
Oral quizzes

The questions found in the Question bank may be used to assess students' mastery of the material presented in *Interchange Fourth Edition*. Each set of questions covers material from one unit.

When to give a quiz

- Oral quizzes may be given before or after Ss take the written quiz.
- Ask Ss the appropriate questions after the class has completed two units of material.
- Alternatively, questions may be asked after Ss have completed three or more units.

Before giving a quiz

- Photocopy the oral quiz scoring sheet – one for each S in the class.
- Depending on the number of Ss to be tested and the amount of time needed to assess each one, schedule about 20–30 minutes of a class period for the quiz.
- Become familiar with the aspects of speaking that the quiz measures (i.e., comprehension, fluency, grammar, vocabulary, and pronunciation).
- Tell the Ss that they are going to have an oral quiz. Explain that the goal is to answer questions and talk about the topics in the unit(s).
- Review vocabulary from the unit(s) and prepare a list of words to include in the oral quiz. Collect any objects or pictures needed for the quiz as indicated in the instructions.

How to give a quiz

- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- Tell Ss that they are not allowed to use their Student's Books or dictionaries during the quiz.
- When asking yes/no questions, it is often best to choose information that will elicit a negative answer. This will allow a follow-up question, or lead the S to provide the correct information.
- It's not necessary to ask all of the questions. Select those that are most appropriate for your students. You may also include questions and follow-up prompts of your own.

- It's often useful to vary the sequence of the questions you ask so that other Ss don't know exactly what to expect.
- The most effective (but time-consuming) way to use this quiz is to ask questions of one S at a time. When necessary, ask follow-up questions to encourage fuller answers. Try to help Ss feel like equal partners in the interaction, rather than feeling as if they are being interviewed or tested.
- Encourage Ss to ask questions of you or their classmates. For specified questions, name or gesture toward a S or group of Ss. For example, tell the S: "Now ask me . . ." or "Now ask David . . ."

Alternative presentation

- Choose questions to ask a group of two or three Ss. Be prepared to score Ss simultaneously, using a separate oral quiz scoring sheet for each S.

How to score a quiz

- Assign each S a number from 0 to 5 for each of the five areas. Reserve 0 for Ss who fail to take the quiz. Using this system, a maximum score of 25 points is possible by adding scores in each area.
- As Ss are assessed based on what is taught in a particular unit, they could get the maximum score on the oral quiz. This suggests that a S has mastered the content, structures, and vocabulary specific to that unit. Although some aspects of language (e.g., pronunciation) are not unit-specific, the scores should be based on the kind of speech and communication modeled in the unit.
- If a letter grade system is useful to the teacher and the Ss, this scoring system can be used:
23–25 = A or Excellent
20–22 = B or Very Good
17–19 = C or Good
16 or below = Needs improvement
- To keep quiz results in one place, use the written quiz scoring sheet to record Ss' scores.
- If the results of the oral quiz are used with the results of the written quiz, add the scores together and divide by two.
- In addition to a numeric score, it's very important to provide Ss with written comments, including positive feedback. Praise Ss on their strengths and suggest areas for improvement.