

Chatroom Session:

Oral English Test in the SPM

Chairperson: Pn Marlin Abd. Karim

Implementation Issues

The concept of 'school-based' oral test is a move in the right direction. However, there are a number of issues and concerns relating to its implementation. Some of these are:

No.	Issues/Concern	Recommendations /Comments
1.	<p>Concept</p> <p>The concept of 'school-based' assessment seems to be interpreted as a focused on a terminal behaviour at only one point in time, which makes it no different from traditional examinations.</p>	<p>School-based assessment can take the form of learning tasks, focusing on the process of skills development.</p>
2.	<p>Teacher/Assessor Roles</p> <p>i. Can the class teacher be the assessor?</p> <p>ii. The roles of the teacher-assessor need to be clarified</p>	<p>i. A moderator can accompany the class teacher during evaluation, if the assessment has to be done formally.</p> <p>ii. Making transitions from teacher to assessor in a formal situation takes teachers away from their facilitating role.</p>
3.	<p>Operational Procedures</p> <p>i. Different states have different interpretations of the procedures involved.</p> <p>ii. Good students like debaters are also required to take the test.</p> <p>iii. Some teachers required students to present in front of their peers and some used a one-to-one approach.</p> <p>iv. Number of attempts for each candidate not specified.</p>	<p>i. An introduction to states officers and school principals is needed. An oral assessment kit might be one way forward.</p> <p>ii. Exempt students with proven oral ability from the test.</p> <p>iii. Clearer guidelines necessary for teachers to make decisions on the approach to be used for different students.</p> <p>iv. Need to have some flexibility to allow for x number of times students are evaluated.</p>

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4.	<p>The Test</p> <ul style="list-style-type: none"> i. The tasks lacked clarity ii. Extent of flexibility not indicated. iii. Students are judged only on their oral presentations. This is no different from any terminal assessment, as it does not take account of the process of skills development. iv. Criteria for assessment lacked clarity. 	<ul style="list-style-type: none"> i. Build tasks with clear rubrics. ii. Allow for options. iii. On-going cumulative assessment built around teaching and learning tasks might be a better reflection of actual progress or development. Being part of the teaching and learning process, it eliminates any fanfare related to the preparation for the presence of JPN personnel etc. Examiners or observers visit school as and when they wish and teachers just have to carry on their work as usual. iv. The criteria for assessment needs to be clarified and improved for consistency otherwise it gives parents reasons for the comparability of results between one school and another.
5.	<p>Transparency</p> <ul style="list-style-type: none"> i. Teachers and parents need to know the weightage or the allocation of marks for the oral component. ii. 	<p>Disseminate information on the examination requirements as a guide for students and teachers, if this exam is not high-stakes.</p>
6.	<p>Accountability Students have no idea of the profile</p>	<p>A profile should be made available where both teachers and students have to sign for accountability purposes. However, provision must be made for students to have the right to dispute without being penalized by the teacher.</p>



7.	Training Of Teacher-Assessors Assessors are not trained in testing the oral component.	Enlist the help of a training agency like ELTC to work out a strategy for training assessors. JPN, PPD, TTCs and ELTC can form a strategic alliance for this purpose. Review teacher training curriculum from pre-service to in-service to incorporate skills for testing the four skills with some emphasis given to the oral skill.
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