the *Directions for Students* to the whole class while students following along.
  - Determine the order in which students will be assessed.
  - Place the ten (10) prompt cards, face down on the table
  - Call the first student up to the assessment table.
  - The student chooses three (3) cards, turns them over and quickly reads them. The student chooses the one (1) card which has a topic that is the most familiar. During this one minute preparation time, the student may write brief notes on a sheet of paper to use during the spoken assessment. These notes must be turned in to the teacher as soon as the students is finished speaking. Teachers will destroy these notes at the end of the class period.
  - The teacher or student records the Student's Name, ID Number, and Topic.
  - The student must speak for a **minimum of one (1) minute** on the chosen topic, **but may speak for up to one and one-half (1 ½) minutes maximum**.
  - It is difficult to rate a student sample of less than **1 minute**. Encourage your students to speak more than **one (1) minute** so that they are not penalized in their rating.
  - After the student has finished speaking, **between one (1) and one and one-half (1 ½) minutes**, the teacher stops the tape recorder.
  - The teacher may assign a score (Advanced = 4, Proficient = 3, Partially-Proficient = 2, Unsatisfactory = 1) immediately or wait until later after listening to the student sample later.
  - The teacher replaces all ten (10) cards on the table, face down and calls up the next student.
  - **The teacher records the students' results in Infinite Campus**

## **BVSD World Language Teachers Suggest the Following for a Successful Speaking Assessment**

- If possible, ask a parent or other adult to help with the assessment.
- Students need to be monitored.-IF you have lab, use it, otherwise an adult must monitor.
- There are two things that are necessary: 1. an adult to monitor the testing, and 2. a really good tape recorder.
- Read the *script* to the whole class one time, but make sure all students heard and understood the instructions.
- When the students record the topic they chose, they should not record the prompt.
- Tell students that they have **one (1) minute**, after they choose a topic to think about what they're going to say.
- Teachers need to have a good tape recorder.
- Do not let the students go out into the hall alone. It won't work.
- Students need to speak into the microphone. Put a sticker on it that says: *Speak into the microphone.*
- Find the equipment that's available and start using it. Students need practice.
- The process is probably more important than the results.
- Have a timer to maintain the length of time: **1 minute minimum – 1 ½ minutes maximum**
- Have an extra copy of the student instructions next to the tape recorder.
- Prepare the students for the assessment during the year. Practice it with a recorder.
- Students need to be familiar with the rubric. Practice with it from the beginning of the year.
- Make sure you understand the BVSD Level II Speaking Rubric
- Review all the topics often as you go along, during the school year.
- Students have to be responsible for all the topics. They must pick three (3) cards, not one (1) or two (2).
- Oral assessment is something towards which students need to work all year.
- If you need advice, contact one of the members of the writing team.

## **Successful Results from the Pilot Assessment**

- Students were proud of their results.
- Some students liked speaking on the cassettes.
- Students liked having their own tape to listen to their progress.
- It forced teachers to give an oral assessment. Some never had done it before.
- IB, AP exams do it anyway. This is good practice.
- Kids resisted at first, but liked it later.
- We want our kids to communicate in the language. This will help

## Directions for Students

**Please read the following script to your students and answer any questions that they may have about the assessment.**

### *Script*

- You are participating in the Boulder Valley School District *Speaking Assessment* for Level II World Language students. Your speaking ability will be evaluated for the purpose of assessing our program's overall success in helping students attain the goal of being able to communicate by speaking. In addition, you will receive feedback regarding your own progress toward meeting the Speaking Standard.
- When it is your turn, please select **three (3)** of the **ten (10)** face down topic cards that you are offered. Read the **three (3) cards** and determine which topic you feel you know the best. You will have **one (1) minute** from the time that you take the cards to select **one (1)** of them and think about what you will say. During this one minute preparation time, you may write brief notes on a sheet of paper to use during the *Speaking Assessment*. These notes must be given to the teacher as soon as the you are finished speaking. Your teacher will destroy these notes at the end of the period.
- I will start the tape recorder and you or I will announce your Name, Student ID number, and Topic. Please state only the topic not the scenario following the topic.
- Hold the microphone 10" – 12" away from your mouth. Speak directly into the microphone.
- You will speak for a **minimum of one (1) minute or a maximum of one and one-half (1 ½) minutes. Please do not speak for less than one (1) minute. Aim to speak for the longer time.**
- Relax and say as much as you can. Describe, elaborate, explain, and give examples and reasons. Do not use any English. Be creative. Inventing and imagining are okay. Explain *who, what, when, where* and *why*. If possible, use multiple tenses. The goal is to see how well you communicate your ideas. Don't worry about making mistakes. Just keep talking. Remember: do not speak any English. It is imperative that you speak for a **minimum of one (1) minute or a maximum of one and one-half (1 ½) minutes.**
- I cannot say anything during the time that you are speaking and I cannot answer questions.
- At the end of a **maximum time of one and one-half (1 ½) minutes** I will signal you to stop speaking and I will stop the tape recorder. It is okay if you do not finish what you had planned to say.
- Thank you for your time and effort. The results will help make our World Languages program more successful in attaining the *Speaking Standard* and will inform you of the progress that you are making.

## BVSD World Languages Speaking Rubric

This is a **holistic rubric**. It assigns a proficiency level by assessing the student's performance across **multiple criteria** as a whole. This is in contrast to an **analytic rubric** that assigns a level of performance for each criterion and then averages them together.

<p><b>Advanced</b></p> <p style="font-size: 2em;"><b>4</b></p>	<p><b>Demonstrates Excellent Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Response is thorough, detailed, and ease of expression is sustained</li> <li>• Communication is very clear in spite of a few errors</li> <li>• Sentence structures are varied, usually complete, and occasionally complex</li> <li>• Vocabulary is wide-ranging and context-appropriate</li> <li>• Circumlocution is acceptable</li> <li>• Pronunciation enhances communication</li> </ul>
<p><b>Proficient</b></p> <p style="font-size: 2em;"><b>3</b></p>	<p><b>Demonstrates Very Good Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Response is on topic with some details</li> <li>• Communication is clear in spite of errors and pauses</li> <li>• Sentence structures may be simple but are usually complete</li> <li>• Vocabulary, including verbs, is varied and level-appropriate</li> <li>• Circumlocution is acceptable</li> </ul>
<p><b>Partially Proficient</b></p> <p style="font-size: 2em;"><b>2</b></p>	<p><b>Demonstrates Partial Competence in Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Response is incomplete, only partially on topic, and/or too brief</li> <li>• Communication is unclear because of errors and fragmented expressions</li> <li>• Sentence structures are simple, frequently incomplete, and/or too repetitive.</li> <li>• Vocabulary is inadequate and reflects few resources</li> <li>• There is a continued attempt to speak</li> </ul>
<p><b>Unsatisfactory</b></p> <p style="font-size: 2em;"><b>1</b></p>	<p><b>Demonstrates a Lack of Competence in Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Response is extremely brief and/or incomprehensible</li> <li>• Communication breaks down due to numerous errors and halting speech</li> <li>• Sentence structures are incomplete, disconnected, and/or muddled</li> <li>• Lack of vocabulary impedes communication</li> <li>• Anglicisms are used frequently</li> <li>• Pronunciation interferes with communication</li> <li>• Attempt to speak the target language is negligible</li> <li>• The sample is off task</li> <li>• Obscenities, nonsense words, singing, sighs, etc. are prevalent.</li> </ul>
<p><b>Withdrawn or Absent</b></p>	<ul style="list-style-type: none"> <li>• Student was officially withdrawn from the class, or</li> <li>• Student was absent the day of the assessment.</li> </ul>

## Instructions for use of a Personal Recording Device (PRD) or iPod

If you are using a Personal Recording Device (PRD) or an Apple iPod with an iTalk recorder button attached, please follow these instructions to record your student's performances, download them to your computer, type in students' names and numbers and burn a CD to submit your students' results for the Level II Speaking Assessment.

1. Set the recording quality to High.
2. Check the volume setting.
3. Make a short test recording.
4. Listen to the recording and check to make sure that the volume is set at an appropriate level.
5. Record your students according to instructions of your particular PRD.
6. After you have finished recording all of your students, plug your PRD into your computer.
7. Synchronize your PRD with your computer.
8. Locate the newly-added files on your computer.
9. Notice that all the names of each of the files are simply the date and times that they were recorded. **Important: change the date/time name of the file to your student's name and student number.** This is done differently with each PRD. With iTunes, right click on the student's file and you will get a drop down menu. The first item in the menu is *Get Info*. Click on *Get Info*, and then click on the tab that says *Info*. In the name row, delete the date and time and type in the student's name and number.
10. Sort your students' files into folders according to their class periods.
11. After you have renamed all of the files and sorted them into folders, follow your computer's instructions and burn a CD by transferring all of your students' assessments to a blank CD.
12. Label the CD with your name, school, and language.
13. Before submitting your CD, please check to make sure that all the files were transferred, that the CD plays and that the students' speeches are audible.

## Instructions for use of the 5272 AV Cassette Recorder

1. Use the external microphone instead of the built-in one. It will record the student's voice much better.
2. Set the "volume" dial at 5 and the "tone" dial at 5.
3. Ask your students to hold the microphone, 10" – 12" away from their mouth.
4. Also, ask students to *speak into the microphone*.
5. After students have recorded their presentation, please review the cassette tape to make sure that the students' voices are audible.