

DIRECTIONS FOR CHECKING YOUR STUDENTS' RESPONSES

in the LCTL VOICES online testing system at Michigan State University

Dear Less-Commonly-Taught-Language Teacher:

You are currently teaching a LCTL and your students may or will take an online oral skills test as part of LCTL VOICES. Each student may take this type of test twice a semester, during the middle, and at the end of the semester. All you need to review your students' responses are an internet-connected computer and headphones or speakers.



Each online oral test has four questions. After your students take the test, you can review their speech samples and score them as you would like. Below are directions on how to access and review your students' speech samples. Also included at the end of this document is a sample rubric you can use to score your students' responses, but feel free to use any rubric or grading criteria.

If you have any questions or problems, please contact Dr. Paula Winke (winke@msu.edu; 517-353-9792) who can troubleshoot for you.

Thank you!

Sincerely,
Drs. Paula Winke and Patti Spinner
Directors of the Online LCTL Assessment System LCTL-VOICES
Michigan State University

DIRECTIONS

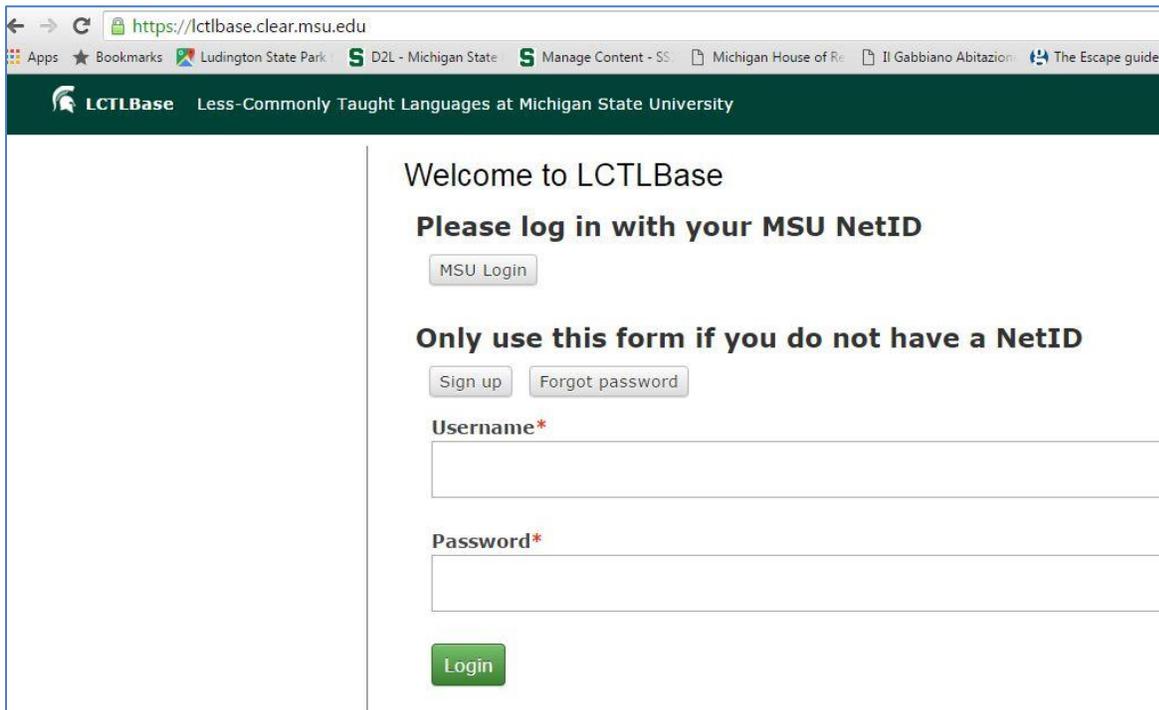
How to review your students' responses in LCTL VOICES

1) Use Firefox or Internet Explorer and go to:

<https://lctlbase.clear.msu.edu/>

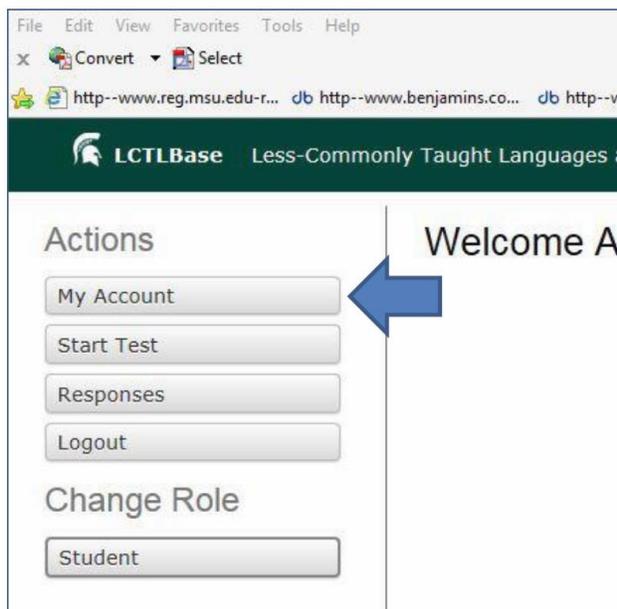
2) Click on "MSU Login" if you are a teacher at Michigan State University. If you are not at Michigan State University, use the other fields to sign up or to log in (using your non-MSU username and password). In other words, click on "Sign up" if you need to create a non-MSU

account, and if you have that account already, you can use your username and password to sign in. If you forget your password, click on “Forgot password.”

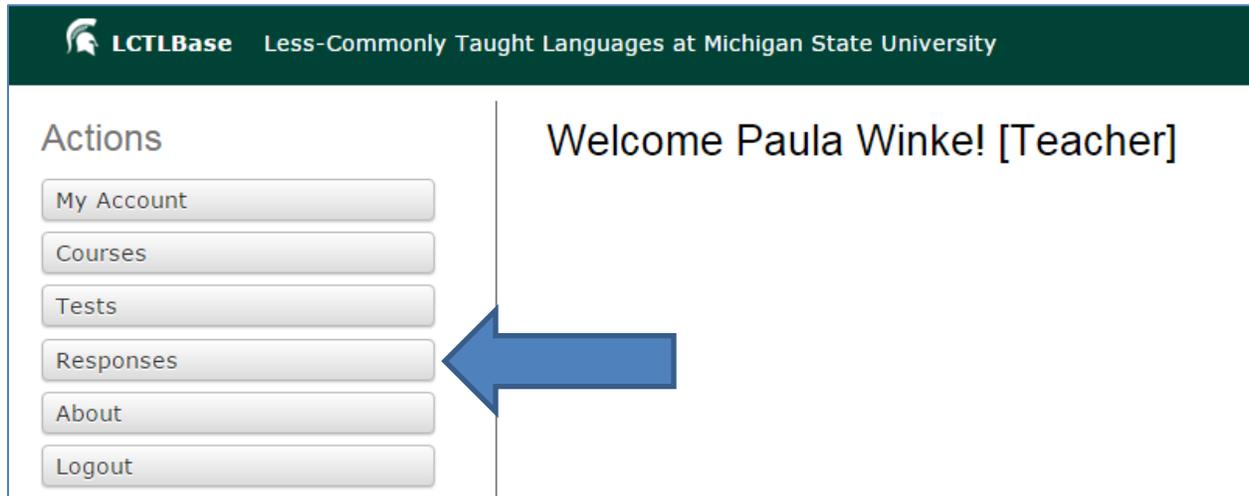


3) Enter your MSU ID and password. If you don't have an MSU NetID (if you are a teacher at a different university and are not at Michigan State), please fill out the guest information.

4) If this is your first time here at this site, click on “My Account” to fill out information on yourself and the language test your students take.



- 5) Click on the green “Submit” button at the bottom when you are done.
- 6) To see your students’ responses to a given test, click on “Responses.”



- 7) Select the test for which you want to hear responses.
- 8) You will be able to see the four questions that made up the test, along with any pictures that the students saw. Below, the responses are listed by student name. Click on any response to hear the student’s response.
- 9) You may use the rubric attached (below) to take notes or to assign a grade to any individual student. You may amend this rubric in any way you see fit to have it fit your language teaching needs and goals.

Questions? Email us!

Paula Winke (winke@msu.edu)
Patti Spinner (spinnerp@msu.edu)

THANK YOU!

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. <i>The student did not respond at all.</i> 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. <i>Student did not respond.</i> Comments:	<i>Up to 2.5 points</i> 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. <i>The student did not respond at all.</i> 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. <i>Student did not respond.</i> Comments:	<i>Up to 2.5 points</i> Score: _____ Comments:
3.	<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. <i>The student did not respond at all.</i> 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. <i>Student did not respond.</i> Comments:	<i>Up to 2.5 points</i> Score: _____ Comments:
4.	<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. <i>The student did not respond at all.</i> 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. <i>Student did not respond.</i> Comments:	<i>Up to 2.5 points</i> Score: _____ Comments:

Totals: Task Completion Score ____ / 20

Language use Score ____ / 20

Other Score ____ / 10

Total Score ____ / 50