

TUNGHAI UNIVERSITY

Language Assessment

Final Project

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A++ & Excellent Group

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The group work of designing, implementing, and concluding the LA final project which assessed five ninth graders speaking performance on asking and giving direction.

Introduction of the Speaking Assessment

When it comes to assessment of students' target language competence, reading and listening tests would be the most preferable types due to its convenience of measurement. However, assessment shouldn't confine to learners' receptive knowledge only; instead, we should incorporate the assessment of productive skills into our daily teaching section as they are easily observed and can serve as a summative assessment in course design. Taking advantage of the easy observation of productive skills, teachers could not only implement informal assessment in various task designed, but also provide more variety of assessment items. Furthermore, given the assumption that oral/written response requires reading and listening ability to comprehend the prompts, the teacher could also treat oral/written forms as a means of summative assessments to evaluate what students have grasped in a course or a unit. In terms of informal assessment, speaking test is usually adopted as the main form in class setting due to its easy administration.

Speaking assessment is usually recommended to be designed as a task-oriented test in informal assessment. The reason is that to conducting a speaking task will require not merely the micro-skills but also the macro-skills involved, which could help teachers identify students' actual performance. The micro-skills mainly incorporate phonemes, morphemes, collocations and forms. As for macro-skills, they integrate elements such as, fluency, discourse, redundancy (redundant) style, cohesion, and communication strategies. In addition, during the process of delivering the main idea to the interlocutors, the test-takers are also required to adopt some speaking strategies to make clarification and maintain the conversation flow.

Based on the aforementioned reasons, our group proposed a task-oriented speaking assessment- giving direction thematic organization to items, as our mini project. This assessment aims to serve as a model test that could be implemented in regular class context to evaluate students' learning performance. Therefore, our speaking assessment is designed connecting to their school English curriculum and

providing test-takers feedbacks after the assessment. Furthermore, we hope our speaking mini project could be a diagnostic role of indicating what requires more improvement among students in the theme of giving direction. Hence, our assessment falls into the categories of informal assessment, summative assessment, and criterion-reference test while the purpose of assessment is served as an achievement and diagnostic test.

To distinguish the speaking proficiency of 5 ninth-grade student participants, the assessment has designed three different levels speaking task with the sequence from easy response to complicated interaction: imitative speaking, intensive speaking and interactive speaking. The details of the proposed speaking assessment are listed up in the following section.

The Proposal of the Speaking Assessment

1. Objectives:
 - ✓ Evaluate Students' overall commands of oral production in the content of asking and giving directions. The followings give more specification of the assessment.
 - Macro-skills: comprehension, fluency, cohesion, functional sociolinguistic features, and the communication strategies.
 - Micro-skills: vocabulary, pronunciation, word collocations, grammar forms and phrase units.
2. Skills required: Speaking, listening and reading
3. Response type: Engage in oral production in a series of questions and tasks.
4. Scoring/ Assessing criterion:
 - Adopt two-point partial credit scoring scale and analytic scoring criteria in different tasks.
 - The Speaking Rubrics would be distributed to the participants prior to the test for advanced inform to reduce their assessment anxiety.
5. Time allocation: 15 minutes

6. Participants: 5 ninth graders
7. Test types:
 - ✓ Three oral testing types: imitative speaking, intensive speaking, and interactive speaking (Teacher and student conduct two-way interactively asking and giving directions conversation) are administered in the project. The test types are arranged in the order of the complexity of performing tasks to evaluate students' oral production.
 - ✓ We assumed the interlocutor might compromise from the listening ability and try to seek for effective communication strategies to maintain the flow of conversation at last level.

The Assessment Specification

The Ongoing Stages

Items	Time allocation	Scoring criteria
Level A: Imitative speaking		
15	4~5 minutes	Partial credit (0~2) & Oral feedback
Level B: Intensive speaking		
5	3~4 minutes	Partial credit (0~2) & Oral feedback
Level C: Interactive speaking		
2	5~6 minutes	Analytic scoring criteria & Oral feedback

Level A: Imitative Speaking

1. Type:

Word and sentence repetition tasks[L,S]

2. Objective:

To ease the test-takers' anxiety by the basic-type task as the warm-up which can review the vocabulary and prepositions they have learned from the textbooks and enhance their accuracy and fluency in the sequent tasks.

3. Items: 7 vocabulary and 8 sentences

4. Time allocation: 4~5 minutes/each test-taker

5. Task:

- ① The administrator reads each vocabulary once, and then the test-taker repeats it without the test paper.
- ② The administrator reads each sentence twice, and then the test-taker repeats it without the test paper.

6. Scoring scale for repetition tasks (Brown, P.188)

2 points	acceptable pronunciation
1 point	comprehensible, partially correct pronunciation
0 point	silence, seriously incorrect pronunciation

7. Scoring sheet & Test materials

Item No.	Questions	Scoring			Memo
		0	1	2	
1	railway station				
2	parking lot				
3	night market				
4	supermarket				
5	post office				
6	library				
7	department store				
8	The movie theater is between 7-11 and Tasty.				
9	The elementary school is next to the coffee shop.				
10	The playground is across from the elementary school.				
11	Go straight for one block.				
12	The restaurant is on the right.				
13	You will see a night market on your left.				
14	Go down Bear Street and turn left on Yoyo Road.				
15	We're now on the corner of Mountain Road and Snow Road.				
SUM (A)					

Level B: Intensive Speaking

1. Type:

Picture-cued elicitation of a map [L,S]

2. Objective:

To elicit the test-taker's sentence response by a picture-cued map and the listening Comprehension, the test-taker is asked to use the correct sentence pattern and vocabulary she has learned to answer the five questions.

3. Items: 5 questions (Q&A)

4. Time allocation: 3~4 minutes/each test-taker

5. Task:

The administrator asks the test-taker one question, and then the test-taker answers it based on the map that the administrator shows.

6. Scoring scale for repetition tasks (Brown, P.199)

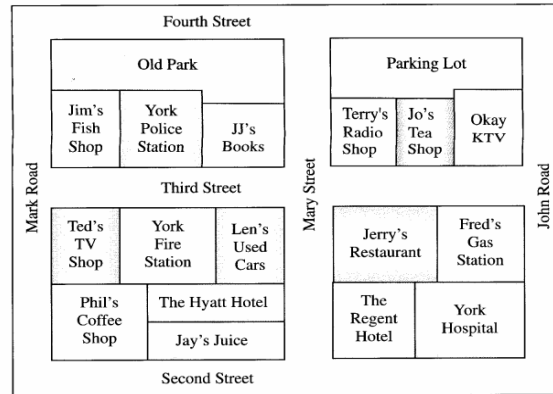
2 points	comprehensible; acceptable target form
1 point	comprehensible, partially correct target form
0 point	silence, seriously incorrect target form

7. Scoring sheet& Test materials

Item No.	Scoring			Memo
	0	1	2	
1				
2				
3				
4				
5				
SUM(B)				

Level B Test items

- Excuse me, where's Jerry's restaurant?
- Where's York Fire Station, please?
- Excuse me, where's Old Park?
- Excuse me, where's Ted's TV shop?
- Where's Hyatt Hotel, please?



Level C: Interactive Speaking

1. Type:

Eliciting directions [L,S]

2. Objective:

To provide an opportunity for the test-taker to engage in a relatively extended stretch of discourse, to be very clear and specific, and to use a appropriate discourse marks and connectors.

3. Items: ❶ The test-taker asks directions. → The teacher gives directions.

❷ The teacher asks directions. → The test-taker gives directions.

4. Time allocation: 5~6 minutes/each test-taker

5. Task:

Since this level is more complicated and demanding, the administrators did the **warm-up** to make the test-takers familiar with this type of tasks and requirements.

Warm-up materials

Grammar 文法	
on _____(街名)	on the corner of ___(街名) and ___(街名)
go straight 直走	turn left/right 右轉/左轉
across from 在對面	next to 在....隔壁
between a and B 在A和B之間	on your right/ left 在你的左手/右手邊

go up/ down/ along/straight walk down/walk along

Give the direction:

Go down _____ (Road/ Street) for one **block** 直走_____路一個街區

And turn left on Apple Road 在 Apple Road 左轉

It's on your right, and it's across from the bakery. 它就在你的右手邊,在麵包店的對面

An example of the interaction for asking and giving directions

A: Go down ____ Road/Street for one block.

B: Ok. And then?

A: Turn left on Apple Road

B: Is it on the right or left?

A: It's on your right, and it's across from
the bakery.

B: Ok. Got it.

An instruction for Level C

Level C 【Interactive Speaking】 Giving & Asking directions

在此階段的口試,受試者需進行一對一輪流指引方向,模擬在問路可能遇到的真正的情況。

In Level C, the test takers take turns giving directions and modeling the real situations they may encounter.

若受試者在口試中有任何不確定的問題(需要再確認),建議可用以下句子來完成溝通!

The following sentences are provided for the communication when the test takers are not certain of the message they have received.

→Sorry, I don't know. / I can't find it. / I'm not sure.

→Can you tell me again?

→Excuse me, could you say that again?

→You can also repeat your question.

每一次的問答的時間不超過 3 分鐘。

Each time for interactive conversation cannot be more than three minutes.

①(Map A) Teacher: Excuse me? How do I get to the _____?

The teacher takes a toy finger and asks directions. The test-taker has to give

directions based on Map B.

②(Map B) Test-taker: Excuse me? How do I get to the _____?

The test-taker takes a toy finger and asks directions. The teacher has to give

Directions based on Map A.

Map A & B (see Appendix A & B) are the same maps; however, they respectively provide different information about some certain sites.

6. Scoring scale for interactive tasks (Brown, P.188) & Scoring sheet

Item description Mark	1= very poor	2= poor	3= good	4= very good
Coherence	Does not understand the questions, responses are unclear.	Makes significant mistakes understanding questions, responses are somewhat clear.	Make few mistakes understanding questions, responses are mostly clear.	Correctly understands questions, responses are clear.
Sentence Structure, Grammar Accuracy & Vocabulary	Poor grammar and minimal vocabulary. Many significant mistakes.	Basic grammar and non-varied basic vocabulary. Several key mistakes.	Moderately strong grammar and a varied, but basic vocabulary. Several key mistakes.	Strong grammar and a varied and relatively complex vocabulary. Limited mistakes acceptable.
Pronunciation	Pronounces less than 60% of words correctly. <u>(Largely incomprehensible)</u>	Pronounces around 70%- 80% of words correctly. <u>(Somewhat difficult to understand)</u>	Pronounces around 80-90% words correctly. <u>(Easy to understand)</u>	Pronounces almost all words correctly. <u>(Sounds almost like a native speaker)</u>
Fluency	Does not speak fluidly, frequent short and long break.	speak somewhat fluidly, frequent short and a few long breaks.	Speaks mostly fluidly, semi-frequent short or a few long breaks.	Speaks fluidly, few to no breaks.

Modifications of the Assessment

1. Trial test

Three experienced EFL teachers went through the whole procedures of the assessment try to find out the potential problems , and then improved them.

2. Modification:

❶ The difficulty level of the items & materials

In terms of the three experienced EFL teachers' teaching experience and the Test-takers' school textbooks, the teacher (the test-designers) adjust the test materials to meet the objective of the speaking assessment.

❷ Time allocation

To time it while doing the trial test so that the test designer could control the whole test procedures within fifteen minutes for each test-taker. Next, the test designers modified the time allocation for level A, B, and C.

❸ The scoring sheet

To revise the scoring sheet, which facilitate the rater to score clearly and give oral feedback immediately (see Appendix C_ Revised scoring sheet).

❹ Assignments for each administrator (see Appendix D—The rundown on the Administration of speaking assessment)

Trial test: Angela, Amy, Eunyce / Oral tester: Eunyce / Rater: Amy.

The Administration of the Assessment

1. Site: A Tea Shop (Chun Shui Tang)
2. Date: December 26th, 2015
3. Time: 10:00 am.
4. Participants: 5 ninth-graders
5. Materials: Scoring sheets, test papers (maps), 3 action figures, 2 fans with useful sentences for communication, pens, a cell phone.



The Results of the Speaking Assessment

After scoring according to the criteria, we calculated the result of the assessment and reported the results of the test items in Level A Level B, and Level C.

Level A

There were two sections in Level A. The first section included 7 items, A1 to A7, which tested the test takers' imitative speaking ability of words. The second section included 8 items, A8 to A15, which tested the test takers' imitative speaking ability of sentences.

The mean scores of each item from A1 to A7 are 2 points as showed in Table3.1. All the test takers got 100% correct on the first half of assessing imitative speaking. According to the partial credits criteria, their pronunciation is acceptable in this section. The result shows that the test takers can do the oral repetition of a single word well.

Table 3.1

The Mean Scores of Test Item A1 to A7

Item	A1	A2	A3	A4	A5	A6	A7
Mean	2	2	2	2	2	2	2

N=5

The mean scores of the second section in Level A as showed in Table 3.2 are a lot different from the first section. The mean scores of item A8, A9, and A10 are 1.6. Two of the test takers got 1 point in each of the items. That is to say, two out of five test takers' pronunciation of imitating the sentences is comprehensible and partially correct. The mean scores of item A11, A13, and A15are 1.8. Only one test taker got 1 point in each of the three items. In item A12, all the test takers performed acceptable pronunciation. Nevertheless, the mean scores of item A14 is 1.0 which is the lowest mean in the section of Level A. The frequencies of the scores in item A14as showed in Table 3.3reveals that only one test taker got 2 points. Besides, three test takers got partial correct because of the adding of the word "the" or the missing of the word "left". Moreover, one test taker failed to repeat the sentence, "Go down Bear Street

and turn left on Yoyo Road.”

Table 3.2

The Mean Scores of Test Items A8 to A15

Item	A8	A9	A10	A11	A12	A13	A14	A15
Mean	1.6	1.6	1.6	1.8	2.0	1.8	1.0	1.8

N=5

Table 3.3

The Frequencies of the Scores on Item A14

Score	Frequency	Percent
0	1	20.0
1	3	60.0
2	1	20.0

N=5

The total mean score of all the test takers’ total scores in Level A as showed in Table 3.4 is 27. Among the five participants, most test takers total scores are close or above the total average score in Level A but not the third test taker, 小 Q. She was quite anxious after we explained the purpose and the test types of the assessment. In addition, according to her classmates, she is afraid of speaking English. At this level, the correct percentage was calculated by using the total mean score to divide into the full score, 30, and then multiplied by 100. The result shows that the correct percentage the five test takers performed in Level A was 90.7%.

Table 3.4

The Total Score of Each Test Taker in Level A

Name	Sum
1. 小乖	29
2. 蔡大師	29
3. 小 Q	23
4. 晴	28
5. 陳大師	27
Total Mean	27.2

N=5

Correct Percentage	$27.2/30=90.7\%$
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Level B

Level B included five short answer questions which tested the test takers' intensive speaking skills. The test takers' sentence-responses were elicited by listening to the command with a picture cue. The mean score of each item is as showed in Table 3.5. Firstly, the mean score of item B1 is 1.4. Then the mean scores from item B2 to B4 are 1.6. Lastly, the mean score of item B5 is 1.8. The test takers progressed slightly from B1 to B5. The reasons might due to the unfamiliarity of the test types of answering the questions by searching with a map. Three of the test takers paused when answering the first question and showed uncertainty or a need to receive hints from the teacher. The result of the frequencies of the scores of item B5 showed in Table 3.6 reveals that more than half of them were not confident about answering the questions. Nevertheless, after several questions, they made progress in this level.

Table 3.5

The Mean Scores of Intensive Speaking Items- B1 to B5

Item	B1	B2	B3	B4	B5
Mean	1.4	1.6	1.6	1.6	1.8

N=5

The frequencies of the scores on item B1 was showed as Table3.6.

Table 3.6

The Frequencies of the Scores on Item B1

Score	Frequency	Percent
1.00	3	60.0
2.00	2	40.0

N=5

The total mean score of all the test takers' total scores in Level B as showed in Table 3.7 is 8. Among the five participants, most test takers performed above or the same as the average score in Level B but not the third test taker, 小 Q. She was even more anxious than she was in Level A. At this level, the correct percentage was calculated by using the total mean score to divide into the full score, 10, and then multiplied by 100. The result shows that the correct percentage which the five test

takers performed in Level B is 80%.

Table 3.7

The Total Score of Each Test Taker in Level B

Name	Sum
1. 小乖	8
2. 蔡大師	10
3. 小 Q	5
4. 晴	9
5. 陳大師	8
Mean	8

N=5

Correct Percentage	8/10=80%
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Level C

Level C included two items, C1 and C2, which tested the test takers' interactive speaking skills by asking and giving directions with a picture cue. The task of item C1 was to give directions. The analytic score of each student on item C1 is showed in Table 3.8. Among the four categories of the scoring criteria, the average scores of Coherence, 3.2, and Pronunciation, 3.4, are higher than Sentence Structure, Grammar, and Vocabulary Accuracy, 2.8, and the fluency, 2.6. The reasons that the students performed well on Coherence might be the test takers' taking advantages on the picture cue. Therefore, it was easy for them to reach the criteria of understanding the questions in the category of Coherence. Besides, to look back upon the students' pronunciation performance in Level A, not only the test takers performed pronunciation well in level A but also in level C. It also reveals that most of the students' had sufficient practices on repeating words and sentences. Nevertheless, the students' average score of Sentence Structure, Grammar, and Vocabulary Accuracy is lower because the test takers' made more errors on using the correct adverb phrases to indicate a place such as deleting the necessary "the". Also, the increasing variability of the sentence structure, grammar, and vocabulary affect their performance on fluency, because the test takers had more working load on processing and producing

their acquired knowledge. In addition, the test takers had to applied more strategies checking the responses of the interlocutor, but they seldom encounter using English under this kind of situations; therefore, they paused sometimes and waiting for the teacher’s hints to “save” them. On this item, the correct percentage was calculated by using the total mean score to divide into the full score, 16, and then multiplied by 100. The result shows that the correct percentage which the five test takers performed in item C1 is about 76%.

Table 3.8

The Analytic Score of Each Test Taker of Level C Item 1

C1	S1	S2	S3	S4	S5	Average
Coherence	4	4	2	4	3	3.2
Sentence Structure, Grammar, and Vocabulary Accuracy	3	3	2	3	3	2.8
Pronunciation	4	4	2	4	3	3.4
Fluency	4	3	2	3	1	2.6
Total	15	14	8	14	10	12.2

N=5

Correct Percentage	$12.2/16 \doteq 76\%$
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Table 3.9

The Analytic Score of Each Test Taker in Level C Item 2

C2	S1	S2	S3	S4	S5	Average
Coherence	4	3	1	3	3	2.8
Sentence Structure, Grammar, and Vocabulary Accuracy	3	3	1	3	1	2.2
Pronunciation	4	4	2	4	3	3.4
Fluency	4	3	1	3	1	2.4
Total	15	13	5	13	8	10.8

N=5

Correct Percentage	$10.8/16=67.5\%$
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The task of item C2 was to ask directions and interact with the teacher who gave

the directions. Table 3.9 shows the analytic score of each student on item C2. The result of the test takers' performance on each category of the four categories is Coherence=2.8, Sentence Structure, Grammar, and Vocabulary Accuracy=2.2, Pronunciation=3.4, Fluency=2.4, which is lower than that in item C1. However, it's similar that the average score of Coherence and Pronunciation were higher than Sentence Structure, Grammar, and Vocabulary Accuracy and the Fluency. The result shows that the correct percentage which the five test takers performed in item C2 is about 67.5%. Comparing with the correct percentage in item C1, 67.5%, the drop between the performance of giving directions and asking directions might due to: (1) the task of asking directions required active attitude to perform well, (2) the test takers' seldom practicing asking directions before, (3) the test takers can answer the questions well rather than asking questions.

The Effectiveness of Level A, B, and C

Table 3.10

The Total Score of Each Test Taker in Level A, B, and C

Name	A-Sum	B-Sum	C-Sum
1. 小乖	29	8	30
2. 蔡大師	29	10	27
3. 小 Q	23	5	13
4. 晴	28	9	27
5. 陳大師	27	8	18
Mean	27	8	23
Correct Percentage	27.2/30=90.6%	8/10=80%	23/32=72%

N=5

By comparing the correct percentage in each level as showed in Table 3.10, the performance of the test takers' speaking ability declined when the more macro skills are needed. The test takers got lower and lower scores might due to: (1) insufficient practices, (2) when more macro skills are required, they would become more anxious, (3) the test takers seldom encounter the condition of asking directions, and they would like to give directions rather than asking directions.

Conclusions

We believe our assessment design can meet the following principals of language assessment: practicality, reliability, validity authenticity and positive washback. In terms of practicality, the assessment is designed with easy administration, ease of scoring and interpreting the results, so it could be easily carried out in regular class setting. The assessment could also achieve the intra-rater reliability since the rater reexamined the consistence of evaluation with previous tape-recording file. In addition, the assessment has high validity since the material and test items are designed within the scope of their textbook. All the test items focus on the same theme as well. To overcome the problem of decontextualization, we make our assessment Level C: the interactive task to fulfill the authenticity. We paid a great deal of attention to simulate the real-world task in our interactive task, which is a two-way communication and adopts action figures on the guided map to replicate the real-world scenario. During the conversation, we even encourage the test-takers to adopt various kinds of communicative strategies, which make the task more meaningful. The assessment also provides positive washback. At the end of the assessment, most students gave a positive credit on the assessment. The participants thought the tests beneficial as the test helps locate what they requires more efforts on this thematic topic. On the other hand, the test designer also noticed that the assessment effectively distinguish the participants speaking proficiency. The test results also revealed the effectiveness of the assessment because individual participants' scoring is quite consistent in different level.

The Reflection of the Speaking Assessment

Angela's Reflection

To my surprise, the level C task failed to stimulate students' communication strategies. Originally, one of the objectives in this interactive task is to help develop participants' communication strategies. Aside from providing an opportunity for

test-taker to engage in relatively stretch of discourse, the test-takers should also adopt some communication strategies, such as body language or the phrases being provided on the spot, upon encountering difficulties conveying their thoughts. Yet, the test administrator found the test-takers unable to utilize neither the provided phrases nor body language to maintain the conversation flow. We think the adequate training of communication strategies ought to be taught in the daily course design in case the students don't know how to handle such upon such situation arising in real-world.

I personally believed that our two-point scoring scales for level A/B and analytic scoring criteria for level C were well-designed. In reality, the test administrator always adopts absolutely scoring system, which test-taker would fail to get score unless getting completely correct answer. Such scoring criteria would discourage students from engaging more and unwilling to devoting in speaking activity. Besides, seldom do secondary school students practice speaking in regular class setting. The scoring standard should base on the primarily comprehension and secondarily on other grammatical or discourse categories. Consequently, I think when attempting to implement speaking assessment in regular class setting. The test administrator should take analytic scoring criteria in high complexity interactive items.

Eunyce's Reflection

This is a valuable experience for me to design and conduct a complete speaking assessment which is different from the simple and common Q&A test type. Especially I learned a lot from the trial test since the test designer could find out the potential problems and then improve the weaknesses in advance so that the trial test could make the assessment achieve the objectives. With all the group members' great effort and countless discussions, we applied all the knowledge we have learned from this course to design and carry out the complete speaking assessment.

Furthermore, in light of the different results from level A, B, and C, we strongly suggest that schools arrange speaking classes which is separated from the normal English classes to provide students more opportunities to practice English speaking

and enhance their communication strategies as well as interactive skills.

Amy's Reflection

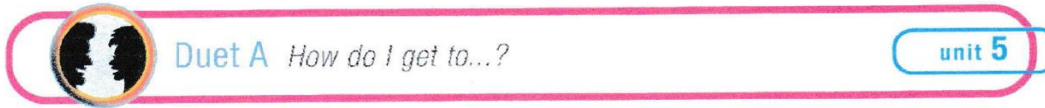
After our group analyzed and discussed about the results of the assessment, we have the implication that the current junior high school students are lack of interactive practices; specially, the students need more practices on asking and raising questions.

All in all, the speaking assessment achieved its goal of diagnosing the test takers' strengths and weaknesses. With the well specified content and the scoring criteria, the validity is quite high. Besides, the students operated the action figures moving on the map modeling the real situation of giving and asking directions. In addition, the practicality is also high because it doesn't take much time or cost a lot to implement the assessment. The rater was well trained, so the intra-rater reliability can also be high.

APPENDICES

Appendix A

Map A



Language Map

Go down one block to ____ (River Road, the hospital.)

OK. Then what should I do?

Take River Road / First Street to ____ (the station, the park.)

Do I turn right or left?

Turn ____ (left, right.)

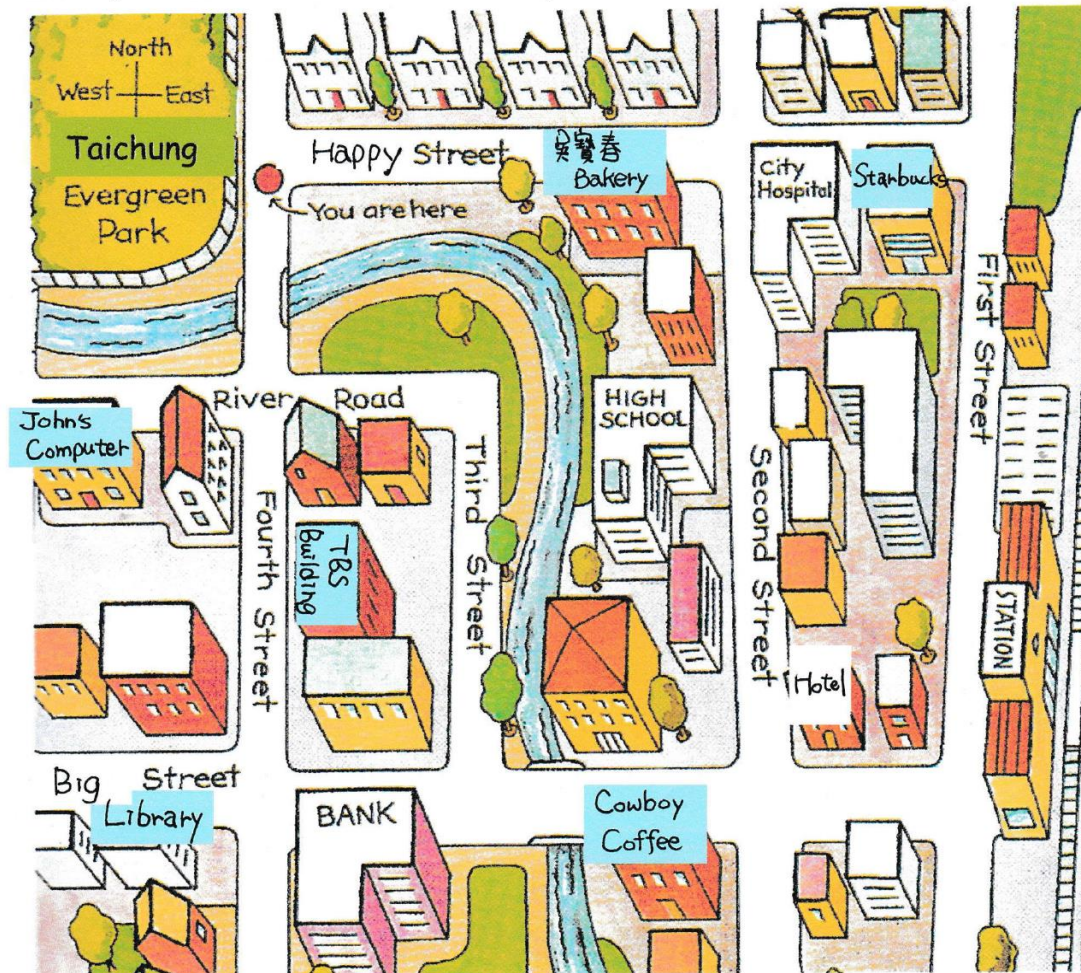
OK. Got it!

It's ____ (on Second Street, next to the bank.)

Start at the park. Answer B's questions. Ask B how to get to these places. Mark on the map. There's 3-minute time limitation on this oral test

Excuse me. How do I get to ____ ?

- 1. ...the internet café
- 3.Ed's Books
- 5. ...the police station
- 7.... the post office
- 9.....Stewart's Department Store
- 11...World Gym



Appendix B Map B

unit 5



Duet B How do I get to...?

Language Map

Go down one block to ____ (River Road. the hospital.)

OK. Then what should I do?

Take River Road / First Street to ____ (the station. the park.)

Do I turn right or left?

Turn ____ (left. right.)

OK. Got it!

It's ____ (on Second Street. next to the bank.)

Start at the park. Answer A's questions. Ask A how to get to these places. Mark on the map. There's 3-minute time limitation on this oral test

Excuse me. How do I get to ____ ?

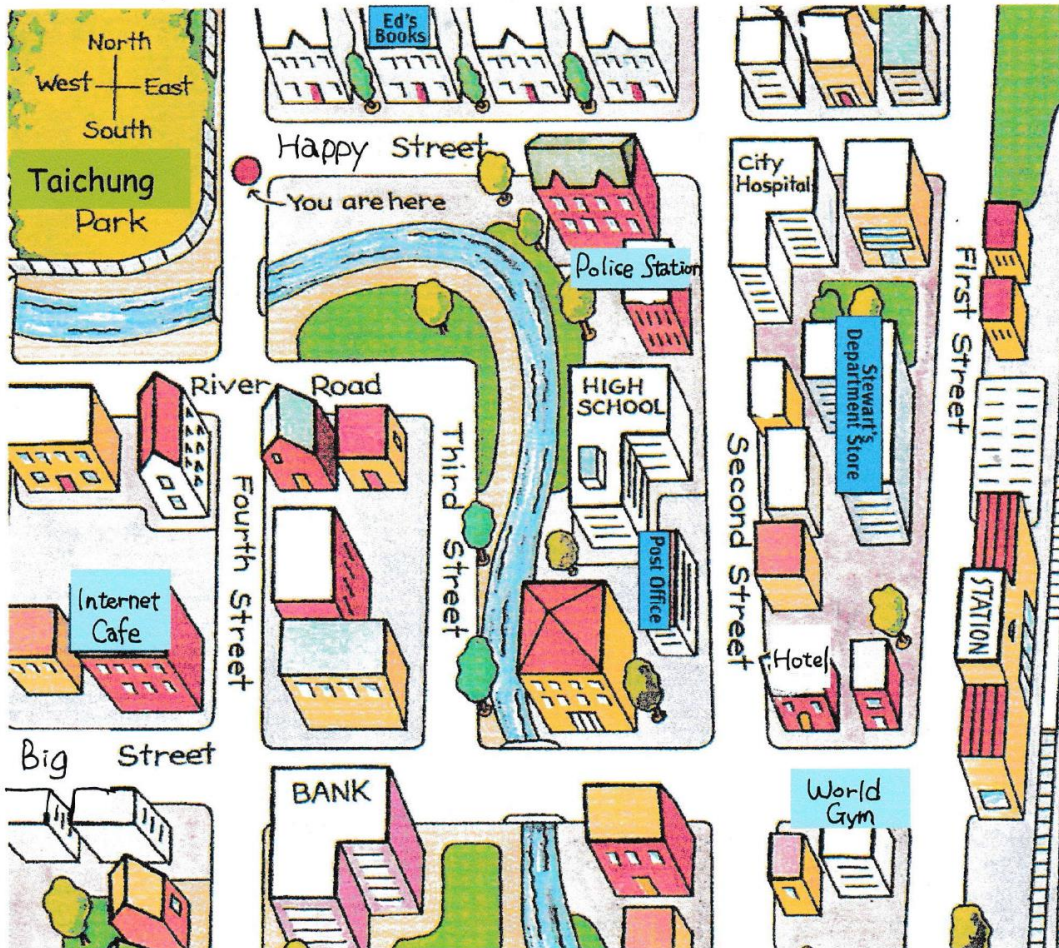
2. ...吳寶春 Bakery

4. ...Starbucks

6. ...John's Computer

8... the library

10.....Cowboy Coffee 12...TBS Building



Appendix C
Scoring Sheet

Assessing Speaking: Asking & Giving Directions

Grade: _____ **Name:** _____ **Date:** _____

Level A—Scoring scale for repetition tasks

0: Silence, seriously incorrect pronunciation

1: Comprehensible, partially correct pronunciation

2: Acceptable pronunciation

Item No.	Question	Scoring			Memo
		0	1	2	
1	railway station				
2	parking lot				
3	night market				
4	supermarket				
5	post office				
6	library				
7	department store				
8	The movie theater is between 7-11 and Tasty.				
9	The elementary school is next to the coffee shop.				
10	The playground is across from the elementary school.				
11	Go straight for one block.				
12	The restaurant is on the right.				
13	You will see a night market on your left.				
14	Go down Bear Street and turn left on Yoyo Road.				
15	We're now on the corner of Mountain Road and Snow Road.				
SUM (A)					

Level B—Scoring scale for intensive tasks

0: Silence, or seriously incorrect target form

1: Comprehensible; partially correct target form

2: Comprehensible; acceptable target form

Item No.	Scoring			Memo
	0	1	2	
1				
2				

Item No.	Scoring			Memo
	0	1	2	
3				
4				
5				
SUM(B)				

Level C—Scoring scale for interactive tasks

(The teacher directly checks the test taker’s performance in the form)

Item description / Mark	1:very poor	2:poor	3:good	4:very good
Coherence	Does not understand the questions, responses are unclear.	Makes significant mistakes understanding questions, responses are somewhat clear.	Make few mistakes understanding questions, responses are mostly clear.	Correctly understands questions, responses are clear.
Sentence Structure Grammar Accuracy /Vocabulary	Poor grammar and minimal vocabulary. Many significant mistakes.	Basic grammar and non-varied basic vocabulary. Several key mistakes.	Moderately strong grammar and a varied, but basic vocabulary. Several key mistakes.	Strong grammar and a varied and relatively complex vocabulary. Limited mistakes acceptable.
Pronunciation	Pronounces less than 60% of words correctly. <u>(Largely incomprehensible)</u>	Pronounces around 70%- 80% of words correctly. <u>(Somewhat difficult to understand)</u>	Pronounces around 80-90% words correctly. <u>(Easy to understand)</u>	Pronounces almost all words correctly. <u>(Sounds almost like a native speaker)</u>
Fluency	Does not speak fluidly, frequent short and long break.	speak somewhat fluidly, frequent short and a few long breaks.	Speaks mostly fluidly, semi-frequent short or a few long breaks.	Speaks fluidly, few to no breaks.

Item	SUM	Memo
1		
2		
SUM(C)		

☺ **Total Scores (A+B+C) :** _____

Appendix D
The Rundown on Speaking Assessment
12/26/2015

Stages	Assessing Tasks	Assessing Procedures	Assessment-management Media
A	Warm up and Introduction	<ol style="list-style-type: none"> 1. Introduce the purpose and procedures of the assessment 2. Review the vocabulary and sentence patterns in the text book 	<ol style="list-style-type: none"> 1. Section A
	Imitative Speaking	<ol style="list-style-type: none"> 1. Repeat after the teacher: word by word. (Teacher will read once for each voc.) 2. Repeat after the teacher: sentence by sentence. (Teacher will read twice for each sentence) 	<ol style="list-style-type: none"> 1. Scoring sheet of 7 words and 8 sentences 2. Recording by cellphone
B	Warm up	<ol style="list-style-type: none"> 1. A quick review for the sentence patterns again 2. Demo the question and answer (pair practice) 	<ol style="list-style-type: none"> 1. Worksheet B with a map 2. Watch out the pronunciation of “th”
	Intensive Speaking	<ol style="list-style-type: none"> 1. Look at the map, listen and answer the teacher’s questions according to the map 	<ol style="list-style-type: none"> 2. Scoring sheet of 5 questions
C	Warm up	<ol style="list-style-type: none"> 1. Practice and be familiar with the spots, streets and roads on the map 2. Review the dialogue of asking and giving directions 3. Teachers’ demo of the dialogue (role play according to the aforementioned dialogue) 	<ol style="list-style-type: none"> 1. Teacher’s map(A)*1 2. Action figures (小人偶--在地圖上走路)
	Interactive Speaking	<ol style="list-style-type: none"> 1. Giving directions to the teacher according to the map (B) they received 2. Asking the direction and follow the direction to the destination 3. Remind students to adopt communicative strategies and patterns 	<ol style="list-style-type: none"> 1. Students’ maps(B)*5 2. Scoring sheet of the interaction 3. Observing students’ oral proficiency & communication strategies. 4. Communication signs (fans) preparation
D	Wind down	<ol style="list-style-type: none"> 1. Give encouragement to the test takers: you did a good job, you try hard on the tasks or thank you for your participation, etc. 	
	Feedback	<ol style="list-style-type: none"> 1. Give a quick feedback for the test takers to improve their speaking skills 	<ol style="list-style-type: none"> 1. According to the memo of the scoring sheet.