

Rating Scales for Oral Proficiency in Jr. High School

Accuracy

0 = No utterance

1 = Poor language produced
lacks basic vocabulary
very serious errors in basic grammatical structures
speaks mostly in words or phrases

2 = simple language produced
limited vocabulary
substantial errors in basic grammar structures
simple sentences produced

3 = adequate language produced
adequate vocabulary
minor but consistent errors in basic grammar structures
use of basic sentence connectors (but; and; that)

Fluency

0 = can't get message across

1 = very hesitant; can barely get message across

2 = frequently hesitant, but gets message across

3 = may be somewhat hesitant but message is conveyed clearly and coherently

Oral Tasks

1. *Invitation*

functions: asking for and giving information

Task: One student holds a filled in invitation to a party. The other student holds a blank invitation and asks his partner for information in order to fill in the missing information on the invitation.

The student holding the filled in invitation can start by saying to his partner:
"I'd like to invite you to my party. Write the information down."

Student A:

<i>It's my birthday! I'm having a party !</i> <i>Date:</i> _____ <i>Time:</i> _____ <i>Place:</i> _____ <i>Phone number:</i> _____ <i>See you !</i> <i>Limor</i>

Student B:

<i>It's my birthday! I'm having a party !</i> <i>Date:</i> <u>Wednesday, March 29, 1995</u> <i>Time:</i> <u>5:30 p.m.</u> <i>Place:</i> <u>24 Bilu Street</u> <i>Phone number:</i> <u>5324687</u> <i>See you !</i> <i>Limor</i>
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Arranging a Meeting

functions: asking for and giving information

Task: (Each pupil is given a different schedule of his daily activities.)

You have to arrange a time to meet a friend in order to do a project together.

Decide upon a *time* and a *place* that would suit both of you according to your schedules.

Remember, you should have *at least one hour* to work together.

Student A

12:30 School finishes
1:00 Lunch
2:00 Homework
3:00
4:00 - 5:30 Basketball practice
5:30
6:00
7:00 Supper
8:00
9:00 Favorite T.V. program

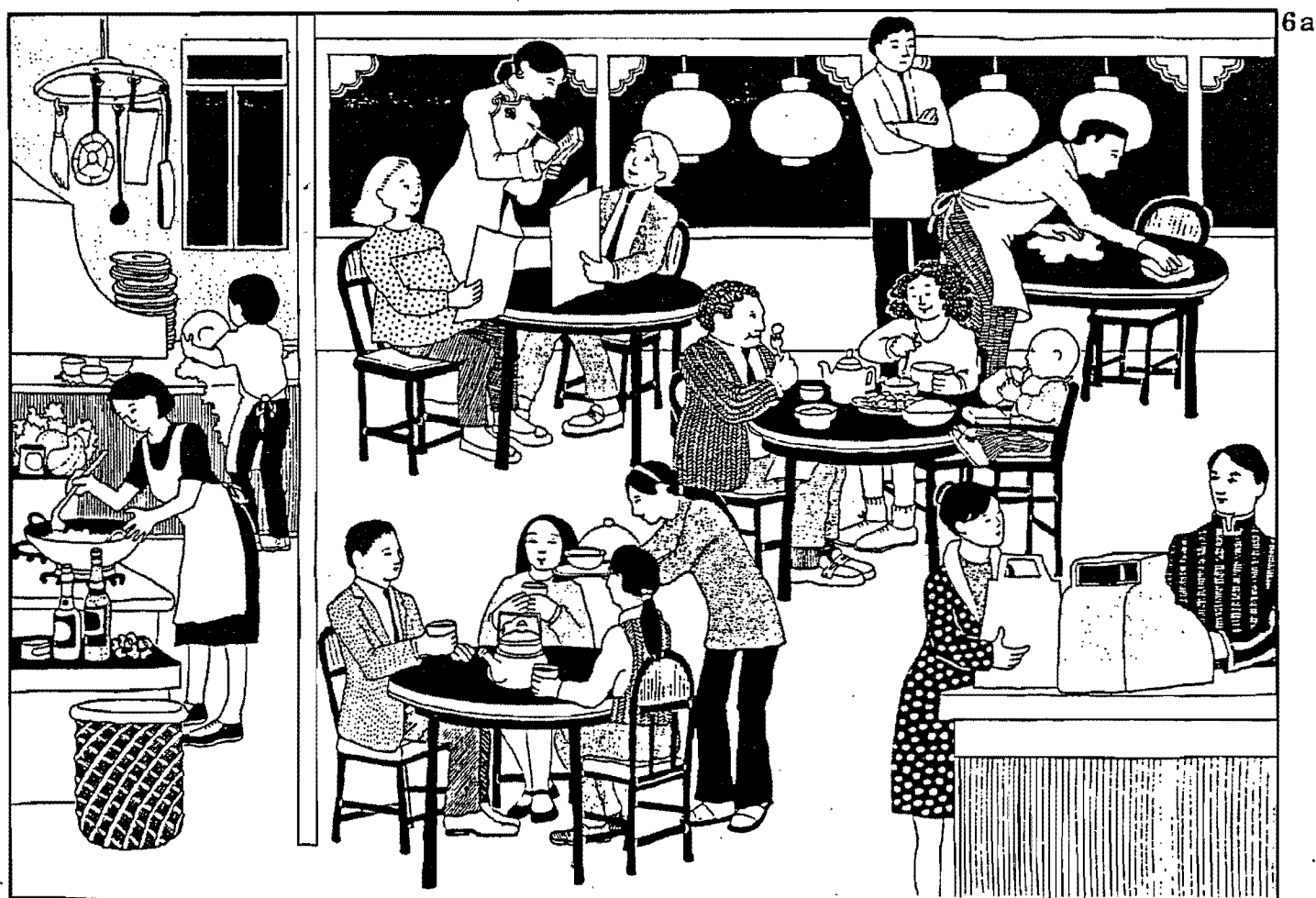
Student B

12:00
1:00
1:30 School finishes
2:00 Lunch
3:00 English lesson
4:00
5:00 Homework
6:00
7:00 Supper
8:00 Favorite T.V. program

**Variations on the Task: For more advanced students you may allow them to make changes in their schedules where possible i.e having Lunch or Supper or doing homework at different times. This can be done with the more complex schedules as well.*

Description: The Restaurant

Task: Look at the picture and describe what you see and what is happening



6a

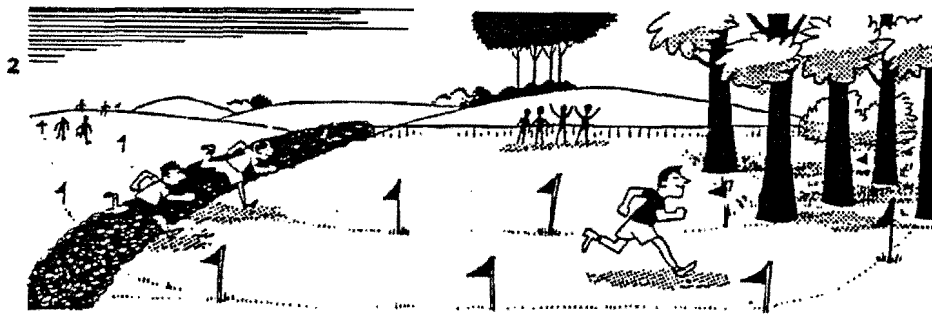
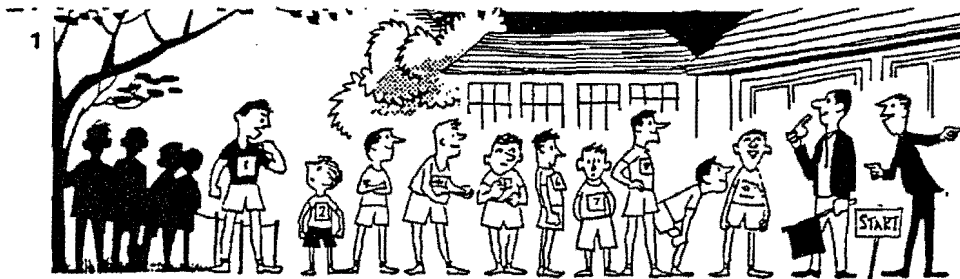
Narrating events

Function: Narrating a sequence of events either in the present tense or the past

Pictures :

The Race

Task: Tell the story in the pictures from the beginning to the end. Tell about things you see and what is happening. Follow the pictures according to the numbers next to each.



THE STATE OF ISRAEL
MINISTRY OF EDUCATION, CULTURE & SPORT
ENGLISH INSPECTORATE
NORTHERN REGION

SUGGESTIONS FOR THE ORAL PART OF THE TEST FOR GRADE 6

Topics

- | | |
|--------------------|--|
| 1 My family | 6 My favourite T.V. program/
film/book/food |
| 2 My school/class | 7 My pet |
| 3 My neighbourhood | 8 Holidays |
| 4 My home/room | 9 The weather |
| 5 My hobby/ies | |

Describing (Teachers should use their own pictures and compose variations of the following)

Sample questions:

Look at this picture.
What can you see in the picture?
What are the _____ doing? Why?
Do you have a _____ like that?
What do you think /how do you feel about it?
Please tell me about your _____.

Providing Information

1 My Family - sample questions:

Do you have a big family?
How many members are there in your family?
How many brothers and sisters do you have?
What does your father/mother do?
Would you like a smaller/bigger family? Why?

6. My favourite T.V. program - sample questions:

Do you like T.V.?
Do you watch T.V. every day?
What is your favourite program?
Who is in the program?
Who are the heroes you like best? Why?

Asking for Information

You want to know what time it is. Ask me.
You want to know my telephone number. Ask me.
I'm turning my back to you. I'm doing something. Ask me what I am doing.
You want to know about my family. Ask me.

GRADE SIX

Oral Proficiency Guidelines

Level of the Tasks

The tasks should be divided into four levels:

- a. Word level production
- b. Production of strings of words/phrases
- c. Sentence level production
- d. Production of more than one sentence - a story, description, personal information

Test Administration

- a. The test should take approximately 3 - 5 minutes.
You have four weeks to administer the test. Start with the better pupils.
- b. Make students feel comfortable.
- c. Move from simple tasks to the more advanced ones, from simple to more extensive vocabulary, dealing with many different topics (See levels c, d).
- d. Give instructions in Hebrew and demonstrate each task by giving an example.

Tasks

At Level *a* (word level)

1. Greetings

2. Personal Information

Pupil is able to tell his name, address, age.

3. Describing a picture

- a. Pupil is asked to recognize various items in the picture.

e.g. Show me the _____.

Point to the _____.

If the pupil shows understanding (by pointing to the correct item), move on to

- b. Pupil is asked to identify various items using one word answers.

e.g. - What is this?

- Tell me something in the picture that is green (adjectives describing color)
long (adjectives describing size)
soft (adjectives describing texture)

Tasks

At Level *b* (strings of words/phrases)

1. Greetings

2. Personal Information

Pupil is able to tell his name, address, age, likes and dislikes.

3. Descriptions

See level *a* and

- b. Teacher describes item. Pupil guesses item.

Reverse roles: Pupil describes item. Teacher guesses.

It is long, soft and yellow.

- c. Same as *a* but about picture.

Tasks

At Level *c* (sentence level)

1. Greetings

2. Personal Information

See Level *a* and *b*, + able to talk about after school events, hobbies, pets, food & drink, the weather, transportation etc.

3. Descriptions

See Level *a* and *b*, +

Pupil is asked to describe what is happening in a picture.

Tasks

At Level *d* (more than one sentence)

1. Greetings

2. Personal Information

See Level *a* and *b*, + able to talk about after school events, hobbies, pets, food & drink, the weather, transportation etc.

3. Descriptions

See Level *a* and *b*, +

a. Pupil is asked to describe what is happening in a picture.

b. Pupil is asked to describe a series of pictures.

c. Pupil is asked to tell a story about the picture including what happened before the scene and what is going to happen next.

d. Pupil tells about a trip s/he made.

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e.g. - What is this?

- Tell me something in the picture that is green (adjectives describing color)
long (adjectives describing size)
soft (adjectives describing texture)

Tasks

At Level *b* (strings of words/phrases)

1. Greetings

2. Personal Information

Pupil is able to tell his name, address, age, likes and dislikes.

3. Descriptions

See level *a* and

- b. Teacher describes item. Pupil guesses item.

Reverse roles: Pupil describes item. Teacher guesses.

It is long, soft and yellow.

- c. Same as *a* but about picture.

Tasks

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1. Greetings

2. Personal Information

See Level *a* and *b*, + able to talk about after school events, hobbies, pets, food & drink, the weather, transportation etc.

3. Descriptions

See Level *a* and *b*, +

Pupil is asked to describe what is happening in a picture.

Tasks

At Level *d* (more than one sentence)

1. Greetings

2. Personal Information

See Level *a* and *b*, + able to talk about after school events, hobbies, pets, food & drink, the weather, transportation etc.

3. Descriptions

See Level *a* and *b*, +

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