ASSESSING SPEAKING ONLINE

Victoria Peña
George Heritage
Agenda
Assessing speaking online

1. Your context
2. Issues around assessing speaking
3. Assessing speaking online vs. face to face
4. Assessing speaking online
5. Resources and support material
How confident do you feel assessing speaking online?

- Very confident
- Confident
- Not confident
- Don’t know
Which online platform are you using for your classes at the moment?

- Zoom
- Microsoft Teams
- Google Meet
- Skype
- Other (please specify in chatbox)
Issues around assessing speaking
Why is speaking a difficult skill to assess?
Why is speaking a difficult skill to assess?

- It is fast, easily lost, difficult to hold onto to analyse.
- There are many aspects to assess.
- It is assessed over a block of performance, not sentence by sentence.
What practical problems do you face when assessing speaking?
What practical problems do you face when assessing speaking?

- Group size
- Lack of time
- Expertise and support
- Unclear rating scales
Assessing speaking online vs. face to face
What are the traditional ways of assessing speaking?

- One-to-one / paired interviews with the teacher
- Question and answer tasks – limited range of functions to assess
- Students are asked to prepare and rehearse talks or dialogues – not spontaneous
- Subjective impressionistic assessment based on experience
Are the traditional ways of assessing speaking still applicable when assessing online?
Are the traditional ways of assessing speaking still applicable when assessing online?

- One-to-one / paired interviews with the teacher
- Question and answer tasks – limited range of functions to assess
- Students are asked to prepare and rehearse talks or dialogues – not spontaneous
- Subjective impressionistic assessment based on experience
How is assessing speaking face to face different from assessing speaking online?
How is assessing speaking face to face different from assessing speaking online?

- Instructions / set-up
- Connection problems and other technical aspects
- Time
- Repetition
- Interaction
- Student experience
- Feedback
What aspects should we consider when assessing speaking?
What aspects should we consider when assessing speaking?

- Vocabulary
- Grammar
- Interaction
- Pronunciation
- Global achievement
- Discourse management
<table>
<thead>
<tr>
<th>Grammatical Resource</th>
<th>Lexical Resource</th>
<th>Discourse Management</th>
<th>Pronunciation</th>
<th>Interactive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintains control of a wide range of grammatical forms and uses them with flexibility.</td>
<td>• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.</td>
<td>• Produces extended stretches of language with flexibility and ease and very little hesitation.</td>
<td>• Is intelligible.</td>
<td>• Interacts with ease by skilfully interweaving his/her contributions into the conversation.</td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td>• Contributions are relevant, coherent, varied and detailed.</td>
<td>• Phonological features are used effectively to convey and enhance meaning.</td>
<td>• Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.</td>
</tr>
<tr>
<td>C1</td>
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<td>• Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</td>
<td>• Produces extended stretches of language with ease and with very little hesitation.</td>
<td>• Is intelligible.</td>
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<td></td>
<td></td>
<td>• Contributions are relevant, coherent and varied.</td>
<td>• Intonation is appropriate.</td>
<td>• Widens the scope of the interaction and negotiates towards an outcome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses a wide range of cohesive devices and discourse markers.</td>
<td>• Sentence and word stress is accurately placed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Individual sounds are articulated clearly.</td>
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</tr>
<tr>
<td>Grammar and Vocabulary</td>
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<td>• Interacts with ease, linking contributions to those of other speakers. Wildens the scope of the interaction and negotiates towards an outcome.</td>
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<tr>
<td>C1 • Shows a good degree of control of a range of simple and some complex grammatical forms.</td>
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<td>• Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.</td>
<td>• Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.</td>
<td>• Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.</td>
</tr>
<tr>
<td><strong>Grammar and Vocabulary</strong></td>
<td></td>
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<tr>
<td>B2 • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</td>
<td>• Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</td>
<td>• Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.</td>
<td>• Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.</td>
<td>• Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.</td>
</tr>
<tr>
<td>B1 • Shows a good degree of control of simple grammatical forms.</td>
<td>• Uses a range of appropriate vocabulary when talking about familiar topics.</td>
<td>• Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.</td>
<td>• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</td>
<td>• Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.</td>
</tr>
<tr>
<td>A2 • Shows sufficient control of simple grammatical forms.</td>
<td>• Uses appropriate vocabulary to talk about everyday situations.</td>
<td>• Has very limited control of phonological features.</td>
<td>• Maintains simple exchanges, despite some difficulty. Requires prompting and support.</td>
<td>Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.</td>
</tr>
<tr>
<td>A1 • Shows only limited control of a few grammatical forms.</td>
<td>• Uses a vocabulary of isolated words and phrases.</td>
<td>• Has very limited control of phonological features and is often unintelligible.</td>
<td></td>
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</tbody>
</table>
Assessing speaking online
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- can be done informally or more formally
Assessing speaking online

☑ can be done informally or more formally

☑ for informal assessment, it’s better to focus on one aspect at a time
Assessing speaking online

- can be done informally or more formally
- for informal assessment, it’s better to focus on one aspect at a time
- use descriptors to assess rather than intuition
Speaking Can-Do statements – A2, B1, B2

A: CAN interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

B: CAN communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

C: CAN describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
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Speaking Can-Do statements – A2, B1, B2

D: CAN produce simple connected text on topics which are familiar or of personal interest.

E: CAN produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

F: Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
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Exam Task: B2 First for Schools Part 1

People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? ..... (What do you like about him/her?)
- Who do you spend time with after school? ..... (What do you do together?)
- Tell us about a good teacher you’ve had.

Things you like

- What’s your favourite subject at school? ..... (Why do you like it?)
- Do you like reading? ..... (What do you like to read?) ..... (Why?)
- Do you enjoy using the internet in your free time? ..... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? ..... (Why? / Why not?)
- Are there any nice places to go in (candidate’s area)? ..... (What are they?) ..... (Why do you like them?)
- Have you been anywhere nice recently? ..... (Where did you go?) ..... (Why?)
- Where would you like to go for your next holiday ..... (Why would you like to go there?)
<table>
<thead>
<tr>
<th>Band</th>
<th>Grammar and Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Shows a <strong>good degree</strong> of control of a range of <strong>simple</strong> and <strong>some complex</strong> grammatical forms. Uses a <strong>range</strong> of <strong>appropriate vocabulary</strong> to give and exchange views on a <strong>wide range</strong> of familiar topics.</td>
</tr>
<tr>
<td>4</td>
<td>Performance shares features of Bands 3 and 5.</td>
</tr>
<tr>
<td>3</td>
<td>Shows a <strong>good degree</strong> of control of <strong>simple grammatical forms</strong>, and <strong>attempts some complex</strong> grammatical forms. Uses a <strong>range</strong> of <strong>appropriate vocabulary</strong> to give and exchange views on a <strong>range</strong> of familiar topics.</td>
</tr>
<tr>
<td>2</td>
<td>Performance shares features of Bands 1 and 3.</td>
</tr>
<tr>
<td>1</td>
<td>Shows a <strong>good degree</strong> of control of <strong>simple grammatical forms</strong>. Uses a <strong>range</strong> of <strong>appropriate vocabulary</strong> when talking about <strong>everyday situations</strong>.</td>
</tr>
<tr>
<td>Grammar and Vocab</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Has your partner used simple grammar?</td>
<td></td>
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<tr>
<td>Has your partner tried to use some more difficult grammar e.g. conditionals, perfect tenses, modal verbs?</td>
<td></td>
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<tr>
<td>Has your partner used synonyms?</td>
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<tr>
<td>Has your partner used enough vocabulary to express his / her ideas?</td>
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</tbody>
</table>
Developing and assessing speaking skills: vocabulary and grammar

The easy way to create your own teaching resources.

Make custom activities for your classroom.
Quizzes, match ups, word games, and much more.

See Example Resources  Sign Up To Start Creating

Easy as 1-2-3

Create a customized resource with just a few words and a few clicks.

1. Pick a template.
2. Enter your content.
3. Print out your activities or play on a screen.

https://wordwall.net
Developing and assessing speaking skills:
vocabulary and grammar

https://wordwall.net
Developing and assessing speaking skills: vocabulary and grammar

https://wordwall.net
Developing and assessing speaking skills: vocabulary and grammar

https://wordwall.net
Developing and assessing speaking skills: vocabulary and grammar

https://wordwall.net
Speaking Can-Do statements

**C:** CAN describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**D:** CAN produce simple connected text on topics which are familiar or of personal interest.
Exam Task: B1 Preliminary for Schools Part 2

1A Learning a new skill

Interlocutor: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows someone learning how to do something.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A
© approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor: Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.
Exam Task: B1 Preliminary for Schools Part 2
<table>
<thead>
<tr>
<th>B1</th>
<th>Discourse Management</th>
</tr>
</thead>
</table>
| 5  | Produces extended stretches of language despite some hesitation.  
    Contributions are relevant despite some repetition.  
    Uses a range of cohesive devices. |
| 4  | *Performance shares features of Bands 3 and 5.* |
| 3  | Produces responses which are extended beyond short phrases, despite hesitation.  
    Contributions are mostly relevant, but there may be some repetition.  
    Uses basic cohesive devices. |
| 2  | *Performance shares features of Bands 1 and 3.* |
| 1  | Produces responses which are characterised by short phrases and frequent hesitation.  
    Repeats information or digresses from the topic. |
<table>
<thead>
<tr>
<th>Discourse Management</th>
<th>Yes</th>
<th>No</th>
<th>Comments / examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your partner use short phrases?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are there too many pauses?</td>
<td></td>
<td></td>
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<tr>
<td>Is your partner describing the photo?</td>
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<tr>
<td>Is your partner repeating his / her ideas?</td>
<td></td>
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</tr>
<tr>
<td>Is your partner using connectors e.g. and, then, but, however, because?</td>
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</tbody>
</table>
Developing and assessing speaking skills: discourse management
https://voicespice.com/
SAVE YOUR VOICE RECORDING

Title: B1 Part 2 practice
Author: George Heritage
Comments: Fingers crossed!
Icon: 
Public: 

Save      Cancel

NEXT, PLEASE CLICK SAVE

Play a Game of "Voice Tag"
Create a Custom Greeting Card
Voice Map of The World

https://voicespice.com/
Share Your Voice Recording Online

Title: B1 Part 2 practice
Author: George Heritage
Comments: Fingers crossed!

Share a Link to Your Audio File

Playback link:
https://voicespice.com/Player.aspx?cmp=kh%4B1GED75

Playback Image:

Delete link:
https://voicespice.com/DeleteRecording.aspx?u=d&h=1
Welcome to Flipgrid!

Getting started is easy:

- **Create your Grid**: This is your classroom or community.
- **Add discussion topics**: We'll create the first one for you.
- **Share with students**: Students record and watch videos.

Start my Grid
Your Grid is Ready!

We've created an Introduction Topic to start the discussion.

Let's kickstart the discussion!

Share the Flip Code below with your students:

flipgrid.com/heritage1951

Go to your Grid
### Speaking Practice Part 2

**Date:** May 25, 2020  
**Flip Code:** #flipgrid1931  
**Add a CoPilot**

#### Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Videos</th>
<th>Views</th>
<th>Hours of Shared Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say Hello on Flipgrid!</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Students

- **Actions**
- **Title**
- **Last Response**
Congrats, VICTORIA! 🎉

Your video is now visible in the Topic.

Here’s a direct link to your video if you want to share it:
https://flipgrid.com/s/9ee351a83ab

Download Video  Download Selfie
Cambridge Assessment

Display Name: VICTORIA

Hello!

May 25, 2020 5:30pm 1 view

Flip Code: aa915a35

https://info.flipgrid.com/
Speaking Can-Do statements

B: CAN communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

F: Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.
Exam Task: A2 Key for Schools Part 2

Do you like these different hobbies?
## Developing and assessing speaking skills: interaction

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Positive adjectives</th>
<th>Negative adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing videogames</td>
<td>Exciting</td>
<td>Noisy</td>
</tr>
<tr>
<td>Playing an instrument</td>
<td>Motivating</td>
<td>Expensive</td>
</tr>
<tr>
<td>Playing football</td>
<td>Fun</td>
<td>Dangerous</td>
</tr>
<tr>
<td>Reading</td>
<td>Cheap</td>
<td>Boring</td>
</tr>
<tr>
<td>Painting</td>
<td>Relaxing</td>
<td>Difficult</td>
</tr>
</tbody>
</table>
## Interactive Communication

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments / examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your classmate ask his / her partner questions?</td>
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<tr>
<td>Does your classmate answer his / her partner’s questions?</td>
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<tr>
<td>Does your classmate understand his / her partner without help?</td>
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<tr>
<td>Does your classmate agree / disagree with his / her partner?</td>
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Assessing speaking online

- can be done informally or more formally
- use descriptors to assess rather than intuition
- for informal assessment, it's better to focus on one aspect at a time
- plan activities that will elicit a sufficient sample of language to assess
- decide how to give feedback
Key things to remember when giving feedback

**Individual feedback**
- Use criteria with examples
- Strengths and aspects to improve

**Group feedback**
- Make peer assessment routine
- Aspects to improve and strengths
B2 First Speaking Part 3 - Florine

Interactive Communication Mark: 5

Initiating and responding
Florine initiates and responds appropriately, linking contributions to what her partner has said. She initiates the discussion in Part 3 and shows that she has listened to Maria’s before adding her ideas.

Well I think all the ideas on the booklet are quite good actually … 6.38 Part 3
Yes I think we can have a lot of fun in parks 7.13 Part 3
Yes definitely, but … 8.34 Part 3

Development
Florine maintains and develops the interaction. She frequently invites Maria’s responses:

What do you think about that? 6.55 Part 3
Why do you think that? 7.04 & 9.04 Part 3

She also negotiates towards an outcome.
So what do you think is the best idea? 8.53 Part 3

https://www.youtube.com/watch?v=-tqeI9t4x9E
B2 First Speaking Part 3 - María

Interactive Communication Mark: 4

Initiating and responding
Maria initiates and responds appropriately, listening to Florine’s ideas and responding with her own:
Well, I agree with you, but maybe providing parks is much better 6.57 Part 3
Yes, or maybe the tourists like to spend 7.39 Part 3
Although she responds to Florine’s contributions and adds her own ideas, she could extend her answers more. She also does not invite Florine’s responses enough. The only times she does this are below.
Spend more time in parks than go shopping, no? 7.45 Part 3
It depends the age of the tourists, no? 8.29 Part 3
Maria’s addition to Florine’s response to the question about the advantage of living in a place where there are a lot of tourists is appropriate.
She begins ‘No’, but actually she means that she agrees:
No, because maybe the city or the town is going to be so crowd, so you can’t do a lot of activities because all the places are full 12.54 Part 4

Development
Maria maintains and develops the interaction with very little support.
Yes, with the cameras are good idea because the people are more safe than without cameras 8.05 Part 3
Yes, so if you like, providing parks is a good idea 9.27 Part 3

https://www.youtube.com/watch?v=-tqeI9t4x9E
Key things to remember when giving feedback

Individual feedback
- One-to-one spoken feedback
- Platform-appropriate options
- Email as above

Group feedback
- Anonymous examples – share screen / padlet / HW
- General guidelines about common areas to improve – micro to macro
Shaping the future of learning and assessment

Please take part in our survey https://www.surveymonkey.co.uk/r/web2assess

Sign up for user testing and research with Cambridge English beta.cambridgeenglish.org/article/create/we-value-your-feedback
Any questions?

Write in now with your questions about assessing speaking online.
Upcoming webinars

www.cambridgeenglish.org/teaching-english/resources-for-teachers/webinars/

2 and 4 June Assessing writing online
9 and 11 June Assessing reading and listening online
Resources and Support material
The CEFR

Common European Framework of Reference

Companion Volume with New Descriptors

Video: Applying the CEFR to your curriculum
Supporting every teacher

cambridgeenglish.org/supporting-teachers

From blogs and online courses, to free exam preparation and materials, we have a range of materials to support you and your learners as you adapt to new ways of teaching online.

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- Quick access to our exam preparation materials for all Cambridge English Qualifications.
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- Ideas and tools to help you support your students.
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Exam preparation support

Practice makes Perfect lesson plans
practicemakesperfect.cambridge.org

World of Fun resources for young learners
worldoffun.cambridge.org

Downloadable Exam Boosters for
A2 Key, B1 Preliminary, B2 First, C1 Advanced
cambridge.org/SupportingEveryTeacher
Thank you!