

Set 3: Speaking

Notes for teachers

- All levels of this test are based on the picture on page 187.
- The question prompts for teachers are provided as an integral part of the test.
- Additional prompts are provided, such as *If necessary indicate street*.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- If a teacher feels uncertain about carrying out the test while scoring the pupil's performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided. If a pupil has obvious difficulty responding, then the test should end at that point. The pupil's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.



Primary School Assessment Kit

Set 3: SPEAKING

Level A1

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
Vocabulary	<ul style="list-style-type: none"> Seems to recognize what is being pointed at Does not always produce the correct word/phrase May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand 	<ul style="list-style-type: none"> Recognizes what is being pointed at May produce a word/phrase that is less than fully correct 	<ul style="list-style-type: none"> Recognizes what is being pointed at Produces the correct word/phrase
Pronunciation	<ul style="list-style-type: none"> Pronunciation is very difficult to understand without reference to the picture prompt May require assistance if production is unintelligible 	<ul style="list-style-type: none"> Pronunciation is recognizable without reference to the picture prompt Pronunciation less than fully correct 	<ul style="list-style-type: none"> Pronunciation is correct, though it may be strongly coloured by the pupil's first language

(Introduction)

We are going to talk about these pictures. (indicate pictures on page 187)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Are you ready? (check that pupil is ready to start)

- Who is this?** (point to teacher in top left picture)
Where is she working? (if necessary, indicate picture of classroom)
How many children are in this room? (if necessary, point to children in classroom)

Put tick (✓) in relevant box when pupil responds.

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

- Who is this?** (point to school traffic warden in top right picture)
Where is he standing? (if necessary, indicate street)
What colour is his coat? (if necessary, point to coat)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

Primary School Assessment Kit

3. **What is this?** (*point to bus in bottom left picture*)
What does this person do? (*point to bus driver*)
What are these children carrying on their backs? (*point to children with school bags*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

4. **Who is this?** (*point to garda in bottom right picture*)
What colour is her uniform? (*indicate uniform*)
What is she wearing on her head? (*if necessary, point to cap*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

5. **Let's look at this picture again.** (*point to school picture – top left*)
This boy wants to go to the toilet. (*point to boy with hand up*). **What can he ask this person?** (*indicate teacher*)
This girl has no paper. (*point to girl at far table, indicating paper at near table if necessary*)
What can she ask? (*if necessary, indicate teacher*)
This boy wants some crayons. (*point to boy with black hair at near table*)
What can he ask? (*if necessary, indicate towards the teacher*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

Primary School Assessment Kit

Set 3: SPEAKING

Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
Vocabulary	<ul style="list-style-type: none"> • Produces some of the required items of vocabulary • May have difficulty remembering words • May require assistance if choice of vocabulary is difficult to understand 	<ul style="list-style-type: none"> • Produces most of the required items of vocabulary • Only occasional difficulty • May make some errors 	<ul style="list-style-type: none"> • Produces all the required items of vocabulary without difficulty or serious error
Grammar	<ul style="list-style-type: none"> • Can produce structured phrases and simple sentences, but hesitantly and with obvious errors • May require assistance if production is not forthcoming or if the structure produced is difficult to understand 	<ul style="list-style-type: none"> • Can produce structured phrases and simple sentences without hesitation but with some errors 	<ul style="list-style-type: none"> • Can produce structured phrases and sentences without hesitation or serious error
Pronunciation	<ul style="list-style-type: none"> • Pronunciation is only partly accurate • Phrases/sentences are often difficult to understand • May require assistance if aspects of production are unintelligible 	<ul style="list-style-type: none"> • Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand 	<ul style="list-style-type: none"> • Pronunciation is accurate and phrases/sentences are easily understood • The accent may still be markedly “foreign”

(Introduction)

We are going to talk about these pictures. (*indicate pictures on page 187*)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Try to say whole sentences if you can.

Are you ready? (*check that pupil is ready to start*)

- 1. What is this person doing?** (*point to teacher –top left picture*)

What are the children doing? (*indicate children*)

Tell me about the room. (*indicate classroom*)

What can you see in it?

Put tick (✓) in relevant box when pupil responds.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Primary School Assessment Kit

2. **How is this person** (*point to school traffic warden – top right picture*) **helping the children?** (*indicate children*)
Why do the children need help? (*indicate children crossing street*)
What about you? (*indicate reference to test-taker's own experience*)
Tell me one thing that you do to stay safe when you cross the road.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **Where do you think these children are going?** (*point to children getting on bus – bottom left picture*)
What about you? (*indicate reference to pupil's own experience*)
How do you travel to school every day?
Tell me what you see on your way to school.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **How can this person** (*point to garda – bottom right picture*) **help these people?** (*point to man in grey coat with 2 children*)
What do you think she (*point to garda*) **is saying to this woman?** (*point to woman in hooded coat*)
What other things does this person do to help us? (*point to garda*)

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Now look at all the pictures again.** (*indicate all four pictures*)
Tell me about how one of these people has helped you.
Which kind of person helped you? (*indicate four people*)
When did he/she help you?
How did he/she help you?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Primary School Assessment Kit

Set 3: SPEAKING

Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
Vocabulary	<ul style="list-style-type: none"> • Uses mostly familiar vocabulary learnt in class • Occasionally has difficulty remembering a word or phrase • May require assistance if choice of vocabulary is difficult to understand 	<ul style="list-style-type: none"> • Can go beyond familiar vocabulary learnt in class • Rarely has difficulty remembering a word or phrase 	<ul style="list-style-type: none"> • Frequently goes beyond vocabulary learnt in class • Uses relevant vocabulary with ease and confidence
Grammar	<ul style="list-style-type: none"> • Uses appropriate sentence-length structures • Still makes errors and may be hesitant • May require assistance if no response is forthcoming or if the structure produced is difficult to understand 	<ul style="list-style-type: none"> • Uses appropriate sentence-length structures fluently but not always accurately • Meaning is clear despite errors 	<ul style="list-style-type: none"> • Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately
Pronunciation	<ul style="list-style-type: none"> • Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand • May require assistance if aspects of production are unintelligible 	<ul style="list-style-type: none"> • Pronunciation of individual words generally accurate, • Intonation may occasionally be difficult to understand 	<ul style="list-style-type: none"> • Pronunciation of individual words generally accurate and intonation easy to understand • There may still be strong traces of a “foreign” accent

(Introduction)

We are going to talk about these pictures. (*indicate pictures on page 187*)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Try to use whole sentences in your answers.

Are you ready? (*check that pupil is ready to start*)

1. **Think about this person.** (*point to teacher – top left picture*)
What will she do next with the children? (*indicate children in classroom*)
Tell me three more things that she has to do as part of her job.
What kind of person would be good at this job? (*indicate teacher*) **Why do you think so?**

Put tick (✓) in relevant box when pupil responds.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Primary School Assessment Kit

2. Now think about this person. *(point to school traffic warden – top right picture)*
 What could happen if there were not any people like this to help us?
 What other dangerous things could happen on the way to school?
 Tell me about how you took care on your way to school this morning.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. Look at this person. *(point to bus driver – bottom left picture)*
 What kind of things should he know about?
 Which do you think is the best way to travel to school? Why?
 Tell me about a long journey you have made.
 Where did you go and how did you travel?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. If you were lost, this person could help you. *(point to garda – bottom right picture)*
 What would you say to her?
 What might she say to you? *(indicate garda)*
 What would you tell her then?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. Now let's look at all four people again. *(indicate picture)*
 Which of these people do a lot of their work outside? *(indicate all four people)*
 Tell me some good things and some bad things about working outside.
 Which of these jobs do you think is the most difficult? *(indicate all four people)* Why?
 If you had to choose one of these four jobs, which one would you choose? *(indicate all four people)* Why?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Primary School Assessment Kit

Set 3: SPEAKING

Scoring and rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a pupil's performance afterwards.

The scoring points are indicated at the top of each grid.

Level A1 – maximum total of 30 points.

Levels A2 and B1 – maximum total of 45 points.

Test level	Number of points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<hr/>		
A2.1		
A2.2		
A2.3		
<hr/>		
B1.1		
B1.2		
B1.3		

	Number of points	Pupil's proficiency	The next stage
Level A1	1–14	A1.1	Continue at this level.
	15–25	A1.2	Continue at this level.
	26–30	A1.3	Progress to level A2.
Levels A2 and B1	1–22	A2.1 or B1.1	Continue at this level.
	23–38	A2.2 or B1.2	Continue at this level.
	39–45	A2.3	Progress to level B1.
Level B1	39–45	B1.3	Pupil has reached the objective of language support. When this has been reached for all 4 skills, the pupil is ready for full integration into the mainstream.