

Oracy Assessment – AfL Task

Role Play

Role play tasks allow two or more people to act out a particular fictional scenario, and so provide some good opportunities for practising and demonstrating oracy skills.

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

- use their voice with appropriate tone and projection for the role
- use gesture, posture, facial expression and eye contact
- talk in an appropriate style for the role
- take account of the audience response
- listen to other people playing roles and respond appropriately
- 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.

Role play activity

As this is an AfL task, it should ideally be a part of the activity of a normal lesson. Look for an appropriate topic for role play within your curriculum scheme of work. Your assessment focus can be on specific individuals or groups within your class. Many role play activities will require no equipment of any sort, whilst others may require a stimulus or props.

As an example, if you were teaching a unit of work on a particular text as part of the English curriculum, a simple role play task would be to set up pairs of students to interview each other. One would take the role of a character in the text and the other would interview them, perhaps about some event with which that character is involved.

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: Role Play

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 Names:

Teacher assessment

Oracy Skill	Student A	Student B	Student C
Physical			
1 b) tonal variation			

1 d) voice projection			
2 a) gesture and posture			
2 b) facial expression and eye contact			
Linguistic			
4 a) register			
Cognitive			
9 a) maintaining focus on task			
11 taking account of level of understanding of the audience			
Social & Emotional			
13 listening actively and responding appropriately			
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 was able to use my voice with appropriate tone and projection for the role.	
I used gestures, posture, facial expression and eye contact.	
I used the kind of language and speech that suited the role I was playing.	
I took account of the response of the audience.	
I listened to other people playing roles and responded appropriately.	
I was confident and lively when I spoke.	

Select one person who was involved in the role play with you.

Give **your selected person** 3 stars and a wish from this list:

Name:	
They were able to use their voice with appropriate tone and projection for the role.	
They used gestures, posture, facial expression and eye contact.	
They used the kind of language and speech that suited the role they were playing.	
They took account of the response of the audience.	
They listened to other people playing roles and responded appropriately.	
They were confident and lively when they spoke.	

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