

LCTL Voices: A new tool to help with oral assessment

DR. PAULA WINKE & DR. PATTI SPINNER

MICHIGAN STATE UNIVERSITY

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A TITLE VI LANGUAGE RESOURCE CENTER

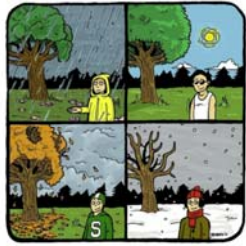
LCTL Voices: A new tool to help with oral assessment

LCTL Voices is:

- Free, easy to access and use
- Appropriate for any language. Tests are available for Arabic, Hausa, Hebrew, Indonesian, Persian, Tamil, Uzbek, and many more
- Appropriate for any proficiency level: 16 tests for 8 levels of proficiency
- Useful for students, teachers and researchers

Test design: Prompts

Recorder
00:00:00
00:26



Prompt #4
Recorder
00:00:00
00:53

Description
You are in a restaurant with friends. One of your friends has brought a young woman who only speaks the language you are hearing. You want to know more about her, so you ask her questions about herself. Think about questions you want to ask. Then, you hear the young woman speak to you. Ask her your questions.

00:00:00:00:00:00

A rubric is available for scoring





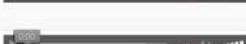

Student: _____ Date: _____ Language Class: _____ Teacher: _____

Speaking Task	Task Completion Was the student able to complete the task? That is, was he or she able to answer the question, give the required information, or was he or she able to ask the appropriate questions to fulfill the requirements of this task?	Language Use & Vocabulary Was the language appropriately complex, accurate, & fluent? Was his or her vocabulary appropriate?	Other variables (did work on time, pronunciation, effort, etc.)
1.	<input type="checkbox"/> 5. Yes, very well <input type="checkbox"/> 4. Yes, pretty well <input type="checkbox"/> 3. Mostly <input type="checkbox"/> 2. A little bit <input type="checkbox"/> 1. No. This task was too hard for this student, but he or she did try. <input type="checkbox"/> 0. The student did not respond at all. Comments:	<input type="checkbox"/> 5. A+ <input type="checkbox"/> 4. A- <input type="checkbox"/> 3. B+ <input type="checkbox"/> 2. B <input type="checkbox"/> 1. C/D <input type="checkbox"/> 0. Student did not respond. Comments:	Up to 2.5 points Score: _____ Comments:
2.	<input type="checkbox"/> 5. Yes, very well <input type="checkbox"/> 4. Yes, pretty well <input type="checkbox"/> 3. Mostly <input type="checkbox"/> 2. A little bit <input type="checkbox"/> 1. No. This task was too hard for this student, but he or she did try. <input type="checkbox"/> 0. The student did not respond at all. Comments:	<input type="checkbox"/> 5. A+ <input type="checkbox"/> 4. A- <input type="checkbox"/> 3. B+ <input type="checkbox"/> 2. B <input type="checkbox"/> 1. C/D <input type="checkbox"/> 0. Student did not respond. Comments:	Up to 2.5 points Score: _____ Comments:
3.	<input type="checkbox"/> 5. Yes, very well <input type="checkbox"/> 4. Yes, pretty well	<input type="checkbox"/> 5. A+ <input type="checkbox"/> 4. A-	Up to 2.5 points

Accessing responses

Teachers and researchers can access the responses.

Responses

Id	Language	User	Test	Task	Retry	Response	Date	Actions
29	Turkish	v	First test of 152 [007]. LL, 2015	109	0		2015-04-15 14:11:12	View Edit Save
30	Turkish	a	First test of 152 [007]. LL, 2015	109	0		2015-04-15 15:19:27	View Edit Save
31	Turkish	h	First test of 152 [007]. LL, 2015	109	0		2015-04-15 15:21:13	View Edit Save
32	Turkish	g	First test of 152 [007]. LL, 2015	109	0		2015-04-15 15:21:15	View Edit Save
33	Turkish	d	First test of 152 [007]. LL, 2015	109	0		2015-04-15 15:21:30	View Edit Save
34	Turkish	r	First test of 152 [007]. LL, 2015	109	0		2015-04-15 15:21:39	View Edit Save

Researchers can search the database

Welcome Patricia Spinner! [Researcher]

Search Database

Native Language Arabic Chinese (Mandarin) English Korean Other Turkish

Target Language Indonesian Korean Persian Tajik Thai Turkish

Year of Study First Second Third Fourth

Semester First Second

Age 18 - 23

Search

Reset

Contact information

Dr. Paula Winke, Associate Professor

Department of Linguistics & Germanic, Slavic, Asian and African Languages

Michigan State University

winke@msu.edu

Dr. Patti Spinner, Associate Professor

Department of Linguistics & Germanic, Slavic, Asian and African Languages

Michigan State University

spinnerp@msu.edu