



Comparing Talk

The problem of assessing oracy: is comparative judgement the answer?





Context for Comparing Talk

Why assess oracy?

Formative:

- Understand students' strengths and weaknesses to inform future teaching and learning (at an individual, class or school level)
- Help students to understand their own strengths and weaknesses

Summative:

- Understand the performance of *individual students* (as compared to set benchmarks, or as compared to other students e.g. nationally)
- Understand the performance of a *group of students* as a way of assessing the quality of oracy education provided by their teacher or school



The challenges of assessing oracy

Logistics

- Capturing oracy is harder than capturing reading/writing

Domain representation & validity

- What do we mean by oracy?

Oracy in a 'high stakes' context

- Can you engage in true exploratory talk if someone's marking you?

Reliability

- All forms of assessment must be reliable (to some degree)



What's out there?

Formative assessment in schools

- Oracy Framework + a shared approach

The Oracy Assessment Toolkit (Oracy Cambridge)

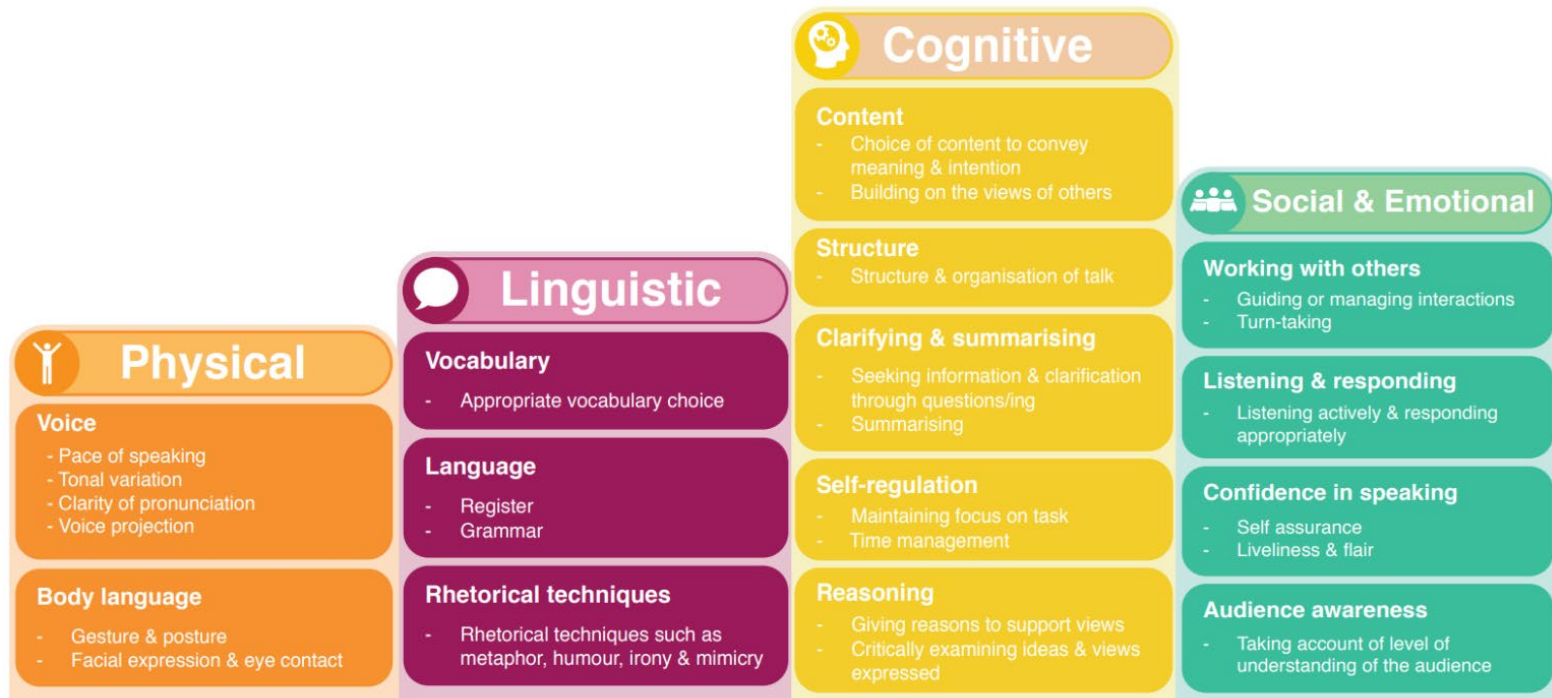
- A series of tasks to assess individual students

T-SEDA

- A coding scheme enabling the analysis of classroom dialogue



The Oracy Framework

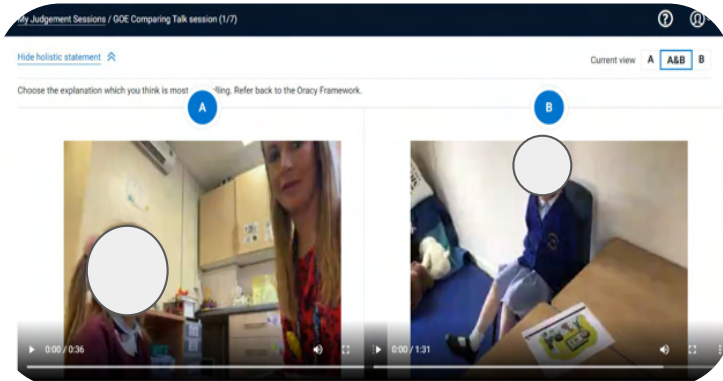


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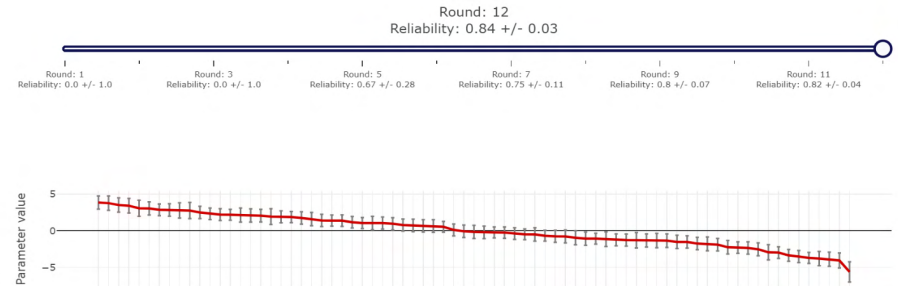
What we did

Comparative judgement



Summary statistics for session "Voice 21 - Comparing Talk EYFS task", 12 rounds completed

Parameters for each round



- Comparative rather than absolute judgement
- Holistic statement rather than metrics/rubrics
- Computer generates a ranking



Comparative judgement platform

We used a comparative judgement platform called RM Compare where videos were uploaded into 2 separate sessions.

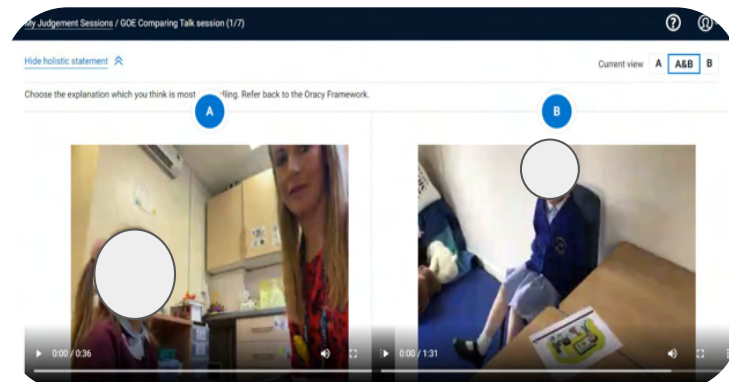
EYFS statement

“Choose the explanation which you think is the most compelling. Refer back to the Oracy Framework”

Year 5-8 statement

“Choose the student who shows the best oracy skills. Refer back to the Oracy Framework”

Teachers were asked to choose either video A or video B and give a reason for their first 3 judgements.



What we did

**January -
February**

recruitment
into year one

**March -
April**

submission of
video content

**April -
May**

teacher-led
adjudication

**June -
August**

further
adjudication
and analysis



The tasks

The EYFS task

- We used a busy picture to encourage exploratory talk - low floor/high ceiling
- Gave a chance for students to use and be assessed on all four strands of the Oracy Framework - physical, linguistic, cognitive, social and emotional
- Teachers said: **“Oh no! What do you think has happened? Tell me as much as you can.”**
- Each school asked to film at least 6 students.



The tasks

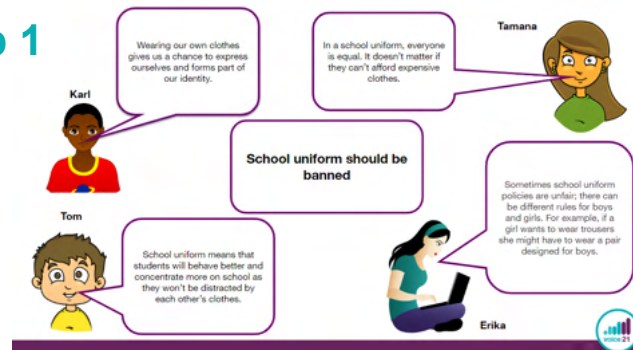
The Year 5-8 task

- We used a concept cartoon as a stimulus to encourage exploratory talk
- This gave a chance for students to use and be assessed on all four strands of the Oracy Framework - physical, linguistic, cognitive, social and emotional

Step 1: The students were asked to have a discussion - in trios - about the talking point, thinking about who they agreed with and if they had changed their mind.

Step 2: The students were then asked to speak to the camera about what they think now using the prompt on the right.

Step 1



Step 2

Prompt:

Do you think school uniforms should be banned? What was said in the discussion that helped you make up your mind?





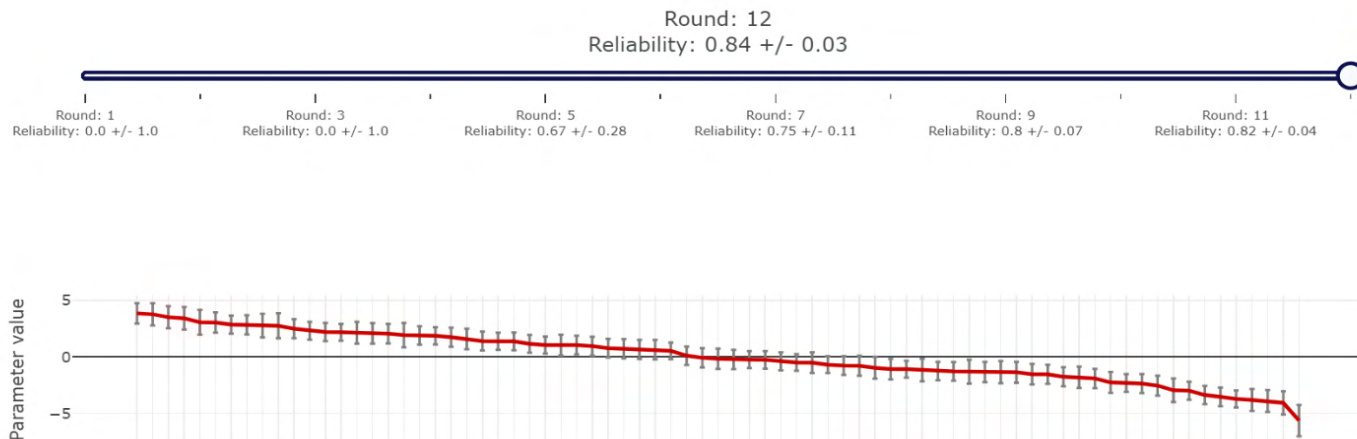
What we found

Did we get reliable results using this method?

EYFS

Summary statistics for session "Voice 21 - Comparing Talk EYFS task", 12 rounds completed

Parameters for each round



Yes: We have generated a pretty reliable (0.84) ranking of students.

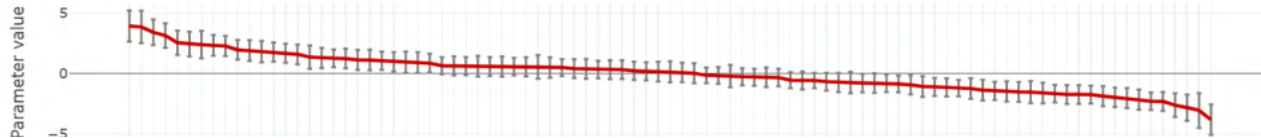


Did we get reliable results using this method?

Year 5-8

Summary statistics for session "Voice 21 - Comparing Talk Y5-8 task", 11 rounds completed

Parameters for each round



Maybe: We have a somewhat reliable (0.71) ranking - good for an assessment of this nature, but not as high as you might expect given a comparative judgement approach.



Why the discrepancy between the two sessions?

Many participants suggested it was harder to choose between the students in the Y5-8 group.

- 1. More complex task with many different aspects included
- 1. Wide variety of types of responses
- 1. Quite broad in terms of what to focus on from the Oracy Framework



Does Comparative Judgement work for assessing oracy?

Yes, as long as:

- the tasks are fit for purpose
- the tasks are administered correctly
- all the participants have the same ideas about what it is they're looking for





What's next?

Next Steps



Proof of concept (2021-2)

- Does CJ offer a viable route for oracy assessment?

Refining (2022-3)

- Designing a robust assessment (with a University partner)

Scaling (2023 onwards)

- Implementing the assessment at scale



Any questions?





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