

# SPANISH

# INTERMEDIATE

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## Introduction

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These materials have been created to exemplify the standard expected in speaking at Intermediate Stage.

You have received these materials because you are either:

- **a teacher carrying out external assessment speaking tests** who would like support in what constitutes good practice in the conduct of speaking tests, information about how to apply the speaking assessment criteria accurately and guidance in the process of internal standardisation,

or:

- **a teacher using teacher assessment.**

A DVD with four speaking tests which are to be used for Teacher Assessment and External Assessment is available from the Publications Catalogue ([http://www.ocr.org.uk/orderpublications/pubs\\_catalogue/index.html](http://www.ocr.org.uk/orderpublications/pubs_catalogue/index.html)) as part of the Accredited Teacher Training Pack, which also includes writing test support.

Materials and information in these materials provide additional support for conducting and marking speaking and writing tests. You may use them by yourself or with other teachers in your centre for standardisation training. You can also use them as refresher training at any time within your centre.

Only those teachers who are applying for accreditation in order to be able to present the OCR Grade Awards need to complete the assessment in Activity 4 on page 21.

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## 1. Intermediate Stage

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### The Languages Ladder

The Languages Ladder is a 'ladder of recognition' from beginner level to proficiency fluency. It is designed to define competence in language learning and it describes a scale of achievement through six stages made up of small graded steps which provide short-term motivational goals. Intermediate Stage comprises Grades 7-9 and is the third of the six stages of the Languages Ladder.

Each of the grades is assessed in relation to simple 'can do' statements, which together constitute the Languages Ladder. These statements describe what candidates are expected to be able to do with language in terms of outcomes.

#### Languages Ladder 'can do' statements for Intermediate speaking

<i>GRADE</i>	<i>CAN DO STATEMENT</i>
Grade 7	I can answer simple unprepared questions in a conversation or following a presentation.
Grade 8	I can tell a story or relate the plot of a book or film and give my opinions about it.
Grade 9	I can take part in a discussion, giving and justifying my opinions and ideas.

You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.

### The standard at Intermediate

The 'can do' statements are useful, but simple, descriptions of performance. The following descriptions expand on typical performances at each grade.

#### Grade 7

At Grade 7 learners are expected to use a range of everyday vocabulary to talk about familiar topics using more extended sentence structures, e.g. using connectives. They should be using a range of grammatical structures including some references in simple past and future tenses. They should be able to express a range of simple opinions and answer questions related to familiar matters but in unprepared situations. There will be a good

attempt at target language pronunciation, but there may be hesitations that slow communication.

### **Grade 8**

By Grade 8 learners should be able to engage in extended conversations on a wider range of topics. They will be beginning to use a range of regular and irregular verb forms, changing the time reference to include common past and future tenses with a greater degree of success. They will be able to offer clear opinions and to justify them in a simple way. Some hesitation can be expected which should not affect the understanding for the listener and learners will make a good attempt at target language pronunciation.

### **Grade 9**

Learners at Grade 9 should now be able to engage in more extended conversations on familiar matters regularly encountered in work, school, leisure etc. They should have the vocabulary to handle this variety, employing more complex sentence structures. They should be able to respond to and use references in past and future tenses more confidently in a wider range of sentence structures. Opinions should be expressed and justified. There should be little hesitation, so understanding should require little effort from the listener.

### **When to enter candidates for external assessment speaking tests**

The external assessment speaking tests are designed to assess across the whole range of the stage. Ideally, candidates should be entered for the Intermediate external assessment of speaking when they can demonstrate the language competence for the **end** of the stage, so that they have a high probability of achieving a Grade 9. However, Grades 7 and 8 can be obtained by candidates who are unable to demonstrate Grade 9. A candidate who is not yet working at Intermediate Stage proficiency but is still at Preliminary Stage will not, however, receive a grade at Preliminary but will be awarded a U (unclassified).

Using teacher assessment speaking tasks will provide a good indication of when learners are ready.

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## 2. Intermediate speaking assessment criteria

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### Assessment criteria

Whilst the 'can do' statements from the Languages Ladder are useful descriptors of outcome, they do not define performance with sufficient clarity to ensure a uniform approach to assessment. To do this we use Assessment Criteria linked to scales.

For the external assessment of speaking, candidates are assessed on two criteria: language and communication. The assessment scales describing the performance required in each area can be found on page 7.

### The two strands of the assessment criteria

#### Language

This refers to the candidate's knowledge of and ability to use vocabulary and structure to convey meaning. Intermediate candidates are expected to have a broad range of language resources relating to predictable situations and familiar matters, including the use of a range of tenses. Candidates are expected to be able to maintain a conversation using a range of language, including giving and justifying opinions. It is their success in using these resources that is being assessed - this includes range, accuracy and appropriacy.

#### Communication

This refers to the candidate's ability to take part in the tasks appropriately with a reasonable degree of fluency and some extension of sentences. Hesitations while candidates search for language are expected but should not interfere greatly with the communication tasks. Candidates are also expected to use strategies to maintain and repair communication, e.g. asking for phrases to be repeated, indicating that things have not been understood, asking for clarification and self-correcting. There should be a good attempt to use the target language pronunciation and understanding should not require much effort from the listener.

### Applying the assessment criteria

During a speaking test, you assess candidates by applying the criteria shown in the table on page 7. You award each candidate one language mark and one communication mark for Part 1 and for Part 2, giving four marks in total.

To award a language or communication mark:

1. Choose which 'band' (0, 1, 2 or 3) **best describes a candidate's performance.**

Normally you will assign a candidate to band 1, 2 or 3. If it is considered that the response is only equal to that of a Preliminary learner then it is appropriate to award 0 as this is interpreted as the learner being at Preliminary level.

2. Each band is then subdivided into three levels, e.g. .1, .2 and .3.

This allows you to discriminate within each band to say that the level has been fully achieved (.3), partially achieved (.2) or minimally achieved (.1).

So, for example, you would award a language mark of 3.2 to a candidate whose performance you think is best described as 'partially achieving the language criteria for band 3'.

You are not expected to award a grade. You record the marks you give using the criteria on an OMR which is returned to OCR. Your marks will then have the relevant weightings applied to them. The resulting totals are compared against a predetermined scale and a grade is awarded by OCR.

## Intermediate speaking assessment criteria

This mark scheme is to be interpreted at Intermediate standard.

Language	Communication	Band
<p>A wide range of structures, including tenses, are used successfully.</p> <p>There may be a few grammatical errors.</p> <p>A range of vocabulary is used.</p>	<p>The main points of the task are communicated.</p> <p>Responses are successfully extended.</p> <p>Hesitations do not make communication difficult.</p> <p>A range of simple strategies is used to maintain communication.</p> <p>There is a good attempt to use the target language pronunciation.</p> <p>Understanding requires little effort from the listener.</p>	<p><b>3.3</b></p> <p><b>3.2</b></p> <p><b>3.1</b></p>
<p>There is an attempt to use a range of structures, including tenses.</p> <p>There are some grammatical errors.</p> <p>There is an attempt to use a range of vocabulary.</p>	<p>Some of the main points of the task are communicated.</p> <p>Responses are sometimes extended.</p> <p>Hesitation can sometimes make communication difficult.</p> <p>A few simple strategies are used to maintain communication.</p> <p>There is some attempt to use the target language pronunciation.</p> <p>Understanding requires some effort from the listener.</p>	<p><b>2.3</b></p> <p><b>2.2</b></p> <p><b>2.1</b></p>
<p>A limited range of structures, including tenses, is used.</p> <p>Grammatical errors are evident.</p> <p>A limited range of vocabulary is used.</p>	<p>Few of the main points of the task are communicated.</p> <p>Responses are basic.</p> <p>Hesitation makes communication difficult.</p> <p>Strategies to maintain communication are not always successful.</p> <p>There is little attempt to use the target language pronunciation.</p> <p>Understanding requires considerable effort from the listener.</p>	<p><b>1.3</b></p> <p><b>1.2</b></p> <p><b>1.1</b></p>
<p>Response below Intermediate (Grade 7) level</p>	<p>Response below Intermediate (Grade 7) level</p>	<p><b>0</b></p>

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### 3. External assessment speaking tests

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External assessment of speaking leads to a recognised qualification.

In order to carry out external assessment speaking tests you will have three booklets: one for the candidate and two for the examiner.

- The Candidate's Booklet contains the pictures for the interaction task.
- The Examiner's Booklet also contains the assessment materials.
- The Instructions for Internally Conducted Speaking Tests booklet contains information on the preparation and conduct of the test.

These booklets are valid for all five series in the year and should be kept in a secure place when not in use. You should familiarise yourself with both booklets so that the best use can be made of all the materials that they contain. However, it must be remembered that this is confidential material and should only be used for assessment for any testing series.

You can do the test at any point during the year, but they must be completed by the **start** of the final assessment series in June.

#### The format of the Intermediate speaking test

Part	Content	Format	Assessment	Test time	Weighting
<b>Part 1, task 1 Personal information</b>	Personal questions on a topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	1 to 1 ½ minutes	60%
<b>Part 1, task 2 Interaction</b>	Picture-based task: description and questions	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	3 ½ to 4 minutes	
<b>Part 2 Presentation</b>	Candidate talks on a prepared topic and answers questions	Candidate and teacher only or candidate to a group	Conducted and assessed by a teacher	3 minutes	40%

- Parts 1 and 2 can be conducted on the same occasion or on separate occasions.

#### Helping students prepare for the external assessment speaking test

There are sample materials on the website [www.assetlanguages.org.uk/about/samples.aspx](http://www.assetlanguages.org.uk/about/samples.aspx) which can be used for practising or you can use any pictures of your own to practise the format of the interaction task and choose your own topics to practise the format of the personal information task.

You can also use the teacher assessment materials in the Teacher Assessment Packs to prepare for the external speaking test.

The external assessment test materials must **not** be used for practising as these are confidential and should only be used for the external assessment speaking test.

### **Tips for conducting a speaking test**

It is as important for the examiner to be prepared for the speaking test as it is for the candidate. Details on setting up the test and how to carry out recording are given in the Instructions for Internally Conducted Speaking Tests booklet. If you do not have an Instructions booklet, a copy can be found on the website. However, this is only one aspect of conducting the speaking test – it is important to conduct the test in a manner that provides candidates with the best opportunity to give their best performance.

Before you start:

- Whilst preparing for the test, look through the whole pack so that you are familiar with the pictures and the questions. This will help you select the best task for each candidate and also to think of follow-up questions as necessary.
- Look at the pictures in Part 1, task 2, in advance of the test. The pictures and topics have been chosen to allow a range of vocabulary to be covered. Ensure that areas of vocabulary and topics are not repeated in the test.
- In advance of the test, find out the topic of each candidate's presentation. In Part 1, avoid selecting questions about that topic to make sure that candidates have the opportunity to show a range of their language ability.

Phrasing your questions:

- Examiners should allow as many opportunities for language use as possible. For any follow-up questions, use open questions, e.g. 'What do you do at the weekend?' rather than closed questions, which only require a yes/no answer, e.g. 'Do you play tennis?'.
- Try not to 'feed' language which may only leave candidates with the option of repeating or answering 'Yes' or 'No' and does not give them a good opportunity to demonstrate their ability.
- Allow the candidate time to think and respond. Don't be afraid of silence; the candidate may be searching for appropriate vocabulary or structure. If the candidate is struggling, prompt with simple questions to help get him/her back on course.
- Avoid interrupting the candidate. Remember that the Speaking Moderators who will be listening to the cassettes need to hear what the candidate can say. Your role

should be that of a facilitator to ensure the candidate has the best opportunity to show what he/she can achieve.

- Think about how you respond to what candidates say. Repeating what candidates have said or correcting candidates can be very distracting for them as they can start thinking about the difference between what you have said and their response. Similarly, praising candidates for a correct answer can be distracting as candidates might listen out for your responses to check how they are doing rather than thinking about their next response. Try to encourage candidates by using body language and neutral statements such as 'OK' and 'thank you'.

Redirecting the candidate:

- Non-verbal redirection: attempts to 'help' candidates who are slow to respond or reluctant to take part may not always be helpful. Verbal intervention from the teacher, especially unscripted re-phrasings, can be a further source of confusion or lead to a break in concentration. Teachers should, therefore, use eye-contact and gesture in the first instance to indicate that, for example, another aspect of the visual material might be addressed.
- Redirection through prompting: when interaction has clearly broken down, or fails to develop initially, the teacher will need to intervene. This should take the form of additional prompts to redirect the candidates towards the tasks. Redirection may take the form of:
  - a repetition of all or part of the instructions
  - pointing to the visual material
  - use of back-up questions
  - prompting with items of vocabulary.

Timing:

- Timing is very important to ensure all candidates are given an equal test. It is useful to have a clock on the table in front of you to check the timing. Once the required amount of time for the part has passed, do not ask further questions that will cause the test to overrun. Candidates should expect the part to be brought to a close.

### **Internal standardisation**

You can conduct speaking tests at any time during the year but before you submit your marks to OCR you must check that teachers conducting the test in your centre have been applying the assessment criteria consistently. This is known as internal standardisation.

Internal standardisation is designed to ensure that all teachers conducting tests in the centre are marking to the same standard.

Internal standardisation can be carried out in a variety of ways. For example:

- Before tests are conducted and marking begins, the samples on the DVD can be used with all teachers conducting the test to see that the assessment criteria are being interpreted and applied in the same way and any differences of interpretation or emphasis can be aired and resolved.
- Once the tests have been conducted teachers select candidates from the top, middle and bottom bands of performance from their groups. These are then listened to by another (or all) teacher(s) conducting the test in the centre to see that they agree with the marking and the rank order.
- Alternatively candidates, who are on the borderline between two bands for language or communication, can be selected and listened to by another or all teachers and a consensus reached about the mark awarded.

As a result of this process it may be necessary for some teachers to adjust their marks in order to ensure consistency for the whole centre.

This will ensure that the rank ordering of the candidates in the centre is consistent, which is essential.

Once the tests are received by OCR they are sent for moderation. Where the rank order is inconsistent, tests may be returned to centres for review and resubmission for moderation.

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## 4. Understanding the standard using the DVD

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Whether you are a **teacher carrying out external assessment of speaking tests** or a **teacher using teacher assessment**, this section is relevant to you. The DVD provided with the Accredited Teacher Training Pack or the Teacher Assessment Pack contains four examples of the external assessment speaking test. However, the principles and standards exemplified on the DVD can also be used equally well with teacher assessment speaking tasks.

The visual material and the interlocutor frame used in the speaking tests on the DVD can be found on pages 14-15. (The **Instructions for Internally Conducted Speaking Tests booklet** gives a detailed account of how to conduct the test.)

### Practical activities based on the DVD: Understanding the standard

**Activity 1:** Based on test 1

Purpose: To help you understand how to conduct an Intermediate speaking test.

1. Watch test 1. You should particularly focus on the behaviour of the examiner.
2. How does this work as a test? What are the strengths and weaknesses of the examiner?

Some things to consider are:

- Did the examiner follow the correct format of the test?
  - What was the examiner's questioning technique like?
  - Was the candidate given the best opportunity to show what they were capable of? How? Could it have been improved?
  - Was the timekeeping acceptable?
  - How was appropriate support provided?
3. Reflect on your role as examiner. What do you need to do to provide effective tests for your learners?

### Points to note in the tests shown on the DVD

- An external microphone is clearly visible on the table facing the candidate. It is extremely important to use an external microphone when recording the test on OCR cassettes to ensure that a good-quality sound recording is made. **The quality of recording should be checked before the first candidate to avoid indistinct recording which could affect moderation and marking.**
- Timing is also very important. Note that there is a clock or watch in view which is used regularly to check the timing of each part of the test. It is good practice to use a clock or

watch in this way to ensure that all candidates have an equal test and that timing does not overrun.

The teachers have prepared for the test. They have thought about the questions they will ask the candidates. Only one set of pictures was used in this filming. There is, however, a choice in the test materials and these should be looked at in advance of the test in order to prepare. It is important to vary the pictures used with different candidates, and to choose pictures that will elicit different vocabulary to that which is used in the Personal Information and Presentation parts of the test and so avoid repetition.

**Activity 2:** Based on test 1

Purpose: To help you understand how to award marks for the test.

1. Watch test 1 again. This time focus on the performance of the candidate.
2. Look at the assessment criteria on page 7 and read the accompanying commentary on pages 16-17. Look at the marks that have been awarded and the reasoning that has been given for the choice of mark.
3. Think about your learners. Choose one and apply the criteria to an example of his/her spoken language.

## Resources for activities 1 to 5: Interlocutor frame

This is the interlocutor frame and pictures used in the speaking test shown on the DVD. Please note that the pictures appear in colour in the speaking test pack.

In practice, speaking test packs will include a number of different topics for the personal information questions and a number of different visual tasks. The teacher selects the most appropriate ones for each candidate.

### Part 1: Task 1 1–1½ minutes

<b>Introduction</b>	Hola. Siéntate. Vamos a hacer tu examen en español. Primero, te voy a hacer unas preguntas. Bueno, vamos a empezar.
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Note: A choice of topics will be provided.

<b>Holidays</b>	Vamos a hablar de tus vacaciones. ¿Adónde vas de vacaciones normalmente? ¿Adónde fuiste el año pasado? Háblame de tus vacaciones. ¿Adónde te gustaría ir?
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<b>1</b>	Note: A choice of pictures will be provided.	<b>Eating</b>
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### Part 1: Task 2 3½–4 minutes

<b>Introduction</b>	Ahora, vamos a hablar de estas dos fotos <i>[give photos to candidate]</i> En las dos fotos, la gente está comiendo. Mira las fotos y luego voy a hacerte unas preguntas. <i>[wait 15 seconds]</i>
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<b>Photo content</b>	Háblame de la gente en la foto A. Háblame del lugar en la foto B.
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<b>Photo comparison</b>	Mira las dos fotos. ¿Cuál es la diferencia? ¿Dónde te gustaría comer. ¿Por qué?
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<b>General comment</b>	¿Fuiste a un restaurante recientemente? ¿Qué tal? El fin de semana que viene, ¿dónde vas a comer? ¿Qué comerás? ¿Con quién? ¿Comes en grupo de vez en cuando? ¿Quieres hablarme de una vez? ¿Te gustaría preparar una comida para mucha gente? ¿Por qué (no)?
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### Part 2 3 minutes

<b>Presentation</b>	Ahora me gustaría escuchar tu presentación y luego te voy a hacer unas preguntas. ¿Quieres empezar ahora? Gracias. <i>[ask questions related to the presentation]</i> Bueno, hemos terminado.
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Part 1 Interaction task pictures



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## Worked commentary for activity 2

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**Candidate: Danielle**

### PART 1

#### Personal information

Danielle answers questions about her holidays confidently, though she makes a few mistakes:

*'Normalmente voy a Francia con mi familia....voy... sobre...a la costa...porque hace buen tiempo y mi madre gusta Francia'*. She also talks about the past: *'el año pasado fui a España con mi colegio para intercambio'* and is able to give a reason why she liked it *'porque...fue interesante y divertido'*.

#### Interaction task

When she talks about the photos, she produces a long description with good linking of clauses: *'es un restaurante de comida rápida donde se puede comprar coca-cola y comida como hamburguesas y bebidas y patatas fritas'*. About the differences, she speculates correctly: *'En A, podría ser una fiesta o un cumpleaños'*.

She gives reasons for her preferences *'porque no me gusta los restaurantes de comida rápida'*, *'porque no como hamburguesas y...'*. When she talks about what she eats at a party, part of her reply is not clear. Although she repeats the same vocabulary in her answer about the past, she uses the correct past forms of the verbs *'comí....'* *'bebí....'*.

### ASSESSMENT

#### Language

Danielle uses a wide range of vocabulary and structures, including tenses, successfully. There are a few grammatical errors which prevent the awarding of the highest mark.

**Mark: 3.2**

#### Communication

Danielle communicates all the main points of the task and her responses are often extended. There is a good attempt to use Spanish pronunciation, but she has problems with the pronunciation of final vowel sounds *'porquei, fuei, dei, coumou, nou, colegiou'* and initial 'h' as in *'hace'* and *'hamburguesas'*.

**Mark: 3.2**

### PART 2

#### Presentation

Danielle chooses to talk about her school. Her presentation is long and well-organised. She makes a few mistakes, but produces a wide range of vocabulary *'ochocientas, uniforme, corbata, chaqueta, camisa, pantalones, asignaturas, educación física, religión, trampolín'* and structures *'puedes ir', 'empiezan', 'terminan', desde mediodía', tengo que llevar', 'no es justo porque la escuela que visité.., 'son', me gusta ... porque...', 'soy miembro del club', 'no fui porque tuve...'*. She answers all follow-up questions clearly and confidently.

**ASSESSMENT****Language**

Danielle uses a wide range of structures and vocabulary successfully. There are a few errors '*no gusta, la uniforme, ir a universidad*' which again drop her from the highest score.

**Mark: 3.2**

**Communication**

Danielle communicates all the main points of the task but her pronunciation of vowel sounds is at times not very clear, e.g. 'ju' for '*uniforme, juna, mjusica*').

**Mark: 3.2**

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## 5. Confirming the standard using the DVD

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**Activity 3:** Based on test 2

**Purpose:** To give you practice in independently assessing an Intermediate speaking test.

This activity is designed for self-assessment or can be used for group discussion to help with standardisation.

1. Watch test 2.
2. A comment sheet is provided opposite. Look at the assessment criteria on page 7 and complete the comment sheet by writing brief notes on the conduct of the test and both the candidate's and examiner's performance. Give a mark for each criterion for Part 1 and Part 2 using the assessment criteria on page 7, explaining why you have chosen each mark you have given.
3. Now read the commentary provided in the appendix on pages 26-27 and compare the comments and marks with your own.
4. How does this candidate compare to the one in test 1? Consider your own learners and identify one whose spoken language is more in line with this second candidate and apply the criteria to an example of his/her spoken language.
5. If you are unclear about the assessment, re-read all the information provided and watch tests 1 and 2 again. Test 4 on the DVD is an extra test that can be used for further discussion purpose. However, a commentary is not provided to accompany this test.

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## Self-assessment comment sheet for activity 3

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**Candidate:**

<b>PART 1</b>
<b>Personal information</b>
<b>Interaction task</b>
<b>ASSESSMENT</b>
<b>Language</b>
<b>Mark:</b>
<b>Communication</b>
<b>Mark:</b>
<b>PART 2</b>
<b>Presentation</b>
<b>ASSESSMENT</b>
<b>Language</b>
<b>Mark:</b>
<b>Communication</b>
<b>Mark:</b>

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## **6: Making the link with teacher assessment speaking tasks**

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### **Teacher assessment and external assessment**

The teacher assessment speaking tasks are separately targeted at grades 7, 8 and 9 in contrast to the external assessment speaking tests which test across the three grades of the stage. When the required number of teacher assessment tasks has been completed, a Grade Award can be signed and presented by an Accredited Teacher. This is not a nationally recognised qualification but can have a very good motivational effect as it rewards the small steps of progress made at grade level. The two different types of assessment complement each other but are completely separate. You can choose to do just external assessment, just teacher assessment or both.

### **How are teacher assessment tasks marked?**

The tasks in teacher assessment consist of a Teacher's Notes page and a Learners' Page. If you are not familiar with the teacher assessment tasks, an example of a Teacher's Notes page and a Learner's Page taken from speaking tasks at Grade 8 in the Teacher Assessment Pack at Intermediate Stage is given in the appendix on pages 24-25. These pages are in English. In the actual Teacher Assessment Pack the parts that are shaded are all in the target language or are culturally relevant (e.g. visual resources).

Each Teacher's Notes page gives clear indications of what the learner has to do to achieve the task. Marking notes and assessment criteria are given. As for external assessment two criteria are used: communication and language. Communication refers to the learner's ability to complete the tasks and how successful he/she is at conveying the required information. Language refers to the range of vocabulary and sentence structures and the grammatical accuracy that the learner demonstrates. Absolute accuracy is not expected.

However, the assessment criteria in the teacher assessment tasks are different to those used for external assessment as they are only assessing at one grade, not across the whole stage. They are adapted for each task to make it easier to apply them to the task in question. Up to 5 marks can be awarded for each criterion, giving a total of up to 10 marks for each task.

If you are using the teacher assessment speaking tasks you may find the 'Tips for conducting a speaking test' on page 9 useful and relevant. Although not a requirement for teacher assessment, it can also be very beneficial to carry out internal standardisation in your centre. The process is explained on pages 10-11.

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## 7. Applying for Accredited Teacher status

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### Becoming accredited

When students have successfully completed two speaking tasks at a particular grade from the Teacher Assessment Pack they have demonstrated that they have achieved the grade. Accredited Teachers may then sign and present a Grade Award to them. If you wish to become accredited you will need to complete the following assessment to show that you understand the standard expected in speaking at Intermediate Stage. This is achieved by **assessing an external assessment speaking test** which tests across the whole stage using the speaking assessment criteria on page 7.

**Activity 4:** Based on test 3

**Purpose:** This test is provided to assess those teachers who wish to become Accredited Teachers.

This test is labelled on the DVD as for accreditation purposes. **It is not necessary to complete this assessment exercise to carry out External Assessment Speaking Tests. Only those teachers applying for accreditation for teacher assessment will need to complete this exercise.**

1. Watch test 3.
2. Assess the candidate, using the assessment criteria on page 7.
3. Complete the separate accreditation sheet by writing the candidate's name and then shading in the marks you award on the sample mark sheet.
4. On the comment sheet, write brief notes about the conduct of the test (e.g. timing, examiner performance) for each part.
5. Finally, explain each of the marks you have awarded using examples from the candidate's performance.
6. Return the accreditation sheet to OCR.

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## 8. Further example

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**Activity 5:** Based on test 4

**Purpose:** To give you further practice in independently assessing an Intermediate speaking test.

This test is an extra activity that you can use for training purposes in your centre to generate discussion about assessing performance in each of the criteria, examining technique, timing etc. You may like to discuss how the performance would relate to learners in your language.

# APPENDIX

1. Intermediate teacher assessment Grade 8 task A
2. Self-assessment commentary for activity 3

**Teacher's Notes**

**“I can tell a story or relate the plot of a book or film and give my opinions about it.”**

**Instructions**      Learners work in small groups. They each plan a presentation in Spanish about a different news story. They can work together to make an ICT presentation about the stories and then give their talks to the class in the form of a short news programme.

**Answering**      Learners should each speak for one minute on their chosen story. They can use their ICT presentations as a visual support, but they must not refer to notes in Spanish.

**Marking notes**      Each learner is assessed individually on their presentation. The task is assessed globally on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
<ul style="list-style-type: none"> <li>• the learner speaks for approximately one minute with little hesitation</li> <li>• the news item is clearly communicated and easily understood</li> <li>• there is a good attempt to use the target language pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• a range of vocabulary, tenses and structures is used</li> <li>• there are some longer sentences with connectives</li> <li>• language used is generally accurate</li> </ul>
<ul style="list-style-type: none"> <li>• if the above is fully achieved: 5 marks</li> <li>• if the above is partially achieved: 3/4 marks</li> <li>• if the above is minimally achieved: 1/2 marks</li> </ul>	<ul style="list-style-type: none"> <li>• if the above is fully achieved: 5 marks</li> <li>• if the above is partially achieved: 3/4 marks</li> <li>• if the above is minimally achieved: 1/2 marks</li> </ul>

**Pass**                                      7 out of 10 marks (communication + language)

**Adapting the task**      Instead of items from the national news, learners could present stories about events in their local community or school.

The presentations could be videoed, and shared with another class.

## Learner's Page

For this task you need to show that you can give a factual presentation. Choose a photograph from the news, then plan and give a one-minute presentation about the news story to your class, group or teacher in Spanish. You must not refer to notes in Spanish when making your presentation. You may use a dictionary to help you plan this task.

Below is an example of what you could prepare. It is about the new stadium for London in 2012.



Here is an example in English of what you could say:

*London will have a new stadium for the 2012 Olympics. The stadium will be in East London, close to the Olympic village.*

*The ceremonies to open and close the Games will take place here.*

*80,000 people will be able to watch the world's best athletes.*

*They will be able to travel to the stadium by train. In fact, a train will arrive at the Olympic Park every fifteen seconds during the games, because there will be ten train lines and three new stations. If you catch a train in central London you will arrive at the stadium in only seven minutes.*

*After the Games, the British Athletics Team will still use the stadium. It will also be a training centre for many other sports.*

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## Self-assessment commentary for activity 3

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**Candidate: Robbie**

### PART 1

#### Personal information

Robbie answers some of the questions about his free time correctly, using the correct verb form '*me gusta ir al cine*', '*vi la nueva Star Wars*', '*voy a ir*', but some of his replies are flawed '*jugué baloncesto*', '*es muy bien*' and he uses some English words when he does not know the word in Spanish '*el final de la trilogy*', '*voy a play volley*'.

#### Interaction task

Robbie uses a range of vocabulary when talking about photo A, but he only uses the structure '*hay*' and some of what he says is disjointed '*hay muchas personas...*', '*no viejos...*', '*un fiesta.... posible... cumpleaños..*'. '*hay un pastel de fruta...y botella de vino y muchas vasos...*'. In his comment about picture B, he produces some clear language '*hay mucha gente*', '*es una restaurante de comida rápida*', but the rest is unclear '*hay bebios? y comicongrease?*'. His answer about the differences is flawed '*es un social en foto A, sin embargo no social*'.

Robbie's reply to the question about where he would like to eat is extended, but in the present '*me gusta comer en mi casa*' and the last part is unclear '*porque en mi casa es...*'. He does not seem to understand the last few questions, although he does manage to say what he ate in a restaurant '*comi pollo en una caja y?*' and that he does not often prepare food '*si, un poco, no me he preparado la comida mucho*'. He is unable to answer the last question about the future.

### ASSESSMENT

#### Language

Robbie attempts to use a range of vocabulary and some structures, but often unsuccessfully. There are a number of grammatical errors.

**Mark: 2.3**

#### Communication

Robbie communicates some of the main points of the task, but his meaning is often unclear. His hesitations sometimes make communication difficult. His pronunciation requires little effort from the listener.

**Mark: 2.3**

## **PART 2**

### **Presentation**

Robbie chooses to talk about the problem of rubbish and chewing-gum in the street. His presentation is very clear *'el problema de la basura y chicle en las calles y a la playa es muy importante para mí...es uno problema muy, muy grave...el problema de chicle en las calles que la gente tiran en todas partes'*, although some grammatical errors, particularly in the use of tenses, make parts of what he says less clear *'hace diez años no habría'*, *'en el futuro... habría'*, *'desemos poner'*. He is less successful when replying to questions. He cannot describe his city in the future, and his last answer is not clear.

## **ASSESSMENT**

### **Language**

Robbie attempts to use a range of structures and vocabulary but makes several mistakes *'desagable'*, *'hace arboles'*, *'por esta racion'*, *'habría'* (for past and future), *'hacemos no basura'*, *'porque poner muchas...'*

**Mark: 2.3**

### **Communication**

Robbie communicates the main points of the task, but some of his meaning is unclear, particularly when answering questions. His pronunciation is clear and requires little effort from the listener though he does have the wrong stress in *'arboles'*, and *'ración'* for *'razón'*.

**Mark: 3.1**

