

Oracy Assessment – AfL Task

Presentation

Presentation tasks should give students the opportunity to present information, viewpoints and ideas appropriately for a specific audience.

Within any presentation task the students should have the opportunity to show how well they can:

- control the fluency and pace of their speech
- project their voice and vary their tone
- use gesture, posture and eye contact
- use appropriate vocabulary
- organise talk content to convey meaning
- manage time
- take account of the level of understanding of the audience, where this is appropriate to the activity
- use metaphor, humour, irony, mimicry and other rhetorical devices
- display self-assurance, liveliness and flair in speaking.

These talk objectives for the task need to be shared with the students in order that they can understand what is expected of them and so that they can peer and self-assess at the end of the lesson.

Presentation activity

As this is an AfL task, it should ideally be a part of the activity of a normal lesson. Look for an opportunity to integrate a presentation task into your curriculum teaching, as the students need to have something pertinent to talk about. Your assessment focus, however, will be on specific students within your class. Most presentation activities will probably require no equipment of any sort, but of course a student may wish to use PowerPoint or some other illustrative material for their talk.

As an example, if you were teaching a set text in English, it would be appropriate to devise a presentation task where the students could each talk for a few minutes to

the rest of the class about a book, poem, film, website or other suitable text. They might give a synopsis and a critique of the aspects of the text that are the focus of the lesson. In using a fictional text, for example, students might be required to present an analysis of a particular character, provide a clear synopsis of the whole text, explain and comment on a particular incident in the text or discuss why the text fits within a particular genre.

Assessment procedure

1. Select the students on whom you want to focus for assessment in this lesson. Keep the number limited so that you are able to make a written assessment at the end of the lesson.
2. Discuss the talk objectives (see above) for the lesson with the students, so that they know what you are looking for and what they will be expected to think about when assessing themselves.
3. During the lesson, pay particular attention to how well the students you are assessing achieve these objectives. If possible, make notes on your observations.
4. At the end of the lesson, allow all the students the opportunity to use the self- and peer-assessment sheets to give themselves and others 'three stars and a wish'. (You may, of course, wish to use an AfL procedure that you have already established for your class.) Whilst they are doing this, take the opportunity to complete the skills assessment sheets for the particular students you are focusing on.
5. If there is time, discuss the students' self- and peer assessments with them, in relation to the objectives.

Oracy Assessment Protocol

AfL Task: Presentation

For each skill, a student is assessed on a three-way, GOLD/SILVER/BRONZE scale:

GOLD means 'consistently demonstrates this skill'.

SILVER means 'demonstrates this skill some of the time'.

BRONZE means 'rarely or never demonstrates this skill yet'.

Make notes below during the task to help with your ratings.

Student Name:

Teacher assessment

Oracy Skill	
Physical	
1 a) fluency and pace of speech	
1 b) tonal variation	
1 c) clarity of pronunciation	
1 d) voice projection	
2 a) gesture and posture	
2 b) facial expression and eye contact	
Linguistic	
3 appropriate vocabulary choice	
5 structure and organisation of talk	
6 rhetorical techniques, such as metaphor, humour, irony and mimicry	
Cognitive	
7 a) choice of content to convey meaning and intention	
9 b) time management	
11 taking account of level of understanding of the audience	
Social & Emotional	
14 a) self-assurance	
14 b) liveliness and flair	

Overall assessment	

Self- and peer assessment

How do you think you did on this task?

Give **yourself** 3 stars and a wish from this list:

Name:	
I talked at a speed which allowed listeners enough time to understand what I was saying.	
I spoke loudly enough and changed my tone of voice when necessary.	
I chose the right words for my subject.	
I organised the content well	
I used gesture, posture and eye contact to support what I was saying.	
I managed the timing of my talk well.	
I thought about whether the audience was understanding what I was saying and tried to make my talk appropriate for them.	
I used metaphor, humour, mimicry or other ways of speaking to get the audience interested.	
I was confident and lively when I spoke.	

Identify one other person who gave a presentation.

How do you think they did on this task?

Give **them** 3 stars and a wish from this list:

Name:	
They talked at an appropriate speed.	
They spoke clearly and with changes in tone when necessary.	
They chose the right words for their subject.	
They organised the content well	
They used gesture, posture and eye contact.	
They managed the timing of their talk well.	
They thought about what the audience was understanding and tried to make the talk appropriate for them.	
They used metaphor, humour, mimicry or other ways of speaking to get the audience interested.	
They were confident and lively when speaking.	

Be prepared to talk about this with other groups of students and your teacher.