

**VIDEO ASSESSMENT ORAL TEST**

**EI2202**

**Units 1A – 1B – 1C – 2A- 2B – 3A – 3B – 6A – 6B – 6C + Grammar and Vocabulary Banks.**

Dear Student:

In this document, you will find the information for your Oral Test, in which you will make a video to show your oral skills in English. The following list contains some tips that you should keep in mind at the moment of recording.

**1. Make sure you are recording your video in a place with no external noises.**

**We need to listen to what you are saying very carefully.**

**2. Make sure you are in front of the camera speaking for the requested amount of time. Submissions must be 3 minutes in length, +/- 10 seconds. This means your video should last between 2.50 and 3.10 minutes.**

**3. Since eye contact is essential, lighting is important. Record your video in a bright spot.**

**4. Creativity is allowed. If you feel more comfortable answering your questions in a more creative way, go ahead! But do not forget that we will only assess your**

**performance in relation to English.**

**5. You are not allowed to read.**

**6. You are not allowed to edit the video while or after recording it. The video must be recorded in one take.**

**7. If you read or edit your video, the final score of your assessment will be affected.**

**Item I. General Instructions.**

a. Choose only one topic from the contents suggested (see Item II) and create your video recording based on the questions provided. Answer the three questions and elaborate as much as you can.

b. Record a 3-minute video, using ***spontaneous*** speech (TELL us your responses, do not read them from a script).

c. Make sure you appear in the video (not only voice-over).

d. Before submitting, make sure your video file is labelled as follows:

|  |
| --- |
| Class + Section+ Last name + First name. (e.g.: 2202-1 Perez, Carlos) |

e. Your video must be submitted before Friday, December 11th, at 11:59 p.m. using *Tareas U-Cursos*. Due to management and time constraints **submitting your video via**

**e-mail will not be permitted**. In case your file exceeds the size limit, please upload a word document with the video link (i.e. Google Drive, YouTube, etc.).

**Item II. Video Topics**

|  |  |
| --- | --- |
| **TOPIC** | **QUESTIONS** |
| **THIS IS ME** | * Describe yourself. What do you look like? What are you like? * Talk about the plans you have for the future and what you think will happen after you graduate. * Mention the last time you met a person who is important in your life. |
| **THIS IS THE PERSON WHO KNOWS ME BETTER** | * Describe the person who knows you better. What does she/he look like? What is she/he like? * How does that person imagine your future as a professional? Do you have plans together? * Talk about the last time you shared an important moment. |
| **MY FAVORITE PAINTING** | * Show and describe your favorite painting. Why is it your favorite? * Talk about the painter. What does/did she/he look like? What is/was she/he like? * Describe what was happening at the moment the picture was painted and the reason why it was painted. |
| **MY FAVORITE PHOTO** | * Show and describe your favorite photo. Why is it your favorite? * Describe what was happening at the moment the photo was taken and mention who took it. * Do you plan to have a similar experience again? Describe. |
| **VACATION TIME** | * Describe what you usually do on your vacation. * Talk about the last time you had a different vacation. * Mention the plans and predictions you have for your first vacation as a professional. |
| **MY PLANS AND DREAMS** | * Describe yourself and the things you like and do not like. * Talk about all the plans you have for the future. Will it be possible to make them true? * Talk about the last time a plan you had was a real success or a real disaster. |
| **I AM AN OPTIMIST, OR NOT?** | * Are you an optimistic or a pessimistic person? Why? * Based on the previous answer, what will your future be like? What plans do you have for those situations? * Describe a situation when you were optimistic/pessimistic in the past. |
| **DREAMS** | * Why do you think people dream? Do you think dreams can predict the future? * Tell me about a dream you had and the reasons why you remember it. * What do you think this dream is telling you about your future? |

**Item III. Evaluation Rubric.**

**Assessing speaking performance using video recordings**

**Use of English and delivery**

**70% of the final mark**

|  |  |  |
| --- | --- | --- |
|  | **USE OF ENGLISH 50%**  (GRAMMAR & VOCABULARY) | **DELIVERY 50%**  (ELABORATION/PRONUNCIATION/FLUENCY) |
| 7 | The student demonstrates complete mastery of all the required grammatical structures and shows no problem with word usage. Full range of vocabulary for this level is demonstrated.  There are no instances of misunderstanding. | Ideas are expressed clearly and accurately. Idea development comes easily. Comprehension of topic is complete. Utterances are pronounced appropriately for the level. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high. |
| 6 | The student masters most of the grammatical structures and vocabulary for the level showing RARE and MINOR mistakes which do not affect comprehensibility. | Ideas are fully expressed and overall intelligibility remains good. However, there is some room for further development. Speech is generally clear, still some minor difficulties with pronunciation, intonation, or pacing for the level may require some listener effort at times. |
| 5 | The student makes few grammatical and vocabulary mistakes.  Good command of both components from the level is shown though consolidation is sometimes unclear or inaccurate.  A lack of the required structures and vocabulary is sometimes identified. | Expression of ideas is concise. The response addresses the task appropriately but falls short of being fully developed. Few of the words and phrases are pronounced inaccurately and inappropriately. Few moments of hesitation may occur which do not affect communication. |
| 4 | The student uses the grammatical structures and vocabulary in a limited way which in turn shows a lack of sufficient command of both components from the level.  Responses exhibit some imprecise or inaccurate use of vocabulary and grammatical structures. | Expression of ideas is complete in a basic way. Topics are dealt with and managed sufficiently, though further elaboration is lacking. Comprehension is not an issue. Listener effort is needed because of unclear articulation, awkward intonation, or irregular rhythm/pace**.** |
| 3 | The student uses a very restricted range of the required grammatical and vocabulary structures affecting the comprehensibility of their discourse.  Weak command of both components from the level.  Elementary errors are clearly present and the student is not aware of them. | Expression of ideas is insufficient to answer questions or deal with topic.  The response conveys some relevant information but is clearly incomplete or inaccurate. Lack of comprehension may produce a breakdown in understanding requiring significant listener effort. Speech is clear at times, though it exhibits considerable problems with pronunciation, intonation, or pacing. |
| 2 | The student shows a severely limited range and control of grammar and vocabulary. All of their sentences contain grammatical errors and poor vocabulary use thus hindering communication.  Elementary errors are present throughout the whole speech and the student is not aware of them. Misunderstanding of grammatical and vocabulary components is clear. | Expression of ideas is disjointed and chaotic. The response fails to provide much relevant content. Absolute lack of comprehension produces a breakdown in understanding. Consistent pronunciation and intonation problems cause considerable listener effort. Delivery is fragmented containing frequent pauses and hesitations. |
| 1 | The student either speaks in single word utterances or does not respond. | Communication is impeded due to disconnected speech. Incomprehensible pronunciation and complete lack of fluency. |

**Assessing speaking performance using video recordings**

**Technical elements**

**30% of the final mark**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Use of the camera** | **Voice quality** | **Time management** |
| **1** | * Maintains eye-contact with audience. | * Uses an appropriate volume so the audience can hear well. | * Respects time frame. |
| **0** | * Occasionally or never uses eye-contact with audience. | * Uses an inappropriate volume so the audience is unable to hear well. | * Exceeds or fails to meet time frame. |

**How to calculate my final grade:**

**Step 1: If you get this grade, your 70% will be:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2.0** | 1.4 | **4.0** | 2.8 | **5.0** | 3.5 | **6.0** | 4.2 |
| **2.5** | 1.75 | **4.1** | 2.87 | **5.1** | 3.57 | **6.1** | 4.27 |
| **3.0** | 2.1 | **4.2** | 2.94 | **5.2** | 3.64 | **6.2** | 4.34 |
| **3.1** | 2.17 | **4.3** | 3.01 | **5.3** | 3.71 | **6.3** | 4.41 |
| **3.2** | 2.24 | **4.4** | 3.08 | **5.4** | 3.78 | **6.4** | 4.48 |
| **3.3** | 2.31 | **4.5** | 3.15 | **5.5** | 3.85 | **6.5** | 4.55 |
| **3.4** | 2.38 | **4.6** | 3.22 | **5.6** | 3.92 | **6.6** | 4.62 |
| **3.5** | 2.45 | **4.7** | 3.29 | **5.7** | 3.99 | **6.7** | 4.69 |
| **3.6** | 2.52 | **4.8** | 3.36 | **5.8** | 4.06 | **6.8** | 4.76 |
| **3.7** | 2.59 | **4.9** | 3.43 | **5.9** | 4.13 | **6.9** | 4.83 |
| **3.8** | 2.66 |  |  |  |  | **7.0** | 4.9 |
| **3.9** | 2.73 |  |  |  |  |  |  |

**Step 2: If you get this score, your 30% will be:**

|  |  |  |
| --- | --- | --- |
| **0** | **1.0** | 0.3 |
| **1** | **2.7** | 0.81 |
| **2** | **4.5** | 1.35 |
| **3** | **7.0** | 2.1 |

**Item IV: ACUERDO DE COMPROMISO ÉTICO ÁREA DE IDIOMAS**

El comportamiento ético en el proceso de evaluación es muy importante. Las faltas en este ámbito provocan distorsión en las calificaciones del curso en su conjunto como también efectos colaterales complejos en cuanto a restricciones en el diseño de estas instancias evaluativas.

Algunas consideraciones importantes:

- No se permite el plagio o copia, en ningún tipo de evaluación.

- Se deben respetar las indicaciones del equipo docente en cuanto a las evaluaciones de cualquier índole.

- El equipo docente se compromete a ser explícito en las instrucciones y reglas de la evaluación, comunicándolas con antelación y velando por que ellas puedan ser satisfechas por el curso completo, dando las facilidades necesarias a quienes por motivos de fuerza mayor no puedan cumplirlas.

No respetar los puntos anteriores podría significar el inicio de procesos administrativos de sanción e inclusive en faltas legales, además de provocar el malestar de los/as involucrados/as.

Declaración de compromiso:

al preparar mi video, me comprometo a cumplir con todos los puntos expuestos en este documento.