

Oracy Assessment – AfL Task

Group Talk

Group talk tasks should enable everyone in the group to express their ideas and views. Often this will involve coming to a group decision about the issue under discussion, though they may of course ‘agree to disagree’ on certain points.

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

- pronounce clearly what they are saying
- use eye contact and facial expression to help to get an idea across or to support what someone else is saying
- speak in a way that is right for a discussion that is more formal than a chat between friends
- build on other people’s ideas, and summarise their own views and the views of others when necessary
- give reasons to support their views and critically examine the views expressed by others
- organise the discussion and take turns with others
- listen carefully and respond to the views of 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.

Group activity

Children should be in groups of three if possible. 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 group talk task into your curriculum teaching, as the children need to have something pertinent to talk about. Your assessment focus can be on specific individuals or groups within your class. Many group talk activities will require no equipment of any sort, whilst others will require a stimulus or a scaffold for the students.

As an example, if you were teaching a unit of work on different story structures you might devise a group task where students are required to discuss an appropriate sequence for a series of events in a detective story. They might be given sequencing cards and asked to place these in a logical order, providing their reasons for the selection and placement of the cards and working towards an agreed structure.

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 children 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: Group Talk

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 A	Student B	Student C

Teacher assessment

Oracy Skill	Student A	Student B	Student C
Physical			
1 c) clarity of pronunciation			

2 b) facial expression and eye contact			
Linguistic			
4 a) register			
Cognitive			
7b) building on the views of others			
8 b) summarising			
9 a) maintaining focus on task			
10 a) giving reasons to support views			
10 b) critically examining ideas and views expressed			
Social & Emotional			
12 a) guiding or managing the interactions			
12 b) turn-taking			
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 pronounced clearly what I was saying.	
I used eye contact and facial expression to help to get my ideas across or to support what someone else was saying.	
I spoke in a way that is right for our discussion (not too formal and not too chatty).	
I gave reasons for my ideas and responded well to the views of others, asking questions sometimes.	
I built on other people's ideas and summarised ideas sometimes.	
I kept the discussion going and took my turn when speaking.	
I listened carefully to others and responded to what they were saying.	

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

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

Group:
We pronounced clearly what we were saying.
We used eye contact and facial expression to help to get our ideas across or to support what someone else was saying.
We spoke in a way that was right for our discussion (not too formal and not too chatty).
We gave reasons for our ideas and responded well to one another's views, asking questions sometimes.
We built on the views of different people in the group and summarised ideas sometimes.
We kept the discussion going and took turns when speaking.
We listened carefully to one another and responded to what other people in the group were saying.

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