

## Placement Test: Speaking

### Notes for teachers

- All levels of this test are based on the picture on page 49.
- 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.
- Level A1 is marked in relation to Vocabulary and Pronunciation
- Levels A2 and B1 are marked in relation to Vocabulary, Grammar and Pronunciation
- If a teacher feels uncertain about carrying out the test while scoring the pupils' 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.



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# Primary School Assessment Kit

## Placement: SPEAKING

This test, at all levels, is based on the picture on page 49.

### Level A1

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

*(Introduction)*

We are going to talk about this picture. *(indicate picture on page 49)*  
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)*

1. Look at this picture of a family in the kitchen. *(indicate picture)*  
First look at the people in the picture. *(indicate people)*  
Who is this? *(point to baby)*  
Who is this? *(point to girl)*  
Who is this? *(point to man)*

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

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

2. Now look at some things in the kitchen. *(indicate picture)*  
What is this? *(point to cooker)*  
What is this? *(point to window)*  
What are these? *(point to 2 chairs)*

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

3. Let's look at the mother. (point to woman)  
 What colour is her hair? (if necessary, point to woman's hair)  
 What colour is her jumper? (if necessary, point to jumper)  
 What colour are her trousers? (if necessary, point to trousers)

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

4. Now let's count some things in the picture. (indicate picture)  
 How many books are on the table? (if necessary, point to 2 books on table)  
 How many spoons has the mother got in her hand? (if necessary, point to 3 spoons in woman's hand)  
 How many people can you see in this picture? (if necessary, indicate 5 people)

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

5. Let's find some more things in the kitchen. (indicate picture)  
 Look at the boy. (point to boy) Where is he?  
 Look at the sink. (point to sink) Where is it?  
 Look at these apples. (point to apples) Where are they?

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

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

(Introduction)

We are going to talk about this picture (again). (indicate picture on page 49)  
I will ask you some more 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. Look at this picture (again). (indicate picture)  
The family is busy in the kitchen. (indicate people)  
What is the boy doing? (if necessary, point to boy)  
What is the mother doing? (if necessary, point to woman)  
What is the father doing? (if necessary, point to man)

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

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



2. **Let's look at some useful things in the picture.** *(indicate picture)*  
**What is this thing?** *(point to washing machine)* **What does it do?**  
**What is this thing?** *(point to fridge)* **Why does the family need this thing?**  
**What are these things?** *(point to knife and fork)* **What do we use these things for?**

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

3. **This girl is doing her homework.** *(point to girl)*  
**What about you?** *(indicate reference to pupil's own experience)*  
**What kind of homework do you usually have?**  
**When do you do your homework?**  
**In which room do you do your homework?**

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

4. **Families are full of different people.** *(indicate people in picture)*  
**Think about one person in your family?** *(indicate reference to pupil's own experience)*  
**Who are you thinking about?** *(if proper name given, clarify relationship by asking "and who is he/she?")*  
**Tell me what he/she looks like.**  
**Now tell me about something that you do with him/her.**

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

5. **The family in the picture is getting ready for dinner.** *(point to man cooking and places set at the table)*  
**Do you like dinner?** *(indicate reference to pupil's own experience)*  
**Which kind of food do you like best? Why?**  
**Now tell me about a food that you don't really like. Why don't you like it?**  
**What did you eat for your dinner yesterday?**

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

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

(Introduction)

We are going to talk about this picture again. (indicate picture on page 49)

I will ask you some more 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. Look at the family in the kitchen again. (indicate people in picture)  
What do you think they are going to have for dinner? (point to man cooking) **Why?**  
What might they do when they are finished their dinner?  
What about you? (indicate reference to pupil’s own experience)  
What will you do when you go home today?

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

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

2. The people in this picture are helping each other. (*indicate man, woman and boy helping*)  
 Do you think this is a good thing? Why?/Why not?  
 Tell me about how someone helped you today.  
 Tell me about how children should help at home.

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

3. Look at the baby. (*point to baby*) It needs a lot of help.  
 Can you tell me three things the family must do for the baby.  
 Tell me about something that you couldn't do when you were a baby. Why could you not do this thing?  
 Have you ever helped a younger child?  
 (*If yes*) How?  
 (*If no*) How could you help someone younger than you?

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

4. The mother is helping the girl with her homework. (*point to mother helping girl*)  
 What would you do if you needed help with your homework?  
 What kind of things do you like to learn about?  
 Tell me about an interesting thing that you learnt at school.

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

5. Think about the people in this picture again. (*indicate people*)  
 If you were the girl in the picture (*point to girl*), what would you say to the mother?  
 (*point to mother*)  
 If you were the boy in the picture (*point to boy*), what would you say to the baby?  
 (*point to baby*)  
 If you were the father in this picture (*point to man*), what would you say to the children?  
 (*point to children*)

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



# Primary School Assessment Kit

## Placement: 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		
A2.1		
A2.2		
A2.3		
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.