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ABSTRACT

This document is an outline of a conference presentation on developing and implementing authentic oral assessment instruments. Among the topics covered are the following: alternative, authentic, direct, descriptive, portfolio, and performance assessments. A detailed comparison and contrasting is undertaken of alternative and performance assessments. Also included is an overview of assessment instruments and the relationship between assessment instruments and various characteristics of alternative and performance assessments specifically covering business simulations, presentation checklists, and oral interviews. The presentation concludes with a series of questions to consider when developing an assessment instrument, covering such areas as feasibility, the creation process, implementation, and interpretation. (Contains 18 references.) (KFT)

Presentation to the 35<sup>th</sup> Annual TESOL Conference, Feb 27 – Mar 3, 2001  
DEVELOPING AND IMPLEMENTING  
AUTHENTIC ORAL ASSESSMENT INSTRUMENTS

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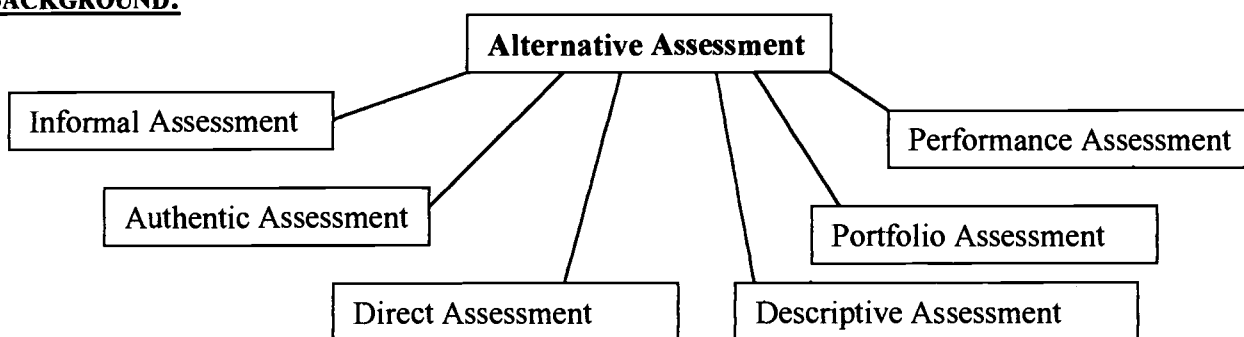
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**BACKGROUND:**



**Similarities:**

- Require students to perform, create, or produce something (a constructed response)
- Elicit language samples as close to real life as possible (making them authentic)
- Assess the actual performance of relevant tasks (not mere knowledge)
- Integrate multiple language skills and sometimes language skill with content knowledge
- Usually consider both the process and the product
- Provide in-depth information about a student's skill or mastery
- Often require higher order thinking skills

**Differences:**

<b>Alternative Assessment</b>	<b>Performance Assessment</b>
<ul style="list-style-type: none"> <li>• Tends to be smaller scale</li> <li>• Extends regularly used and meaningful instructional activities</li> <li>• Sometimes uses rubrics</li> <li>• Less concerned with validity &amp; reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Tends to be larger scale</li> <li>• Often independent of instructional activities; created on the basis of a needs analysis</li> <li>• Almost always utilizes rubrics</li> <li>• More concerned with validity and reliability</li> </ul>

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**Definitions:**

Alternative Assessment	Performance Assessment
<p>Refers to procedures and techniques that can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom. It consists of any method of finding out what a student does know or can do and is intended to show growth and inform instruction and is an alternative to traditional forms of testing. (Stiggins, 1991, cited in O'malley &amp; Valdez-Pierce, 1995, p. 1 and Navarette et al. cited in Hamayan, 1995, p. 213)</p>	<p>Requires students to accomplish complex and significant authentic tasks that are approximations of real-life while bringing to bear prior knowledge, recent learning, and relevant skills in the process of doing the task. (Brown &amp; Hudson, 1998, p. 662; Herman, Aschbacher &amp; Winters, 1992, p. 2 qtd. in O'Malley &amp; Valdez-Pierce, 1995, pp. 4,5)</p>

**Kinds:**

Alternative Assessment	Performance Assessment
<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Videotapes</li> <li>• Audiotapes</li> <li>• Self-Evaluation/Self Assessment</li> <li>• Teacher Observations</li> <li>• Interviews with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Role Playing/Simulations</li> <li>• Presentations</li> <li>• Oral Reports</li> <li>• Group Discussions</li> <li>• Problem-Solving Tasks</li> </ul>

**Advantages:**

- Provides more meaningful feedback to students than a traditional test score
- Gives stakeholders a deeper insight into students' language proficiency than traditional tests
- Reflects a wide range of abilities and skills in language in a variety of contexts
- Elicits communication skills and strategies similar to those needed in real-life situations.
- Addresses various learning styles
- Addresses various levels of learning (e.g., Bloom's taxonomy of knowing, comprehending, applying, analyzing, synthesizing, and evaluating).
- Can provide a powerful, positive washback effect on curriculums with strong communicative performance objectives

**Disadvantages:**

- Reliability may be limited by rater inconsistencies, limited number of observations, and subjectivity in the scoring process.
- Validity may be problematic due to inadequate sampling of the skills being assessed, the sensitivity of alternative assessment to test method, task type, and scoring criteria, and variance in performance due to factors independent of those being assessed.

Background information compiled from the following sources: Brown & Hudson (1998), Clapham (2000), Hamayan (1995), Huerta-Macias (1995), O'Malley & Valdez Pierce (1996), and Shohamy (1995).

## **OVERVIEW OF ASSESSMENT INSTRUMENTS:**

### **Things Common To All Instruments:**

- Created to assess specific instructional objectives of the course
- Rubric or checklist created to evaluate performance
- Related activity intended to elicit authentic language sample reflective of a real life situation the learners are likely to encounter on a regular basis

### **Differences Between Instruments:**

<b>Instrument 1: (Business Simulation)</b>	<b>Instrument 2: (Presentation)</b>	<b>Instrument 3: (Oral Interview)</b>
<ul style="list-style-type: none"> <li>• Rubric was created <b>before</b> students made their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist was created &amp; continually revised <b>throughout</b> the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric was created <b>after</b> students had completed their interview.</li> </ul>
<ul style="list-style-type: none"> <li>• Designed over a significant period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Small daily incremental adjustments were made after an initial baseline was established.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed within a short amount of time.</li> </ul>
<ul style="list-style-type: none"> <li>• Designed as a final assessment tool to be used at the end of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed to address course and students' own objectives and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed within the ongoing nature of a course to measure intermediate and final objectives.</li> </ul>
<ul style="list-style-type: none"> <li>• Designed as a team effort by two colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed collaboratively between teacher and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed by an individual teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Performances were video taped for student review.</li> </ul>	<ul style="list-style-type: none"> <li>• Performances were sometimes videotaped for self and peer-evaluation with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Performances were audiotaped.</li> </ul>
<ul style="list-style-type: none"> <li>• Final evaluation is a holistic score in relation to a band defined by specific requirements, skills, and qualities evidenced in the simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Final evaluation is a completed checklist with rankings from "very good" to "needs work" on various aspects, sub-skills, and best practices for the task required.</li> </ul>	<ul style="list-style-type: none"> <li>• Final evaluation is comments followed by a percentage grade based on a minimal rubric with numerical points weighted according to the required tasks, topics, and objectives for the course and specific interview.</li> </ul>
<ul style="list-style-type: none"> <li>• Students receive a simplified written evaluation form.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive the completed checklist from teacher, may also complete a self-evaluation, and/or peer evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive a copy of the teacher's evaluation form.</li> </ul>

**RELATIONSHIP BETWEEN ASSESSMENT INSTRUMENTS AND VARIOUS CHARACTERISTICS OF ALTERNATIVE & PERFORMANCE ASSESSMENT:**

*Characteristics of Alternative Assessment Instruments*

	Assessment Instruments		
	1	2	3
1. Requires students to perform, create, produce or do something	•	•	•
2. Uses real-world contexts or simulations	•	•	•
3. Extends regularly used and meaningful instructional activities	•	•	•
4. Focuses on processes as well as products	+/-	•	
5. Taps into higher level thinking and problem-solving skills	•	•	
6. Provides information about both the strengths and weaknesses of students	•	•	•
7. Views language holistically (language is assessed not so much as a structure, but as a tool for communication and self-expression)	•	•	+/-
8. The tasks used in assessment are valued in the real world by the students	•	•	•
9. Ensures that people, not machines, do the scoring, using human judgment	•	•	•
10. Encourages open disclosure of standards and rating criteria	•	•	•
11. Calls upon teachers to perform new instructional and assessment roles (as compared to traditional testing)	•	•	•
12. Results can be used to improve instruction based on accurate knowledge of student progress	+/-	•	•
13. Reflects actual language use and performance (activities/tasks have an authentic communicative function; tend to be based on performance in authentic situations likely to encountered in daily life)	•	•	•
14. Views learning integratively	•	•	•
15. Appropriate to individual learners' needs (reveals information about a learner's proficiency in the context of what is relevant to that learner's life and experiences)	•	•	•

*Characteristics of Performance Assessment Instruments*

	Assessment Instruments		
	1	2	3
1. <b>Constructed Response:</b> students construct a response, provide an expanded response, engage in a performance, or create a product	•	•	•
2. <b>Higher-Order Thinking:</b> in responding to open ended questions, the student typically encounters complex thought processes and multiple responses/solutions are potentially correct	•	•	
3. <b>Authenticity:</b> tasks are meaningful, challenging, and engaging activities that mirror good instruction or other real-world context where the student is expected to perform	•	•	•
4. <b>Process and Product:</b> procedures and strategies for deriving the correct response or for exploring multiple solutions to complex tasks are often assessed as well (as or sometimes instead of) the product or the "correct" answer	+/-	•	
5. <b>Depth versus Breadth:</b> performance assessments provide information in depth about a student's skills or mastery as contrasted with the breadth of coverage more typical of multiple-choice tests	•	•	•
6. <b>Integrative:</b> the tasks call for integration of language skills and, in some cases, for integration of knowledge and skills across content areas	•	•	+/-
7. <b>Almost Always Has Rubrics or Checklists</b>	•	•	•

Above adapted from Brown & Hudson (1998, p. 654-5), Clapham (2000, p. 152), Shohamy (1995, p. 191), and O'Malley & Valdez-Pierce (1995, p. 5).

## **ASSESSMENT INSTRUMENT #1: BUSINESS SIMULATION INSTRUMENT**

### **Summary of Simulation:**

As part of the course, students work for nine weeks in "Corporate Management Teams" developing a number of documents and holding simulated meetings relative to an hypothetical company that they create. The final presentation requires them to synthesize all they have done and present their hypothetical company to a group of venture capitalists in an attempt to persuade them to give the capital necessary to get the company off the ground. The presentation lasts fifteen minutes and is followed by a fifteen-minute question and answer session. Those not presenting play the role of the venture capitalists.

### **Relevant Course Objectives:**

The students will be able to:

- Use communication strategies introduced or reviewed in class and apply them in role-play settings as well as simple authentic business contexts.
- Prepare for and give presentations in front of the class, giving particular consideration to content (choosing an appropriate topic and organizing the information) and delivery (eye contact, projection, speed, use of visual aids, and body language).
- Use appropriate grammatical structures to communicate ideas clearly during oral and written communication activities.

### **Significance of Instrument:**

- Requires students to synthesize and integrate many aspects of their term-long work in "Corporate Management Teams":
  - development of a corporate mission statement for their simulated company
  - creation of simple documents, graphics, and visual aids typical of those used in authentic business meetings
  - familiarization with and practice of negotiation processes and skills necessary to successfully function during formal business meetings
  - shared insights into why real companies and entrepreneurs highlighted in their textbook have succeeded or failed
  - past performances in oral presentations and business simulation role plays
- Requires students to integrate all of the linguistic skills they have developed and practiced during the course including:
  - pragmatic and sociolinguistic skills (e.g., for giving presentations and for negotiating)
  - lexical, syntactic, grammatical, and phonological skills
  - listening and speaking skills
- Simulates an unpredictable and challenging real-world situation which is similar in form and function, even if not necessarily in all details, to one that they are likely to encounter in real life.

### **Overview of Implementation:**

- Several weeks prior to the completion and performance of the presentation, class discussions begin concerning the final project. A 2-page prompt is distributed to students to supplement and reinforce the class discussions.
- During the two weeks between prompt distribution and performance, portions of class time are allocated to allow students to begin to work in their groups, pool information, and divide responsibilities.
- During the week before the performance, a workshop class is held where students practice and get feedback on formulating appropriate questions for the question and answer segment of each presentation
- During the performance week, one group performs per day and their performance is videotaped for their review (note that the teacher does not review the video).

### **Overview of Prompt:**

The prompt included the following information:

- A review of previous class activities relevant to this final presentation and how this presentation fit into and flowed out of everything students had been doing so far in the course
- A clear mission statement -- what this presentation was supposed to accomplish and how it was to be conducted
- Reference to an attached set of criteria by which students' final presentations would be graded
- Advice on the best way to approach preparing for the presentation and question and answer session
- Details of what would happen in and out of class in the weeks before the presentation to help students prepare for the presentation



**Rubric for Evaluating ESL Business Role Play Presentation**

Skills Level & Rating	Skills Assessed	Reference Criterion
Excellent ♦♦♦♦	Presentation Skills	<ul style="list-style-type: none"> <li>Delivers presentation very effectively</li> <li>Projects voice confidently; integrates visual aids with presentation very effectively; Uses appropriate body language; Is dressed appropriately; Retains composure throughout presentation and subsequent question and answer session and especially in the face of unexpected events. Good teamwork is clearly evident. Evidences clear organization and preparation.</li> <li>All visual aids and handouts are well-designed and reflect clear and careful thought; is able to answer all questions including difficult questions well. Speech is almost always clearly concise.</li> <li>Demonstrates excellent awareness of audience throughout presentation and subsequent questioning.</li> <li>Is consistently aware of verbal and non-verbal audience feedback. Makes appropriate and effective adjustments on the basis of verbal and non-verbal audience feedback as is necessary.</li> </ul>
	Communication Strategies: Accuracy/Sociolinguistics	<ul style="list-style-type: none"> <li>Has little need for repair. When repair is necessary uses appropriate and effective repair strategies.</li> <li>Has few grammatical, phonological, and lexical errors. No such errors interfere with communication.</li> <li>Demonstrates facility with a large number of professional business terms that are appropriate to the presentation and subsequent discussion. Avoids overuse of buzzwords. Does not give a "jargony" impression.</li> <li>Demonstrates awareness of turn-taking norms in a formal business setting &amp; follows them appropriately.</li> <li>Maintains an appropriate level of formality and an appropriate tone at all times.</li> <li>Delivers presentation effectively.</li> </ul>
Good ♦♦♦	Presentation Skills	<ul style="list-style-type: none"> <li>Integrates visual aids with presentation effectively; Uses appropriate body language; Is dressed appropriately; Retains composure throughout presentation and subsequent question and answer session and in the face of unexpected events. Good teamwork is evident.</li> <li>Evidences organization and preparation.</li> <li>Visual aids and handouts are well designed and reflect careful thought; is able to answer most questions well; Speech is connected.</li> <li>Demonstrates good awareness of audience throughout presentation and subsequent questioning.</li> <li>Usually makes appropriate and effective adjustments on the basis of verbal and non-verbal audience feedback as is necessary.</li> <li>Usually does not need repair, when repair is necessary uses effective repair strategies.</li> </ul>
	Communication Strategies: Accuracy/Sociolinguistics	<ul style="list-style-type: none"> <li>Has some grammatical, phonological, and lexical errors. Few such errors interfere with communication.</li> <li>Demonstrates facility with some professional business terms that are appropriate to the presentation and subsequent discussion. Avoids overuse of such terms. Does not give a "jargony" impression.</li> <li>Demonstrates awareness of turn-taking norms in a formal business setting &amp; usually follows them appropriately.</li> <li>Usually maintains an appropriate level of formality and an appropriate tone.</li> <li>Delivers presentation fairly effectively.</li> </ul>
Fair ♦♦	Presentation Skills	<ul style="list-style-type: none"> <li>Projects voice fairly confidently; integrates visual aids with presentation fairly effectively; Uses fairly appropriate body language most of the time; Is dressed fairly appropriately. Retains fair amount of composure throughout presentation and subsequent question and answer session; May lose composure in the face of unexpected events. Some team work is evident.</li> <li>Evidences organization and preparation.</li> <li>Visual aids and handouts are fairly well designed and reflect thought; is able to answer most questions well. May have difficulty with hard questions. Speech is usually connected.</li> <li>Demonstrates awareness of audience throughout presentation and subsequent questioning.</li> <li>Is usually aware of verbal and non-verbal audience feedback. Usually attempts to make appropriate adjustments on the basis of verbal and non-verbal audience feedback.</li> <li>Communication sometimes needs repair. Good repair strategies are usually used.</li> </ul>
	Communication Strategies: Accuracy/Sociolinguistics	<ul style="list-style-type: none"> <li>Has some grammatical, phonological, and lexical errors. Some such errors interfere with communication.</li> <li>Uses some professional business terms that are appropriate to the presentation and subsequent discussion. May overuse some of these terms. May overuse "buzzwords".</li> <li>Demonstrates some awareness of turn-taking norms in a formal business setting &amp; sometimes follows them appropriately.</li> <li>Level of formality and/or tone may occasionally be inappropriate.</li> <li>Delivers presentation somewhat effectively.</li> </ul>
Needs Improvement ♦♦	Presentation Skills	<ul style="list-style-type: none"> <li>Projects voice somewhat confidently; integrates visual aids with presentation somewhat effectively; Uses somewhat appropriate body language most of the time; Is dressed somewhat appropriately; Retains some composure throughout presentation and subsequent question and answer session. Loses composure in the face of unexpected events; Some team work is somewhat evident.</li> <li>Evidences some organization and preparation.</li> <li>Visual aids and handouts are somewhat well designed and reflect some thought; is able to answer some questions well. Unable to answer difficult questions.</li> <li>Demonstrates some awareness of audience throughout presentation and subsequent questioning.</li> <li>Is sometimes aware of verbal and non-verbal audience feedback. Sometimes attempts to make adjustments on the basis of verbal and non-verbal audience feedback.</li> <li>Communication sometimes needs repair. Good repair strategies are sometimes used.</li> </ul>
	Communication Strategies: Accuracy/Sociolinguistics	<ul style="list-style-type: none"> <li>Has many grammatical, phonological, and lexical errors. Some such errors interfere with communication.</li> <li>Uses few professional business terms that are appropriate to the presentation and subsequent discussion. May use or overuse inappropriate terms.</li> <li>Demonstrates some awareness of turn-taking norms in a formal business setting &amp; occasionally follows them appropriately.</li> <li>Level of formality and/or tone is sometimes inappropriate.</li> <li>Delivers presentation generally ineffectively.</li> <li>Does not project voice confidently; Does not integrate visual aids with presentation effectively; Often uses inappropriate body language; Is not well-composed; Completely loses whatever composure he or she has in the face of unexpected events. Little or no teamwork is evident.</li> <li>Evidences little organization and/or preparation.</li> <li>Visual aids and handouts are poorly designed and reflect little thought; is generally not able to answer questions well; is completely unable to answer difficult questions.</li> <li>Demonstrates little awareness of audience throughout presentation and subsequent questioning.</li> <li>Is usually not aware of verbal and non-verbal audience feedback. Rarely attempts to make adjustments on the basis of verbal and non-verbal audience feedback.</li> <li>Communication often needs repair. Good repair strategies are rarely used.</li> </ul>
Poor ♦♦	Presentation Skills	<ul style="list-style-type: none"> <li>Has many grammatical, phonological, and lexical errors. Many such errors interfere with communication.</li> <li>Uses no professional business terms that are appropriate to the presentation and subsequent discussion. May use or overuse inappropriate terms.</li> <li>Demonstrates little awareness of turn-taking norms in a formal business setting &amp; rarely follows them appropriately. Level of formality and/or tone is often inappropriate.</li> </ul>
	Communication Strategies: Accuracy/Sociolinguistics	



**Business Presentation Checklist for:** \_\_\_\_\_

<b>Presentation skills</b>	5	4	3	2	1	<b>Comments</b>
Delivers presentation:						
• Projects voice:	5	4	3	2	1	
• Integrates visual aids:	5	4	3	2	1	
• Uses appropriate body language	5	4	3	2	1	
• Is dressed appropriately	5	4	3	2	1	
• Retains composure:	5	4	3	2	1	
Evidences organization & preparation :	5	4	3	2	1	
• Visual aids & handouts:	5	4	3	2	1	
• Ability to answer Qs:	5	4	3	2	1	
• Connectedness of speech:	5	4	3	2	1	
Demonstrates awareness of audience during presentation & Q/A session:	5	4	3	2	1	
• Awareness of verbal & non-verbal feedback:	5	4	3	2	1	
• Adjustments made on basis of feedback:	5	4	3	2	1	

**Communication Strategies:**

Repair:	5	4	3	2	1
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**Accuracy:**

Grammatical, lexical, & phonological errors:	5	4	3	2	1
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**Sociolinguistics:**

Use of professional words:	5	4	3	2	1
Turn-taking norms:	5	4	3	2	1
Tone & level of formality:	5	4	3	2	1
Teamwork:	5	4	3	2	1

**Notes:**

**ASSESSMENT INSTRUMENT #2: PRESENTATION CHECKLIST**

**Presentations – Evaluation Form (*Initial Version*)**

Presenter: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Scoring: Very Good = + (plus) Acceptable = ✓ (check mark) Needs Work = - (minus) Not Applicable = N/A

***Introduction***

- + ✓ - N/A Greeting the audience
- + ✓ - N/A Statement of credibility
- + ✓ - N/A Statement of purpose
- + ✓ - N/A Sign-posting for organization of body

***Body***

- + ✓ - N/A Content is appropriate for purpose and/or audience
- + ✓ - N/A Topic is well organized
- + ✓ - N/A Sign-posting appropriately used throughout body

***Conclusion***

- + ✓ - N/A Summary of key points
- + ✓ - N/A Distributes support documentation
- + ✓ - N/A Closing formalities
- + ✓ - N/A Inviting questions

***Nonverbal Components***

- + ✓ - N/A Body language
- + ✓ - N/A Eye contact
- + ✓ - N/A Voice

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Presentations – Evaluation Form (Final Version)

Presenter: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_  
Scoring: Very Good = + (plus) Acceptable = ✓ (check mark) Needs Work = - (minus) Not Applicable = N/A

### I. Content

- + ✓ - N/A The speaker was well prepared and knowledgeable about the topic.
- + ✓ - N/A The speaker's goals were apparent (i.e., the purpose was clear).
- + ✓ - N/A The speaker presented the material in a logical manner.
- + ✓ - N/A The speaker remained on target and focused on the appropriate topic.
- + ✓ - N/A The speaker defined key terms and concepts.
- + ✓ - N/A The speaker used specific facts (i.e., a form of support material).
- + ✓ - N/A The speaker used opinions for support (i.e., a form of support material).
- + ✓ - N/A The speaker appropriately used visual aids such as charts, graphs, outlines, handouts, etc.

### II. Organization

#### *Introduction*

- + ✓ - N/A The speaker grabbed my attention at the beginning.
- + ✓ - N/A The speaker clearly stated who he/she is and why he/she was speaking to the group.
- + ✓ - N/A The speaker related him/herself to the audience members.
- + ✓ - N/A The opening remarks made me want to listen to the rest of the presentations.
- + ✓ - N/A The speaker clearly identified the purpose of the presentation.
- + ✓ - N/A The speaker actively involved and engaged the audience.
- + ✓ - N/A The speaker prepared me for the body of the presentation.
- + ✓ - N/A The speaker used appropriate sign posting throughout the introduction.
- + ✓ - N/A The speaker appropriately addressed "audience question control."

#### *Body*

- + ✓ - N/A The central idea and main points were clear and understandable.
- + ✓ - N/A The speaker provided support (examples, statistics, etc.).
- + ✓ - N/A The presentation was well organized and easy to follow.
- + ✓ - N/A The speaker used technical language and jargon accurately and appropriately.
- + ✓ - N/A The speaker's reasoning seemed fair and logical.
- + ✓ - N/A The speaker made smooth transitions from one idea to another (i.e., signposting).

#### *Conclusion*

- + ✓ - N/A There was a sense of completion at the end of the presentation.
- + ✓ - N/A The speaker recapped, restated, summarized, and/or reinforced the main idea/point.
- + ✓ - N/A The speaker used appropriate sign posting throughout the conclusion.
- + ✓ - N/A It is clear for the audience what message the speaker wanted them to take away.
- + ✓ - N/A The speaker managed to create an impact with the ending statements.
- + ✓ - N/A The speaker thanked the audience.

### III. Delivery

#### *Vocal Components*

- + ✓ - N/A Vocal pitch and intonation (optimum quality/high/low/monotone).
- + ✓ - N/A Vocal intensity (optimum volume/too loud/too soft).
- + ✓ - N/A Vocal variety (pitch, volume, rate).
- + ✓ - N/A Vocalized pauses (ums, ers, okay, like, etc.)
- + ✓ - N/A Rate of speech (speed/pacing).
- + ✓ - N/A Pronunciation (comprehensible/not comprehensible).

#### *Nonverbal Components*

- + ✓ - N/A General appearance.
- + ✓ - N/A Facial expressions.
- + ✓ - N/A Eye contact.
- + ✓ - N/A Gestures.
- + ✓ - N/A Sincerity.
- + ✓ - N/A Credibility.
- + ✓ - N/A Passion, energy level, enthusiasm, and/or intensity.
- + ✓ - N/A Overall impression of confidence in self.

#### *Relation to Audience*

- + ✓ - N/A Audience awareness (clear understanding of what they understood, need, want, etc.)
- + ✓ - N/A Content and topic appropriate to audience.
- + ✓ - N/A Engaged, empathized with, and/or interested audience.
- + ✓ - N/A Responded well to interruptions and questions.
- + ✓ - N/A Remained in control of audience.

**ASSESSMENT INSTRUMENT #3: ORAL INTERVIEW**

**Relevant Objectives Derived from Curriculum Guidelines, Textbook, and Class Activities:**

By the end of this elementary level speaking and listening class, students will be able to:

- Ask and respond to questions about their immediate environment and situations and topics of personal interest.
- Develop vocabulary to talk about their family and home, personal interests, and objects in their immediate environment.
- Participate in daily conversations in a limited way.
- Produce basic grammatical structures including simple past and present tenses.
- Describe other people, talk about changes, and talk about and future plans.

.....  
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

(Points Received) out of  
Total Points Possible

**Tell me about your family.**

- tells about brothers, sisters, and parents (5 pts.)
- gives some information about them (ex: what they do, where they live) (5 pts.)
- produces a good quantity of speech (3 pts.)
- speech is connected (not many pauses) (4 pts.)
- accuracy (3 pts.)

Comments:

\_\_\_\_ out of 20 total  
\_\_\_\_ out of 5  
\_\_\_\_ out of 5  
\_\_\_\_ out of 3  
\_\_\_\_ out of 4  
\_\_\_\_ out of 3

**How often do you exercise? Do you play any sports? How good are you at sports?**

- Answers each question (2 pts. each)
- Grammatical accuracy (1 pt. per question)

\_\_\_\_ out of 9 total  
\_\_\_\_ out of 2  
\_\_\_\_ out of 1

**What did you do last weekend?**

- Tells what he/she did (3 pts.)
- Elaborates appropriately on what he/she did (3 pts.)
- Uses Past Tense (2 pts.)

Comments:

\_\_\_\_ out of 8 total  
\_\_\_\_ out of 3  
\_\_\_\_ out of 3  
\_\_\_\_ out of 2

**I'm looking for Paul. Can you tell me what he looks like (show a picture)?**

- Uses at least 4 descriptive adjectives (non-clothing) (4 pts.)
- Describes clothing of the person (2 pts.)
- Grammar (1 pt.)
- Pronunciation (2 pts.)

\_\_\_\_ out of 9 total  
\_\_\_\_ out of 4  
\_\_\_\_ out of 2  
\_\_\_\_ out of 1  
\_\_\_\_ out of 2

**What's your favorite kind of food? Why? Your least favorite kind of food? Why?**

- Gives favorite kind of food (2 pts.)
- Gives least favorite kind of food (2 pts.)

\_\_\_\_ out of 4 total  
\_\_\_\_ out of 2  
\_\_\_\_ out of 2

**What are 3 ways you have changed since 1998?**

- Gives at least 3 ways has changed (6 pts.)
- Uses Correct Grammar (2 pts.)

\_\_\_\_ out of 8 total  
\_\_\_\_ out of 6  
\_\_\_\_ out of 2

**What are 3 things you are going to do after you finish studying English?**

- Gives at least 3 things he/she is going to do (6 pts.)
- Uses Correct Grammar (2 pts.)

\_\_\_\_ out of 8 total  
\_\_\_\_ out of 6  
\_\_\_\_ out of 2

Overall Comments:

<p><b>Final Grade</b> ____ /66 pts. = ____ %</p>
--



## **QUESTIONS TO CONSIDER IN DEVELOPING YOUR OWN ASSESSMENT INSTRUMENTS:**

### **Feasibility**

1. Is your proposed instrument small enough for you to be able to administer it independently of others? If not, will you have the support and cooperation of the additional parties that you will need?
2. How much class time is available for individual vs. group performances?
3. How much time is necessary for creation of the assessment instrument, rubric, or checklist, and for giving feedback to students? (*Remember the range presented. "Small" instruments can still be valuable. Instrument 3 was created in an hour!*)
4. Is this assessment time and/or cost-effective?
5. When will the rubric/checklist be created – before, during, or after the activity to be evaluated? (*Remember again that although "after" is not preferable, it is often better than not at all*)
6. Who will be involved in generating the criteria to be assessed – an individual teacher, a team of teachers, students in collaboration with teachers?

### **The Creation Process**

7. Are there existing instruments available that can be adapted?
8. Do the activities and tasks selected represent the content and skills that students are expected to master?
9. Do the activities involved allow students to demonstrate their skills and abilities?
10. Do the assessment results address the goals and objectives of the curriculum, course, or program?
11. Does the assessment cover topics that are immediately useful to the learners?
12. For upper level students, does this assessment require a task that is cognitively and/or linguistically complex?
13. Does this assessment cover an adequate range of content?
14. Is this assessment fair?
15. Is this assessment meaningful?
16. What is the proportion of "language" vs. "domain knowledge" to be assessed?
17. What relative weighting should be given to the different criteria?

### **Implementation and Interpretation**

18. How can the evaluation criteria reflect the kinds of judgments and consequences that a successful (and then less successful) performance would entail?
19. How can the scoring information be interpreted and presented in order to give maximum information back to the test takers and to the teacher?
20. Can the results inform me as a teacher either: how to respond to current learners' needs for the remainder of the class; or to future learners' needs when revisiting this task with a new group of learners?
21. Do you feel competent to judge this kind of task? If not, can you find someone to judge the aspects you feel uncomfortable judging? Would students and the administration respect that person's judgment?

*Above adapted in part from Hamayan (1995, p. 219), O'Malley & Valdez Pierce (1996, pp. 27-31), Pool & Bracey (1992, pp. 40,41), and Shohamy (1995, p.191), as well as from the presenters' experiences.*

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