

Oral Language assessment guides - Speaking

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Assessment guides have been developed to accompany the oral resources found in the ARBs. They are designed to help teachers assess the first achievement objective of the curriculum. Students should be able to:

- engage with and enjoy oral language in all its varieties;
- understand, respond to and use oral language effectively in a range of contexts.

Relevant assessment guides are linked to from each ARB oral language resource.

Descriptions of assessment guides

Assessment guide A: Rating scale (Click here for Assessment guide A)

This assessment guide provides a four-point rating scale ranging from 'Almost Never' to 'Almost Always' for assessing three content features and eight delivery features of presentations. Although it is best suited for formative assessment, it may be adapted by users for summative assessment where information of this type is required.

Assessment guide B: Observational scale (Click here for Assessment guide B)

This guide is used to assess the same content and delivery features as guide 'A', but is based on teachers' observations or comments. The focus here is on formative assessment. The 11 behaviours covered in the guide form the basis for valid feedback to the speaker.

Assessment guide C: Peer-assessment scale 1 (Click here for Assessment guide C)

This guide has a three-point rating scale ranging from 'Seldom' to 'Usually', with additional space for comments. It helps focus the student assessor on important elements of a speech. It is used to assess the same content and delivery features as guides 'A' and 'B'. This guide is suitable for assessment at intermediate and secondary schools.

Assessment guide D: Peer-assessment scale 2 (Click here for assessment guide D)

This guide has a three-point rating scale ranging from 'Seldom' to 'Usually', with additional space for 'Where to next?' It is used to assess the same content and delivery features as guides 'A', 'B', and 'C'. This guide is suitable for assessment at primary schools.

Assessment guide E: Debating scale (Click here for assessment guide E)

This is a debating marking schedule. It uses the standard affirmative team versus negative team format, with a 400-mark score for assessing content and delivery. (We do not advocate the summing of marks normally, but note that this is the standard approach used in team debating.)

Assessment guide F: Peer-assessment debating scale level 5+ (Click here for Assessment guide F)

This is a checklist for assessing how well a speaker has performed their particular task as a debating team member. Use of this assessment scale will enable the student assessor to appreciate the structure of a debate and gain insights into how the adjudication process works.

Assessment guide G: Peer-assessment debating scale level 3-4 (Click here for Assessment guide G)

This is a modified version of assessment guide 'F' with the key aspects listed. It is designed for students new to debating. It enables students to follow the development of each team's case and to identify the structure of the debating process.