

# SPEAKING

## *Individual Component Checklist*

**ENGLISH VERSION**



## INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE VERSION** of a particular component of a language test, for the purpose of evaluation or comparison. This checklist is for use only with tests of speaking.

### *General Notes*

In this checklist the following terminology is used:

- **Component**

One subtest in an examination. Usually an examination is made up of subtests in the different skills, and components are commonly called by the names of skills. This checklist concerns the listening component of an examination. Components are also often referred to as 'papers'.

- **Input**

The material provided by the candidate for use in order to produce an appropriate response. In a test of listening it is likely to take the form of a recorded oral text plus written items.

- **Item**

Each testing point which is given a separate mark or marks. It may consist of, for example, one gap in a written text, or one multiple choice question with three or four options.

- **Response**

The candidate's written or spoken response to a task. The term 'answer' is often used in this context. However, for reasons of precision, it is not used here.

- **Rubric**

The instructions given to a candidate on how to respond to a particular input. The rubric for a speaking test might be spoken by an examiner, or take the form of a written rubric accompanying written or graphic prompt material. An example of rubric for a speaking test is: *In this part of the test I'm going to give each of you the chance to talk for about a minute. First, I'm going to give each of you some pictures to look at. Please do not show your pictures to each other.*

- **Section**

Parts of the component can be subdivided into. Each may be testing a different area of skill or usage.

- **Task**

A task is defined precisely as a combination of rubric, input and response. For example, a reading text with several multiple choice items, all of which can be answered by referring to a single rubric, can be classified as a task. If another set of items relates to the same text, but requires a different rubric in order for a response to be produced, then that combination of text, rubric and items constitutes a different task. Thus the same text can form part of the same input for one or more tasks.

The term 'question' which is often used when referring to tasks, whether or not they are presented as grammatical questions, is avoided here because of its ambiguity.

- **Text**

In the context of a speaking component of an examination, a text is a piece of written or spoken language, used as input to a task.

### **Please note**

Some of the questions in this checklist are to be answered with a couple of words or numbers, and some have boxes to tick 'yes' or 'no'. Others, which involve making some qualitative judgement, ask for an assessment on a scale of 1 – 4, where 1 represents the most negative judgement and 4 the most positive.

### *Instructions for Individual Questions*

#### **A GENERAL DESCRIPTION**

##### **11 Weighting**

Sometimes one section of a component is given more or less importance than others by weighting it differently from the others – assigning a higher or lower percentage of the total mark to it.

## ***B PRESENTATION AND LAYOUT***

### **7 How realistic is the presentation of the text?**

If, for example, a task used in an examination paper is taken from an original advertisement, an attempt may be made to present it in such a way as to make this source clear to the candidate, by means of typography, layout etc.

## ***D SPEAKING TASKS***

### **1 INPUT**

Most of this part of the checklist operates at the level of tasks. As the number of texts in a test varies widely – some being composed of as few as two or three, while others consist of a large number of very short texts – text numbers have been left out of headings, and it is assumed that these pages will be photocopied when necessary, and text numbers written in.

### **3 Topic used**

The likely extent of topic areas used in tests of spoken language is covered in the ‘notions’ in **Threshold Level 1990**.

### **4 What type of prompt is used?**

A prompt is any material which may be used as stimulus to oral production.

## **2 LANGUAGE ABILITY TESTED**

### **1 Main focus of testing**

By this it is meant the **main focus** of what is being tested in language terms, although it may also touch on other areas. It is taken as understood that there is a great deal of ambiguity in this area.

## **4 EXPECTED RESPONSE**

### **2 Are the relationships (between candidates or between candidate and assessor(s)) simulated?**

In some tests of speaking candidates are asked to imagine that they are in certain situations and respond appropriately, or are given the role of a character with particular views, in support of which they have to argue. Other tests do not use this ‘role play’ approach, instead asking candidates to respond to prompts by giving their own reactions and opinions.

### **3 Is register important?**

This refers to the degree of formality expressed in response, which is determined by the purpose of speaking and the relationship between the participants in the exchange, or the roles they are playing.

### **6 To what extent are non-linguistic skills being tested?**

This question attempts to gauge the extent to which skills other than language ability are required in order to provide a response. An example of this would be an item which demands some type of mathematical calculation in order to get the correct answer, or an item which involves the candidate reading a map or interpreting a plan or diagram.

### **12 To what extent is there an overlap with testing another area of linguistic skill?**

This question attempts to gauge the extent to which testing one area of language skill also involved the candidate’s ability in another area of skill. It is difficult to separate skills completely from one another. For example, it is likely that any test of speaking will involve candidates in reading or listening to instructions and other forms of input.

## **5 MARKING**

### **1 What are the criteria for marking?**

The emphasis in marking test of speaking may be placed in various features related to accuracy, or more importance may be given to the achievement of the task set.

### **5 How many assessors are involved in each oral assessment?**

This will probably depend on how many candidates are assessed at once. It is difficult for one assessor working alone to assess more than two candidates at a time. In some examinations the number of candidates an assessors will be fixed, while other candidates have a choice of being examined alone, in pairs or in larger groups.

### **6 How are their roles defined?**

If there is only one oral examiner, he or she has to act as both interlocutor and assessor, whereas if two people carry out each assessment, one may act solely as interlocutor, talking to the candidates and setting the tasks, while the other is responsible only for assessing the candidate’s responses.

*GENERAL DESCRIPTION*

**NAME OF EXAMINATION**

**NAME OF COMPONENT**

**A. GENERAL DESCRIPTION**

	<b>Section 1</b>	<b>Section 2</b>	<b>Section 3</b>	<b>Total for component</b>
<b>1</b> Name of section (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>2</b> Number of tasks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>3</b> Suggested time allocated for each section	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>4</b> Preparation time allocated (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>5</b> Total number of marks achievable (as percentage)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>100%</b>
<b>6</b> Is percentage of marks available for section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>7</b> Is percentage of marks available for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>8</b> Is time allocation for each section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>9</b> Is time allocation for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>10</b> Weighting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>100%</b>

**B PRESENTATION & LAYOUT**

	<b>Name of component</b>	<input type="text"/>							
<b>1</b>	How is the component presented?	As a separate booklet	<input type="checkbox"/>	As part of a booklet	<input type="checkbox"/>				
<b>2</b>	How is the beginning of the component indicated?	by a front page	<input type="checkbox"/>	by a title page in a booklet	<input type="checkbox"/>				
		by a title	<input type="checkbox"/>						
<b>3</b>	What information is given at the beginning of the component?	title of component	<input type="checkbox"/>	candidate name	<input type="checkbox"/>				
		candidate number	<input type="checkbox"/>	sex of candidate	<input type="checkbox"/>				
		name of institution	<input type="checkbox"/>	date of examination	<input type="checkbox"/>				
		total number of marks for component	<input type="checkbox"/>	time allocated	<input type="checkbox"/>				
		instructions to examiner	<input type="checkbox"/>	instructions to candidate	<input type="checkbox"/>				
<b>4</b>	How many pages long is the component?	<input type="text"/>							
<b>5</b>	How well is the text in the booklet spaced out?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>6</b>	How realistic is presentation of the text?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>7</b>	What size is the booklet? (A4, A5 etc.)	<input type="text"/>							
<b>8</b>	Is colour printing used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				
<b>9</b>	Are drawings used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				
<b>10</b>	Are photographs used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				

*C GUIDANCE TO CANDIDATES (INSTRUCTIONS AND RUBRICS)*

<b>Name of component</b>		<input type="text"/>							
<b>1</b>	How clear are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>2</b>	How easy to understand are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>3</b>	How adequate are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>4</b>	How relevant are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>5</b>	How consistent are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>6</b>	How clear are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>7</b>	How easy to understand are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>8</b>	How adequate are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>9</b>	How relevant are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>10</b>	How consistent are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>

**D SPEAKING TASKS**

Name of examination

Number of texts in speaking component

**1. INPUT - TEXTS**

	Task <input type="text"/>	Task <input type="text"/>	Task <input type="text"/>	Task <input type="text"/>
<b>1</b> Is the interview carried out				
a) face to face?	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
b) taped?	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
c) other (please specify)	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
<input type="text"/>				
<b>2</b> Are the candidates interviewed				
a) individually	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
b) in pairs?	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
c) in groups of more than two	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
d) other (please specify)	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>
<input type="text"/>				



# 1. INPUT

3		Text	<input type="text"/>	Text	<input type="text"/>	Text	<input type="text"/>
a)	Personal identification	a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>
b)	House, home and environment	b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>
c)	daily life	c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>
d)	free time, entertainment	d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>
e)	travel	e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>
f)	relations with other people	f	<input type="text"/>	f	<input type="text"/>	f	<input type="text"/>
g)	health and bodycare	g	<input type="text"/>	g	<input type="text"/>	g	<input type="text"/>
h)	education	h	<input type="text"/>	h	<input type="text"/>	h	<input type="text"/>
i)	science and scholarship	i	<input type="text"/>	i	<input type="text"/>	i	<input type="text"/>
j)	current affairs	j	<input type="text"/>	j	<input type="text"/>	j	<input type="text"/>
k)	shopping	k	<input type="text"/>	k	<input type="text"/>	k	<input type="text"/>
l)	food and drink	l	<input type="text"/>	l	<input type="text"/>	l	<input type="text"/>
m)	services	m	<input type="text"/>	m	<input type="text"/>	m	<input type="text"/>
n)	places	n	<input type="text"/>	n	<input type="text"/>	n	<input type="text"/>
o)	language	o	<input type="text"/>	o	<input type="text"/>	o	<input type="text"/>
p)	weather	p	<input type="text"/>	p	<input type="text"/>	p	<input type="text"/>
q)	other (please specify)	q	<input type="text"/>	q	<input type="text"/>	q	<input type="text"/>
			<input type="text"/>				

# 1. INPUT

		Task					
<b>4</b>	Which type of prompt is used?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	a) photographs	a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>
	b) drawings	b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>
	c) diagrams	c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>
	d) cue cards	d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>
	e) texts	e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>
	f) audio	f	<input type="text"/>	f	<input type="text"/>	f	<input type="text"/>
	g) video	g	<input type="text"/>	g	<input type="text"/>	g	<input type="text"/>
	h) other (please specify)	h	<input type="text"/>	h	<input type="text"/>	h	<input type="text"/>
	<input style="width: 150px; height: 15px;" type="text"/>						
<b>5</b>	How long is the prompt?						
	a) In words (if text)		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	b) in minutes/seconds (if audio or video)		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<b>6</b>	If input includes printed text of any kind, how appropriate is this?						
		1	<input type="text"/>	1	<input type="text"/>	1	<input type="text"/>
		2	<input type="text"/>	2	<input type="text"/>	2	<input type="text"/>
		3	<input type="text"/>	3	<input type="text"/>	3	<input type="text"/>
		4	<input type="text"/>	4	<input type="text"/>	4	<input type="text"/>

## 2 LANGUAGE ABILITY TESTED

		Task			
<b>1</b>	Main focus of testing				
	<b>a)</b> describing	a	a	a	a
	<b>b)</b> reporting events	b	b	b	b
	<b>c)</b> requesting information	c	c	c	c
	<b>d)</b> responding to requests for info / explaining	d	d	d	d
	<b>e)</b> giving examples	e	e	e	e
	<b>f)</b> agreeing or disagreeing	f	f	f	f
	<b>g)</b> expressing opinions / preferences	g	g	g	g
	<b>h)</b> giving instructions	h	h	h	h
	<b>i)</b> making suggestions	i	i	i	i
	<b>j)</b> persuading	j	j	j	j
	<b>k)</b> complaining	k	k	k	k
	<b>l)</b> apologising	l	l	l	l
	<b>m)</b> expressing possibility	m	m	m	m
	<b>n)</b> expressing purpose	n	n	n	n
	<b>o)</b> comparing and contrasting	o	o	o	o
	<b>p)</b> classifying	p	p	p	p
<b>q)</b> summing up	q	q	q	q	
<b>r)</b> appropriate social exchange	r	r	r	r	
<b>s)</b> other (please specify)	s	s	s	s	
<b>2</b>	Task type used				
	<b>a)</b> reading text aloud	a	a	a	a
	<b>b)</b> answering questions for assessor	b	b	b	b
	<b>c)</b> problem solving	c	c	c	c
	<b>d)</b> discussion with assessor	d	d	d	d
	<b>e)</b> discussion with another candidate	e	e	e	e
	<b>f)</b> other (please specify)	f	f	f	f



#### 4 EXPECTED RESPONSE

	Task				
<b>1</b>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
a) short turns	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) longer turns	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) questions from candidate	c	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) responses from candidate	d	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>2</b>	Are role relationships (between candidates or between candidate and assessor(s)) simulated?	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>
<b>3</b>	Is register important?	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>	Yes <input type="text"/> No <input type="text"/>
<b>4</b>	To what extent is specialist knowledge assumed?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
<b>5</b>	To what extent is cultural knowledge assumed?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
<b>6</b>	To what extent are non-linguistic skills being tested?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
<b>7</b>	To what extent is there an overlap with testing another are of linguistic skill?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>

## 5 MARKING

	Task				
<b>1</b> What are the criteria for marking?					
a) grammatical accuracy	a		a		a
b) range of structure and vocabulary	b		b		b
c) stress and intonation	c		c		c
d) pronunciation	d		d		d
e) fluency	e		e		e
f) register	f		f		f
g) task achievement	g		g		g
h) other (please specify)	h		h		h
<input style="width: 100%; height: 100%;" type="text"/>					
<b>2</b> Are marking criteria indicated to the candidate?	Yes		Yes		Yes
	No		No		No
<b>3</b> How many marks does each task carry?					
<b>4</b> Is the number of marks available indicated to the candidate?	Yes		Yes		Yes
	No		No		No
<b>5</b> How many assessors are involved in each oral assessment?					
a) one	a		a		a
b) two	b		b		b
c) two or more	c		c		c
<b>6</b> How are their roles defined? (in terms of interlocutor and assessor)					
a) one interlocutor / assessor	a		a		a
b) two interlocutors / assessors	b		b		b
c) one interlocutor + one assessor	c		c		c