INTERVIEWERS' AND ASSESSORS' PROCEDURES 2008

Interviewer's procedures

Before the interviews
- arrive 45 minutes before to familiarise yourself with the examination materials for that day
- arrange the examination room to make it supportive
- test the cassette recorder to see if it works properly
- make sure there is paper and pens for the candidates to take notes with
- make sure there is a clock in the room for you to keep time
  NB! The clock should only be visible to you, ideally behind the candidate, where you can look at it without disturbing the candidate.
- place twelve student cards for Stage 2 face down on the table

Before starting Stage 1
- greet the candidate in a friendly way
- ask the external candidates if they are familiar with the procedure / explain if necessary
- ask if the candidate wants the interview to be recorded. When the answer is 'Yes', switch on the cassette recorder and state the candidate's code number. When the answer is 'No', ask if the candidate is aware that he/she can only appeal against the result of the speaking paper if the answer is recorded.
- when you record interviews, the candidate's code numbers and the date of the recording should be written clearly on the cover of the cassette

Stage 1
- see the **Script for Stage 1**
- introduce the assessor to the candidate
- follow the script, do not improvise or paraphrase

Stage 2
- see the **Script for Stage 2**
- follow the script
- ask the candidate to choose a monologue card
- give the candidate some time to read the task
- give the candidate 3 minutes to plan his/her monologue
  NB! the cassette recorder should not be switched off during that time
- when 3 minutes have elapsed or the candidate is ready to start, ask the candidate to start
- allow the candidate 2 minutes of uninterrupted monologue time
- when the candidate has been speaking for 2 minutes, find a logical way (at the end of a sentence or thought) to stop the candidate in a natural and friendly manner
- when the candidate has spoken for less than 2 minutes and it is not clear if he/she has finished, ask '*Is that all you wanted to say?*' or '*Was there something else you wanted to say?*'
- continue with the questions in the script in the same order as they appear (unless the candidate has already answered any of them in his/her monologue, in which case skip the question)
- once the questions have been answered, signal the end of the task by '*Thank you. Let's move on to the next task.*'

Stage 3
- see the **Script for Stage 3**
- give the candidate the card
- give the candidate 1 minute to think about the task
- when 1 minute is up, prompt the candidate to start by *'Could you start the role-play now.'*
- use the information in the script to answer candidate's questions
- keep your answers short
- do not give more information than the candidate asks
- if the candidate does not finish the role play as required (does not signal the decision at the end), ask *'Is that all you wanted to say?'*
- when the candidate has finished the role play, say, *'Thank you. This is the end of the interview.'*
- switch off the cassette recorder

Before the candidate leaves the room
- tell the candidate when the scores will be announced
- ask the candidate to sign the attendance form
- collect the candidate's notes

After the exam
- together with the assessor pack examination materials and destroy candidates' notes

The interviewer should
- be a friendly and attentive listener
- be natural
- 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?, that's not right, you have not said very much)
- move on to the next question if the candidate is not willing to answer a question because of some personal reason
- keep to the time set for each part of the interview

<u>The interviewer should not</u>
- interrupt the candidate's monologue
- impose his/her views
- talk too much / speak more than the candidate
- enter into lengthy discussions with the candidate
- 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 candidate is clearly looking for words or ideas

Assessor's procedures

Before the examination the assessor should
- arrive at school 45 minutes before the start of the interview to familiarise him/herself with the materials for that day
- assist the interviewer arranging the examination room
- make sure all the necessary documentation is there (scripts, evaluation forms, marking scale)
- make sure there is paper for taking notes of candidates' performance

During the examination the assessor should
- sit so that they can clearly hear the candidate (but interfere with his/her presence as little as possible)
- be as inconspicuous as possible
- apart from greeting the candidate, not interact
- make sure to record candidate's code number in Stage 1
- make sure to record the number of the topic of the candidate in Stage 2
- use all the criteria in the marking scale to assess every candidate's performance during Stages 2 and 3
- check against the script that the candidate has completed the tasks
- make notes to evaluate candidate's performance
- decide on the mark of each candidate immediately after the candidate has finished his/her interview

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 candidate is **not** in the room.

After the examination the assessor should
- fill in the assessment form (*protokoll*)
- sign the form with the interviewer
- store the form safely with the materials until the last day of the oral part of the examination
- help the interviewer to pack up the exam materials and destroy candidates' notes
- keep his/her notes of candidates' performance for reference if a need should arise