End of Primary Benchmark

Training for the Speaking Component

Educational Assessment Unit
February, 2023
Logistics

Procedures to be followed

Video Clip: Logistics
Components of the Speaking Assessment

- It-ħejjija / Warmer
- L-Intervista / Interview
- Żewġ eżercizzi / Two tasks
Żewġ eżerċizzi / 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
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
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
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
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 interruptions during the assessment

- The interlocutor should strictly follow the material

- The assessor should not intervene with comments and/or questions
During the Speaking Assessment

- The interlocutor puts students at ease during the Warmer

- Interlocutor should use adequate communication procedures (eye contact, structuring, inviting, guiding, encouraging)
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
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…
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
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)
  - excel sheet (in non-state schools)

Or
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.
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.
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.
The End

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