

Oracy Assessment – AfL Task

Debating

Debating tasks should give the class the opportunity to present persuasive arguments, ask questions of others and answer questions appropriately.

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

- talk fluently and at a suitable pace
- speak clearly and project their voice effectively
- use facial expression and eye contact to communicate
- use appropriate vocabulary and style of talk
- structure their talk well and choose content that is appropriate
- use metaphor, humour and other rhetorical devices
- seek information and clarification through asking questions, and summarise ideas
- give reasons to support their views and critically examine the views expressed by others
- not make their talk too simple or too complicated for others to understand
- listen carefully and respond appropriately to others.

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.

Debate activity

This can be done with a whole class or with small groups.

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 debate task into your curriculum teaching, as the students need to have something pertinent to talk about. Your assessment focus, however, will most likely be on specific individuals or groups within your class.

As an example, if you were teaching a unit of work on speaking and listening for a purpose, it might be appropriate to devise a debate task where students are encouraged to make a persuasive argument, such as for 'the best invention ever'. Such a debate is likely to require research in non-fiction texts, whilst other debate topics may be more focused on everyday life experiences, moral dilemmas, etc. The students should always be encouraged to ask each other questions and to answer questions from the rest of the class or group.

Many debate activities will require no equipment of any sort, whilst others will require a stimulus or a scaffold for the students.

The English Speaking Union provides a number of suggested motions for debates, which include:

This House would prefer not to wear school uniform.

This House would make PE optional in school.

This House would abolish homework.

This house believes it is important to learn other languages.

This house would rather live in the United States.

This House would allow fox hunting.

This House would ban the lottery.

This House would allow children to vote.

And for fun...

This House prefers cats to dogs.

(Source: The English Speaking Union 2009: 36-37)

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 your assessment group in relation to 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, you should take the opportunity to complete the skills assessment sheet for the particular students you are focusing on.
5. If there is time, discuss the students' self- and peer assessments in relation to the objectives.

Oracy Assessment Protocol
AfL Task Debating

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 on all observed students to help with your ratings.

Student Names:

Teacher assessment

Oracy Skill				
Physical				
1 a) fluency and pace of speech				
1 c) clarity of pronunciation				
1 d) voice projection				
2 b) facial expression and eye contact				
Linguistic				
3 appropriate vocabulary choice				
4 a) register				
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				
8 a) seeking information and clarification through questions				
8 b) summarising				
10 a) giving reasons to support views				
10 b) critically examining ideas and views expressed				
11 taking account of level of understanding of the audience				
Social & Emotional				
13 listening actively and responding appropriately				
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 spoke fluently and not too fast or slow	
I spoke clearly and loudly enough so that everyone could hear.	
I used facial expressions and eye contact to help people understand what I was saying.	
I chose the right words to make my argument.	
I spoke in a way that was right for a debate and used humour or other ways to get others interested in what I was saying.	
I chose what I was going to say very carefully so that people would understand my views.	
I asked good questions to find out more information.	
I gave reasons to support my ideas.	
I thought about how to talk so that others would understand clearly what I was saying.	
I listened carefully and responded well to what others had to say.	

Identify one other person who took part in the debate.

How do you think they did on this task?

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

Name:	
They spoke fluently and not too fast or slow	
They spoke clearly and loudly enough so that everyone could hear.	
They used facial expressions and eye contact to help people understand what they were saying.	
They chose the right words to make their argument.	
They spoke in a way that was right for a debate and used humour or other ways to get others interested in what they were saying.	
They chose what they were going to say very carefully so that people would understand their views.	
They asked good questions to find out more information.	
They gave reasons to support their ideas.	
They thought about how to talk so that others would understand clearly what they were saying.	
They listened carefully and responded well to what others had to say.	

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