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Assessing Cambridge Speaking Tests (First & Advanced)

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11.00 - 11.45



The Assessment Criteria

First (B2)

Grammar and Vocabulary

Discourse Management

Pronunciation

Interactive Communication

Advanced (C1)

Grammatical Resource

Lexical Resource

Discourse Management

Pronunciation

Interactive Communication

- The Assessment Scales: six bands from 0 to 5
- Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band.
- The descriptors for band 3 and above generally indicate performance of at least B2 (for First)/ C1 (for Advanced) level.



Example: *Cambridge English First Assessment Scales*

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			



**Let's practise assessing the
Cambridge English First!**



Grammar & Vocabulary (*Cambridge English First*)

Watch the *Cambridge English: First* Speaking video Part 4

Write down examples of what Camilla does well and not so well for:

- Simple grammatical forms:
- Complex grammatical forms:
- Range of appropriate vocabulary:



Compare the notes you have made.

Which band score would you award Camilla?



Grammar & Vocabulary (*Cambridge English First*)

Simple grammatical forms:



- I like relaxing
- London is too big
- ... actually, I've never been there



- It was so much people (there were so many people)
- It was a lot of noise (there was a lot of noise)



Grammar & Vocabulary (*Cambridge English First*)

Complex grammatical forms:



- I could live in a big city in Norway 'cos they are not that big.
- When I went to bed at the hotel I couldn't sleep.
- I heard that it's a really beautiful city so I would like to see it.



- it's not that big to be a capital (it's not that big for a capital)
- if you have half an hour to your nearest neighbours (if you're half an hour away from your nearest neighbours)



Grammar & Vocabulary (*Cambridge English First*)

Range of appropriate vocabulary:



- a lot of pollution
- noise pollution
- nightlife
- one million inhabitants
- cosy and charming

Band score: 4

Generally good grammatical control. Very few errors with simple forms, only with pronouns. Attempts some complex grammatical forms, but perhaps could have been a little more ambitious, also with even wider range of vocab.

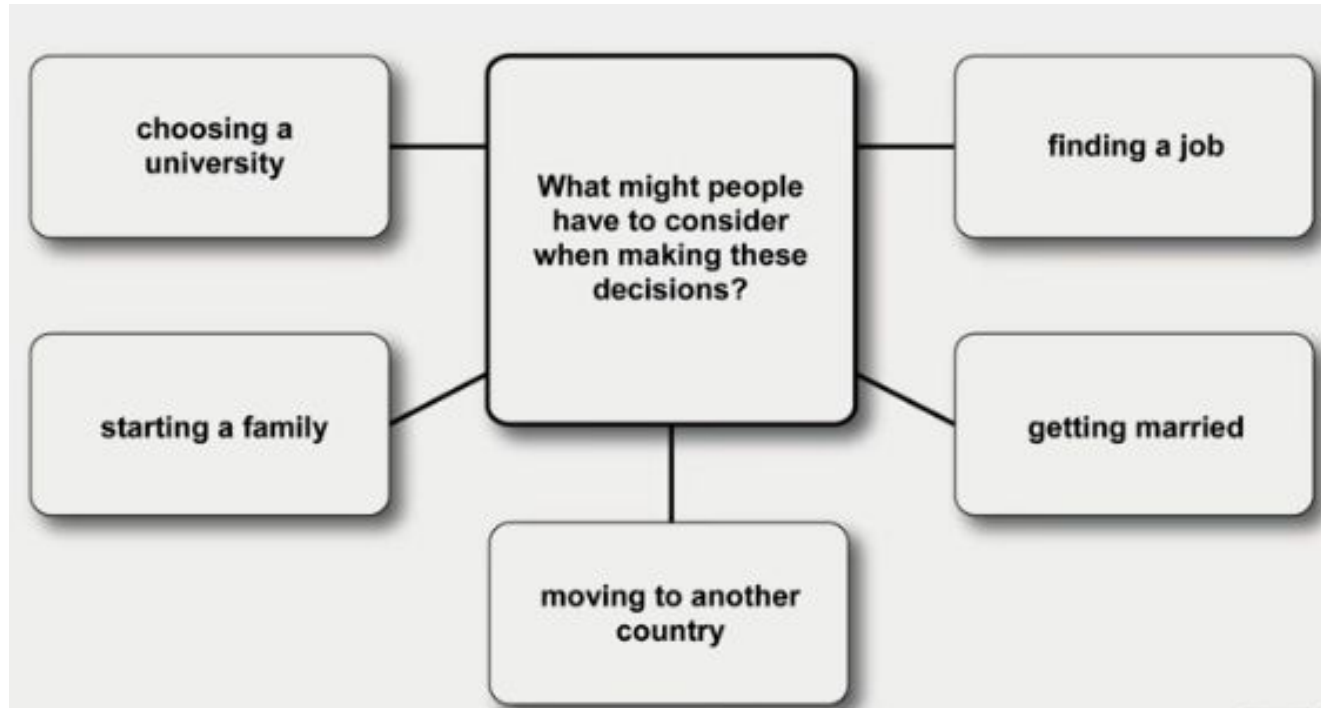


Let's look at the Cambridge
English Advanced now!



Discourse Management & Interactive Communication (*Cambridge English Advanced*)

Read over the task and watch Part 3.





Now assess Maude's performance in Part 3.

Discourse Management

- Does Maude speak for an appropriate amount of time?
- Are contributions relevant?
- Does she use a range of cohesive devices?

Interactive Communication

- Does Maude start the discussion & introduce new ideas?
- Does she react to what her partner says?
- Does she keep the discussion going?
- Does she involve her speaking partner?



Summary on Maude's performance:

Discourse Management

- Maud contributes with good ideas
- She organises ideas clearly with good linking e.g. 'First students have to think about what they like when they choose a university and students and parents have to think about money because in some countries ...'.

Interactive Communication

- begins the discussion and is mostly responsible for moving the discussion forward in the first part e.g. 'And what about starting a family ...'
- responds appropriately, linking ideas to what her partner has said
- could have tried to involve partner more actively in the interaction in order to develop it more effectively

Band Score

DM: 4

IC: 4.5



Summary:

- Familiarize yourself with the assessment criteria and descriptors for each exam.
- Use a simple mark sheet when assessing your students.
- Start by focusing on one criterion first.
- Write down good and not so good examples to share with students.
- Remember: In order to pass the exam candidates generally need **at least** a band 3 overall.

Thank you

