THE ROLE OF ASSESSMENT, COLLECTING AND EVALUATING STUDENT SPEAKING

TREVOR SHANKLIN, LARC
ASSESSMENT –

Which assessments might one want to use?

PERFORMANCE:
https://youtu.be/1Rfvn1hw7PY

PROFICIENCY

PLACEMENT

Which are Diagnostic?
COLLECTING SAMPLES OF STUDENT SPEECH

Language Acquisition Resource Center
• Spanish VOCI (Video Oral Communication Instrument)
• DiLL (https://youtu.be/L1OaY2Tbyvk)
• Video recordings of student performance
• Skype/ Zoom
• Quicktime/ Windows Movie Maker
• Audition/ Sound Studio
• CAST
SHARING SAMPLES OF STUDENT SPEECH

Language Acquisition Resource Center

• Moodle
• DiLL: leaving assignment up
• Video recordings on YouTube
• SoundCloud
• CAST
COLLECTING SAMPLES OF STUDENT SPEECH

The Burden of Administering and Evaluation

CAST:

French professor at CSU San Jose: he is able to give detailed feedback on pronunciation and patterns, and offers feedback he would not be able to give in a classroom situation. “You can test vocabulary and sentence structure in a way you couldn’t do otherwise “ [PC, 10/21/2016].
COLLECTING SAMPLES OF STUDENT SPEECH

The Burden of Administering and Evaluation

Spanish 211: Using Moodle to track completed student activities and do a spot check of student work
WHAT DO YOU NEED TO CREATE A DIAGNOSTIC ASSESSMENT?

Clearly stated goals
Mechanism to easily collect student samples
Ways of ensuring adequate to excellent audio quality
Prompts that elicit spoken data easy to assess with proficiency criteria
Mechanism to easily evaluate and share with students
Online storage and access
ACCESS CAST AT CAST.SDSU.EDU

COMPUTER ASSISTED SCREENING TOOL

Student

Teacher/Administrator

To begin, please choose how you intend to access the CAST.
CAST: AN ORAL PROFICIENCY INTERVIEW

- Follows OPI guidelines
- Gives structured feedback
- Two interfaces: official ratings and teacher-reviewer ratings
- Data can be used for research
- A test takes between 15 and 30 minutes
- LARC offers online training on how to use CAST
The CAST is an online oral proficiency assessment designed to measure oral performance in a variety of languages at the intermediate and advanced levels. Feedback is aligned with ACTFL and ILR oral proficiency guidelines.

Feedback on the CAST test is intended to provide the test taker with an informal, advisory estimate of likely performance on an official ACTFL or ILR Oral Proficiency Interview.

**The CAST is currently available in the following languages:**

**Advanced**
- Arabic (MS)
- Arabic (Iraqi)
- Arabic (Egyptian)
- Chinese (Simplified)
- Chinese (Traditional)
- ESL
- Filipino
- French
- Hindi
- Italian
- Japanese
- Persian
- Portuguese
- Russian
- Spanish

**Intermediate**
- Arabic (MS)
- Chinese (Simplified)
- Dari
- ESL
- French
- Filipino
- German
- Italian
- Japanese
- Korean
- Pashto
- Persian
- Russian
- Portuguese
- Spanish
DIFFERENT INTERFACES

Rater
Researcher
Teacher-Reviewer
CAST: HOW DOES IT WORK?

5 questions asked from

7 (advanced) or 5 (intermediate) function areas

12 Content Areas

Student can express preferences if allowed by the test administrator
RATING WINDOW FOR BOTH RATER AND STUDENTS
**Rating - Intermediate**

**Now rating Question: 1352_es**

<table>
<thead>
<tr>
<th>Response Audio</th>
<th>Situation</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;play-button&gt; 00:00 00:00 &lt;stop-button&gt;</td>
<td>A usted le gustaría irse de viajes por un corto período de tiempo. Está en la estación del metro (o de tren) y quiere comprar un boleto. Vaya a la oficina de boletos y explíquele a la dependienta lo que necesita. Luego hágale algunas preguntas con el fin de no equivocarse y comprar el boleto correspondiente.</td>
<td>Muy buenas tardes, ¿en qué puedo servirle?</td>
</tr>
</tbody>
</table>

**Function:** Simple Transaction  
**Context:** Travel/Transportation  
**Level:** Intermediate  
**Test ID:** YvHiAn

**Rate the response given above**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the test taker perform the task fully?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the test taker be understood by a sympathetic interlocutor accustomed to dealing with non-native speakers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the test taker sustain sentence level discourse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the test taker create with language by combining and recombining learned material to express personal information?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Comments:
Rate the response given above

Does the test taker perform the task fully?
Yes [ ] No [ ]

Can the test taker be understood by those unaccustomed to dealing with non-native speakers?
Yes [ ] No [ ]

Does the test taker combine and link sentences into connected discourse of paragraph length?
Yes [ ] No [ ]

Is the test taker's performance sufficiently accurate, clear and precise to convey the message without misrepresentation or confusion?
Yes [ ] No [ ]

Is the test taker's language substantially fluent, even if somewhat strained and tentative at times?
Yes [ ] No [ ]

Comments:

- **Response Audio**
  - Current Time: 00:00
  - Duration: 00:00

- **Situation**
  - You have decided to throw a surprise birthday party for a close friend. You and a second friend are making plans for the party. Talk about all the arrangements that need to be made to ensure that everything goes smoothly.

- **Prompt**
  - So, what do you think we need to do? How are we going to make this party a success?
<table>
<thead>
<tr>
<th>Question ID</th>
<th>Function</th>
<th>Context</th>
<th>Test Level</th>
<th>Preview</th>
<th>Rated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1069_en</td>
<td>Describe in Future Time</td>
<td>Leisure Time</td>
<td>Advanced</td>
<td></td>
<td>Rate</td>
</tr>
<tr>
<td>1213_en</td>
<td>Narrate in Present Time</td>
<td>Sports</td>
<td>Advanced</td>
<td></td>
<td>Not Rated</td>
</tr>
<tr>
<td>1231_en</td>
<td>Describe in Present Time</td>
<td>Arts/Entertainment</td>
<td>Advanced</td>
<td></td>
<td>Rate</td>
</tr>
<tr>
<td>1273_en</td>
<td>Narrate in Past Time</td>
<td>Business/Commerce</td>
<td>Advanced</td>
<td></td>
<td>Rate</td>
</tr>
<tr>
<td>1134_en</td>
<td>Handle a Situation with a Compensation</td>
<td>Popular Culture</td>
<td>Advanced</td>
<td></td>
<td>Rate</td>
</tr>
</tbody>
</table>

**Finalize Rating**

**WARNING:** THE RATING FOR THIS TEST IS NOT COMPLETE UNTIL YOU PRESS THE FINALIZE BUTTON.
### Intermediate Function Areas

#### Questions Available for Rating

<table>
<thead>
<tr>
<th>Question ID</th>
<th>Function</th>
<th>Context</th>
<th>Test Level</th>
<th>Preview</th>
<th>Rated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1352_es</td>
<td>Simple Transaction</td>
<td>Travel/Transportation</td>
<td>Intermediate</td>
<td>Not Rated</td>
<td>Rate</td>
</tr>
<tr>
<td>1379_es</td>
<td>Get Directions/Instructions</td>
<td>Leisure Time</td>
<td>Intermediate</td>
<td>Not Rated</td>
<td>Rate</td>
</tr>
<tr>
<td>1400_es</td>
<td>Simple Description</td>
<td>Health/ Fitness</td>
<td>Intermediate</td>
<td>Not Rated</td>
<td>Rate</td>
</tr>
<tr>
<td>1362_es</td>
<td>Simple Explanation</td>
<td>Environment</td>
<td>Intermediate</td>
<td>Not Rated</td>
<td>Rate</td>
</tr>
<tr>
<td>1399_es</td>
<td>Ask Questions to Obtain Information</td>
<td>Work/Profession</td>
<td>Intermediate</td>
<td>Not Rated</td>
<td>Rate</td>
</tr>
</tbody>
</table>

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**Finalize Rating**

**Warning:** The rating for this test is not complete until you press the [Rate] button.
Final Rating for: Fbhhxx

Give this test an overall rating

Were there any significant problems with this test, such as blank or garbled recordings or inaudible volume, that would render this test unrateable? [Choose: Yes, No]

Was the test taker able to sustain an advanced level of performance? [Choose: Yes, No]

If not, was the test taker able to most often perform at an advanced level, but unable to sustain the level of speech? [Choose: Yes, No]

If not, do you feel that the test taker did not meet or approach the advanced level? [Choose: Yes, No]

Overall comments about this test to the examinee

Excellent command of the Spanish language. Very creative use of vocabulary and excellent discourse length.
CREATE AN ACCOUNT

Become a teacher reviewer at Cast.sdsu.edu:

https://cast.sdsu.edu/servlets/cast.tutorialPage

Open a researcher account by sending an email to: shanklin@mail.sdsu.edu
ALTERNATIVE QUESTIONS

By opening an account as a researcher, you can browse through previous CAST ratings. As part of this permission, you also have access to the scripts used in the test.

You can further modify this system in one of two ways:

1) Ask the administrator to deselect questions for the exam.
2) Produce a minimum of 25 items (situation and prompt) which we could then add to the system in a particular module such as elementary, high school or language for special purposes.
THE FEEDBACK LOOP

The creation of an administration account means also an access to the research potential and the database of test takers’ responses available through CAST.

Initially, before the test taker is given access to the test in itself, he or she completes a survey that is helpful to researchers in understanding how learners from different language backgrounds acquire second language speaking skills. For example, the survey asks questions about:

- Personal Information (age, gender, occupation, language studied and for how long)

- Cultural information (country of birth, years spent residing there, primary language spoken there, current state or country, English spoken in home or not, native language) with questions referring to primary grades, secondary education and study abroad.

- Finally, a question about interests of the test taker (travel, health, food, arts, business,...)
PUBLICATIONS ON THE CAST
Aquino-Sterling – Diagnostic assessment for bilingual certification: metalinguistic awareness, pedagogical language, translanguage (2015 and 2016 peer reviewed journals)

Cassia deAbreu – Track evolution of proficiency skills in Portuguese 401: heritage vs outstanding l2 learner vs developing l2 learner (2015 Luso-American Conference


Emily Jullié: Introduction to CAST exam and ACTFL rating criteria (ACTFL 2015 Conference)