

## Table of Specifications for the Oral Exam: 8<sup>th</sup> and 9<sup>th</sup> Grade, 2020

### Purpose:

This *Oral Exam* is a computerized two-part exam designed to assess the English level of 8<sup>th</sup> and 9<sup>th</sup> grade students both in listening comprehension and spoken English. It is based on the expected level for these grades according to the *English Curriculum*. The table of specifications describes the structure and content of the exam.

### The table of specifications is based on:

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe.

<http://rm.coe.int/1680459f97>

Council of Europe (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Council of Europe. <http://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

Revised English Curriculum (2018)

English Curriculum for Elementary School (2020)

### Description of the exam:

The exam is comprised of two parts: *Listening Comprehension* and *Spoken English*.

- Listening comprehension: The spoken texts are accompanied by items.  
Length: 20 minutes.
- Spoken English: The prompts are accompanied by texts, images and video clips.  
Length: 30 minutes.

Details for each part can be found in the tables below.

## Listening Comprehension Structure

### Intermediate level

Task Number	Type of texts	Value and length	Global Can-do statements
1	<ul style="list-style-type: none"> <li>advertisement</li> <li>announcement</li> <li>broadcast</li> <li>conversation</li> <li>excerpt from lesson</li> <li>interview</li> <li>message</li> <li>news / weather report</li> </ul>	50% approximately 350 words	<b>Reception:</b> <ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated</li> <li>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated</li> </ul>
	2	<ul style="list-style-type: none"> <li>oral presentation</li> <li>radio program</li> <li>report</li> <li>speech</li> <li>story</li> </ul>	

#### Listening Comprehension: Assessment

Listening comprehension test items are multiple choice and open questions.

## Spoken English Structure

### Foundation level

Task Number	Examples of type of tasks	Value in part	Global Can-do statements
1	Basic questions on personal and general topics	30%	<b>Production:</b> <ul style="list-style-type: none"> <li>Can provide factual personal information about him/herself using Band I vocabulary</li> <li>Can ask about and/or describe aspects of daily life in a series of sentences using Band I vocabulary</li> <li>Can express immediate needs using Band I vocabulary</li> </ul>
2	Questions checking various aspects of spoken language (vocabulary, use of the interrogative, etc.)		

### Intermediate level

3	Personal description Description of an event, personal experience, picture	35%	<b>Mediation:</b> <ul style="list-style-type: none"> <li>Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs</li> <li>Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language</li> </ul>
4	Giving instructions		
5	Summary Restating in a different way Report	35%	<b>Production:</b> <ul style="list-style-type: none"> <li>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points</li> </ul>
6	Giving an explanation Giving a justification Giving an opinion Reacting to a situation Finding a solution to a problem Inventing a story		

## Spoken English: Assessment

All the spoken test items are open questions. Each test item is assessed by criteria which vary from item to item. The number of criteria relating to each item rises as the test increases in difficulty.

The criteria:

- a) **Relevance/task requirements**  
This criterion refers to fulfilment of the requirements of the task.
- b) **Vocabulary**  
This criterion refers to the ability of the student to use appropriate and varied vocabulary (expansion of content and/or use of a wide variety of lexical items) and lexical chunks in the context of the task. Prepositions are considered vocabulary.
- c) **Language accuracy**  
This criterion refers to the ability of the student to use correct grammar, e.g. sentence structure, parts of speech, singular/plural, articles, etc.
- d) **Fluency**  
This criterion refers to the ability of the student to produce clear and intelligible speech with no or few hesitations.

## Appendix

### Listening Comprehension

#### Intermediate level

Task Number	Activities	Operative Can-do Statements	Possible topics and examples
1, 2	Reception	<ul style="list-style-type: none"> <li>• Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary</li> <li>• Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings</li> <li>• Can recognize words and simple phrases related to familiar topics with or without the support of pictures</li> <li>• Can understand basic information about someone's immediate family</li> <li>• Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a cafe), when people talk slowly and clearly</li> <li>• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly</li> <li>• Can understand information (e.g. figures, prices and times) given slowly and clearly in a public announcement, (e.g. at a railway station or in a shop)</li> <li>• Can identify the day, date and time (e.g. 8:00, this afternoon) in short, simple dialogues, spoken slowly and clearly</li> <li>• Can understand basic phrases about the weather, spoken slowly and clearly</li> <li>• Can follow a short, familiar story without the support of pictures</li> <li>• Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), spoken slowly and clearly</li> <li>• Can understand sentence types (e.g. questions) through word order rather than intonation alone</li> <li>• Can understand a talk, when the language is in context across a range of social and learning situations</li> <li>• Can understand basic descriptors (adjectives from Band I Cores I and II) about where things or people are</li> </ul>	<ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• broadcast</li> <li>• conversation</li> <li>• excerpt from a lesson</li> <li>• interview</li> <li>• message</li> <li>• news / weather report</li> <li>• oral presentation</li> <li>• radio program</li> <li>• report</li> <li>• speech</li> <li>• story</li> </ul>

## Listening Comprehension

### Intermediate level

Task Number	Activities	Operative Can-do Statements	Possible topics and examples
		<ul style="list-style-type: none"><li>• Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly</li><li>• Can get the gist of short, simple stories, if told slowly and clearly</li><li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated</li><li>• Can generally identify the topic of discussion that is conducted slowly and clearly</li><li>• Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly</li><li>• Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly</li></ul>	

Spoken English

Foundation level

Task Number	Activities	Operative Can-do Statements	Possible topics and examples
1, 2	Production	<ul style="list-style-type: none"> <li>• Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye')</li> <li>• Can introduce themselves using a basic phrase (e.g. 'My name's ...')</li> <li>• Can ask someone their name using a basic phrase, using the correct form of the interrogative</li> <li>• Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you')</li> <li>• Can ask about the identity of an object using a basic phrase (e.g. 'What is it?')</li> <li>• Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad')</li> <li>• Can produce short phrases about themselves, giving basic personal information (e.g. name and address)</li> <li>• Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance</li> <li>• Can say how he/she is feeling using simple words like 'happy'</li> <li>• Can repeat phrases and short sentences, if spoken slowly and clearly</li> <li>• Can say when their birthday is (day, month)</li> <li>• Can give a phone number using standard conventions</li> <li>• Can answer simple questions about their family and friends, using basic phrases</li> <li>• Can talk about their immediate family members in a basic way, if guided by questions or prompts</li> <li>• Can express likes and dislikes in relation to familiar topics in a basic way</li> <li>• Can describe someone's physical appearance in a basic way, especially when guided by questions or prompts</li> <li>• Can answer simple questions about where people or things are, using basic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• About myself: my family/ home/ school/ class/ town/ hobbies</li> <li>• feelings</li> <li>• likes/dislikes, e.g., "I like animals"</li> <li>• interests, e.g., football, dancing</li> <li>• "I would like"; "I want..."</li> <li>• needs</li> <li>• school subjects</li> </ul>

## Spoken English

### Foundation level

Task Number	Activities	Operative Can-do Statements	Possible topics and examples
		<ul style="list-style-type: none"> <li>• Can say what the weather is like</li> <li>• Can draw simple conclusions about people in pictures (e.g. 'he's tired'), using a limited range of fixed expressions</li> <li>• Can say what someone's job is, using familiar common job names</li> <li>• Can ask and answer simple questions about objects or pictures (e.g. color, size, location)</li> <li>• Can give a simple description of an object or picture while showing it to others, using basic words, phrases and formulaic expressions</li> <li>• Can describe the position of objects or people in a basic way, using pictures or gestures</li> <li>• Can say who objects belong to</li> <li>• Can ask about and give the location of an object using a basic phrase</li> <li>• Can ask basic questions about objects (e.g. color, size, location)</li> <li>• Can ask basic questions to find out what possessions others have got</li> <li>• Can understand simple questions which directly concern him/her, (e.g. name, age and address), if the person is asking slowly and clearly</li> <li>• Can ask for food and drink using basic expressions</li> <li>• Can ask and answer questions about themselves and other people, where they live, people they know, things they have</li> <li>• Can answer questions about him/herself and daily routines using short, formulaic expressions</li> <li>• Can tell day, time of day and date</li> </ul>	



Spoken English

Foundation level

Task Number	Activities	Operative Can-do Statements	Possible topics and examples
3	Mediation	<ul style="list-style-type: none"> <li>Can convey, in speech, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs</li> </ul>	<ul style="list-style-type: none"> <li>timetables</li> <li>maps</li> <li>bulletin boards</li> <li>entertainment listings</li> </ul>
4		<ul style="list-style-type: none"> <li>Can use the imperative to give instructions or directions</li> <li>Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience</li> <li>Can give short, basic descriptions of events and activities</li> </ul>	<ul style="list-style-type: none"> <li>the weather</li> <li>events</li> <li>places</li> <li>scenes</li> </ul>
5	Production	<ul style="list-style-type: none"> <li>Can tell a story or describe something in a simple list of points</li> <li>Can describe plans and arrangements, habits and routines, past activities and personal experiences</li> <li>Can use simple descriptive language to make brief statements about and compare objects and possessions</li> <li>Can narrate a story</li> </ul>	<ul style="list-style-type: none"> <li>celebrations</li> <li>holidays and festivals</li> <li>food</li> <li>sports</li> </ul>
6		<ul style="list-style-type: none"> <li>Can briefly give reasons and explanations for opinions, plans and actions</li> </ul>	<ul style="list-style-type: none"> <li>school</li> <li>family</li> <li>professions</li> <li>animals</li> <li>trips</li> <li>technology</li> <li>inventions</li> </ul>