



# PT3

Pentaksiran Tingkatan 3

## Instructions to Speaking Examiners

*To be used from 2019*

*Revised version*

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## INTRODUCTION

### THIS BOOKLET

This manual is to be used by all teachers who are involved in the delivery and assessment of the Pentaksiran Tingkatan 3 (PT3) Speaking test.

Please note that there are separate documents that you will also need to refer to in the training and delivery of assessments. Where relevant, these are noted in this booklet.

Examinations Syndicate (ES) welcomes feedback on this booklet. Teacher-examiners who would like to pass on comments may do so via the examiner hierarchy system or directly to ES.

### A NOTE ABOUT TERMINOLOGY

Given that the teacher is engaged as an examiner, from this point onwards the term used in this booklet will be 'examiner' but this also refers to all 'teacher-examiners' who assess PT3 Speaking test.

### SECURITY AND CONFIDENTIALITY

All test materials are **restricted to examiners**. Examiners are responsible for the security of materials at all times when the materials are in their possession.

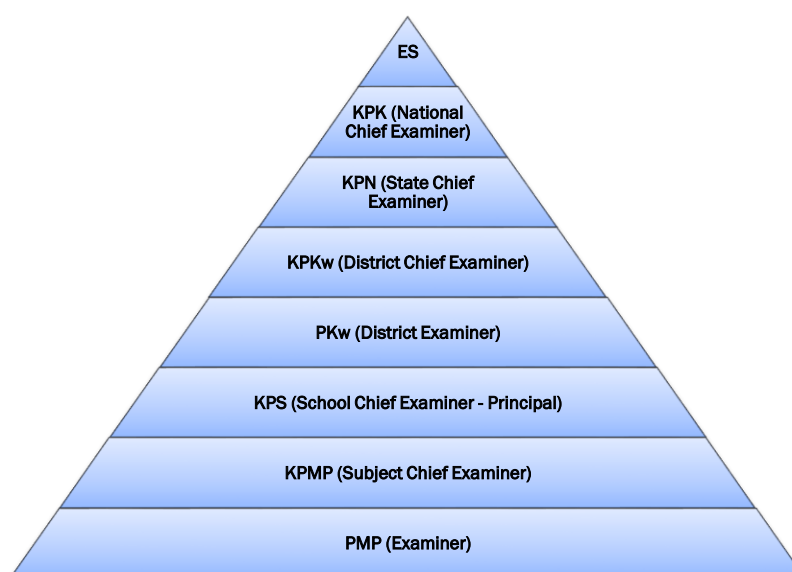
Examiners must **not** discuss the test materials with anyone other than a fellow ES Examiner. During and after live marking, examiners **must not**, under any circumstances, divulge information about the performance of candidates or the scores awarded **until notified that they are allowed to do so**.

## THE ES EXAMINER MANAGEMENT SYSTEM

ES examining process uses a hierarchical structure where more experienced examiners are expected to support and monitor the performance of less experienced examiners.

The hierarchy is shown below.

### EXAMINATION PERSONNEL



## TRAINING

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All Speaking Examiners (SEs) must complete an annual training phase prior to the Speaking test window. This may be conducted face-to-face or remotely. Regardless of mode of delivery, the following must be covered in training:

- **Standardisation of Procedure**  
This focuses on ensuring examiners know how to administer the test in a standardised manner.
- **Standardisation of Assessment**  
This focuses on ensuring that examiners are able to interpret the assessment scales consistently and appropriately.

The Speaking Test is arguably the most challenging for examiners, in that they are involved not only in the assessment of the candidates' language but also in the generation of that language.

Examiners have a responsibility to ensure that they provide the conditions which allow candidates to perform to the best of their abilities.

The annual training of Speaking Test examining will usually cover:

- the test format and materials
- preparing the test room
- minimising security risks
- using the interlocutor frame (adhering to a script while speaking naturally)
- interlocuting effectively
- catering for candidates with special requirements
- interpreting and applying the assessment criteria
- completing score sheets
- uploading recordings for double marking etc.

## PERFORMANCE FEEDBACK

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Feedback is provided to examiners following consideration of various aspects of their performance.

The most significant of several sources of feedback information is face-to-face monitoring of SEs during live Speaking tests by Examination Personnel (EP). Monitoring must take place at least once a year. SEs must record Speaking tests if requested by ES, when face-to-face monitoring is not possible.

During monitoring, EP refer to the 14-point checklist below.

1. Be appropriately professional in appearance and manner.
2. Provides a suitable test environment with the resources available.
3. Carries out the test according to prescribed procedure.
4. Keeps to prescribed timing.
5. Delivers the interlocutor frame naturally, clearly, and at an appropriate speed and volume.
6. Keeps consistently to the interlocutor frame.
7. Handles test materials efficiently.
8. Provides the opportunity for each candidate to produce the required sample of language.
9. Is courteous and suitably encouraging throughout the test.
10. Manages effectively any problems that may arise during the test.

11. Provides appropriate overall assessments and can relate these, when required, to the scales.
12. Provides appropriate analytical assessments and can relate these, when required, to the scales.
13. Always has printed assessment scales to hand.
14. Completes score sheets in full and correctly.

Examiners must respond positively to guidance given in the context of training and/or monitoring.

Additional performance feedback may stem from random or targeted sampling of an examiner's assessment, based on recordings of tests they have carried out with candidates. This may be requested by ES as part of broader annual monitoring activities to ensure fairness and trust in the PT3 Speaking test.

## SPEAKING TEST ROLES AND RESPONSIBILITIES

### SPEAKING EXAMINER RESPONSIBILITIES

Speaking Examiners must:

- maintain the security and confidentiality of the Speaking test and assessment criteria
- ensure that all candidates are treated fairly and in accordance with the instructions in this booklet
- be familiar with all relevant sections of this booklet
- be familiar with the appropriate test procedure
- be familiar with the appropriate test materials and use them as instructed
- be familiar with the appropriate assessment criteria and apply them as instructed
- familiarise themselves with all relevant updates and revisions as appropriate
- be professional in their dress and behaviour, to meet candidate expectations. Clothing should be clean and tidy. All electronic devices must be switched off. Examiners should be supportive and flexible, as appropriate.
- minimise security risks by:
  - varying the test materials, using the **full** range of tasks in the pack
  - ensuring that all test materials remain clean and unmarked
  - retrieving materials **exactly as instructed** in the interlocutor frame
  - ensuring that no test materials are taken out of their possession
  - ensuring that arrangements have been put in place before the examining session begins to prevent contact between candidates who have taken the test and those who are about to take it
  - maintaining the confidentiality of the examination materials throughout the examining period and thereafter.
- take the following to each examining session:
  - all the current test materials for the examination level
  - the current *Instructions to Speaking Examiners* booklet, which includes the assessment scales
  - soft pencils, a pencil sharpener, an eraser and rulers
  - a reliable clock or watch which shows seconds, and which doesn't have a loud tick. Clocks/watches must not be set to emit noises to signal the timings of the different parts of the test
  - examining assignment details

- paper or a notepad for candidate names and timing of tests
- maintain a friendly but professional manner at all times with candidates and bear in mind that all candidates should be treated in the same way.
- create a non-intimidating atmosphere so as to encourage candidates to perform to the best of their ability. This may involve making adjustments to furniture layout, lighting and ventilation. The available furniture should be arranged in the most suitable way possible, creating an informal but professional atmosphere. For example, in a very large room the table used should be placed near the door, as candidates can find it intimidating to have to walk the length of the room under the gaze of examiners. It is important to check that the candidates, as well as the examiners, have enough light to see the test materials clearly and that light is not shining directly into the candidates' eyes.

The appropriate arrangement of the Speaking test examination room layout is illustrated below.

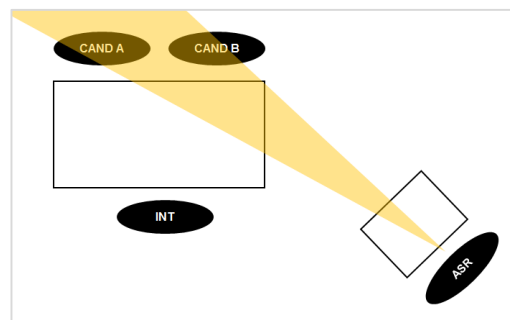


Diagram 1

The Interlocutor (INT) should sit in front of the two candidates (who are sat side by side). The Assessor (ASR) should sit to one side near enough that they can see and hear everything clearly.

## SPEAKING EXAMINER ROLES

Two Speaking Examiners are always required for the test.

Speaking Examiners must be familiar with the two different roles and responsibilities of interlocutor and assessor. The interlocutor is the teacher who teaches the candidates and the assessor can be any English Language teacher in the school.

The **interlocutor** manages the interaction in the test and assesses the candidates using the **overall spoken performance scale**. In order to deliver the test equally to all candidates, the interlocutor must:

- adhere strictly to the interlocutor frame and instructions, using the candidates' names correctly at the required points in the test. Research has shown that the use of unscripted comments and asides creates an unfair test and can, therefore, have a negative impact on a candidate's performance.
- keep a discreet eye on the clock/watch to ensure they keep to the prescribed timings for all parts of the test
- ensure that all candidates are treated fairly and are given an equal opportunity to speak
- follow the **Missing Scores Checklist** on the relevant overall spoken performance scale page (see page 19) of this booklet to ensure the assessor completes the scores fully and accurately on the score sheets.

The **assessor** assesses the candidates' performance using the **analytical assessment scales** and is responsible for ensuring the score sheets are completed accurately and fully. In order to ensure all candidates are treated fairly, the assessor must:

- sit a little to one side where s/he can see the candidates' faces and is able to hear the candidates clearly (see Diagram 1)
- listen to the candidates (but not distract them by engaging them in eye contact), and take no active role in the interaction
- finalise the analytical scales scores by the end of the test and enter them on the score sheets
- follow the Missing Scores Checklist procedure with the interlocutor

Speaking Examiners must:

- make their assessments independently, using the appropriate scales. They must not adjust their scores in light of those given by their co-examiner. Each Speaking Examiner makes their assessment from a different perspective, using different criteria. Both sets of scores are used to calculate the candidate's final Speaking test score.

## LEVEL OF INTERLOCUTOR INVOLVEMENT

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The interlocutor's role in the Speaking tests is largely confined to setting up tasks and delivering scripted rubrics. Certain principles of interlocutor behaviour should be borne in mind, however, and should guide interlocutors where it may be necessary to intervene.

## EQUAL OPPORTUNITIES

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Care should always be taken to ensure that all candidates are given equal opportunities to show their language abilities. This does not mean that candidates will necessarily contribute equally, as their contribution is likely to reflect their ability, but they should have an equal opportunity to take part. Adherence to the scripted rubrics ensures the appropriate level of language input and equality of opportunity amongst candidates.

## EYE CONTACT

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Eye contact suggests interest in what people are saying and is thus important in those parts of the test where candidates are addressing the interlocutor. However, in order to encourage candidate-to-candidate interaction, it may sometimes be necessary to withdraw eye contact to prevent candidates addressing the interlocutor rather than their partner(s). The interlocutor must be careful to ensure this is not interpreted as a lack of interest or engagement with what candidates are saying.

## NON-VERBAL REDIRECTION

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Attempts to 'help' candidates who are slow to respond or reluctant to take part may not always be helpful. Verbal intervention from the interlocutor, especially unscripted rephrasing, can be a further source of confusion or lead to a break in concentration. Interlocutors should, therefore, use eye contact and gestures in the first instance to indicate that, for example, one candidate needs to take a fuller part, or that another aspect of the prompt material might be addressed.

## REDIRECTION THROUGH PROMPTING

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When interaction has clearly broken down, or fails to develop initially, the interlocutor will need to intervene. This should take the form of additional prompts to redirect the candidates towards the

tasks. Interlocutors must not appear to be taking part in the tasks themselves, however, and so direct questions related to the material or topic under discussion must be avoided. Redirection may take the form of:

- repetition of all or part of the rubric;
- pointing to a task in the Candidate booklet;
- use of a scripted back-up question/prompt.

## MARKING PROCEDURE

Speaking Examiners must be thoroughly familiar with:

- the level of the Speaking test they are examining
- the assessment criteria
- both the analytical and overall production scales, as they will be expected to act as both interlocutor and assessor during the course of the examining session.

## THE INTERLOCUTOR

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The interlocutor uses the overall spoken performance scale and refers to it after the end of the test (as well as while the candidates are involved in the collaborative tasks and possibly during the long turns).

The interlocutor must be able to refer to the scale easily but out of view of the candidates. This may be achieved by keeping this booklet (open at the relevant page) on their lap.

The interlocutor uses the 'Missing Scores Checklist' to ensure that the assessor completes scores fully and accurately (e.g. 'Have you got their scores for ...')

The interlocutor must carefully check that all scores and other details have been entered on the score sheets. Ensuring that all score sheets have been completed is the responsibility of the interlocutor. The omission of any of the required information or the addition of unnecessary information may have an adverse effect on the accurate processing of candidates' results.

Where a test is being recorded for monitoring purposes it is also the responsibility of the interlocutor to ensure the recording is made, is clear and is submitted to ES or the relevant examination personnel, as instructed.

## THE ASSESSOR

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The assessor uses the analytical scales and refers to them constantly during the test.

The assessor finalises all the analytical scores and enters them onto the score sheets by the end of the test. Scores are entered directly onto the score sheets out of view of the candidates.

## BOTH EXAMINERS

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Examiners must not divulge scores to anyone, and no separate record of scores is to be kept.

## SCORE SHEET COMPLETION

All examiners must study the score sheets carefully before examining to ensure details are correct.

Completed score sheets must be kept secure during the examining session. The assessor should hand in his/her score sheet to the interlocutor at the end of the Speaking session.



## RECORDING OF TESTS

As mentioned above, schools will be required periodically to supply recordings of speaking tests in order to ensure standardisation of assessment more broadly.

Schools and teachers will be notified by ES in advance of the testing window for Speaking if this is required, providing details of how to submit recordings for review.

Recordings may also be used by senior examiners for more localized monitoring, again, you will be notified by your senior examiner if this is required.

The notification will include instructions regarding how to submit materials (audio and score sheets).

## THE PT3 SPEAKING TEST

### THE FORMAT OF THE PT3 SPEAKING

The standard paired test takes 10-11 minutes and consists of three parts which are designed to elicit a range of speaking skills from the candidates.

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 1 Interview 2-3 minutes	Interlocutor interviews candidates	Interlocutor frame provides all questions for interlocutor.	Responding to questions	Giving factual information about self (bio data) Talking about present circumstances Expressing opinions Explaining and giving reasons Talking about future plans Talking about past experience
Part 2 Prompt-card story 4-5 minutes	Individual long turn (story telling) with a short response question for partner	Candidate A is given a series of pictures which tell a story, they are asked to create the story. (up to 1 minute to describe images with 45 seconds to prepare). Candidate B is given a short question on his/her partner's story. Then repeat for Candidate B with a different set of visuals.	Story telling Sustaining a long turn Managing discourse: <ul style="list-style-type: none"> <li>• Coherence and clarity of message</li> <li>• Organisation of language and ideas</li> <li>• Accuracy and appropriateness of linguistic resources</li> </ul>	Giving information of a non-personal kind Explaining and giving reasons Describing people, places and situations Naming personal characteristics, objects and activities Paraphrasing words and ideas if necessary
Part 3 Discussion task (mind map) 3 minutes	Candidate discussion, prompted by interlocutor	Interlocutor presents both candidates with a mind map which has a focus question and supporting ideas to draw from.  The question acts as a stimulus for a short discussion (1-2 minutes) between candidates.	Turn-taking and responding appropriately Negotiating Initiating Developing topics	Explaining and giving reasons Exchanging information and opinions (likes/dislikes, preferences, experiences, habits, etc.) Expressing and justifying opinions Negotiating agreement Making and responding to suggestions Discussing alternatives

Time given includes the time needed for the reading of rubrics, handing out and collecting of materials etc. For reasons of test reliability and fairness to candidates, the time spent on the individual parts of the test should not vary from that indicated.

Candidates' contributions at this level may be limited and it is quite acceptable for standard paired tests to take no longer than 9 minutes in total, provided the frame has been strictly adhered to.

## THE SPEAKING TEST PACK

The speaking pack consists of:

- the **Examiner booklet**, containing the list of contents, the complete interlocutor frame and copies of all the visuals for the Speaking Examiner's reference
- the **Candidate booklets**, containing all of the materials that candidates use for Part 2 and Part 3 of the test
- the **Mark Scheme booklet**, containing scales and score sheets for both examiners

**Part 1:** There is one interlocutor frame for use with all candidates in Part 1 of the test.

**Part 2 and Part 3:** There will be a selection of candidate booklets to select from which should be varied in use to ensure less predictability of content.

## THE INTERLOCUTOR FRAME

The examiner booklet is in the form of 'interlocutor frames'. These frames specify:

- which candidate(s) to address and the exact wording to use
- when to hand out and collect visual materials
- the time allocated to each stage

## TIMING

It is important, for reasons of test reliability and fairness to candidates, that all tests are of the same length and that the time spent on the individual parts of the test does not vary from that indicated.

## PT3 SPEAKING TEST PROCEDURE

### BEFORE EACH TEST

Interlocutors should select the candidate booklet before the beginning of each test, and then ask appropriate Part 1 questions so that any overlap of topic may be avoided.

Once the material has been selected, the interlocutor should do the following:

- locate the relevant pages in the Examiner booklet and mark them with a post-it note or other bookmark, so that they are easy to find during the test. (The interlocutor should not fold down the corners of the pages or mark the booklets using a pen or pencil.)
- place the Examiner booklet on the table, open at Part 1
- open the Part 2 Candidate booklet at the appropriate page of visuals, ensuring that the booklet is completely folded back on itself and that the visuals for Candidate A and B are easy to locate quickly
- place the Part 2 Candidate booklet on the table underneath the Examiner booklet
- open the Part 3 Candidate booklet at the appropriate page, ensuring that the booklet is completely folded back on itself

## PART 1: INTERVIEW

### TIMING

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2-3 minutes

### PURPOSE

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In Part 1, candidates are given the opportunity to offer personal information and to respond appropriately.

### PROCEDURE

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The interlocutor first greets the candidates, and then introduces him/herself and the assessor. The assessor should smile and greet the candidates when introduced. The interlocutor asks the candidates their names. Candidates are usually addressed by their names, and the interlocutor and assessor should make a discreet note of these on spare paper at the beginning of each test. The timing of the test begins when the interlocutor greets the candidates, this should also be noted discretely.

The interlocutor addresses each candidate in turn, selecting two questions from the interlocutor frame (see frame for details).

The interaction should comprise a number of short turns, with the candidates addressed alternately, rather than two individual long turns. Candidates are not expected to interact with each other in this part. However, if they naturally respond to each other, this should not be discouraged. The interlocutor should remain in control of the interaction throughout Part 1.

### SELECTION OF QUESTIONS

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The task of the interlocutor in Part 1 is to elicit personal information from both candidates by asking a variety of questions from the list of topics on the interlocutor frame. Each candidate should be given time to expand on their answers. It is not necessary for the interlocutor to use the questions in the order listed. Examiners should keep in mind the need to vary the questions asked, in order to maintain test security.

Interlocutors must not ask unscripted supplementary questions. The interlocutor frame does not always allow as much flexibility as would be needed to make the interview completely natural. However, the main purpose of the interview is to ensure fairness to all candidates, rather than to have a completely natural conversation.

### EQUAL OPPORTUNITIES TO SPEAK

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Interlocutors should vary the sequence of turns (i.e. Candidate B should not always be asked to answer after Candidate A): new topics should be introduced to both candidates in turn. Interlocutors should also be ready to use the scripted follow-up questions with reticent candidates (e.g. 'Why?' or 'Why not?') if provided in the interlocutor frame. Interlocutors may use the candidates' names, as well as gestures and enquiring looks, in order to encourage candidates to speak.

## PREPARED SPEECHES

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It is expected that some candidates' responses will sound rehearsed in Part 1, as talking about oneself is the most familiar of topics. However, lengthy and obviously prepared speeches should be tactfully intercepted and deflected.

## PART 2: LONG TURN

### TIMING

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Candidates are asked to speak for about 1 minute each, but a total of 4-5 minutes is allowed, to include rubric delivery and the listening candidate's brief response.

### PURPOSE

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In Part 2, candidates are given the opportunity to impart information etc. through independent long turns.

### PROCEDURE

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The interlocutor gives an individual task to each candidate in turn. This consists of a set of pictures, which the candidate is asked to create a brief narrative from. Each candidate has a long turn of approximately 1 minute, which is followed by a response of approximately 15 seconds from the listening candidate.

This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long (er) turn.

The interlocutor gives an individual task to each candidate in turn.

Interlocutor frame and visual materials are handled as follows:

The interlocutor turns to the appropriate page of the Examiner booklet and reads the rubric for the task.

When instructed by the interlocutor frame, the interlocutor opens to Part 2 in the Candidate booklet and places it in front of Candidate A. The candidates should be discouraged from picking up the booklet and should allow each other to see the visuals.

The interlocutor then allows the Candidate A 45 seconds to look at the task before prompting him/her to begin 'Okay, are you ready? ...'

After Candidate A's long turn and Candidate B's response, the interlocutor retrieves the booklet.

This is then repeated for Candidate B (with Candidate A answering the relevant listening candidate response).

### HANDLING THE LONG TURN

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In order to ensure reliability of the Speaking test and fairness to candidates, it is important that candidates are given up to one full minute for their long turn. Interlocutors may encourage reticent candidates to speak through use of gesture and eye contact, repetition of all or part of the rubric, use of the back-up prompts provided in the interlocutor frame, or by directing the candidate to the

visuals. But if a candidate has spoken with difficulty for at least 35 seconds and then comes to a stop, it may be more appropriate to proceed to the next part of the test before the one minute has elapsed.

The only circumstances in which it is permissible for the interlocutor to bring the long turn to a close before 35 seconds have elapsed is when the candidate explicitly states that he/she will make no further contribution (e.g. 'That's it!' or 'I've finished') or appears distressed.

However, interlocutors must always wait for at least 5 seconds before saying 'Thank you' and bringing the long turn to a premature close. This pause ensures that candidates are given an opportunity to extend their long turn if they wish.

It will be necessary for the interlocutor to interrupt a candidate who is still speaking at the end of the one minute with a polite but firm 'Thank you'.

## HANDLING THE LISTENING CANDIDATE'S RESPONSE

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It should be noted that the interlocutor frame gives approximately 15 seconds for the listening candidate's response. Although there is no requirement for candidates to use the full 15 seconds, interlocutors can ask the 'Why?' or 'Why not?' follow-up prompts to encourage candidates to expand upon a particularly brief response (e.g. 'Yes' or 'No'). It will be necessary for the interlocutor to interrupt a candidate who is still speaking after 25 seconds with a polite but firm 'Thank you'.

Note: Although the listening candidate is required to make a response after the other candidate's long turn, they should not be assessed on their understanding of what the other candidate has said.

## PART 3: COLLABORATIVE TASK

### TIMING

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Part 3 is allotted a total time of 3 minutes. Candidates are asked to speak together for 1-2 minute discussion prompted by a mind map which presents a central focus question and surrounding ideas.

### PURPOSE

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In Part 3, candidates are given the opportunity to impart and exchange information, attitudes and opinions through collaboration and negotiation with each other.

Although candidates are asked to negotiate towards a decision in the second part of the Part 3 task rubric, what is being assessed is not the completion of the task, but the quality of the language used in the discussion and the working towards a decision.

If candidates fail to reach a decision, they should not be (re)prompted to do so.

### PROCEDURE

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The interlocutor sets up the task according to the interlocutor frame.

When instructed by the interlocutor frame\*, the interlocutor opens to Part 3 in the Candidate booklet and places it in front of the candidates, ensuring that both candidates can see the visuals. The candidates should be discouraged from picking up the booklet.

\*Although the frame instructs interlocutors to place the booklet in front of the candidates after reading the first part of the rubric, interlocutors may choose to place the booklet in front of the candidates while delivering the line: 'Here are some ...'. This also allows the interlocutor to indicate the prompts with a hand gesture at the same time.

The interlocutor waits for 15 seconds and then reads the second part of the discussion phase rubric (i.e. 'Now, talk together ...'). If candidates start speaking immediately after the first part of the rubric has been read out, the interlocutor should stop them by repeating the instruction 'First you have some time to look at the task' accompanied by a raised hand gesture.

The interlocutor may indicate with hand gestures that the candidates should interact with each other and begin the task. The interlocutor further emphasises his/her non-participation in this part of the test by not maintaining eye contact.

Care should be taken to avoid situations in which the candidates begin to address the interlocutor rather than each other.

### IN ANY CASES OF BREAKDOWN OF INTERACTION

This is the only part of the test in which the candidates are completely in control of the interaction. They need time, especially at the beginning of this part, to engage with the task and negotiate their turns. Interlocutors should withdraw eye contact and allow moments of silence in this part. If the interaction fails to develop, however, or breaks down completely, the interlocutor should intercede and give an additional prompt. This can take the form of:

- a repetition of all or part of the rubric
- use of back-up prompts provided in the interlocutor frame
- pointing to the central question and/or written prompts.

If the candidates fail to respond to such additional encouragement to speak, it may be necessary to draw this part of the test to a premature close.

At the end of Part 3, the interlocutor says 'Thank you. That is the end of the test', retrieves the Candidate booklet and places it back underneath the Examiner booklet.

### USING THE ASSESSMENT SCALES

Descriptors focus in a positive manner on what candidates can, rather than cannot, do at each of the Band levels. Examiners should make use of all the scores available, including, where appropriate, the score 0, which means that a candidate has not met the Band 1 descriptor.

Candidates must be assessed according to their actual performance and not according to what examiners feel candidates may be capable of producing. Examiners should apply the scales by matching the candidate's performance to the appropriate descriptor.

In both the analytical and overall production scales, detailed descriptors are provided for Bands 1, 3 and 5. Where an approximately equal mixture of the features described in Bands 3 and 5 occurs, a score of 4 would be awarded. An approximately equal mixture of features described in Bands 1 and 3 would lead to a score of 2. The half scores allow for further fine-tuning, as appropriate.

Each criterion descriptor\* should be interpreted independently of any other descriptors and should be applied in its own right.

\*A *Glossary of Terms* is provided in **Appendix 1** to help examiners understand and interpret concepts in a consistent way.

The Assessment Scales are provided in **Appendix 2** of this booklet. These must be referred to throughout assessments.



## APPENDIX 1 GLOSSARY OF TERMS

<b>appropriate vocabulary</b>	words used are suitable to the context of the given task
<b>ask for clarification</b>	request for further explanation on any unclear ideas
<b>basic information</b>	simple ideas of common issues (e.g. <i>how do you spend your money?</i> )
<b>basic vocabulary</b>	simple words to convey ideas
<b>cohesive devices</b>	Word or words which indicate relationship between utterances e.g. furthermore, in addition, therefore
<b>high frequency connectors</b>	basic high frequency linking words (e.g. and, but, or, and so)
<b>does not produce sufficient language to be assessed</b>	only able to provide little relevant response
<b>errors</b>	systematic mistakes
<b>everyday situations</b>	daily context (e.g. school life, friendship, family)
<b>false starts</b>	unsuccessful attempts to begin saying something
<b>familiar matters</b>	<u>situations</u> that candidates have some knowledge or personal experience
<b>familiar topics</b>	<u>subjects</u> that candidates have some knowledge or personal experience
<b>frequent repetition</b>	saying the same thing (ideas, words, phrases) over and over again
<b>hesitation</b>	the act of pausing before saying something
<b>in a simple and direct way</b>	using simple structures and sentence to convey ideas
<b>inappropriate</b>	unsuitable for a particular situation
<b>initiate, maintain, develop and close a conversation</b>	skills to manage interactive discussion
<b>limited control</b>	unable to sustain accuracy for long
<b>longer responses</b>	ideas that are developed with elaboration and supporting details
<b>pauses</b>	(interruptive) stops or breaks in speaking
<b>prompting</b>	giving helpful encouragement
<b>rehearsed phrases</b>	memorised bits of speech
<b>repeatedly uses language(s) other than English</b>	keeps speaking in some other languages
<b>short phrases</b>	two or three words that don't make up a complete sentence (missing subject-verb pairings)
<b>short utterances</b>	as short as a word or phrase
<b>simple grammatical structures</b>	refers to words, phrases, basic tenses and simple clauses
<b>simple sentences</b>	sentences with just one main clause
<b>simple structures</b>	refers to words, phrases, basic tenses and simple clauses
<b>some repetition</b>	saying one or two words over and over again
<b>initiate, maintain or close a conversation</b>	able to begin and sustain a conversation progressively with a conclusion
<b>sufficient vocabulary</b>	uses a range of adequate words related to the topic/context
<b>support</b>	assistance to continue speaking
<b>to move a discussion forward</b>	to engage and actively contribute in a conversation
<b>use connectors to link words or phrases</b>	uses linking words in short responses ( <i>swimming and eating, jam or butter</i> )
<b>with ease</b>	without doubts or queries / natural and comfortable way

## APPENDIX 2 PT3 SPEAKING ASSESSMENT SCALES

### ANALYTICAL ASSESSMENT SCALES (ASSESSOR)

Score	Grammar	Vocabulary	Communicative Competence
5	<p>Can show a good degree of control of simple grammatical structures.</p> <p>Can form longer sentences and link them together using basic cohesive devices.</p>	<p>Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics.</p> <p>Can convey relevant meaning but may have errors in vocabulary choice.</p>	<p>Can express him/herself clearly though there is some hesitation.</p> <p>Can initiate, maintain, develop and close a conversation with little difficulty.</p> <p>Can ask for clarification and further details in order to move a discussion forward.</p>
4	Candidate performance has aspects of <b>Band 3</b> and <b>Band 5</b> performance.		
3	<p>Can show sufficient control of simple grammatical structures.</p> <p>Can use connectors to link simple sentences.</p>	<p>Can use sufficient vocabulary to talk about everyday situations and familiar topics.</p> <p>Can mostly convey meaning but may use inappropriate vocabulary or some repetition.</p>	<p>Can make him/herself understood but may have pauses and false starts.</p> <p>Can initiate, maintain and close a conversation with some difficulty.</p> <p>Can ask for clarification when necessary.</p>
2	Candidate performance has aspects of <b>Band 1</b> and <b>Band 3</b> performance.		
1	<p>Can show only limited control of simple grammatical structures.</p> <p>Can link words or phrases with very basic connectors.</p>	<p>Can use basic vocabulary to talk about everyday situations and familiar topics.</p> <p>Can produce responses with frequent repetition of words and phrases.</p>	<p>Can manage short utterances with much pausing.</p> <p>Can initiate, maintain and close a conversation with difficulty and using rehearsed phrases.</p> <p>Can indicate with words, intonation and gestures that he/she does not understand.</p>
0	Candidate does not produce sufficient language to be assessed. Candidate uses language(s) other than English.		

OVERALL SPOKEN PERFORMANCE SCALE (INTERLOCUTOR)

Score	Overall Spoken Performance
5	<p>Can understand questions and instructions directed at him/her with ease.</p> <p>Can maintain and develop the interaction by asking and responding to questions and suggestions on familiar matters using longer responses despite hesitation.</p> <p>Requires very little prompting and support.</p>
4	Candidate performance has aspects of <b>Band 3</b> and <b>Band 5</b> performance.
3	<p>Can understand questions and instructions directed at him/her though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain the interaction by asking and responding to questions and suggestions on familiar matters in a simple and direct way.</p> <p>Requires some prompting and support.</p>
2	Candidate performance has aspects of <b>Band 1</b> and <b>Band 3</b> performance.
1	<p>Can understand questions and instructions directed at him/her slowly, directly and repeatedly.</p> <p>Can give basic information on familiar topics using short phrases.</p> <p>Requires prompting and support.</p>
0	<p>Candidate does not produce sufficient language to be assessed.</p> <p>Candidate repeatedly uses language(s) other than English.</p>

TIMING OF TEST	
Part 1	2-3 minutes
Part 2	4-5 minutes
Part 3	3 minutes

**Recording of tests (for monitoring)**

If you are recording your test then you must make sure the recording is clear and ready for submission beforehand.

Candidate index numbers and examiners' names must be clearly indicated in the audio sample you submit for monitoring purposes. For example 'This is Miss Lim as interlocutor, Mr Johan as assessor, with (Candidate A) .... and (Candidate B)' etc. at the start of the recording.

**Missing Scores Checklist**

When the test is finished the interlocutor asks the assessor: "Have you got their scores for Grammar?"

Assessor then physically checks and answers: "Check."

The interlocutor then asks: "Have you got their scores for Vocabulary?"

Assessor then physically checks and answers: "Check."

The interlocutor then asks: "Have you got their scores for Communicative Competence?"

Assessor then physically checks and answers: "Check."

*Note: the interlocutor must check that candidates' index numbers are correct before moving on.*

NOTES