

**VIDEO ASSESSMENT ORAL TEST**

**EI3203**

**Units 7A – 7B – 7C – handout: questions with and without auxiliaries - 8B – 9A – 8A – 9B - 9C – 10A – 10B + 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 4 minutes in length, +/- 10 seconds. This means your video should last between 3.50 and 4.10 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 4-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.: 3203-1 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** |
| **MEETING SOMEONE I LIKE** | * Give advice for somebody who is going to have a date with the person she/he likes, for the meeting to go right. * Talk about the last time you met someone you like. Did you do it right or wrong? Why? * If you had the chance to experience that situation again, what would you do differently? |
| **BEING HAPPY** | * What is happiness for you? Why? * Talk about the last time you felt really happy. * What would you do if you started feeling sad, depressed? |
| **LEARNING ENGLISH** | * Why is it important to learn English? * What is the most difficult part of learning English for you? Talk about the last time you had a problem because of that. * If you were an English teacher, what activities would you include in your classes? |
| **MUSIC** | * Describe the kind of music you like giving all the details you can. * Did you use to listen to the same kind of music when you were a child? Have your tastes changed a lot? * What kind of music would you play if you had a band? |
| **IF SOMETHING GOES WRONG** | * Mention some daily life situations that usually go wrong. * Talk about an unpleasant experience you have had. * What tips would you give to a person who is usually unlucky? |
| **ANIMAL ATTACKS** | * What are the animals or insects that may cause trouble to people? Why? * Have you or a person you know ever been attacked by an animal? What happened? * What would you do if you were bitten by a poisonous snake in the Amazon jungle? |
| **GIVING ADVICE** | * Who do you usually talk to when you have a problem? * Talk about the last time you asked for advice. * Would you ask a radio or television program for advice if you did not have anybody to talk to? Why? |
| **FEARS AND PHOBIAS** | * Talk about a fear or phobia you have. How have you tried to solve this problem? * How has it affected your daily life? Mention the last time you faced your fear. * Would you try an exposure treatment to overcome this phobia if you had the chance? Why |
| **MY FAVORITE SINGER** | * Who is your favorite singer? What kind of music does she/he play? * Mention the different things she/he has done throughout her/his career. What about her/his last concert? * If you had the chance to meet her/him, what would you like to do or talk about? |
| **THE MOST USEFUL INVENTION EVER** | * What is for you the most important and useful invention ever? Why? * How has it affected your daily life? Talk about the last time you used it. * If you invented something, what would it be? Why would you invent it? |
| **SCHOOL DAYS** | * Talk about your school days giving details about your subjects, teachers, behavior and free time with your classmates. * Has your life changed a lot being a university student? How? * If you went back to school for a month, what would/wouldn’t you do? Why? |

**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.