

INSTRUCTIONS FOR SPEAKING TESTS

Warm-up

As the student enters the room, greet him in an easy, natural way to help him/her gain confidence before the formal test begins. Examples:

Buenos días.	Bonjour!	Guten Tag!
¿Cómo te va?	Comment vas tu?	Wie geht's?
Siéntate no más.	Comment trouves-tu le	Bist du schon angekommen?
¿Cómo te llamas?	festival de langues ?	Wie lange studierst
¿Cuántos años tienes?	Penses-tu avoir un prix?	du schon Deutsch?
¿Dónde vives?	Qui est ton professeur	Und wie gefällt es dir?
	de Français?	Wer ist dein Lehrer?
	Est-il venu aujourd'hui?	

PART I

Give students the set of cards and ask them to identify the pictures. Instruct them whether to give or omit the indefinite article (as decided by the testing committee) and to pause before repeating, if a second try is permitted. If they do not know the item represented, the examiner may pronounce it and rate them for echoic behavior as they repeat or ask them to turn the card over and read the printed word. A scale from 3 to 0 is recommended for scoring (superior, acceptable, deficient, failed to respond). If desired, a uniform procedure may be adopted wherein one point is subtracted when the contestant does not know a word (or gets the article wrong) and his subsequent echoic or textual behavior is then rated from 2 to 0.

Although the drawings have been prepared with care, it is possible that acceptable responses other than those anticipated may be produced. The examining committee should establish a uniform procedure in such instances, accepting one or more of the following possibilities: a) students are rated on the quality of the unexpected response: b) they are asked to echo or read the standard response: c) they receive prompting (in English or the foreign language) enabling them to produce the desired response. It would be fair in such instances to rate the contestants on the original 3 to 0 basis.

Very few items, if any, are included in Part I for testing the suprasegmental aspects of speech. Students' control of stress, pitch, juncture and rhythm may be evaluated to some extent in Parts II and III.

PART II

In this part the visual stimuli are more complex and consequently more ambiguous, but the audio stimulus provided by the examiner in each case helps narrow the student's response to the desired one. It is intended that responses be judged primarily for grammatical correctness. Alternate responses produced by contestants do not effect whatever validity such a relatively small sampling may have and should be scored directly on the same basis. The same rating scale as for Part I is recommended.

PART III

It is recommended that contestants be given an opportunity to display their skill in "free" conversation, with a teammate or with the examiner. For this purpose conversational situations may be established ("At the Dance," "Going to the Movies," etc.) and realia or pictures used to create a degree of realism. Scoring, in this case, is necessarily more subjective, but this difficulty is unimportant considering the over-all objective of strengthening the students' capacity for sustained speech and rewarding them for their progress. The same rating scale employed in Parts I and II may be used and the total multiplied by a factor giving it the weight the examining committee considers appropriate.

If the "team" approach is used, two examiners may occupy one room and in separate corners test one of the teammates on parts I and II. For Part III both judges rate the contestants and establish the relative standing of the team in comparison with other teams which they judge. Awards may be made on either an individual or team basis or both.



SPEAKING TEST







(See "Instructions for Speaking Tests" for general information)

PART I : Twenty small cards, with the objects depicted named on the reverse side

As an aid to rapid evaluation, the items presented on the cards are listed on the individual scoring sheets under numbers 1 to 20. The letters that are underlined call attention to key pronunciation problems.

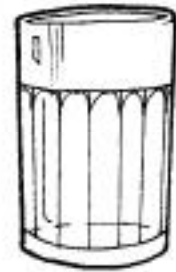
PART II : Seven larger cards with numbered conversational cues

Ask the questions (and impart instructions) for each set of drawings according to rules set by the testing committee regarding the number of times questions may be repeated, rate of delivery, permissible prompting, etc. Instruct students to include a verb in their responses to assure that the reply will be of sufficient length to include the items selected for testing. Key elements of the expected responses are given on the scoring sheet.

- Card 1. 21.  ¿es el muchacho?
22.  ¿es el niño?
23.  ¿está preparado?
24.  ¿es el hombre de particular?
25.  ¿tiene la niña la moneda?
26.  ¿tiene agua?

Card 2. Instruct the student to formulate commands suggested by the six drawings. Students may be left free to use either the formal or familiar forms or be required to give both, as the testing committee may direct.

(Numbers 27 to 32)

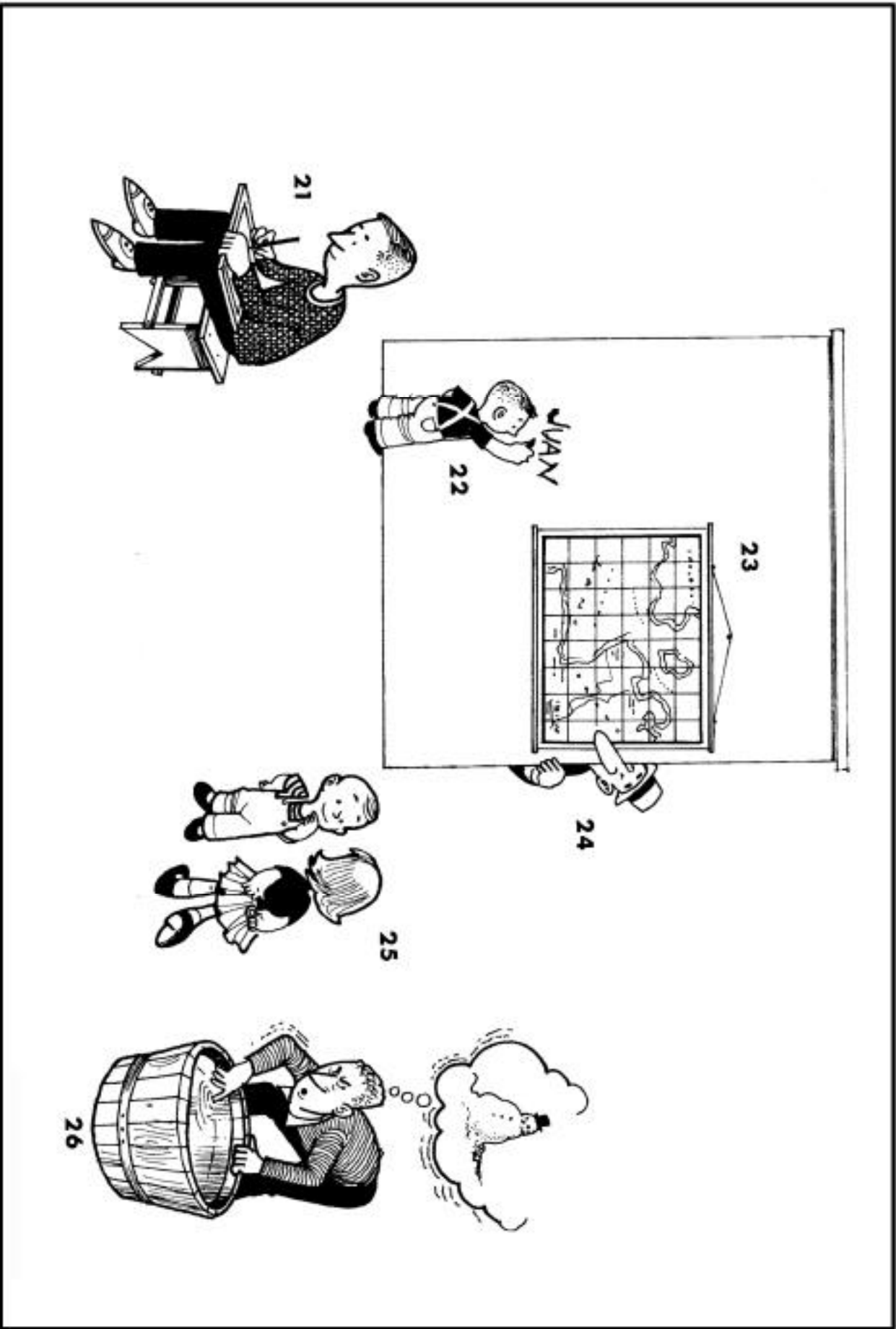


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21 de diciembre - 20 de marzo







SPEAKING TEST

Name _____ Grade _____ Score _____

School _____ Teacher _____

1. <u>camisa</u>	21. . . . un lápiz	41. ¿Qué . . . ?	
2. <u>leche</u>	22. . . . la pared. . .	42. ¿Cuántas. . .	
3. <u>peine</u>	23. . . . un mapa. . .	43. ¿De quién. . .	
4. <u>vaso</u>	24. . . . un mapa. . .	44. ¿A qué hora. . .	
5. <u>nueve</u>	25. . . . la mano derecha. . .	45.	
6. <u>dedo</u>	26. . . . está fría. . .	46.	
7. <u>lago</u>	27. Cierre. . .	47.	
8. <u>invierno</u>	28. No hable (. . . hables)	48.	
9. <u>nariz</u>	29. Siéntese (Siéntate)	49.	
10. <u>pie</u>	30. No lo lea (. . . leas)	50. (tan grande como)	
11. <u>reloj</u>	31. Borre. . . (Borra. . .)	51. tantos como)	
12. <u>ochenta</u>	32. Abra. . . (Abre. . .)	52. (más grande que)	
13. <u>hoja</u>	33. . . . hambre. . .	53. (tanto como)	
14. <u>goma</u>	34. . . . sed. . .	54. (tantas como)	
15. <u>zapatos</u>	35. . . . miedo. . .	55. ¡Cuánta plata tiene!	
16. <u>hotel</u>	36. . . . frío. . .	56. ¡Cómo trabaja!	
17. <u>sol</u>	37. . . . ganas de. . .	57. ¡Qué bien escribe!	
18. <u>oficina</u>	38. . . . sueño	58. ¡Cómo bailan!	
19. <u>montaña</u>	39. ¿Adónde. . .	59. ¡Cuánto lo siento!	
20. <u>ba/na/na</u>	40. ¿Por qué. . .	60. ¡Qué lástima!	

FREE CONVERSATION

1. _____

Speed _____

Complexity _____

Intelligibility:

 Pronunciation _____

 Grammar _____

2. _____

Speed _____

Complexity _____

Intelligibility:

 Pronunciation _____

 Grammar _____

Sample Additional Items for Speaking

Many more may be added and some could be subtracted. So that all contestants are treated fairly, the same list with little or no modification should be used for all students at the same level. Either "usted" or "tú" should be used consistently. For suggestions on scoring, see Instructions for Speaking Tests.

1. ¿Cómo
2. Siénta
3. ¿Cómo
4. ¿Cuán
5. ¿Qué
6. ¿Cuán
7. ¿Cuál
8. ¿A qu
9. ¿Cómo
10. ¿Qué
11. ¿Qué
12. ¿Cuál
13. ¿Te gu
14. Cuent
15. ¿Cuán
16. ¿De q
17. ¿Cuál
18. ¿Cuále
19. ¿Cuále
20. ¿De q
21. Levan
22. ¿Cuán
23. ¿Cuál
24. ¿Te gu
25. ¿Sabe
26. ¿Cual
27. ¿Sabe
28. ¿Cuál
29. ¿En qu
30. ¿Sabe
31. ¿Cual
32. ¿Apar
33. ¿Sabe
34. ¿En qu
35. ¿Cual
36. ¿Traba
37. ¿Sabe
38. ¿Te gu
39. ¿Has v
40. ¿Qué