

Speaking/Interacting and Writing

(1) It is assumed that all 'productions' described below are from memory (not read)

(2) Levels are cumulative (i.e. it does not necessarily mean that they are not doing what they were doing in previous levels)

Procedures for Assessment (Speaking and Interacting)

Note:

Currently we are proposing 5 levels. We would propose that the 5 levels are each split into two (although without descriptors for the splits) designated as 'just meeting this level' (e.g. 3a, 4a) and 'comfortably meeting this level' (e.g. 3b, 4b). This effectively offers teachers 10 levels and the opportunity for students to feel they are making small jumps. However, it should be made clear to students that these descriptors do not match GCSE grades.

The judgement is based principally on weeks leading up to an assessment reference point but would also include any material (e.g. learner strategies material; self-statements of increasing confidence, or other forms of evidence) during the period in question.

Procedure for Speaking/Interacting

Always start with a holistic judgement of the level of the skill first. That is the '**Main Development Strand**' (MDS). At this stage the teacher should avoid being influenced by any other non-speaking tests carried out in class (e.g. vocabulary tests). The judgement is based on a student's communication either in whole class small groups, one-to-one with the teacher/assistant situations (this may include evidence of a willingness to communicate); the judgement is then backed up by referring to the **Supporting Strands**: a) linguistic knowledge via objective tests of vocabulary and grammar; b) learner strategies materials which students produce. The supporting strands would not be reported (e.g. to SMT or Ofsted); they are meant as additional information for teachers and students.

Example

A teacher grades a student at level 3a for speaking based on a role-play situation, and their whole class participation over a whole series of lessons. They then check the student's vocabulary test and grammar test and look at what the student has offered as evidence of strategies. These test results and other evidence have two functions: to corroborate the skills judgement and to provide formative feedback to the learner. The teacher notes that the student has relatively low linguistic knowledge suggesting that their performance in the speaking is quite limited to a single topic. The teacher may therefore decide that level 3a is being too generous and keep the student at level 2b until the linguistic knowledge increases but the skilled performance is maintained. Please see the suggested vocabulary and grammar tests which accompany this assessment framework.

In terms of feedback to the learner it is useful for him/her to know that it is important to maintain the effective strategy use but to increase their linguistic knowledge.

Main Development Strands

Speaking / Interacting	Writing
<p>Level 1 – A beginner communicator:</p> <ul style="list-style-type: none"> • Can produce short (taught) phrases on a limited range of topics which are understandable by a sympathetic speaker of the language. • Is likely to be reliant on <u>un-analysed</u>* chunks of language. • Is confident with asking a limited set of question types. • Is beginning to use the language needed to interact with their teacher and with other students. • Has acceptable pronunciation when reproducing language which has been introduced orally. • May still pronounce inaccurately when influenced by the written form (see reading framework). • Speaks without undue hesitations and pauses when recalling the type of language of this level <p><input type="checkbox"/> 1a Just meeting this level <input type="checkbox"/> 1b Comfortably meeting this level</p>	<p>Level 1 – A beginner communicator:</p> <ul style="list-style-type: none"> • Can produce short (taught) sentences (Subject-Verb-Object) on a limited range of topics as appropriate to genre and contexts (e.g. short emails, postcards; text messages). • Sentences are likely to be combinations of <u>un-analysed chunks of language</u>* (e.g. <i>Il y a + trois chambres + dans ma maison</i>). • May make some <u>L1</u>*-transfer mistakes when dictionary look-up is used • When they adapt a provided model, one would expect accuracy. When writing from memory one would tolerate inaccuracy. • Their meaning is generally understandable. <p><input type="checkbox"/> 1a Just meeting this level <input type="checkbox"/> 1b Comfortably meeting this level</p>
<p>Level 2 – A beginner communicator:</p> <p>Can do all of 1 consistently and confidently, plus:</p> <ul style="list-style-type: none"> • Has increased the number of chunks/phrases • Begins to transfer chunks/phrases to different topics and contexts. • Begins to combine phrases with others to achieve new meaning. <p><input type="checkbox"/> 2a Just meeting this level <input type="checkbox"/> 2b Comfortably meeting this level</p>	<p>Level 2 – A beginner communicator:</p> <p>Can do all of 1 consistently and confidently, plus:</p> <ul style="list-style-type: none"> • They consistently produce short sentences (SVO) on a wide range of topics they have met. • They can ask questions of the reader with reasonable accuracy. • They are beginning to ‘restructure/unpack’ chunks by experimenting with grammatical structures, and this may lead to inaccuracy. <p><input type="checkbox"/> 2a Just meeting this level <input type="checkbox"/> 2b Comfortably meeting this level</p>

Level 3 – An experimenting communicator:

Can do all of 1 & 2 consistently and confidently, plus:

- Begins to produce utterances* & fragments* creatively (untaught).
- Makes spontaneous contributions (for real communication).
- Their spoken productions may contain inaccuracies, pauses, hesitations and reformulations.
- They are beginning to overcome the influence of the English sound-spelling system when pronouncing words in written form.
- Feels confident with a variety of topics which have been taught.
- Can ask a range of question types (information; requests etc.)
- Can make limited and appropriate comments spontaneously
- Uses the TL fairly routinely to interact with the teacher and peers. They are able to sustain longer interactions (multiple turn exchanges but not a sustained discussion).

3a Just meeting this level

3b Comfortably meeting this level

Level 3 – An experimenting communicator:

Can do all of 1 & 2 consistently and confidently, plus:

- Begins to write sentences which appear to be the result of creating new meanings through manipulating the language creatively.
- Is confident with longer stretches of writing and which adhere to a recognisable genre (e.g. letters; reports of an event).
- Their writing is either controlled (e.g. short sentences, SVO) and accurate or experimental (e.g. with relative clauses; reversed word order), the latter resulting in some errors.
- Begins to feel confident with writing on a few topics which have not been taught, & with only dictionary as support.
- Can sustain a longer correspondence with an interlocutor (e.g. 4 or 5 emails or texts).

3a Just meeting this level

3b Comfortably meeting this level

Level 4 – A developing communicator:

Can do all of 1, 2 & 3 consistently and confidently, plus:

- Can generate their own language rather than that of the teacher/text book.
- This progression is characterized either by an increase in accuracy and fluency within self-imposed limits or an increase in ambition [complexity of language] but with greater inaccuracy/hesitation.
- Begins to engage in freer multi-exchange discussions and shows some ability to cope with the unexpected.
- Begins to feel confident with their own topics of conversation.

4a Just meeting this level

4b Comfortably meeting this level

Level 4 – A developing communicator:

Can do all of 1, 2 & 3 consistently and confidently, plus:

- Is confident with generating their own language rather than that of the teacher/textbook.
- Can write a narrative with reasonable accuracy.
- Their writing is not unduly characterized by anglicisms.

4 Just meeting this level

4b Comfortably meeting this level

Level 5 – A confident and competent communicator:

Can do all of 1, 2, 3 & 4 consistently and confidently, plus:

- Can handle a variety of topics (not limited to taught ones) in a range of contexts (e.g. social situations, transactional tasks, negotiations) which may go beyond their immediate setting.
- Produces messages which are easily understood by a sympathetic speaker of the target language.
- Pronunciation and intonation are by and large accurate.
- Pronunciation is rarely influenced by L1*.
- They initiate conversations, ask a full range of questions, and make comments spontaneously.
- They show an ability to cope with the unexpected.
- Pauses and hesitations are not excessive and length of utterances* between pauses is substantial.
- Uses range of language forms (including a full range of question forms) which meet the communicative needs appropriately and efficiently (e.g. there is little need to avoid particular forms)

- 5a Just meeting this level
- 5b Comfortably meeting this level

Level 5 – A competent and confident communicator:

Can do all of 1, 2, 3 & 4 consistently and confidently, plus:

- Can handle a variety of topics (not limited to taught ones) in a range of contexts (e.g. social situations, transactional tasks, negotiations) which may go beyond their immediate setting.
- Writes paragraphs which demonstrate cohesion.
- Their writing feels 'authentic' and is appropriate for the target audience.
- Some inaccuracies persist but only when the writer is stretching his/her linguistic resources.
- They use a range of language forms including rhetorical devices* and nuances of expression*.

- 5a Just meeting this level
- 5b Comfortably meeting this level

Supporting Strand 1 – Linguistic Knowledge

Developmental criteria:

(1) Productive Vocabulary Breadth & Depth (= VBD) (L2* words produced when recalling from L1*)

Number of non-cognate words produced; accuracy of cognate words produced; Number of collocations* produced;

(2) Evidence of a Developing Rule System (= DRS)

The testing system (school-tailored Grammaticality Judgement Test) would include: Knowledge of function words*; Number of verb phrases (types) produced; ability to refer to present, past and future

Level 1 - Essential linguistic knowledge

- 1) (VBD) Can recall at least 30 non-cognate words (e.g. *arbres; dans*) although they may be inaccurate in form. Can recall at least 12 collocations* (e.g. *à bientôt, tout de suite*). Can quickly recall correct form of at least 50 cognate words.
- 2) (DRS) none expected

Level 3 - Developing linguistic knowledge

- 1) (VBD) Can recall at least 80 non-cognate words. Some may be inaccurate in form.
- 2) Can recall at least 25 collocations* (e.g. *à mon avis*). Can quickly recall correct form of at least 100 cognate words. Has a range of both concrete and abstract vocabulary.
- 3) (DRS) awareness of when TL structure differs from English; awareness of the importance of function words* in spontaneous productions and in writing (prepositions; articles)

Level 5 - Secure linguistic knowledge

- 1) (VBD) Can recall a wide range of vocabulary and collocations* quickly and confidently. The range includes a considerable number of items which are abstract in nature. They have vocabulary knowledge depth as well as breadth (e.g. how words can have multiple meanings)
- 2) (DRS) displays knowledge of a wide range of grammatical patterns of the target language.

Supporting Strand 2 – Learner strategies, Self-Efficacy, Confidence

Developmental criteria:

- (1) **Strategies:** Asks teacher how to say something; (in speaking) beginning to use fillers to buy processing time; uses intonation to compensate for difficulties encountered; attempts to coin TL words; evidence of ability to paraphrase difficult words; sensible avoidance; in writing shows evidence of reflecting on formulation problems (e.g. “shall I use a set phrase here or try to translate from English?”)
- (2) **Teacher feedback** (especially in writing) is taken seriously/acted upon in some way.
- (3) **Self-efficacy:** The extent to which learners feel able to tackle L2 learning challenges, such as speaking and writing tasks; awareness of how strategies can lead to improved performance, resulting in higher levels of expressed self-efficacy.
- (4) **Development in strategic behaviour and self-efficacy** measured by self-report (e.g. checklists) and teacher observation

Glossary

Collocations – the habitual combination of a particular word with another word or words (e.g. *à mon avis, au centre ville, Schreib bald wieder, Bis bald*)

Fragments – parts of sentences

Function Words – a word whose main purpose is to express grammatical relations between words, rather than the meaning of a sentence. Function words include pronouns, prepositions, conjunctions, articles and auxiliary verbs (e.g. *nous sommes allés aux magasins, Wie komme ich am besten zum Bahnhof*)

L1 – the first language spoken by the learner (e.g. English)

L2 – the learner’s “second” language – i.e. the one s/he is learning

Nuances of Expression – subtle differences of meaning are conveyed through language (e.g. *il fait vachement chaud aujourd’hui, sie ist ziemlich klein*)

Rhetorical Devices – use of language that conveys style or effect, rather than content or meaning (e.g. *c’était une fête de malade, eine schöne Bescherung*)

Utterances – short phrases of spoken language

Un-analysed chunks of language – short phrases or sentences which have not been composed of separate words by the learner, but repeated as a whole from memory (e.g. *J’habite dans un village à la campagne, ich bin zwölf Jahre alt*)