

Oracy Assessment – AfL Task

Drama

Drama provides many opportunities for assessment across a range of oracy skills. It will be important to tailor the task to the specific skills outlined below.

The students should have the opportunity to show how well they can:

- speak fluently and at a suitable pace
- project their voice and vary their tone
- use gesture, posture and eye contact
- take account of the level of understanding of the audience, where this is appropriate to the activity
- use metaphor, humour, irony, mimicry and other rhetorical devices
- 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, both during and at the end of the lesson.

Of course, there will be a range of other skills that you might hope that a student will display in a drama activity – for example, displaying empathy for a character, taking risks and taking on appropriate roles. However, these are not oracy skills and your assessment should focus specifically on the range of skills outlined above.

Drama 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 drama within your curriculum scheme of work. Your assessment focus can be on specific individuals or groups within your class. Many drama activities will require no equipment of any sort, whilst others may require a stimulus or props.

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: Drama

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				
Physical				
1 a) fluency and pace of speech				

1 b) tonal variation				
1 d) voice projection				
2 a) gesture and posture				
2 b) facial expression and eye contact				
Linguistic				
6 rhetorical techniques, such as metaphor, humour, irony and mimicry				
Cognitive				
11 taking account of level of understanding of the audience				
Social & Emotional				
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 talked at a speed which allowed listeners enough time to understand what I was saying.	
I spoke loudly enough and changed my tone of voice when necessary.	
I used gesture, posture and eye contact to support what I was saying.	
I thought about whether the audience was understanding what I was saying.	
I used metaphor, humour, mimicry or other ways of speaking to get the audience interested.	
I was confident and lively when I spoke.	

How well do you think your group did on this task?

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

Group:	
We talked at an appropriate speed.	
We spoke clearly and with changes in tone when necessary.	
We used gesture, posture and eye contact.	
We thought about what the audience was understanding.	
We used metaphor, humour, mimicry or other ways of speaking to get the audience interested.	
We were confident and lively when speaking.	

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