



AVO-Bell

Est. 1990 as AVO-3 School of English

European Standards for Quality Assessment of Learning

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Warmer

- Do you include a speaking component in your progress / final tests?
- How often do you assess speaking skills?
- What difficulties do you face when doing the above?



How to improve the quality of speaking assessment?

- Adopted or adapted CEFR-based Can-do-statements for each level / sublevel
- Course syllabuses in line with CEFR - more communicatively oriented; learning outcomes - having purely practical value
- Assessment criteria for Speaking and Writing - derived from the CEFR Can-dos
- Allowing for time and space in the schemes of work for Can-dos - familiarising students with the criteria and allowing for self-assessment



Merits of using Can-dos

- Relating the CEFR to the course syllabuses in a practical, tangible way
- Overcoming teachers' unwillingness or lack of competence to work with CEFR
- Making our courses more communicatively oriented, and giving the course aims purely practical value
- Giving teachers & students a clear set of criteria to pursue regarding assessment / self-assessment



Potential pitfalls

- Subjectivity of judgement - teachers too strict / lenient
- Teachers relying on global impression rather than referring to CEFR criteria
- Lack of experience in applying CEFR-related criteria to assessment
- Writing and speaking assessment activities could be too time-consuming



CEFR Table 3

- Task 1: Specify the levels for the descriptors provided.
- Task 2: Fill in the gaps of the descriptor for level B1. Then compare your ideas with the CEFR descriptor.



Assessment Criteria

- What assessment criteria do you use for grading students' speaking performance?
 - »Range
 - »Accuracy
 - »Fluency
 - »Interaction
 - »Coherence



CEFR Table 3

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can inter-weave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can re-peat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.



Video Samples

- Task 1: Watch the following video sample and specify the level of the speakers. Underline the most pertinent features of the two speaking performances using CEFR Table 3.

[Bell Krakow_Anna & Magda.mpeg](#)

- Task 2: Grade the speaking performances.



EAQUALS Requirements for issuing EAQUALS Certificates

- CEFR-based assessment of individual attainment at the end of the course
- Regular and solid standardisation training
- Moderation (ways of avoiding subjectivity)



Template for documenting speaking performances

Names of the students	info about the students (names as minimum)
Phases and length	Names of different phases and length of the different phases (plus total length)
Tasks	Production: (task + topic) Interaction: (task + topic)
Name of 1st candidate (=person on left in video)	Expressions in italics are citations from CEFR Table 3 (=EAQUALS CEFR Standardisation grid) Range - comment* + quote(s) from what was said Accuracy - ditto Fluency - ditto Interaction - ditto Coherence - ditto <i>*Quotations of exact wording of CEFR Table 3 in italic plus your own general comment</i>

