



VI Symposium

ASSESSING MATHS AND ENGLISH

# Assessing writing and assessing speaking



Gobierno de Navarra  
Nafarroako Gobernua  
Departamento de Educación  
Hezkuntza Departamentua



GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE EDUCACIÓN, FORMACIÓN PROFESIONAL  
Y DEPORTES

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# Agenda

## Assessing writing

- Issues around assessing writing
- Assessment scales
- Over to you...

## Assessing speaking

- Issues around assessing speaking
- Assessment scales
- Over to you...



# Assessing writing





What are the main challenges you face when assessing writing?





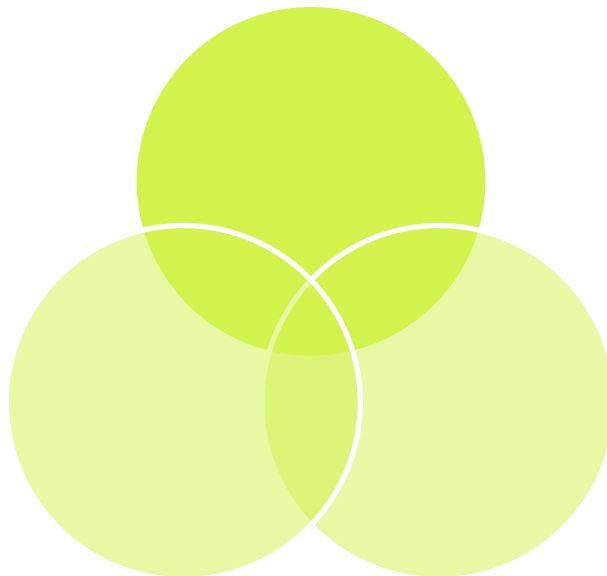
# Challenges of assessing writing

- Knowing what to concentrate on when making an assessment
- Using clear descriptors to assess writing
- Awarding positively



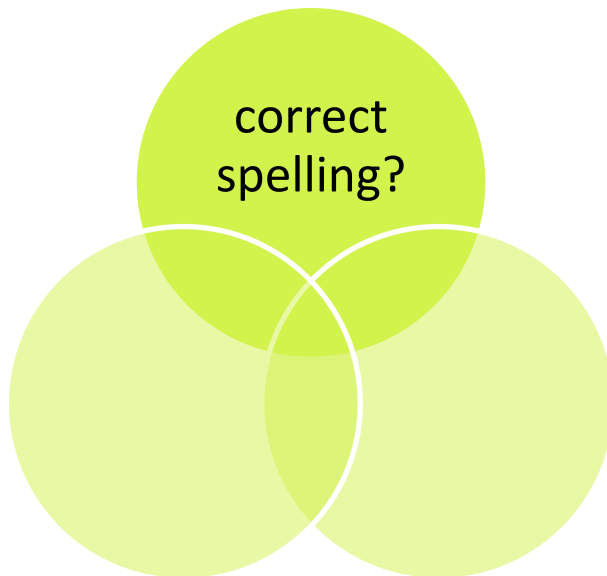


# What is good writing?



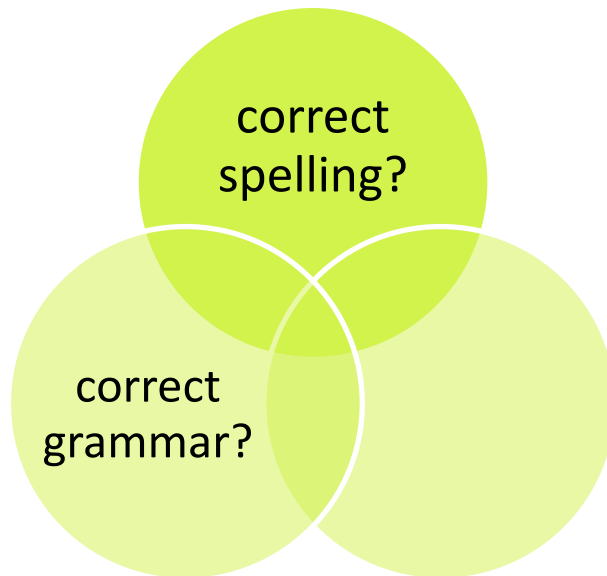


# What is good writing?





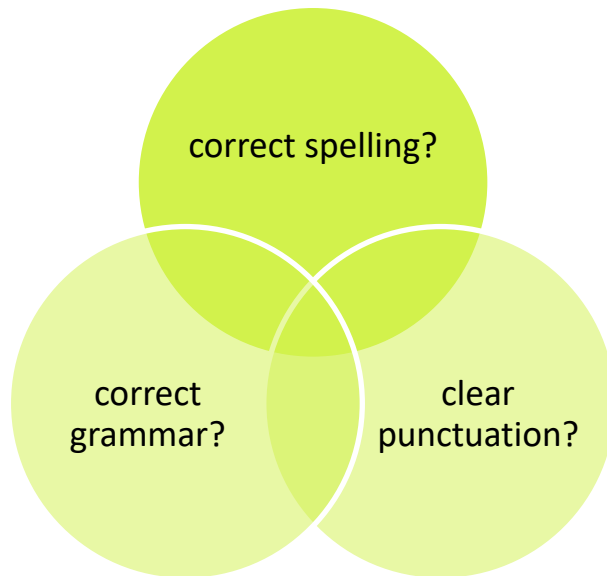
# What is good writing?





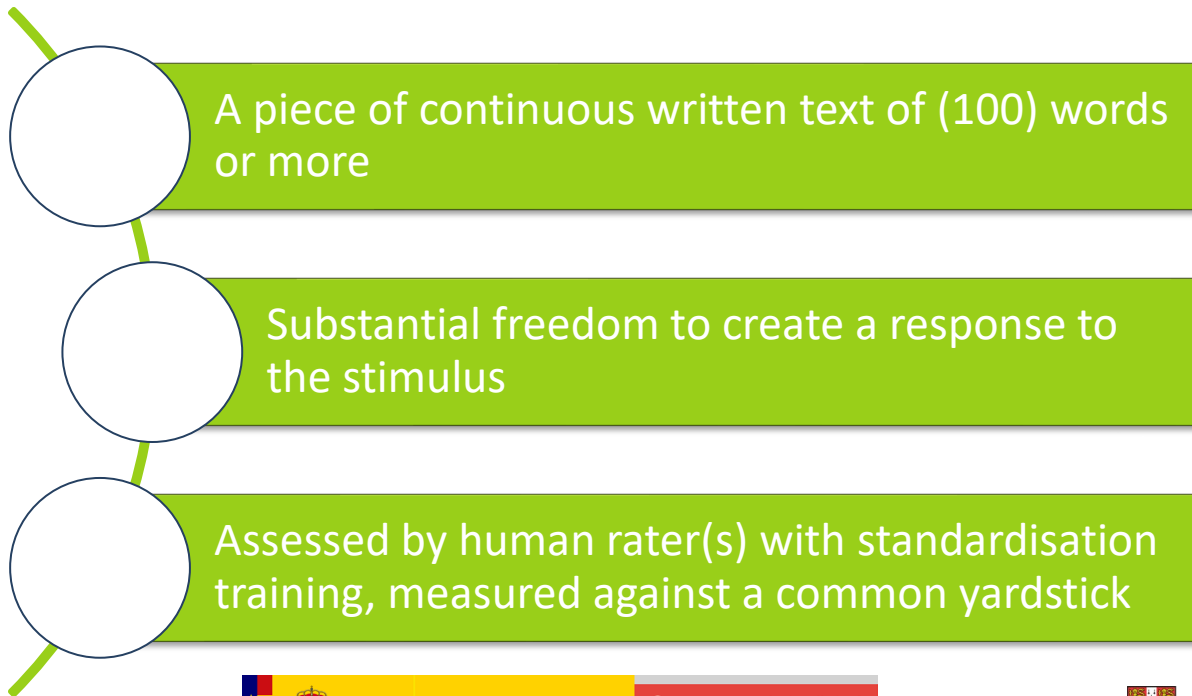


# What is good writing?





# What do we mean by writing?



*Hamp-Lyons (1991)*





# The writing task

Language testers are especially interested in sampling from a specific domain of writing in a written test and it is, therefore, useful to first of all describe the domain.

*Jones & Shaw (2003:11)*





# What do we need from a writing task?

## ENGLISH ESSAY

(two hours)

Write an essay on **one** of the following subjects:

- (a) The effect of political movements upon nineteenth century literature in England
- (b) Elizabethan travel and discovery
- (c) The Indian Mutiny
- (d) The development of local self-government





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# Cambridge English model of writing

MESSAGE



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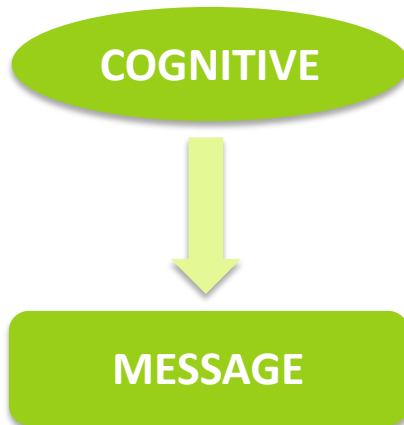
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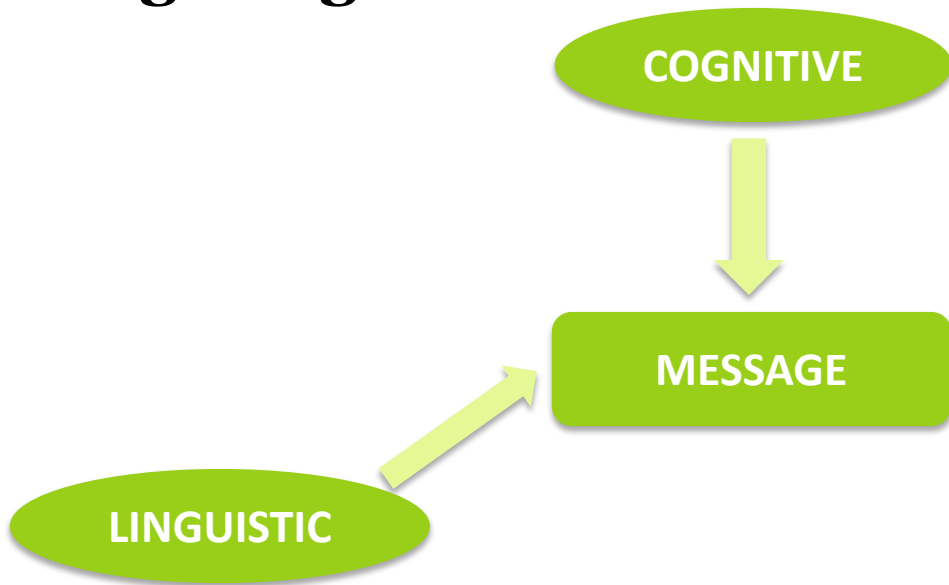


# Cambridge English model of writing



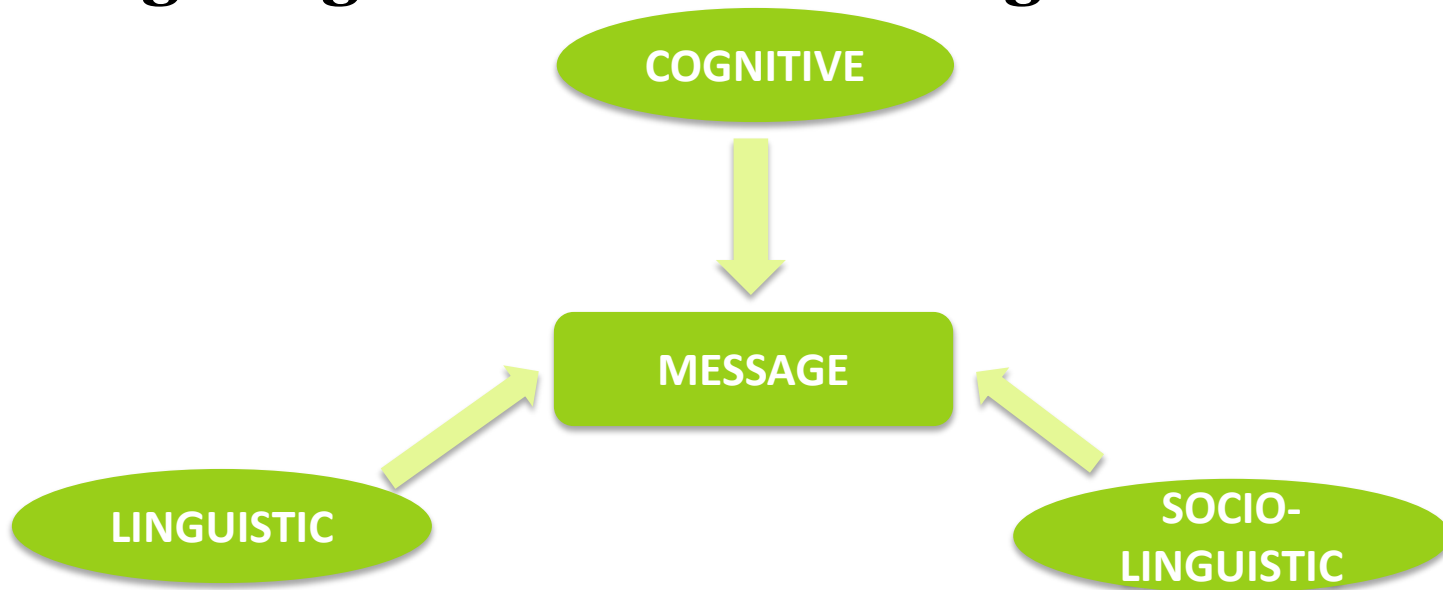


# Cambridge English model of writing





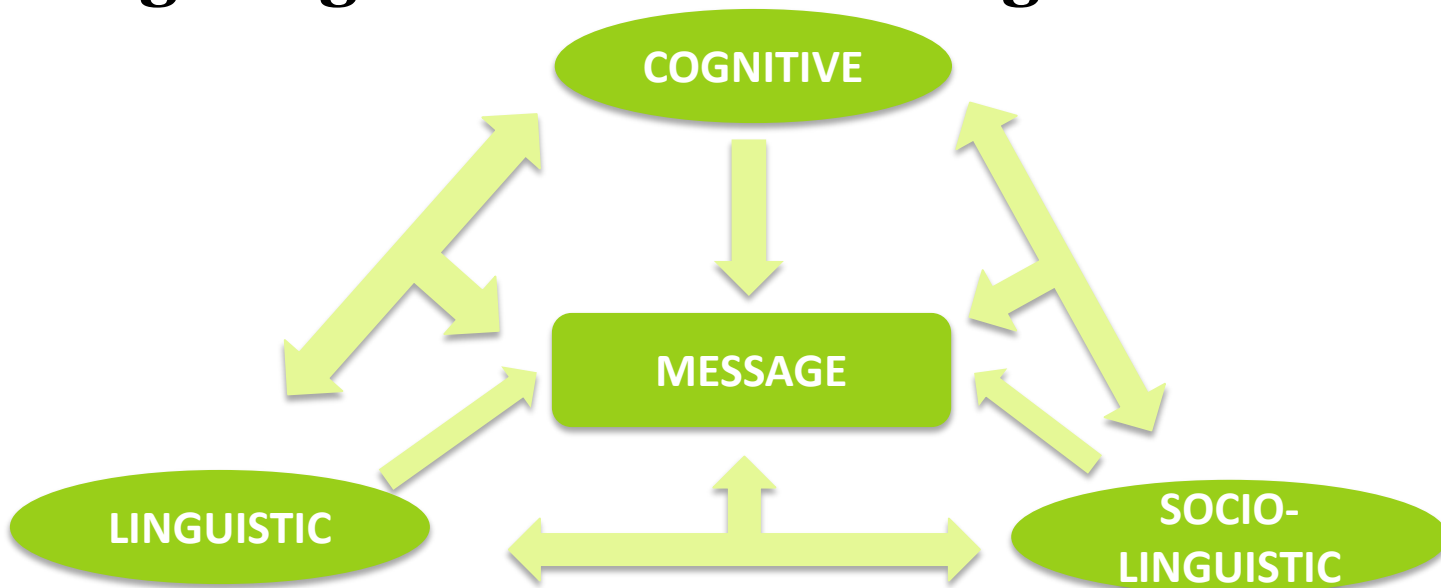
# Cambridge English model of writing







# Cambridge English model of writing





# Writing task

## Question 31

You are going shopping with your English friend Pat tomorrow.  
Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

**Write the email on your answer sheet.**





# Writing task

topic



## Question 31

You are going shopping with your English friend Pat tomorrow.  
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context

## Writing task

topic

### Question 31

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# Writing task

topic



## Question 31

You are going shopping with your English friend Pat tomorrow.  
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Say:

- where you want to meet
- what time you want to meet
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context



purpose

Write **25 words** or more.

Write the email on your answer sheet.





# Writing task

topic



## Question 31

You are going shopping with your English friend Pat tomorrow.  
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Say:

- where you want to meet
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Write **25 words** or more.

Write the email on your answer sheet.

context



target reader



purpose





## Writing task

topic

### Question 31

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- where you want to meet
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Write **25 words** or more.

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context

target reader

purpose

text type





# Writing task

**topic**

## Question 31

You are going shopping with your English friend Pat tomorrow.  
Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

Write the email on your answer sheet.

**context**

**target reader**

**purpose**

**text type**







# Assessment criteria for writing

C \_\_\_\_\_

O \_\_\_\_\_

C \_\_\_\_\_ A \_\_\_\_\_

L \_\_\_\_\_





# Assessment criteria for writing

Content

O \_\_\_\_\_

C \_\_\_\_\_ A \_\_\_\_\_

L \_\_\_\_\_





# Assessment criteria for writing

Content

Organisation

C \_\_\_\_\_ A \_\_\_\_\_

L \_\_\_\_\_





# Assessment criteria for writing

Content

Organisation

Communicative Achievement

L \_\_\_\_\_





# Assessment criteria for writing

Content

Organisation

Communicative Achievement

Language







## Can do statements

**A: CAN** link phrases or sentences with connectors like ‘and’, ‘because’ and ‘then’

**B: CAN** copy words, phrases and short sentences

**C: CAN** write a short, simple story using pictures or own ideas

**D: CAN** spell some very simple words correctly

**E: CAN** write simple sentences giving personal details

**F: CAN** write short simple phrases and sentences about pictures and familiar topics





## Can do statements

- A: **CAN** link phrases or sentences with **connectors** like 'and', 'because' and 'then' **A2**
- B: **CAN** **copy** words, phrases and short sentences **Pre A1**
- C: **CAN** write a short, simple **story** using pictures or own ideas **A2**
- D: **CAN** **spell** some very simple words correctly **Pre A1**
- E: **CAN** write **simple sentences** giving personal details **A1**
- F: **CAN** write **short simple phrases and sentences** about pictures and familiar topics **A1**







# Pre A1 Starters tasks

Look at the pictures. Look at the letters. Write the words

Example



s n a k e



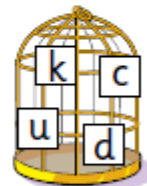
CAN spell some very simple words correctly

Questions

1



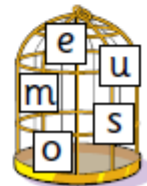
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2



\_\_\_\_\_





# Pre A1 Starters tasks

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e

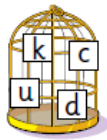


Questions

1



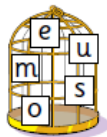
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2



\_\_\_\_\_



Part 3 5 marks

- 1 duck
- 2 mouse
- 3 hippo
- 4 monkey
- 5 chicken



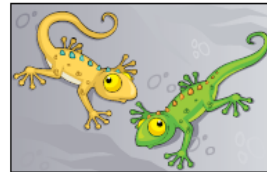


# Pre A1 Starters tasks

CAN copy words, phrases and short sentences

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

## Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... Lizards love sleeping in the sun!

### Example



animals



tail



balloon



trees



legs



spiders



teacher



sand





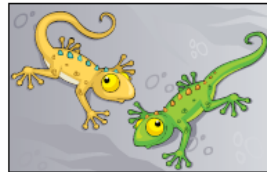
# Pre A1 Starters tasks

## Part 4 5 marks

- 1 spiders
- 2 legs
- 3 tail
- 4 trees
- 5 sand

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

### Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... Lizards love sleeping in the sun!

### Example



animals



tail



balloon



trees



legs



spiders



teacher



sand





# Pre A1 Starters tasks

CAN write the letters of the English alphabet

CAN write name using the English alphabet

CAN spell some very simple words correctly

Look at the pictures and read the questions. Write one-word answers.



## Examples

Where are the people? in the Kitchen

How many children are there? two

## Questions

- 1 What are the children playing with? some toy .....





# Pre A1 Starters tasks

## Part 5 5 marks

- 1 spiders
- 2 chair
- 3 shoe(s)/slipper(s)
- 4 (a/the) (blonde) girl/sister/daughter
- 5 garden/(back)yard  
outside  
door (frame)/(way)

Look at the pictures and read the questions. Write one-word answers.



### Examples

Where are the people? in the kitchen

How many children are there? two

### Questions

- 1 What are the children playing with? some toy .....





# A1 Movers tasks

CAN write short simple phrases and sentences about pictures and familiar topics

## Part 6 - 6 questions -

Look and read and write.



Examples

The man is carrying a ..... *box* ..... of oranges.

What's the girl in the yellow sweater got? ..... *an ice cream* .....

Questions

Complete the sentences.

- 1 The woman with the baby has ..... around her neck.
- 2 One person is ..... a motorbike.

Answer the questions.

- 3 What's the man with the white beard doing?

.....

- 4 Who is in the red car?

.....

## Progression

- Write at least one word
- Answer a question
- Write a sentence

Now write two sentences about the picture.

- 5 .....

- 6 .....





## A1 Movers tasks

### Questions 1 & 2:

Complete the sentences

e.g. *The woman with the yellow jumper is eating .....*







# A1 Movers tasks

## Questions 3 & 4:

Answer the questions

e.g. *What is the man with the white beard doing?*





## A1 Movers tasks

### Questions 5 & 6:

Candidates write their own sentences about the picture.

*Now write two sentences about the picture.*





## Assessing writing: A1 Movers Part 6

Question	Score
1 and 2	<ul style="list-style-type: none"><li>Candidates can score a maximum of 1 mark for each of Questions 1 and 2.</li><li>1 mark is awarded for a response that provides an accurate representation of the picture.</li></ul>

### Example answers:

1. The girl in the yellow jumper is eating ice-creem.
2. The woman with the baby is waving.





## Assessing writing: A1 Movers Part 6

- A. *The reader can understand the message of the writing, or the writing is an accurate representation of the picture.*
- B. *The message is not comprehensible and is not related to what is seen in the picture.*
- C. *The reader can understand the message of the writing, and the writing is an accurate representation of the picture.*





## Assessing writing: A1 Movers Part 6

### Assessment of Questions 3, 4, 5, 6

2 marks:

*The reader can understand the message of the writing, and the writing is an accurate representation of the picture.*

1 mark:

*The reader can understand the message of the writing, or the writing is an accurate representation of the picture.*

0 marks:

*The message is not comprehensible and is not related to what is seen in the picture.*





## Assessing writing: A1 Movers Part 6

Q3: What's the man with the white beard doing?

It's a white.

Q4: Who is in the red car?

There are some childs.

Q5: It's a three dog.

Q6: I like the picture.





## Assessing writing: A1 Movers Part 6

Q3: What's the man with the white beard doing?

It's a white.

Q4: Who is in the red car?

There are some childs.

Q5: It's a three dog.

Q6: I like the picture.

### Answering questions:

- **Q3: 1 mark** – comprehensible to the reader / doesn't answer the question
- **Q4: 2 marks** – understandable to the reader / accurately reflects what's on the picture

### Writing sentences about the picture:

- **Q5: 2 marks** – understandable / true to the picture
- **Q6: 1 mark** – understandable / not specific to the picture







Part 7

## A2 Flyers tasks

**CAN** link phrases or sentences with **connectors** like 'and', 'because' and 'then'.

**CAN** write a short, simple **story** using pictures or own ideas

Look at the three pictures. Write about this story. Write 20 or more words.







Part 7

## A2 Flyers tasks

The candidate's response

... describes a progression of events  
which are clearly connected

... is based on all three pictures

... makes sense to the reader

Look at the three pictures. Write about this story. Write 20 or more words.





## A2 Flyers tasks

### Sample answer

First Sasha and Ariana play volleyball.  
Then ball fly in the sea, friendly dolphin  
gives ball their. Finally, they are laugh and  
smile dolpin. Dolphin sing for present  
love song.

Look at the three pictures. Write about this story. Write 20 or more words.



What aspects  
make this a  
good story?



# A2 Flyers tasks

## Sample answer

**First** Sasha and Ariana play volleyball.  
**Then** ball fly in the sea, friendly dolphin  
 gives ball their. **Finally**, they are laugh and  
 smile dolpin. **Dolphin sing for present  
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Look at the three pictures. Write about this story. Write 20 or more words.



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## A2 Flyers tasks

### Sample answer

**First** Sasha and Ariana play volleyball.  
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## A2 Flyers tasks

### Sample answer

First Sasha and Ariana play volleyball.  
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gives ball their. Finally, they are laugh and  
smile dolpin. Dolphin sing for present  
love song.

What aspects  
make this a  
good story?

Look at the three pictures. Write about this story. Write 20 or more words.





# Assessing writing: A2 Flyers Part 7

Score	Criteria
5	<ul style="list-style-type: none"> <li>• Response describes a progression of events which are explicitly connected to each other and</li> <li>• Response is based on all three pictures and</li> <li>• Minimal effort is required on the part of the reader to make sense of the response</li> </ul>
4	<ul style="list-style-type: none"> <li>• Response describes a progression of events, some of which are explicitly connected to each other and</li> <li>• Response is based on all three pictures and</li> <li>• Some effort is required on the part of the reader to make sense of the response</li> </ul>
3	<ul style="list-style-type: none"> <li>• Response describes a progression of events and response addresses at least one of the pictures OR</li> <li>• Response describes a progression of events and addresses all three pictures but imposes a significant strain on the reader, who may be required to read it more than once in order to make sense of it</li> </ul>
2	Response includes at least one phrase that is clearly comprehensible
1	Response includes some English words discernible by the reader
0	Question unattempted or totally incomprehensible response





Look at the three pictures. Write about this story. Write 20 or more words.

## Assessing writing: A2 Flyers Part 7

Sample answer

*Once upon a time, Two friends went circus. Then a girl rode one bikes and wore clown's hat.*







# Assessing writing: A2 Flyers Part 7

*Once upon a time, Two friends went circus. Then a girl rode one bikes and wore clown's hat.*

	Circus story
Progression?	Yes, evidence of progression of events
Use of pictures?	Addresses two of the pictures
Comprehensible?	Yes, despite mistakes – no significant strain on reader
Final score	3







# A2 Key for Schools tasks

## Question 31

You are going shopping with your English friend Pat tomorrow.  
Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

Write the email on your answer sheet.

Candidate B

---

Dear Pat,

I want to meet for shopping at train station. So how about on 10?

I want to buy new computer game and new trainers.

Bye.



Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	<i>Content is totally irrelevant. Target reader is not informed.</i>	<i>Performance below Band 1.</i>	





# A2 Key for Schools tasks

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Write the email on your answer sheet.

Candidate B

Dear Pat,

I want to meet for shopping at train station. So how about on 10?

I want to buy new computer game and new trainers.

Bye.

## Commentary and mark

Good attempt at the task. All three elements of the message are communicated. The target reader would be, on the whole, informed. The text is connected and coherent, and the basic linking words [REDACTED] are used to help organise the text. Simple grammatical forms and everyday vocabulary are generally used appropriately. The error (*So how about on 10?*) may make it difficult to understand the meaning of the question clearly.





# A2 Key for Schools tasks

## Question 31

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Say:

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Write **25 words** or more.

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Candidate B

Dear Pat,

I want to meet for shopping at train station. So how about on 10?

I want to buy new computer game and new trainers.

Bye.

## Commentary and mark

Good attempt at the task. All three elements of the message are communicated. The target reader would be, on the whole, informed. The text is connected and coherent, and the basic linking words **and** are used to help organise the text. Simple grammatical forms and everyday vocabulary are generally used appropriately. The error (*So how about on 10?*) may make it difficult to understand the meaning of the question clearly.

Which ones? Can you find them in the text?

Can you correct it?

Which ones? Can you underline them in the task and in the answer?

Can you find an example?





# A2 Key for Schools tasks

## Question 31

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Say:

- where you want to meet
- what time you want to meet
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Write **25 words** or more.

Write the email on your answer sheet.

Candidate B

Dear Pat,

I want to meet for shopping at train station. So how about on 10?

I want to buy new computer game and new trainers.

Bye.

### Commentary and mark

Content

Organisation

Language

Good attempt at the task. All three elements of the message are communicated. The target reader would be, on the whole, informed. The text is connected and coherent, and the basic linking words (*so, and*) are used to help organise the text. Simple grammatical forms and everyday vocabulary are generally used appropriately. The error (*So how about on 10?*) may make it difficult to understand the meaning of the question clearly.





# Assessing speaking





What are the main challenges  
you face when assessing  
speaking?





# Challenges of assessing speaking

- 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





What aspects should we consider when assessing speaking?





# What aspects should we consider when assessing speaking?





# Rationale for assessment scales

To follow the approach of **communicative language** teaching by assessing different communicative competences

To make assessment **objective** and **fair**

To provide a **coherent whole**, in which the levels “stack” to form a common scale

To provide a **link** between the **CEFR** and **Cambridge English**





	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> <li>Maintains control of a wide range of grammatical forms and uses them with flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with flexibility and ease and very little hesitation.</li> <li>Contributions are relevant, coherent, varied and detailed.</li> <li>Makes full and effective use of a wide range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Phonological features are used effectively to convey and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with ease by skilfully interweaving his/her contributions into the conversation.</li> <li>Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.</li> </ul>
C2	<ul style="list-style-type: none"> <li>Maintains control of a wide range of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with ease and with very little hesitation.</li> <li>Contributions are relevant, coherent and varied.</li> <li>Uses a wide range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with ease, linking contributions to those of other speakers.</li> <li>Widens the scope of the interaction and negotiates towards an outcome.</li> </ul>
C1	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> <li>Contributions are relevant and there is a clear organisation of ideas.</li> <li>Uses a range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers.</li> <li>Maintains and develops the interaction and negotiates towards an outcome.</li> </ul>
<b>Grammar and Vocabulary</b>					
B2	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</li> </ul>		<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
B1	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics.</li> </ul>		<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
A2	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>			<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
A1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>			<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>





	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> <li>Maintains control of a wide range of grammatical forms and uses them with flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with flexibility and ease and very little hesitation.</li> <li>Contributions are relevant, coherent, varied and detailed.</li> <li>Makes full and effective use of a wide range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Phonological features are used effectively to convey and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with ease by skilfully interweaving his/her contributions into the conversation.</li> <li>Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.</li> </ul>
C2	<ul style="list-style-type: none"> <li>Maintains control of a wide range of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with ease and with very little hesitation.</li> <li>Contributions are relevant, coherent and varied.</li> <li>Uses a wide range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with ease, linking contributions to those of other speakers.</li> <li>Widens the scope of the interaction and negotiates towards an outcome.</li> </ul>
C1	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> <li>Contributions are relevant and there is a clear organisation of ideas.</li> <li>Uses a range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers.</li> <li>Maintains and develops the interaction and negotiates towards an outcome.</li> </ul>
<b>Grammar and Vocabulary</b>					
B2	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</li> </ul>		<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
B1	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics.</li> </ul>		<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
A2	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>			<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
A1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>			<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>





# Key elements of speaking activities

- **interesting** topic for the **age group**
- **clear** and **achievable** task
- **motivating** or **fun** for learners
- language requirements are **accessible** and **supported**
- **short**, or **broken into stages** if a longer activity
- does **not require long utterances**







# Speaking can do statements

A: CAN respond to very simple questions with single words or a 'yes/no' response

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

C: CAN tell a very simple story with the help of pictures





# Speaking can do statements

Pre A1

A: CAN respond to very simple questions with single words or a 'yes/no' response

A2

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

A1

C: CAN tell a very simple story with the help of pictures





## Pre A1 Starters Speaking

### Summary of procedures

# Pre A1 Starters Speaking

**A: CAN respond to very simple questions with single words or a 'yes/no' response**

The usher introduces the child to the examiner.

1. After asking the child 'What's your name?', the examiner familiarises the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. 'Put the robot on the red chair.'
2. The examiner asks questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What colour is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this box.'
3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'
4. The examiner asks questions about the child, e.g. 'Which sport do you like?'





# Pre A1 Starters Speaking

1. After asking the child 'What's your name?', the examiner familiarises the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. 'Put the robot on the red chair.'
2. The examiner asks questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What colour is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this box.'

**A: CAN respond to very simple questions with single words or a 'yes/no' response**

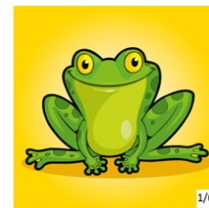




# Pre A1 Starters Speaking

3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'

**A: CAN respond to very simple questions with single words or a 'yes/no' response**





# Pre A1 Starters Speaking

4. The examiner asks questions about the child, e.g. 'Which sport do you like?'

**A: CAN respond to very simple questions with single words or a 'yes/no' response**





	Vocabulary	Pronunciation	Interaction
	Range Control Extent	Individual sounds Word stress	Reception/Responding Support required Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Produces simple utterances but makes occasional mistakes. Generally responds at word or phrase level but may also produce some longer utterances.	Generally intelligible, although some sounds may be unclear. Has limited control of word stress.	Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. Is able to ask for support if required. Often responds promptly, although there may be hesitation.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases.	Sometimes intelligible.	Responds to instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and responses may be delayed or halting.
2	<i>Some features of 3.0 and some features of 1.0 in approximately equal measure.</i>		
1	Has the vocabulary required to attempt some test tasks. May attempt a few simple utterances but basic mistakes and lack of language prevent communication. Responds only at single word level, or does not respond.	Attempts to produce the sounds of the language but is often difficult to understand.	Requires support throughout and often may not respond to instructions, questions and visual prompts. Hesitation requires a great deal of patience of a listener.
0	<i>Performance does not satisfy the Band 1 descriptor.</i>		





# Pre A1 Starters Speaking

## Marks

Vocabulary	Pronunciation	Interaction	Total
5	5	5	15







# A1 Movers Speaking

## A1 Movers Speaking

### Summary of procedures

The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

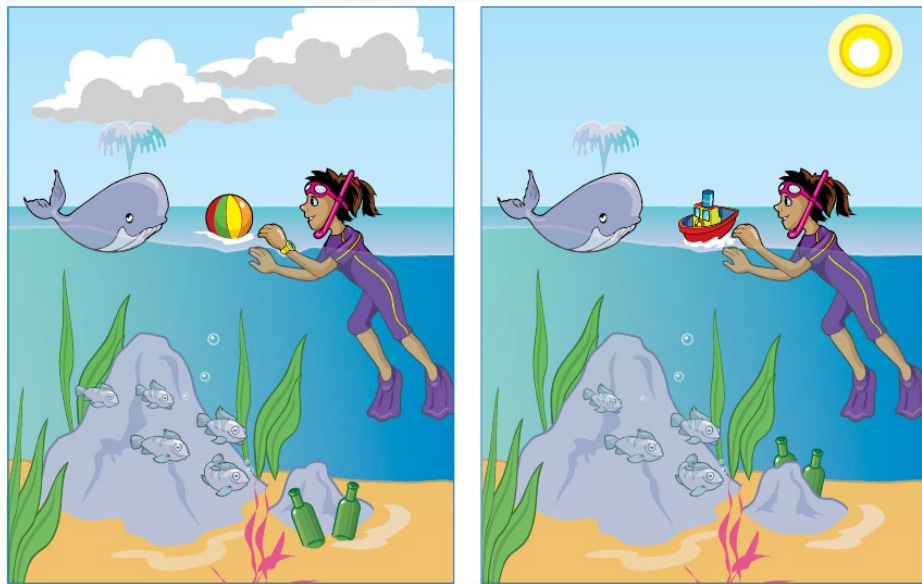
1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'
2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'
4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'





# A1 Movers Speaking

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'



A1 MOVERS SPEAKING: Find the Differences





# A1 Movers Speaking

Fred loves food



Fred



2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.

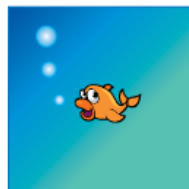
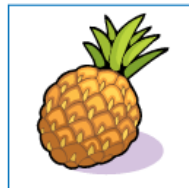
**C: CAN tell a very simple story with the help of pictures**





# A1 Movers Speaking

3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'



A1 MOVERS SPEAKING. Odd-one-out





# A1 Movers Speaking

4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'





	Vocabulary and Grammar	Pronunciation	Interaction
	Range Control Extent Cohesion	Individual sounds Word stress Intonation	Reception/Responding Support required Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase or longer utterance level. Can join ideas with some simple linkers (e.g. and, but, then, when).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions and visual prompts, and very little support is required. Is able to ask for support if required.  Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning.  Generally responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g. and).	Is mostly intelligible, although some sounds may be unclear.  Has limited control of word stress.	Responds appropriately to instructions, questions and visual prompts, although some support is required. Is able to ask for support if required.  Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	<i>Some features of 3.0 and some features of 1.0 in approximately equal measure.</i>		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.  Generally responds at word level but may also produce phrases. Can join words with simple linkers (e.g. and).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.  May attempt to ask for support if required.  There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	<i>Performance does not satisfy the Band 1 descriptor.</i>		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		





# A1 Movers Speaking

## Marks

Vocabulary and Grammar	Pronunciation	Interaction	Total
5	5	5	15







# A2 Flyers Speaking

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

The usher introduces the child to the examiner. The examiner asks the child what his/her name and surname is and how old he/she is.

1. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'
2. The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favourite restaurant?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.
3. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'

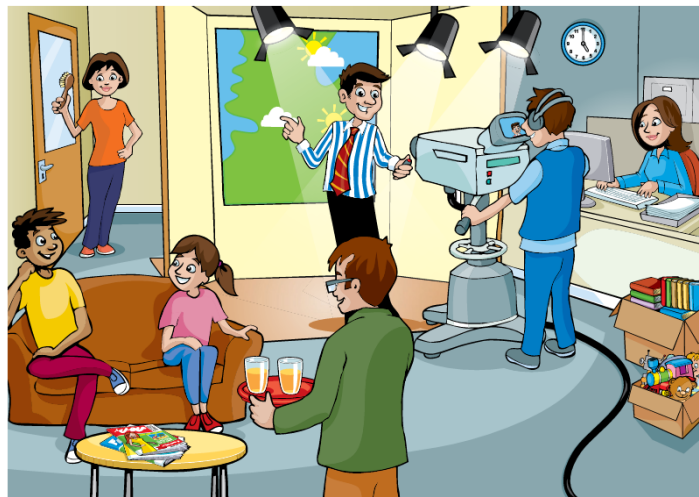






## A2 Flyers Speaking

1. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'





# A2 Flyers Speaking

- The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favourite restaurant?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.



Robert's favourite restaurant

<b>Name</b>	The Black Cat
<b>Like eating</b>	pasta
<b>Where</b>	North Street
<b>Time / open</b>	12 o'clock
<b>Cheap / expensive</b>	expensive



Sarah's favourite restaurant

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?



Robert's favourite restaurant

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?



Sarah's favourite restaurant

<b>Name</b>	Rainbows
<b>Like eating</b>	pizza
<b>Where</b>	Hill Street
<b>Time / open</b>	12.30
<b>Cheap / expensive</b>	cheap

A2 FLYERS SPEAKING: Information Exchange

A2 FLYERS SPEAKING: Information Exchange



**Gobierno de Navarra**  
**Nafarroako Gobernu**  
 Departamento de Educación  
 Hezkuntza Departamentua



GOBIERNO DE ESPAÑA  
 MINISTERIO DE EDUCACIÓN, FORMACIÓN PROFESIONAL Y DEPORTES

**inee** Instituto Nacional de Evaluación Educativa

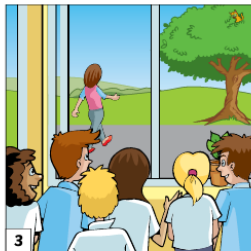
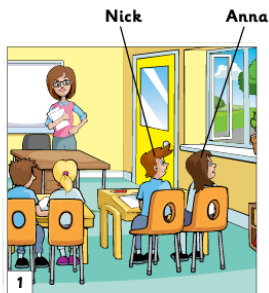


**CAMBRIDGE**



# A2 Flyers Speaking

The Brave Teacher



3. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.





# A2 Flyers Speaking

4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'





	Vocabulary and Grammar	Pronunciation	Interaction
	Range Control Extent Cohesion	Individual sounds Word stress Intonation	Reception/Responding Support required Fluency/Promptness
5	Uses a range of vocabulary to deal with all test tasks. Uses a range of simple structures and, although there are some mistakes, meaning is clear. Responds at word, phrase or longer utterance level. Can join ideas with a range of simple linkers (e.g. <i>and</i> , <i>but</i> , <i>when</i> , <i>then</i> , <i>because</i> ).	Is mostly intelligible. Has some control of stress and intonation at both word and longer utterance levels.	Responds appropriately to all instructions, questions and visual prompts, and very little support is required. Is able to ask for support if required. Responds promptly with only natural hesitation and pausing.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase or longer utterance level. Can join ideas with some simple linkers (e.g. <i>and</i> , <i>but</i> , <i>when</i> , <i>then</i> ).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. Is able to ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	<i>Some features of 3.0 and some features of 1.0 in approximately equal measure.</i>		
1	Uses the vocabulary required to deal with some test tasks. Attempts some simple structures but makes some basic mistakes which may obscure meaning. Generally responds at word or phrase level but may also produce longer utterances. Can join ideas with a few simple linkers (e.g. <i>and</i> ).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to some instructions, questions and visual prompts with some support. May attempt to ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	<i>Performance does not satisfy the Band 1 descriptor.</i>		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		





# A2 Flyers Speaking

## Marks

Vocabulary and Grammar	Pronunciation	Interaction	Total
5	5	5	15





# A2 Key for Schools Speaking

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Do you like these different hobbies?





# A2 Key for Schools Speaking

4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'







Band	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		





# A2 Key for Schools Speaking

	Luca	Federica
Grammar and Vocabulary	4	4
Pronunciation	4.5	5
Interactive Communication	5	5
Global Achievement	5	5





# A2 Key for Schools Speaking

A2 Key Speaking Success Criteria			
Grammar and Vocabulary	Yes	No	Comments
Is the grammar ok to express your ideas?			
Have you used the right vocabulary to express your ideas?			
Pronunciation	Yes	No	Comments
Is your pronunciation clear enough for your classmates or your teacher to understand?			
Interactive Communication	Yes	No	Comments
Can you participate in the conversation?			
Do you need help to participate in the conversation?			





Any questions?

Thank you!

