



End of Primary Benchmark

Training for the Speaking Component

Educational Assessment Unit
March, 2022



Logistics


Procedures to be followed

Video Clip: Logistics





Components of the Speaking Assessment

- It-Thenjija / Warmer
 - L-Intervista / Interview
 - Żewg eżercizzi / Two tasks
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Żewg eżercizzi / Two tasks can be taken from:

- Staqsini inti / Inverted interview
- Qabbel / Compare and contrast
- Stampa waħda / Single picture
- Stampa storja / Picture story
- Stampa dwar tema / Thematic picture



Interlocutors & Assessors

- ▶ SLT member responsible and present for smooth running of assessment
 - ▶ All interlocutors and assessors need to have taken training
 - ▶ The interlocutor - class teacher
 - ▶ The assessor - another teacher of year 6, member of the SLT or complementary teacher
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Preparation of Interlocutors & Assessors

- ▶ Ensure that as interlocutors and assessors you are given the material before the beginning of the speaking component so that you can familiarise yourselves with the tasks.
- ▶ List of students taking the test
- ▶ Schedule of test including allocation of tests to students
- ▶ The interlocutor and assessor need to keep as calm as possible. Students sense excitement




Preparation of Students

- ▶ Prepare students for the assessment
 - ▶ Inform students to bring Maltese/English reading books
 - ▶ Pair students up (ability / familiarity)
 - ▶ Special cases (students on their own or groups of 3)
 - ▶ Name tags
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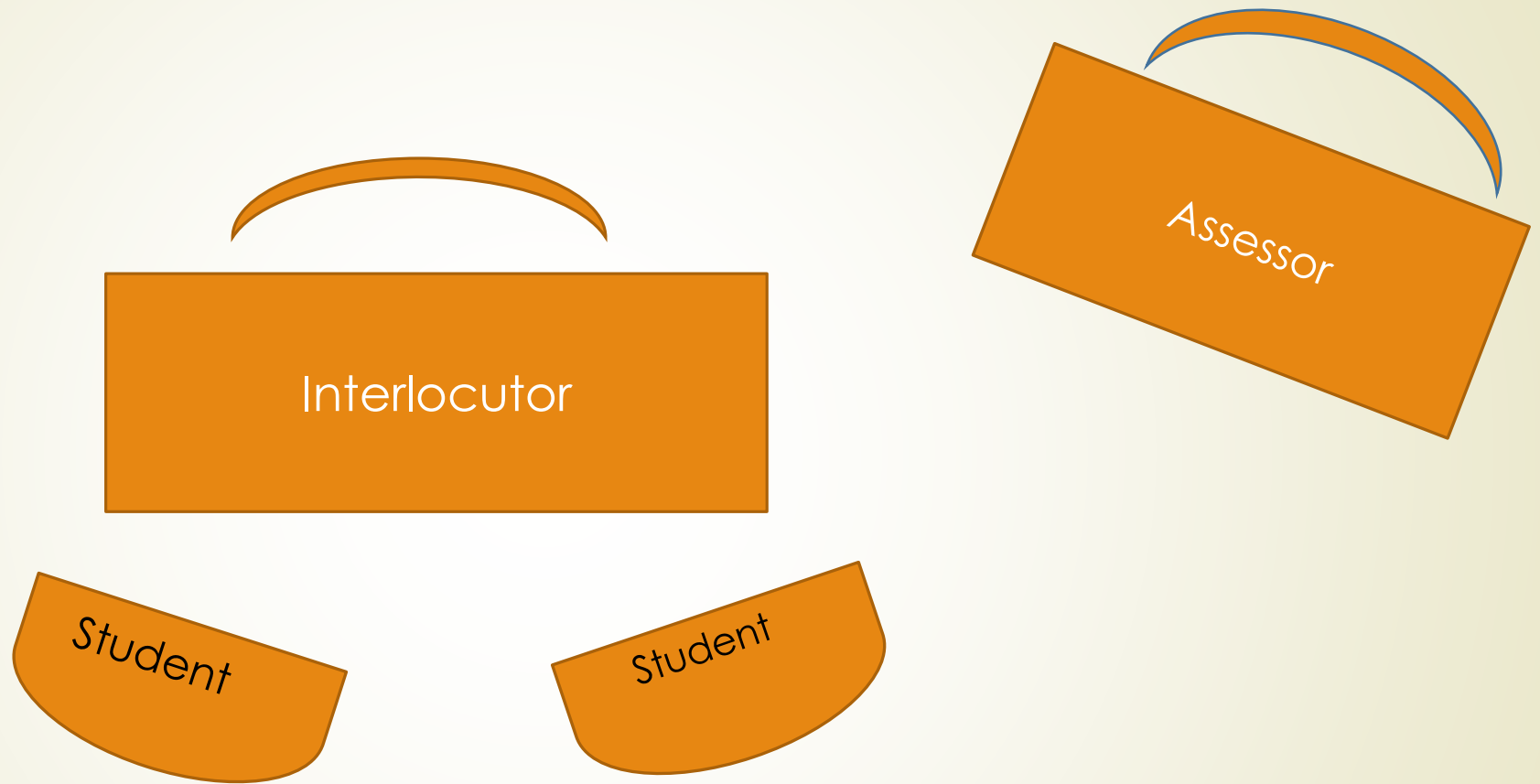
Outside the Assessment Room

- ▶ Prepare 2 chairs for students waiting for their turn
 - ▶ To avoid time wasting, whilst two students are doing their session, another pair can be asked to sit outside the room. The rest will be in their classroom
 - ▶ Corridor & classroom supervision should be organised
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Preparation of Assessment Room

- ▶ Choose a room that is comfortable (size / light / sun glare) and quiet
 - ▶ Ensure that the rooms are clearly signposted
 - ▶ Ensure that there is a clock in the room
 - ▶ Note the seating arrangement of the interlocutor, assessor and students
 - ▶ Nobody else should be in the room apart from the interlocutor, assessor and students
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During the Speaking Assessment

- ▶ Switch off all mobile phones & intercom off the hook
 - ▶ Use a watch to keep track of time. Time keeping is essential. Each task has a different time allocation
 - ▶ Ensure there are no interruption during the assessment
 - ▶ The interlocutor should strictly follow the material
 - ▶ The assessor should not intervene with comments and/or questions
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During the Speaking Assessment

- ▶ The interlocutor puts students at ease during Warmer
 - ▶ Interlocutor should use adequate communication procedures (eye contact, structuring, inviting, guiding, encouraging)
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During the Speaking Assessment

- ▶ Students answer in turns (within and at the start of each component)
- ▶ Speaking time to be taken up by student rather than interlocutor
- ▶ The interlocutor will prompt the students only if necessary
- ▶ Each pair is given 10 minutes (group of 3 - 15 minutes)

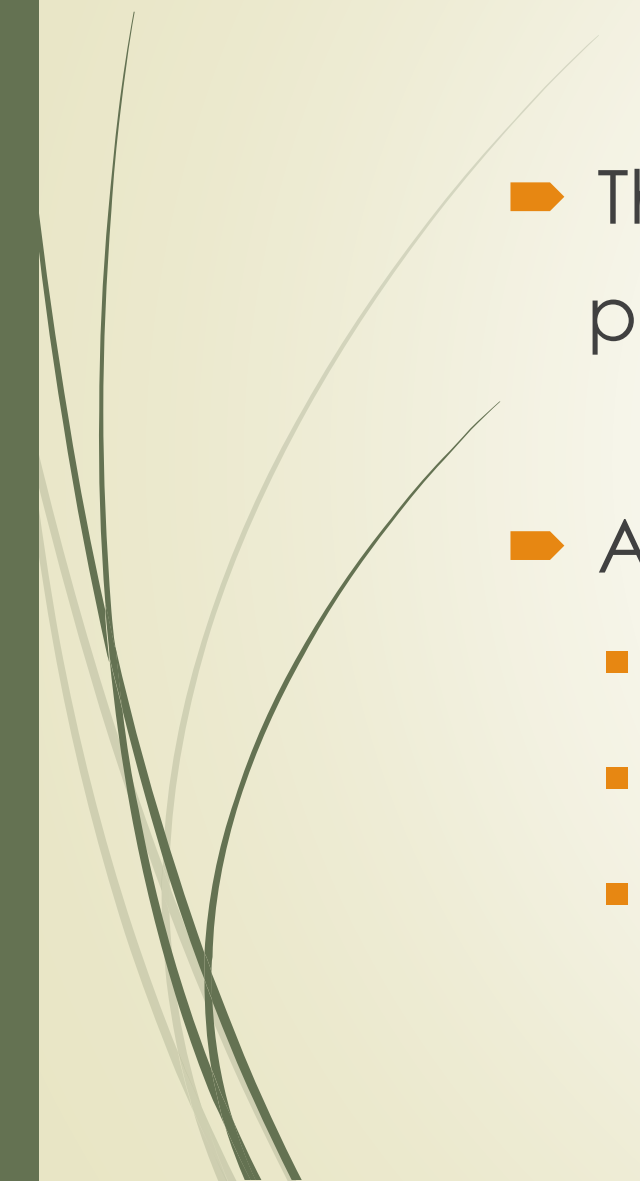


During the Speaking Assessment

- ▶ The interlocutor should keep on following the teacher's booklet even during prompting
- ▶ Thinking time should be given to students
- ▶ The interlocutor should not correct wrong answers
- ▶ Students should not be given feedback on performance
- ▶ Picture story – pictures should be shown to each student individually 20 seconds prior to the beginning of the task




During the Speaking Assessment

- ▶ There is not always a clear interpretation to a picture
 - ▶ Accept different interpretations that show that:
 - students know what they are talking about
 - what they are saying makes sense
 - the interpretation is at least vaguely related to the picture
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During the Speaking Assessment

- ▶ Notes need to be taken by the assessor (observations / good use of language / mistakes)
 - ▶ Different ways to take notes. Following feedback, DLAP is providing marking sheets with space where assessors can write comments / notes / marks, etc ...
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After the Speaking Assessment

- ▶ Students who finish their speaking exam, go to a separate, supervised room
 - ▶ No communication between students who have done the assessment and others
 - ▶ Students do not go home when they finish the assessment. It is a normal school day
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Marking Process


- ▶ Notes discussed with the interlocutor immediately after each pair of students leave the room
- ▶ The mark is discussed, agreed upon and inserted electronically immediately on:
 - either MySchool (in state schools)

Or

- excel sheet (in non-state schools)




Marking Process

- ▶ Marks should not be written in pencil and then discussed again when the whole class has done the assessment
 - ▶ The mark should not be decided solely by the assessor / interlocutor
 - ▶ The interlocutor should not intimidate the assessor
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Marking Process

- ▶ Classroom behaviour and performance should not affect the mark given to a student
 - ▶ The final mark should be based on evidence and solely on assessment criteria and not an impression mark
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Returning of Mark Sheets to the EAU

- ▶ State schools – Printout of inputted marks on MySchool, signed, dated and rubber stamped (school), to be sent to EAU with the last bag collected by Department driver.
 - ▶ Non-state schools – Completed, soft and hard versions of the marksheets provided by EAU to be returned, signed, dated and rubber stamped with the last bag collected by Department driver
 - ▶ All Benchmark speaking material to be retained at school and used for teaching and learning purposes
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The End

Contact Details:

**Address: Educational Assessment Unit
32 Joseph Abela Scolaro Street – Hamrun**

Tel No: 2598 2186

Email: benchmark@ilearn.edu.mt