

SPANISH

ADVANCED

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Introduction

These materials have been created to exemplify the standard expected in speaking at Advanced 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 both Teacher Assessment and External Assessment is available from the Publications Catalogue (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 24.

1. Advanced Stage

The Languages Ladder

The Languages Ladder is a 'ladder of recognition' from beginner level to proficiency level 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. Advanced Stage comprises Grades 10-12 and is the fourth 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 Advanced speaking

<i>GRADE</i>	<i>CAN DO STATEMENT</i>
Grade 10	I can give a presentation on a chosen theme and respond readily to questions.
Grade 11	I can give a presentation on a chosen theme and argue my viewpoints with some degree of success.
Grade 12	I can participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate.

You should now be comfortable with a range of tenses and a variety of registers. On completing this stage, you should be able to communicate confidently and maintain a conversation using a wide ranging vocabulary. Your pronunciation and intonation will be generally accurate. You should be able to make references to the culture and society of countries/communities where the language is spoken.

The standard at Advanced

The 'can do' statements are useful, but simple, descriptions of performance. The following description expands on typical performance at Advanced Stage.

Grades 10 to 12

At the end of the Intermediate Stage learners will have the ability to speak mainly in transactional contexts and on familiar and personal topics. In the course of the Advanced Stage they will move towards the ability to communicate and respond to spoken language with some fluency and spontaneity on a wider range of subjects, presenting and sustaining a viewpoint in discussion of abstract topics. By the end of Grade 12 the following features will be apparent in their oral production:

- appropriate, fluent and generally accurate use of a wide range of structures, with topic-specific and task-relevant vocabulary
- appropriate and spontaneous use of the language of ideas and opinions
- clear and structured communication of information and opinions
- the ability to support opinions and extend responses on abstract topics
- the ability to maintain communication with minimal hesitation
- a reliable quality of pronunciation sufficient to convey meaning effectively.

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 Advanced 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 12. However, Grades 10 and 11 can be obtained by candidates who are unable to demonstrate Grade 12. A candidate who is not yet working at Advanced Stage proficiency but is still at Intermediate Stage will not, however, receive a grade at Intermediate but will be awarded a U (unclassified).

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

2. Advanced speaking assessment criteria

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. Advanced candidates are expected to have a range of language resources and registers, which should allow them to handle more abstract issues in a coherent manner. The candidate is expected to be able to maintain a discussion using a range of language, including presenting, justifying and defending opinions. Your assessment will evaluate a candidate's success in using these resources including 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 spontaneity, expressing and developing opinions and ideas in an appropriate register. Minor hesitations may occur but should not seriously affect communication. The candidate should use conversational techniques to engage in discussion and maintain, monitor and repair communication. Target language pronunciation should mostly be accurate so that a minimum of effort is needed by 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 an Intermediate learner then it is appropriate to award 0 as this is interpreted as the learner being at Intermediate 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 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'.

Part 2 of the test comprises a prepared, uninterrupted presentation and a subsequent discussion of the same topic. Part 2 A allows the opportunity to hear and evaluate the candidate speaking continuously. The candidate's subsequent performance in the interaction of Part 2 B is likely to differ from Part 2 A in terms of language and communication, and teachers should bear in mind the following considerations:

- To be placed at the top of the highest assessment band (score 3.3), a candidate needs to achieve the standard of the highest band descriptors in both the presentation and the discussion.
- Teachers should apply each descriptor to the whole performance in the presentation and discussion and, where the quality of the two sections varies markedly, make an aggregate assessment of the standard achieved.

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.

Advanced speaking assessment criteria

This mark scheme is to be interpreted at Advanced standard.

Language	Communication	Band
<p>There is appropriate use of a wide range of structures. There is considerable use of the language of ideas, opinions and discussion. Grammatical accuracy is generally consistent. There is appropriate use of a wide range of vocabulary.</p>	<p>Main points and details are clearly communicated. Candidate frequently takes the initiative and extends responses. Pronunciation is almost always appropriate to convey meaning. Speech is almost always fluent and spontaneous. Communication is maintained effectively, without major hesitations.</p>	<p>3.3 3.2 3.1</p>
<p>Appropriate use of a range of structures is attempted. There is some use of the language of ideas, opinions and discussion. Grammatical accuracy is variable. There is an attempt to use a range of vocabulary.</p>	<p>Main points and details are partially communicated. Candidate sometimes takes the initiative and extends responses. Pronunciation is mostly appropriate to convey meaning. Speech is generally fluent and spontaneous. Communication is generally maintained effectively, with occasional hesitations.</p>	<p>2.3 2.2 2.1</p>
<p>A limited range of structures is used. There is limited use of the language of ideas, opinions and discussion. Grammatical errors are frequently noticeable. A limited range of vocabulary is used.</p>	<p>Few points are communicated. Candidate rarely takes the initiative or extends responses. Pronunciation is often inappropriate to convey meaning. Fluency and spontaneity are limited. Communication is maintained with some difficulty, and with considerable hesitation.</p>	<p>1.3 1.2 1.1</p>
<p>Response below Advanced (Grade 10) level</p>	<p>Response below Advanced (Grade 10) level</p>	<p>0</p>

3. External assessment speaking tests

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 tests 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 Advanced speaking test

Part	Content	Format	Assessment	Test time	Weighting
Part 1A, Personal information	Personal questions on a topic	Candidate and teacher only	Not assessed		
Part 1B, Unprepared interaction	Picture-based task: description and development of theme	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	5 minutes	40%
Part 2A Presentation	Candidate talks on a prepared topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	2 to 2½ minutes	60%
Part 2B Discussion	Discussion and extension of topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	5 minutes	

It is important to note that the Advanced speaking test differs from the speaking tests at lower stages in that both Part 1 and 2 are conducted *on the same occasion* by the teacher with one candidate at a time, and both Part 1 and 2 must be recorded to be moderated by OCR.

Helping students prepare for the external assessment speaking test

There are sample materials on the website 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 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 1B, 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 teachers 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.

4. Understanding the standard using the DVD

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 Advanced 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 18-19. 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 1A 30 seconds-1 minute

Introduction	¡Hola! Siéntese, por favor. Vamos a hacer su prueba oral de español. Me llamo XXX. ¿Y Ud.? Muy bien, vamos a empezar.
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Note: A choice of topics will be provided

La casa	¿Vive Ud. cerca de aquí? Hábleme del lugar donde vive Ud. ¿Le gusta? ¿Por qué?
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Part 1B 5 minutes Note: A choice of topics will be provided.

Introduction	En esta parte de la prueba le voy a dar dos fotos. Quiero que mire las fotos durante quince segundos, luego le voy a hacer unas preguntas. Aquí tiene las dos fotos. <i>[Wait 15 – 20 seconds]</i>
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Focus question	Bueno. En las dos fotos se ve gente que está de vacaciones. Hábleme de las diferentes formas de divertirse cuando se está de vacaciones. Tiene un minuto para hablar. <i>[1 minute approx.]</i> Gracias.
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[Examiner asks one or more prompts from Menu A]

MENU A	¿En cuál de estas dos situaciones preferiría estar? ¿Por qué? ¿Qué piensa Ud. que hace la gente en la foto A/B el resto del tiempo, cuando no están de vacaciones? ¿Por qué piensa eso? En su opinión, ¿qué va a decir la gente de la foto A/B a sus amigos, cuando hablen de sus vacaciones al regresar a casa? ¿Por qué piensa eso?
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[Examiner now asks one or more prompts from Menu B ...]

MENU B	¿Qué ventajas puede traer el turismo para un país? ¿Qué problemas puede causar el turismo? ¿Cómo han cambiado las vacaciones en los últimos 20 años? ¿Por qué piensa eso? ¿Cuáles serían sus vacaciones ideales?
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[...until the end of the allotted time for this part.]

Part 1 Interaction task pictures

El turismo

A



B



Part 2A **2-2½ minutes**

Presentation	Ahora quiero escuchar su presentación. ¿De qué me va a hablar? <i>[Candidate gives title of presentation]</i> Muy bien. Adelante. Tiene dos minutos. <i>[Candidate gives uninterrupted presentation]</i>
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Part 2B **5 minutes**

	The Examiner should ask at least one question related to each section of Menu C, so as to explore the content of the presentation, and allow the candidate to express and justify opinions both on the subject of the presentation and on related areas.
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MENU C	Section i) questions directly linked to the presentation Section ii) exploration of the candidate's point of view Section iii) development of the topic into more general areas
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Worked commentary for activity 2

Candidate: Sonja

PART 1

Part 1A Personal information (unassessed)

Sonja starts talking about herself and where she lives. She responds well to the questions in this opening section and begins to extend her replies.

Part 1B Interaction task

Sonja is able to compare the pictures without prompting and speaks relevantly. She is able to talk about which situation she would prefer to be in and also talks about problems of mass tourism and how holidays have changed in the last 20 years. She manages to convey her message, although with significant linguistic inaccuracies.

ASSESSMENT (Part 1B)

Language

Sonja has an adequate range of structures but with some inaccuracies during the whole exam, particularly in adjective agreement, e.g. "*demasiado genta*". She also tends to confuse the use of the verb *ser* and *estar*. There is some use of the language of ideas, opinions and discussion but with some grammatical inaccuracy: "*me encanta más*", "...*y es fiesta todo*", "...*más serio*".

There is also a clear attempt to use a range of vocabulary relevant to the pictures although some of her words are unclear: "*es un luengo*", "*depiende de...*", "*relaxar*".

Sonja is working at Advanced level for Language, but her grammatical inaccuracies place her overall in the middle band despite some good answers during her performance.

Mark: 2.2

Communication

Sonja is generally ready to respond and she has few problems in understanding the examiner. Pronunciation is generally adequate and is not usually a barrier to understanding. She makes some attempt to take the initiative and is able to extend her answers on occasion. Her pronunciation is generally acceptable and her speech is quite fluent and spontaneous. There are few hesitations to affect communication. There is no ambiguity in her speech and she gets the message across effectively. She might have achieved Band 3, but her answers are a little lacking in structure and initiative, so that she is placed at the top of Band 2.

Mark: 2.3

PART 2

Part 2A Presentation

Sonja chooses to talk about Amnesty International. She speaks for the required period of time but her presentation is slightly disorganised, with few ideas expressed on the topic. She explains why she is interested in this organisation, and although she proves to have some appropriate vocabulary on the topic she struggles to extend it in the next part.

Part 2B Discussion

Sonja cannot support her ideas at times. She occasionally struggles to put her point of view across and some of her answers are rather simple and difficult to understand. When she tries to develop more complex ideas her speech becomes difficult to follow. Although she clearly understands the examiner, her answers become rather confusing towards the end of the assessment.

ASSESSMENT Part 2A & 2B**Language**

Sonja uses a reasonable range of vocabulary that is relevant to her topic. She copes with stating opinions quite well and she is trying to incorporate structures and vocabulary that are appropriate to this level. Nevertheless, grammatical errors of a basic nature are evident throughout her performance: "*la tema*", "*las personas están muy pobre*", "*de cuando a vez*", "*lo que no se pasa bien*", "*si podría*", "*mucho papeles*". There is a clear attempt to use a range of vocabulary but her grammatical inaccuracies place her in the middle of Band 2.

Mark: 2:2**Communication**

Sonja struggles to communicate some points in this part. Although she shows some initiative and her responses are sometimes extended, fluency and spontaneity are limited. She finds it difficult to answer the examiner's questions on the topic and some of her answers are difficult to understand due to the use of incorrect structures. Communication is maintained but with some difficulty and with considerable hesitation.

Mark: 1.3

5. Confirming the standard using the DVD

Activity 3: Based on test 2

Purpose: To give you practice in independently assessing an Advanced 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 30-31 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 purposes. However, a commentary is not provided to accompany this test.

Self-assessment comment sheet for activity 3

Candidate:

PART 1
Part 1 A: Personal information (not assessed)
Part 1 B: Interaction task
ASSESSMENT Part 1 B
Language
Mark:
Communication
Mark:
PART 2
Part 2 A: Presentation
Part 2 B: Discussion

ASSESSMENT Part 2 A and 2 B

Language

Mark:

Communication

Mark:

6: Making the link with teacher assessment speaking tasks

Teacher assessment and external assessment

The teacher assessment speaking tasks are separately targeted at grades 10, 11 and 12 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 just to do 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 11 in the Teacher Assessment Pack at Advanced Stage is given in the appendix on pages 28-29. 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 page 11.

7. Applying for Accredited Teacher status

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 Advanced 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. On the accreditation sheet, write brief notes about the conduct of the test (e.g. candidate performance, timing, examiner performance) for each part.
4. Finally, explain each of the marks you have awarded using examples from the candidate's performance.
5. Return the accreditation sheet to OCR.

8. Further example

Activity 5: Based on test 4

Purpose: To give you further practice in independently assessing an Advanced 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. Advanced teacher assessment Grade 11 task A
2. Self-assessment commentary for activity 3

Teacher’s Notes

“I can give a presentation on a chosen theme and argue my viewpoints with some degree of success.”

Instructions Each member of the class receives a copy of the Learner’s Page, and has ten minutes to choose three discoveries and generate arguments to justify his/her choices. Learners then work in groups of three or four or (if fewer than six in the class) in the whole class, presenting and justifying their ideas in informal discussion. Each group should aim to arrive at a common list of the three most influential inventions. The teacher tells each group who will speak first.

Marking notes Learners are assessed on the presentation and justification of their ideas in discussion with other group members. The teacher should not take part, but should circulate and observe and assess individual performances. If the class contains fewer than three learners, the teacher may take part in the discussion.

Each learner is assessed individually. The task is assessed 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"> • three suggestions are clearly communicated and appropriately justified in discussion • pronunciation is appropriate to convey meaning • communication is maintained without major hesitations 	<ul style="list-style-type: none"> • there is an attempt to use a range of structures appropriate to the Advanced Stage • a range of vocabulary appropriate to the topic is used • grammatical accuracy is adequate to convey meaning
<ul style="list-style-type: none"> • if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks 	<ul style="list-style-type: none"> • if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task This task can be adapted by selecting a different subject list. One example might be “Which people have most changed the world / are most worth admiring?”

The format of the activity should be maintained, and the stimulus sheet should include at least 12 suggestions which prompt an immediate reaction and expression of justifiable opinions.

Learner's Page

- **Work in a group of three or four (or the whole class).**
- **Explain your three choices and justify them.**
- **Comment on the ideas of the rest of the group.**
- **In your group, choose the top three inventions.**

You are going to take part in a discussion: "Which inventions have most changed the world?"

Look at the list below. You must choose three things. If you don't understand a word you can consult your teacher, and you can add your own ideas if you wish. You have ten minutes to think about your choices and prepare to justify them. Then you must present your ideas, explain your decisions to the other members of the group, and comment on their choices. Finally the group should decide on its own list of the three most influential inventions.

Your teacher will tell you when to begin and who should speak first. You will be assessed on how you present your ideas and support them in the discussion.

¿Qué invento o descubrimiento ha sido el que más ha cambiado el mundo?



- | | |
|---------------------------|-----------------------------|
| • <i>El cine</i> | • <i>La radio</i> |
| • <i>Las gafas</i> | • <i>La energía nuclear</i> |
| • <i>La aviación</i> | • <i>La música rock</i> |
| • <i>Los trenes</i> | • <i>Los cuchillos</i> |
| • <i>El frigorífico</i> | • <i>La luz eléctrica</i> |
| • <i>Los desodorantes</i> | • <i>Los antibióticos</i> |
| • ? | • ? |

Self-assessment commentary for activity 3

Candidate: Alice

PART 1

Part 1A Personal information (unassessed)

Alice is asked to talk about where she lives. She manages to do this, and begins to express opinions, although with apparently limited control over grammatical accuracy.

Part 1B Interaction task

Alice's replies are very basic and more appropriate to Intermediate than Advanced Level. She is quite hesitant in this part of the test, and limits her responses to basic structures. She misunderstands some questions and finds it challenging to formulate extended answers, so that her responses are often limited in level.

ASSESSMENT (Part 1B)

Language

Alice's contributions are below the linguistic level of the Advanced Stage. The grammatical structures used are generally quite basic, and grammatical errors are noticeable in many of her contributions; limited descriptive sentences are used, such as "*es divertido*", "*es aburrido*", and basic vocabulary is often repeated. There are several grammatical mistakes in Intermediate vocabulary and constructions, such as "*nacer en el mar*" instead of "*nadar en el mar*", "*va de compras*" instead of "*ir de compras*". Several elements of basic grammar do not appear to have been mastered: she does not correctly use past tenses and makes errors of gender and number agreement.

Mark: 0

Communication

Alice's communicative responses are below Grade 10 in this section. She has problems at times in understanding the examiner. Although she makes an attempt to develop some points, none of them is treated in real depth. Her answers are generally simple, with limited initiative, so that she has to rely on prompts from the examiner. She does try to extend her answers at times, but is prevented from producing more complex ideas by her lack of vocabulary and dependence on basic language.

Mark: 0

PART 2

Part 2A Presentation

Alice talks about the Spanish Royal Family. The presentation is a compilation of facts, with limited cohesion: it is generally a descriptive presentation on members of the family. She does, however, touch on the law of the royal succession in Spain and its implications for the royal line. Alice talks for the full length of time but some of the points she wants to put across are not clear, and the overall impression is of simple information and no clear point of view.

Part 2B Discussion

Alice understands the examiner's questions but struggles to give coherent answers. Again, her lack of vocabulary makes it very difficult for her to extend the topic, and some answers are ambiguous. Nevertheless she understands some complex questions and she tries to develop answers, although with little success.

ASSESSMENT Part 2A & 2B**Language**

Alice uses a very limited range of structures. There is a tendency for word and structure repetition due to the lack of vocabulary. Although she knows specific vocabulary she fails at times in using it, e.g. *"aristocrática"* for *"aristócrata"*. There is a limited use of the language of the ideas: opinions are given but they are not developed in much depth. There are also continuous errors throughout the presentation and the discussion: *"no es aristocrática"*, *"el cambia"*. However, the performance does enter Band 1 for Language, mainly on the basis of the language in the Presentation. Thereafter, Alice proves able to follow the examiner's prompts at an Advanced level and to make a minimally appropriate response.

Mark: 1.2**Communication**

Alice clearly does attempt to extend her responses to the examiner's questions. She communicates some of the points relevant to her topic again, mainly in the Presentation but rarely takes the initiative. Pronunciation is sometimes inappropriate to convey meaning; [rainá] instead of *"reina"*, [jija] instead of *"hija"*. Fluency and spontaneity are limited owing to the lack of simple strategies to maintain a discussion at Advanced Level, but there is a clear attempt to engage in further discussion on the topic, with some limited success.

Mark: 1.3

