

**Oracy Assessment**  
**Lego Instruction Task**  
Initial and End-of-Year Assessments

**Instructions for Teachers**



This task is designed to place students in a situation in which a willingness to listen carefully and the ability to question precisely are paramount. It requires a translation of a visual representation (a photo) into spoken instructions that can be interpreted by a peer and turned into a model.

**Lego**

Students work in pairs, but sit back to back. One is given a photograph of a Lego model and the other is given all of the pieces needed to make that model, together with some extra pieces that will not be needed. Student A has to describe the model to Student B from the photograph, in a way that allows Student B to build it from the Lego pieces they have. Student B has to ask the right questions to enable them to complete the model.

The students should then swap roles and repeat the task for a second model.

**Procedures and assessment**

Start by reading out the 'Instructions for students' and check that they understand what they have to do.

As the students will swap roles half way through the assessment, it is important not to 'jump to judgement' about skills capability too early in the task. It may be best, for this task, to make notes as the activity progresses and then to use the

assessment sheet to record a judgement about the level at which each student was demonstrating the skills.

Please do not consider the quality of the final model in your assessment; rather, the task is about looking at the quality of talk that leads to the production of the model.

# Oracy Assessment Protocol

## Lego Instruction Task

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

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## Assessment – Lego

Oracy Skill	Student A	Student B
<b>Linguistic</b>		
3 appropriate vocabulary choice		
4 a) register		
<b>Cognitive</b>		
7 a) choice of content to convey meaning and intention		
8 a) seeking information and clarification through questions		
9 a) maintaining focus on task		
11 taking account of level of understanding of the audience		
<b>Social &amp; Emotional</b>		
12 a) guiding or managing the interactions		
12 b) turn-taking		
13 listening actively and responding appropriately		
<b>Overall assessment</b>		