

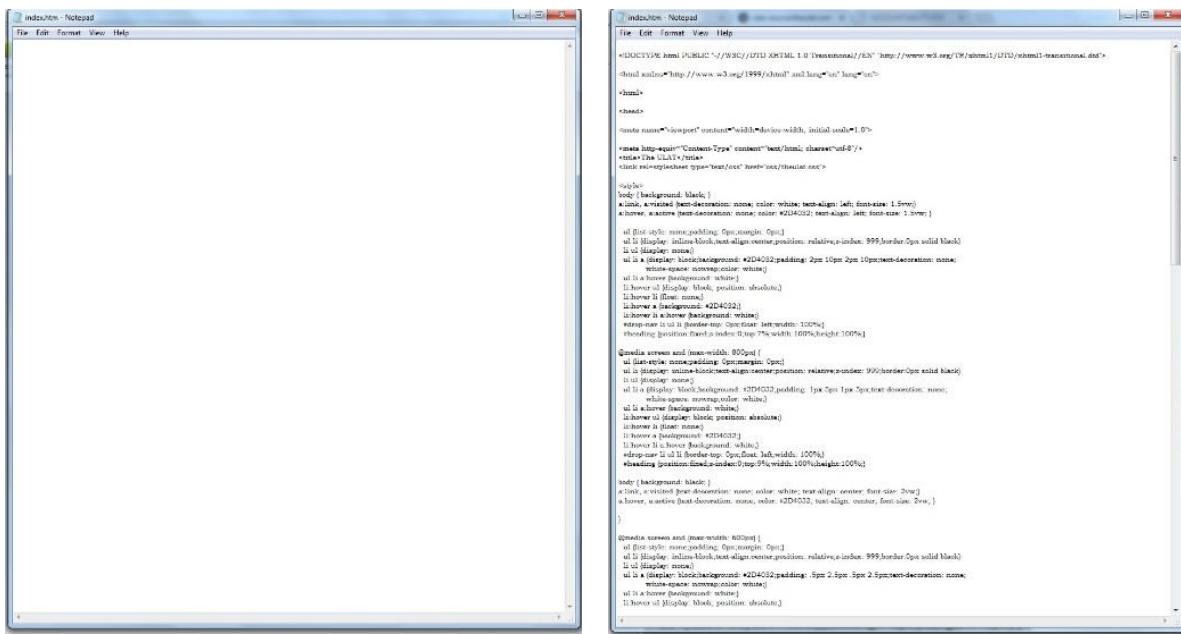
The ULAT Home Page

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The Oral Participation Evaluation Spreadsheet

If given a pile of the appropriate parts, and a week within which to do the job, do you think you could build your own car? How about a computer? If your boss dropped on your desk a motherboard, a video card, a sound card, a modem, a fan, a power supply, various drives, etc., all of the necessary components to build a computer, and told you he wanted you to put them together for him before you go home tonight, could you do it? (The scary thing is that some of you probably could.)

Let's try something a little easier. Starting from a "notepad" looking like the one on the left...



...and without the aid of any website developing software, could you construct the ULAT home page, just the first part of whose source looks like what you see on the right, by writing in all of the proper HTML coding? (Neither could I, by the way.)

Most of us would probably answered "no" to all three questions. But could you drive a car, use a computer and navigate through the ULAT website? Of course you could.

Please bear those thoughts in mind as I begin to present to you "The Oral Participation Evaluation Spreadsheet" (OPES). Were you to see all of the formulae in the hidden cells that went into its creation, you might be overwhelmed and not dare to use it. However, just like driving a car, using a computer or cruising through the ULAT, by the time you finish reading this lesson and trying it out, you will find that it is very easy to

use. What's more, once you have used it with your students, I'm convinced you will never want to do without it.

As I mentioned in the last chapter, collecting and recording oral participation data accurately and evaluating it fairly are extremely important tasks. Similarly, attributing a grade for the all-important area of oral participation must be thoroughly objective. It is with those facts in mind that I created the OPES. You can download it [HERE](#).

Below you see the appearance of the spreadsheet for just one class. Remember that this is just an image below and not the actual spreadsheet, so you will not be able to click on it and add any data. If you would actually like to work with the spreadsheet while I provide you with the explanation of its use, you will first need to download it by clicking on the link in the last paragraph.

A	B	C	D	E	G	I	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AX	AY	AZ	BA	BB	BC	BD
1 ORAL PARTICIPATION AND EVALUATION SPREADSHEET																																																	
2	CUMULATIVE DATA																																																
3	STUDENT'S NAME	Req. Part.	Neg. Part.	Use of English	Cumul.	Oral Part.	DAILY ORAL PARTICIPATION TOTALS																																										
4																																																	
5	Student 1	0.0	0	####																																													
6	Student 2	0.0	0	####																																													
7	Student 3	0.0	0	####																																													
8	#DIV/0!	Student 4	0.0	0	####																																												
9	0.0	Student 5	0.0	0	####																																												
10	Student 6	0.0	0	####																																													
11	Student 7	0.0	0	####																																													
12	Student 8	0.0	0	####																																													
13	Student 9	0.0	0	####																																													
14	Student 10	0.0	0	####																																													
15	Student 11	0.0	0	####																																													
16	Student 12	0.0	0	####																																													
17	Student 13	0.0	0	####																																													
18	Student 14	0.0	0	####																																													
19	Student 15	0.0	0	####																																													
20	Student 16	0.0	0	####																																													
21	Student 17	0.0	0	####																																													
22	Student 18	0.0	0	####																																													
23	Student 19	0.0	0	####																																													
24	Student 20	0.0	0	####																																													
25	Student 21	0.0	0	####																																													
26	Student 22	0.0	0	####																																													
27	Student 23	0.0	0	####																																													
28	Student 24	0.0	0	####																																													
29	Student 25	0.0	0	####																																													
30	Student 26	0.0	0	####																																													
31	Student 27	0.0	0	####																																													
32	Student 28	0.0	0	####																																													
33	Student 29	0.0	0	####																																													
34	Student 30	0.0	0	####																																													
35	Student 31	0.0	0	####																																													
36	Student 32	0.0	0	####																																													
37	Student 33	0.0	0	####																																													
38	Student 34	0.0	0	####																																													
39	Student 35	0.0	0	####																																													
40	Student 36	0.0	0	####																																													
41	Student 37	0.0	0	####																																													
42	Student 38	0.0	0	####																																													
43	Student 39	0.0	0	####																																													
44																																																	
45	Degree of difficulty:	70																																															

Above you see the appearance of the Oral Participation Evaluation Spreadsheet (OPES) for one class. If you download the spreadsheet and scroll down, you will see that it contains enough sections, like the one above, for eight different classes.

Complicated as this spreadsheet may appear, it is actually very simple to use. After entering some simple initial data at the beginning of the school year, you only need to do one elementary task on a daily basis and your students' oral participation average will appear automatically.

Initial observations

First of all, as you look at the image of the spreadsheet on the previous page, you will notice that certain columns are missing (H, J, K, L and many after column BD). They are intentionally hidden to simplify the spreadsheet's use for you. A teacher does not need to use or see them.

Secondly, you will also notice that certain cells contain red triangles in the upper right hand corner. This is to indicate that they contain explanatory comments to help guide you in using the OPES. The comments will appear whenever you place your cursor on that cell.

A	B	C	D	E	F	G	I	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA
	STUDENT'S NAME	Req. Exc.	Neg. Part.	Use of English	Cumul. Abs.	Oral Part.	Part. Score															
5	Insert class period																					
6	Shear				0.0	0	####															
7	Student 2				0.0	0	####															
8	Student 3				0.0	0	####															
9	#DIV/0!				0.0	0	####															
10	0.0				0.0	0	####															
11	Student 5				0.0	0	####															
12	Student 6				0.0	0	####															
13	Student 7				0.0	0	####															
14	Student 8				0.0	0	####															
15	Student 9				0.0	0	####															
16	Student 10				0.0	0	####															
17	Student 11				0.0	0	####															
18	Student 12				0.0	0	####															
19	Student 13				0.0	0	####															
20	Student 14				0.0	0	####															
21	Student 15				0.0	0	####															
22	Student 16				0.0	0	####															
23	Student 17				0.0	0	####															

Thirdly, you will see that certain cells are gray. A gray cell contains a formula that makes the OPES function correctly and, consequently, to protect it, you will see an error message if you try to change its contents. The gray cells are only visible because they contain information that you may find useful to see.

Set up

Now, at the beginning of the school year, here are the simple tasks you must perform to set up each of your classes:

1. In column A, you will find three blue cells for each class. As indicated by the explanatory notes, which you will see by placing your cursor on each of the three cells, you will enter the class period (1,2,3,4, etc.) in the first of these cells (A6 for this class). In the second cell (A7), you can enter an abbreviation or the name of the course (SPN1, FRN1, SPN2, FRN2, etc.). In the third cell (A8), you will enter the number of students in the class (15, 20, 25, etc.).

ORAL PARTICIPATION AND EVALUATION SPREADSHEET						
CUMULATIVE DATA				DAILY		
	STUDENT'S NAME	Req. Exc.	Neg. Part.	Use of English	Cumul. Abs.	Oral Part. Score
1	Student 1				0.0	0 ####
SPN1	Student 2				0.0	0 ####
25	Student 3				0.0	0 ####
2.0	Student 4				0.0	0 ####
0.0	Student 5				0.0	0 ####
	Student 6				0.0	0 ####
	Student 7				0.0	0 ####
	Student 8				0.0	0 ####
	Student 9				0.0	0 ####
	Student 10				0.0	0 ####
	Student 11				0.0	0 ####
	Student 12				0.0	0 ####

2. In column B, you are to replace the entries "Student 1, Student 2, Student 3, etc." with the actual names of your students. Ideally, to simplify your record-keeping, you will have seated your students in alphabetical order or at least in the order in which they appear on your [Seating Chart and Record-Keeping Spreadsheet](#).

3. At the top of columns "O" through "BD", add the dates of class periods for the upcoming quarter. Voilà! That's all there is to setting up the OPES!

If your school uses trimesters instead of quarters, cut the trimester in half, give the student the grade indicated by the OPES for the first half of the trimester and then start with a fresh spreadsheet for the second half of that trimester.

Daily use

Now that your OPES is set up for the entire quarter, all that remains to do is to update it on a daily basis, or as often as you find the time.

It is highly advisable to update it daily. Why? First of all, assuming you are using the [Seating Chart and Record-Keeping Spreadsheet](#), setting those sheets aside until a more convenient time to transfer the results to your computer makes you run the risk of losing one or more of them. Remember that a big reason for using the OPES in the first place, and for heavily weighting the oral participation grade, is to hold students accountable for regular oral participation. It is highly demotivating for students if sheets are lost and they see that their efforts have gone for naught. Secondly, once again for the sake of accountability, and therefore active participation, it is good for students to see a tight correlation between their participation in that day's class and the rising or falling of their class grade when they check it online. This reinforces for them the fact that getting involved in class discussion is indispensable and that it "pays off".

At the end of the day, your record-keeping spreadsheet for one particular class will probably look something like this (except that you will have names filled in the rectangles instead of "Student 1", "Student 2", etc.):

CLASS: 7 A = ABSENT, T = TARDY				Date :	9/5		
Student 24	Student 25	Student 26	Student 27	Student 28	Student 29	Student 30	Student 31
Student 17	Student 18	Student 19	Student 19	Student 20	Student 21	Student 22	Student 23
1			A				
Student 9	Student 10	Student 11	Student 12			Student 15	Student 16
Student 1	Student 2	Student 3	Student 4	Student 5	T	Student 7	Student 8

The vertical hash marks above correspond to voluntary comments made by the student. The "A" indicates that the student was absent and the "T" means that the student arrived late to class.

Here is all you have to do to update the OPES each day.

1. Place the record-keeping spreadsheet next to your computer and, while consulting that day's records, enter the totals for each student in the column under that day's date. If the student volunteered four responses on a certain day, you will enter a "4" within the cell across from his or her name. **VERY IMPORTANT!** If a student is absent on a certain day, enter the letter "A" in his or her cell on that specific day. The OPES automatically takes into account the student's absence and therefore doesn't allow the lack of oral participation on that day to diminish the student's grade.
2. That's it! There **is** no point number 2. It's that simple. Do step number 1 each day and, in the red column (column "M"), you will see the student's grade evolve throughout the quarter!

ORAL PARTICIPATION AND EVALUATION SPREADSHEET										
STUDENT'S NAME	Req. Part.	Neg. Use of Cumul.	Cumul. Abs.	Oral Part.	DAILY ORAL PARTICIPATION TOTALS					
					9/5	9/6	9/7	9/8	9/9	9/10
1 Mike	0.0	16	100	100	7	3	6			
SPN1 Sue	0.0	16	63	63	2	2	1			
22 Jerry	0.0	20	100	80	6	1				
23 Ed	0.0	24	100	84	6	12				
24 Phillip	0.0	24	100	84	6	12				
10 4.8 Joseph	0.0	15	100	3	1	11				
11 Joan	0.0	18	100	1	8	9				
12 Marie	0.0	3	61	0	0	3				
13 Kayla	0.0	17	100	10	5	2				
14 Steve	1.6	10	100	A	3	7				
15 Tom	3.2	3	95	4	A	A				
16 Randy	0.0	20	100	6	9	5				
17 Jackson	0.0	14	100	1	8	3				
18 Sheila	0.0	12	95	1	8	3				
19 Mary Anne	0.0	19	100	7	3	9				
20 Kate	0.0	10	87	5	3	2				
21 Bill	0.0	9	83	1	7	1				
22 Peter	1.6	17	89	A	2	5				
23 Carol	0.0	17	100	9	1	7				
24 David	0.0	11	91	4	4	4				
25 Anne	0.0	23	100	12	4	0				
26 Jeff	0.0	7	76	2	2	3				
27 Cindy	0.0	9	83	4	0	5				
28 Cynthia	1.3	18	100	9	A	9				
29 Paul	0.0	13	98	3	7	3				
30 Carl	0.0	11	91	6	2	3				
31 Student 26	0.0	0	50							
32 Student 27	0.0	0	50							
33 Student 28	0.0	0	50							
34 Student 29	0.0	0	50							
35 Student 30	0.0	0	50							
36 Student 31	0.0	0	50							
37 Student 32	0.0	0	50							
38 Student 33	0.0	0	50							
39 Student 34	0.0	0	50							
40 Student 35	0.0	0	50							
41 Student 36	0.0	0	50							
42 Student 37	0.0	0	50							
43 Student 38	0.0	0	50							
44 Student 39	0.0	0	50							
ACHER'S PARTICIPATION:										
Degree of difficulty: 70										
1 2 1										
1.6 1.3 2.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0										

Notice that Tom has only made 4 comments thus far in the school year, but that he still has a 95% average. The OPES does not allow his absences to detract from his score.

This is what a sample OPES might look like after the first three days of class:

To ensure that you understand the most essential information from this page, let's take the case of "Steve" and I will tell you all that I can about him from this record. First of all, from column "A", I can see that he is a member of the first period Spanish 1 class, which contains 25 students. I can also see that he was absent on September 5 and consequently had no oral participation on that day. However, his absence has no bearing on his grade, since the OPES automatically takes that into consideration in determining his average. Finally, I can see that he made three contributions on September 6 and seven more on September 7 for a total oral participation average of 100% at this early juncture in the school year. That's all you need to understand. Yes, there is more information on the page but you can function quite well already with the OPES without any more explanation.

Supplementary information

Warning! Continue reading beyond this point at your own risk! If you're already satisfied with what you know about the OPES, but might give up the idea of using it if any more information were given you, then **DO NOT** read what is on the next page. Better that you try it out first. Once you have, I'm quite sure you will want to use it. Thereafter, if you feel you must, you can return here to learn about additional features.

Want more, O intrepid ones? Then continue on to the next page.

Let's take another look at the OPES after three days of school:

Here is what was not explained previously about the information in the grey cells – the ones that contain a formula and that you cannot modify:

1. The total of "2.8" in cell "A9" means that a student must average 2.8 comments per class discussion, when the average discussion contains 70 responses, in order to receive a score of 100%. (See the little red "70" in cell "C46"?)
 2. The number "4.8" in cell "A10" means that a total of 4.8 class period equivalents have already taken place in the course of the school year. What?!? What's a "class period equivalent" and how can there have been 4.8 of them in just 3 days? (I told you that you don't have to know all of this.)

A "class period equivalent" corresponds to the total number of comments one could expect in an average class discussion and during an entire class period of average duration. The total number of student oral contributions per actual class is going to vary greatly from school to school and from topic to topic, of course, depending upon the amount of time devoted to oral participation activities in a particular class, the length of the class period, the kind of responses required etc. On the basis of my experience, I determined to use a 45-minute

class period as my standard class duration and 70 remarks as an average total for the entire class when the whole class period was devoted to discussion.

Clearly, in the case of Steve's class detailed in the preceding image, judging from the sheer quantity of participation, I imagine that the responses were brief in nature and that his class is closer to 90 minutes in length. That is why they have had the equivalent of 4.8 class discussions (when compared to a class just 45 minutes in length) after just three days of school. However, it doesn't matter! The duration of your class period and the nature of the kind of comments required of the students have no bearing on the students' results. By dint of its design, the OPES makes allowance for all such variance. (Don't try to explain this to parents.)

3. In column "G", we can see how many class period equivalents the student missed because of absence.
 4. In column "I", we see how many total oral contributions the student has made throughout the entire marking period.
 5. Finally, on line 46, you can see how many class period equivalents took place on that particular day.

Optional features

The following features of the OPES are all optional, though the use of the last two is highly encouraged:

1. In column "C", teachers can choose to enter how many times a student requests to be excused during class to use the restroom, go to the office, go to his or her locker, get a drink, etc. This will have no bearing on the grade, but may help a parent understand why the student's oral participation score may be suffering.
 2. In column "D", teachers can enter the quantity of incidents of negative participation (interruptions, talking out of turn, etc.) attributable to a student. If you use this feature, however, be advised that incidents of negative participation slightly lower a student's average.

	A	B	C	D	E	G	I	M	N	O	P	R	S	T	U	V	X	
	ORAL PARTICIPATION AND EVALUATION SPREADSHEET																	
	CUMULATIVE DATA			Reg.	Reg.	New	Use of Eng.	End.	Count	Date	DAILY ORAL PARTICIPATION TOTALS							
	STUDENT'S NAME										5	5	5	5	5	5	5	
											6	6	6	6	6	6	6	
1	Mike								0.0	16	100	7	3	6				
2	SPM	Sue							0.0	5	69	2	2	1				
3	25	Jerry							0.0	20	100	5	6	9				
4	41	John							0.0	10	100	3	1	2				
5	4.8	Joseph							0.0	15	100	3	1	11				
6	11	Joan							0.0	18	100	1	8	9				
7	12	Marie							0.0	3	61	0	0	3				
8	13	Kayla							0.0	10	100	10	5	2				
9	14	Steve							1.0	16	100	1	7	7				
10	15	Tom							3.2	4	95	4	A	A				
11	16	Randy							0.0	20	100	6	9	5				
12	17	Jackson							0.0	14	100	2	4	8				
13	18	Shelba							0.0	12	100	35	1	8				
14	19	Mary Anne							0.0	10	100	1	8	3				
15	20	Kate							0.0	10	87	5	3	2				
16	21	Bill							0.0	9	83	1	7	1				
17	22	Peter							1.6	9	89	A	2	5				
18	23	Geoff							0.0	17	100	9	1	7				
19	24	David							0.0	11	91	1	7	7				
20	25	Annie							0.0	23	100	12	2	9				
21	26	Jeff							0.0	7	76	2	2	3				
22	27	Cindy							0.0	9	83	4	0	5				
23	28	Glynnia							0.0	18	100	9	A	9				
24	29	Dawn							0.0	13	90	3	2	3				
25	30	Carl							0.0	11	91	6	2	3				
26	31	Student 26							0.0	0	0							
27	32	Student 27							0.0	0	0							
28	33	Student 28							0.0	0	0							
29	34	Student 29							0.0	0	0							
30	35	Student 30							0.0	0	0							
31	36	Student 31							0.0	0	0							
32	37	Student 32							0.0	0	0							
33	38	Student 33							0.0	0	0							
34	39	Student 34							0.0	0	0							
35	40	Student 35							0.0	0	0							
36	41	Student 36							0.0	0	0							
37	42	Student 37							0.0	0	0							
38	43	Student 38							0.0	0	0							
39	44	Student 39							0.0	0	0							
40	45																	
		ACHER'S PARTICIPATION																
		Degree of difficulty:	70													1	2	1
																1.6	1.2	0.0

3. Column "E" is like "D" in that these transgressions of classroom policy also negatively impact the student's average. This column is for times when a student uses English in class, if such has been prohibited.

4. The black bar on line 45 is an important optional feature. It is where one indicates how many times teachers had to answer their own questions in the course of a class discussion. The total of the "teacher's participation" is entered on the black line within the column corresponding to that particular day's class. For example, in light of student passivity, you see that the teacher provided an answer to one of his own questions on September 5 and that he did so twice more on September 6 and once more on September 7. This deserves some explanation.

		CUMULATIVE DATA				Cond.	Osal	DAILY GRAL. PARTICIPATION TOTALS									
		Rev.	Neg.	Use of Comed.		Osal	Osal	9	9	9	9	9	9	9	9	9	
		Ex.	Part.	English	Abs.	Part.	Score	5	6	7	8	11	12	13	14	15	
1	Mike					16	100	7	3	6							
SPM	Sue					0	5	69	2	2	1						
23	Larry					0	24	100	0	0	1						
3	Phil					0	24	100	5	4	12						
4	Joseph					0	15	100	3	1	11						
11	Joan					0	18	100	1	1	5						
12	Marie					0	3	61	0	0	3						
13	Kayla					0	17	100	10	2	1						
14	Steve					1	10	100	0	3	7						
15	Tom					3	2	4	95	4	4	A	A				
16	Randy					0	20	100	6	9	5						
17	Jackson					0	18	100	10	2	3						
18	Steve					0	12	25	8	1	1						
19	Mary Anne					0	19	100	7	3	9						
20	Kate					0	10	87	5	3	2						
21	Bill					0	9	83	1	1	7						
22	Peter					1	10	89	A	2	5						
23	Carol					0	17	100	0	0	1						
24	David					0	11	91	3	4	4						
25	Anne					0	23	100	12	2	9						
26	Jeff					0	76	2	2	3							
27	Eddy					0	9	83	4	1	1						
28	Cynthia					1	18	100	9	0	9						
29	Paul					0	13	98	3	7	3						
30	Carl					0	11	91	6	2	3						
31	Student 26					0	0	50									
32	Student 27					0	0	50									
33	Student 28					0	0	50									
34	Student 29					0	0	50									
35	Student 30					0	0	50									
36	Student 31					0	0	50									
37	Student 32					0	0	50									
38	Student 33					0	0	50									
39	Student 34					0	0	50									
40	Student 35					0	0	50									
41	Student 36					0	0	50									
42	Student 37					0	0	50									
43	Student 38					0	0	50									
44	Student 39					0	0	50									
45																	
	Degree of difficulty:	70															
	ACHER'S PARTICIPATION										1	2	1				
								1.6	1.3	2.0	0.0	0.0	0.0	0.0	0.0	0.0	

There will be days when students, feeling lethargic, may not care to engage in discussion. In that case, rather than cajoling and upbraiding the students or, worse, waiting for them to feel like answering, teachers can merely answer the question, or make a comment themselves to keep things moving. When I would do this, I would turn to the recorder and say, in a jubilant voice and in the appropriate language, "A point for the teacher!" The recorder would then be shown where to inscribe my point on the record-keeping sheet and I would continue as though not troubled in the least by their lethargy.

However, at least one time, I would also show them the OPES and would enter the total of my points in the appropriate location. When teacher's points are added, they cause the average for all of the students in the class to drop slightly. When the students see this, thereafter they make every effort not to let the teacher answer his or her own questions!

- Finally, at the bottom of the section for each class, you see the label "Degree of Difficulty" and then a number in a cell to its right. Modifying that number enables the teacher to fine tune the scoring system. By putting your cursor on the cell containing that number, you see that having it set to "70" means that the rigor of the grading scale will be "average" in its expectations

Student 26	0.0	0	####
Student 27	0.0	0	####
Student 28	0.0	0	####
Student 29	0.0	0	####
Student 30	0.0	0	####
Student 31	0.0	0	####
Student 32	0.0	0	####
Student 33	0.0	0	####
Student 34	0.0	0	####
Student 35	0.0	0	####
Student 36	0.0	0	####
Student 37	0.0	0	####
Student 38	0.0	0	####
Student 39	0.0	0	####

Degree of difficulty: ↓

CUMULATIVE DATA
Enter one of the following numbers to adjust the degree of grading difficulty:
00 = Difficult
09 = Moderately difficult
70 = Average
80 = Moderately easy
90 = Easy

for the students. Setting it at "90" means that more in the way of participation will be expected of the students. Setting it at "50" causes the OPES to be more lenient in establishing the students' grades.

(Note that the cell only controls the grading scale's "degree of difficulty" for that one particular class.) Consequently, if a teacher considers his or her students' averages and feels that they are lower than what is merited, the teacher can adjust the "degree of difficulty" downward to adjust the students' averages upward. The converse, of course, is also true.

Try it. You'll like it.

Language Teachers' Topics for Reflection

1. What is the Oral Participation Evaluate Sequence (OPES)?
2. Why is objectivity so important when it comes to recording and evaluating students' oral participation?
3. How can you obtain a copy of the OPES?
4. Simpler to use than it looks, what are the three bits of information a teacher adds to set up the OPES at the beginning of the school year?
5. What are the two activities a teacher must do daily to update the OPES?
6. How can teachers ensure that they never have to answer their own questions due to student lethargy?
7. If the grades attributed to students by the OPES seem either too low or too high, how can the OPES be adjusted?

[**NEXT CHAPTER**](#)