



GUIDELINES FOR THE ORAL PART OF THE EXAMINATION

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- Guidelines for the oral part of the examination

For the interviewer

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- Six picture cards for Stage 2
- Six situation cards for Stage 3

For the assessor

- Interviewer's script for Stage 1
- Script booklet for Stages 2 and 3
- Marking scale

INTERVIEW FORMAT

The interview consists of three stages:

Stage 1 – Introduction (not assessed) – up to 2 minutes

Stage 2 – Task 1 (based on a picture card) and follow-up questions – up to 8 minutes

- Preparation time – 3 minutes
- Monologue – 2 minutes
- Questions – up to 3 minutes

Stage 3 – Task 2 (based on a situation card) – about 3 minutes

- Preparation time – 1 minute
- Acting out a situation – 2 minutes

BEFORE STAGE 1:

- arrive at least 30 minutes before to familiarise yourself with the examination materials for that day
- make sure all the necessary documentation is there (scripts, assessment form, marking scale)
- arrange the examination room to make it supportive
- test the recorder to see if it works properly
- make sure there is paper and pens for the students to take notes with
- make sure there is paper and pens for the assessor to take notes of the students' performance
- make sure there is a clock in the room for you to keep time
- place the picture cards for Stage 2 face down on the table

STAGE 1:

- proceed with **Script for Stage 1**
- follow the script wording without omissions or paraphrase. This part is not assessed as its aim is to relax the student and prepare him/her for the interview.

STAGE 2:

- proceed with **Script for Stage 2**
- follow the script wording without omissions or paraphrase
- The student can take notes (sheets of paper and pencils/pens should be provided) while planning his/her monologue. The scrap paper used must not be taken out of the examination room and will have to be destroyed at the end of each examination day.

- All the questions should be asked in the same order they appear in the script. If the student has already answered any of the questions in their monologue, they should not be asked again.

STAGE 3:

- proceed with **Script for Stage 3**
- when 1 minute has elapsed, start the conversation
- use the information in the script to help the student complete the task

RECORDING: All the interviews must be recorded. If the school is included in the national sample, the students' name and the date of the recording should be written clearly in the folder/file name before the interviews are uploaded. For more information, see pts. 33 to 36 of the instructions in Estonian.

AFTER THE END OF THE EXAMINATION: The assessor fills in the **ASSESSMENT FORM (PROTOKOLL)** as required.

The interviewer should

- be natural and a friendly and attentive listener
- keep to the wording of the stages given in the scripts
- avoid evaluative comments (e.g. *good, well done, that was excellent, that's not very good, is it?*)
- move on to the next question if the student is not willing to answer a question because of some personal reason
- keep to the time set for each part of the interview

The interviewer should not

- interrupt the student's monologue
- impose his/her views
- talk too much/speak more than the student or enter into lengthy discussions with the student
- correct mistakes
- show with his/her body language that there has been a mistake (if a mistake occurs, continue in a friendly way as if nothing has happened)
- fill in the pauses when the student is clearly looking for words or ideas

The assessor should

- sit so that he/she can clearly hear the student (but interfere with his/her presence as little as possible)
- be as inconspicuous as possible
- apart from greeting the student, not interact
- make sure to record the number of the topic of the student in Stage 1
- use all the criteria in the marking scale to assess every student's performance during Stages 2 and 3
- check against the script that the student has completed the tasks
- make notes to evaluate student's performance
- decide on the score of each student immediately after the student has finished his/her interview
- keep his/her notes of students' performance for reference if a need should arise.

NB! The assessor can and should remind the interviewer of the correct procedural behaviour should the need arise. This can only be done when the student is **not** in the room.