

BVSD World Languages
Oral Reading
Pilot Assessment

For Level IV
Students of
Latin

Assessment Window:

Teachers:

- **Record student results on Infinite Campus**
- **Return all materials to Dr. Judy Skupa,
Curriculum & Instruction, Education Center.**

Speaking Assessment Writing Team: Lynn Gibert and Helen Vickery, David Burrous, World Languages Coordinator

Preparation and Practice

Notes to the teacher

- Your students will be recorded for the actual oral assessment. Some teachers will use cassette tape records and others will use personal digital recorders. In order to best prepare your students for the Oral Reading Assessment, you are encouraged to provide practice opportunities that model the actual assessment.
- For practice purposes, you may choose to either record each student on a separate cassette or you may decide to put a whole class on one cassette. For the actual assessment, each 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 writing them on the board. Read the Directions for Students aloud while the students follow along reading.

Standard 1.2 – Communication **Essential Learning Results for Latin IV (Advanced**

Standard 1.2 Students use orally, listen to, and write Latin as part of the language learning process.

To meet this standard, Level IV students must...

1. read Latin prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

About the Oral Reading Pilot Assessment Rubric

The BVSD Latin Oral Reading Pilot Assessment will seek to elicit a speech sample sufficient to permit a **global** evaluation based on the following rubric. The overall evaluation should identify the **sustained** level of performance with regard to command of fluidity, word stress, diphthongs, emphasis, meaning, pronunciation and voice control.

The BVSD Latin Oral Reading Pilot Assessment 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. It is attached to the end of this document.

Procedure for Administering the Oral Reading Assessment

1. On the day before the assessment, make sure that you have the following items ready:
 - The prompts
 - Tape recorder or Personal Recording Device
 - Cassette tapes for tape recorder
 - Timer
 - An alphabetical list of students
 - A copy of the Directions for Students
 - A copy of the 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 reading.
 - Determine the order in which students will be assessed.
 - Place the prompt cards, face down on the table
 - Call the first student up to the assessment table.
 - The student will select one card from either the Prose or Poetry topic cards that are offered. The student has two minutes from the time of selection to prepare for the reading of this passage. During this preparation time, the student may write brief notes on a sheet of paper to use during the spoken assessment. These notes must be given to the teacher as soon as the student is finished speaking. Teachers will discard or destroy these notes.
 - The teacher or student records the Students Name, ID Number, and Topic.
 - The Student speaks for one (1) minute..
 - After one (1) minute, the teacher stops the recording.
 - 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 another time.
 - The teacher calls up the next student

Teacher Suggestions 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 1 minute, after they choose, 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: *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.
- Have an extra copy of the student instructions next to the tape recorder.
- Prepare the students for the assessment. Practice it with a recorder.
- Students need to be familiar with the rubric.
- Make sure you understand the BVSD Holistic Rubric
- Review all the topics as you go along, often.
- Students have to be responsible for all the topics. They must pick three (3) cards, not two (2).
- Oral assessment is something towards which students need to work.
- 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-wide Latin Oral Reading Assessment Level IV 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 pronounce and articulate classical Latin correctly. In addition, you will receive feedback regarding your own progress toward meeting the Speaking Standard.
- When it is your turn, please select one card from either the Prose or Poetry topic cards that you are offered. You will have two minutes from the time of selection to prepare for your reading of this passage. During this preparation time, you may write brief notes on a sheet of paper to use during the spoken assessment. These notes must be given to the teacher as soon as you are finished speaking. Teachers will discard or destroy these notes.
- When I start the tape recorder, please state your *Name*, *Student ID* number, and your choice of either *Prose* or *Poetry*. Sample: My name is _____ My ID is _____ I am going to read Latin _____.(Prose or Poetry).
- Hold the microphone 10" – 12" away from your face. Speak directly into the microphone and read the passage aloud.
- Relax and read with accuracy and expression. Pay attention to accentuation and phrasing.
- At the end of one minute, I will signal you to stop speaking and I will stop the tape recorder.
- Thank you again for your time and effort. The results will help make our World Languages program more successful in attaining the speaking goal and will inform you of the progress that you have made.

Boulder Valley School District

World Languages Latin 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.

Advanced 4	Demonstrates Excellent Oral Expression <ul style="list-style-type: none">• Reading is smooth and fluid throughout• Word stresses are correctly placed• Diphthongs are observed• Elisions are observed (poetry)• Correct emphasis is placed throughout• Reading reflects the meaning of the passage• Pronunciation is exceptionally clear• Excellent voice control
Proficient 3	Demonstrates Very Good Oral Expression <ul style="list-style-type: none">• Reading is mostly smooth and fluid throughout• Most stresses are correctly placed• Most diphthongs are observed• Most elisions are observed (poetry)• Emphasis is usually placed correctly• Reading reflects the meaning of the passage• Pronunciation is clear• Good voice control
Partially Proficient 2	Demonstrates Partial Competence in Oral Expression <ul style="list-style-type: none">• Reading is choppy• Few stress are correctly placed• Few diphthongs are observed• Few elisions are recognized• Reading does not reflect the meaning of the passage• Pronunciation is unclear• No consistent voice control
Unsatisfactory 1	Demonstrates a Lack of Competence in Oral Expression <ul style="list-style-type: none">• Reading is disjointed• Most lines contain many stress errors• Diphthongs are mispronounced or omitted• Elisions are not recognized• Phrasing is unsuccessful• Pronunciation is garbled• No evidence of voice control
Withdrawn or Absent	<ul style="list-style-type: none">• Student was officially withdrawn from the class, or• Student was absent the day of the assessment.

Instructions for use of a Personal Recording Device or iPOD when recording students for the Level II Speaking Assessment.

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, 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: please 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 face.
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.