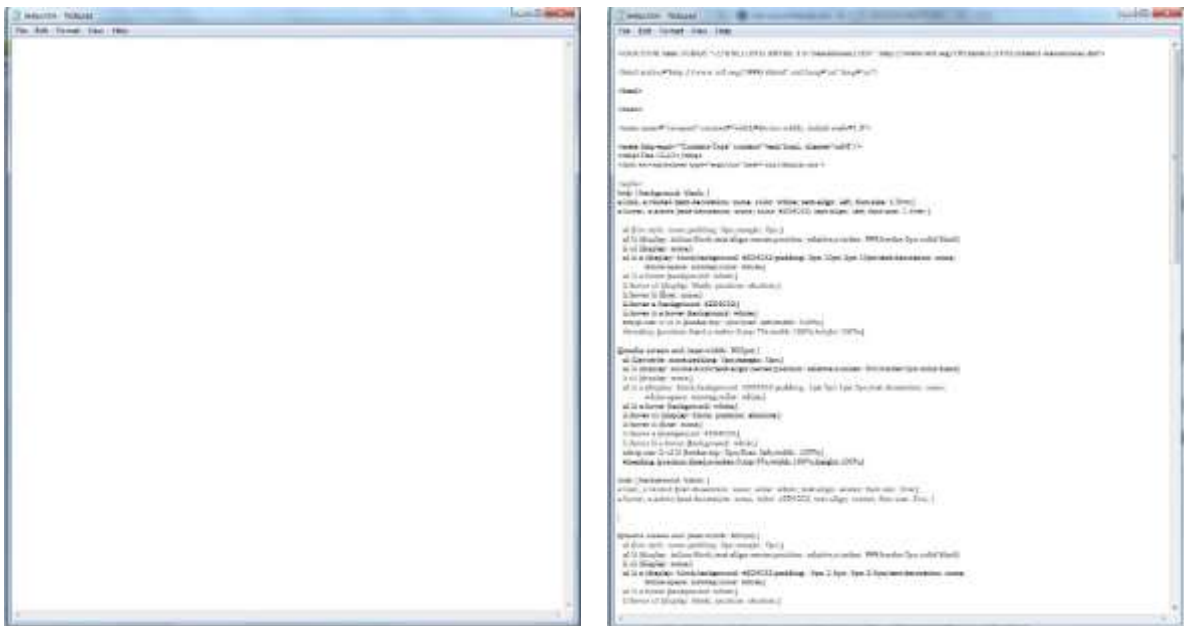


The Oral Participation Evaluation Spreadsheet

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.

CUMULATIVE DATA				DAILY ORAL PARTICIPATION TOTALS																										
STUDENT'S NAME	Reg. Eng.	Reg. Use of Const.	Oral Part.	Oral Part. Score	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Student 1	0.0	0	0.0000	0.0000																										
Student 2	0.0	0	0.0000	0.0000																										
Student 3	0.0	0	0.0000	0.0000																										
Student 4	0.0	0	0.0000	0.0000																										
Student 5	0.0	0	0.0000	0.0000																										
Student 6	0.0	0	0.0000	0.0000																										
Student 7	0.0	0	0.0000	0.0000																										
Student 8	0.0	0	0.0000	0.0000																										
Student 9	0.0	0	0.0000	0.0000																										
Student 10	0.0	0	0.0000	0.0000																										
Student 11	0.0	0	0.0000	0.0000																										
Student 12	0.0	0	0.0000	0.0000																										
Student 13	0.0	0	0.0000	0.0000																										
Student 14	0.0	0	0.0000	0.0000																										
Student 15	0.0	0	0.0000	0.0000																										
Student 16	0.0	0	0.0000	0.0000																										
Student 17	0.0	0	0.0000	0.0000																										
Student 18	0.0	0	0.0000	0.0000																										
Student 19	0.0	0	0.0000	0.0000																										
Student 20	0.0	0	0.0000	0.0000																										
Student 21	0.0	0	0.0000	0.0000																										
Student 22	0.0	0	0.0000	0.0000																										
Student 23	0.0	0	0.0000	0.0000																										
Student 24	0.0	0	0.0000	0.0000																										
Student 25	0.0	0	0.0000	0.0000																										
Student 26	0.0	0	0.0000	0.0000																										
Student 27	0.0	0	0.0000	0.0000																										
Student 28	0.0	0	0.0000	0.0000																										
Student 29	0.0	0	0.0000	0.0000																										
Student 30	0.0	0	0.0000	0.0000																										
Student 31	0.0	0	0.0000	0.0000																										
Student 32	0.0	0	0.0000	0.0000																										
Student 33	0.0	0	0.0000	0.0000																										
Student 34	0.0	0	0.0000	0.0000																										
Student 35	0.0	0	0.0000	0.0000																										
Student 36	0.0	0	0.0000	0.0000																										
Student 37	0.0	0	0.0000	0.0000																										
Student 38	0.0	0	0.0000	0.0000																										
Student 39	0.0	0	0.0000	0.0000																										
TEACHER'S PARTICIPATION:					0.0	0.3	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
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.



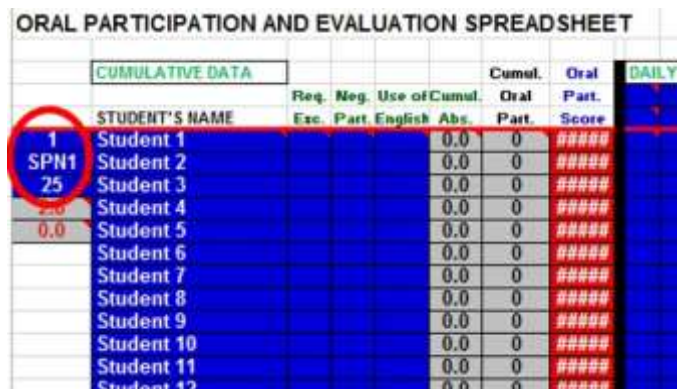
The image shows a spreadsheet with columns labeled 'Req.', 'Neg.', 'Use of', 'Cumul.', 'Oral', and 'Part.'. Rows are labeled 'Student 1' through 'Student 16'. The 'Oral' and 'Part.' columns contain numerical values (0.0 or 0) and red triangles in the upper right corner, indicating hidden comments.

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.).



The image shows a spreadsheet titled 'ORAL PARTICIPATION AND EVALUATION SPREADSHEET'. It has columns for 'STUDENT'S NAME', 'Req. Etc.', 'Neg. Part.', 'Use of English', 'Cumul. Abs.', 'Oral Part.', and 'Part. Score'. Rows are labeled 'Student 1' through 'Student 12'. The 'Oral Part.' and 'Part. Score' columns contain numerical values (0.0 or 0) and red triangles in the upper right corner, indicating hidden comments.

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

CUMULATIVE DATA						DAILY ORAL PARTICIPATION RECORDS																															
STUDENT'S NAME	Req	Req. Abs	Oral	Part	Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1. Mike	0.0	15	150	7	2	8																															
SPM1 Sue	0.0	5	69	2	2	1																															
25. Jetty	0.0	20	190	0	0	9																															
Phil	0.0	24	190	11	4	12																															
Joseph	0.0	15	190	3	1	11																															
Jose	0.0	18	190	1	0	9																															
Marie	1.0	3	51	0	0	2																															
Kayla	0.0	17	190	11	0	2																															
Steve	5.6	10	190	A	3	7																															
Tom	1.2	4	35	A	A	A																															
Randy	0.0	20	190	6	9	5																															
Jackman	0.0	14	190	2	4	8																															
Sheila	0.0	12	95	1	0	3																															
Mary Anne	0.0	19	190	7	3	9																															
Kate	0.0	10	81	6	3	7																															
Bill	0.0	0	43	1	7	1																															
Peter	5.6	7	39	A	2	5																															
Carol	0.0	17	190	9	1	7																															
David	0.0	13	91	3	4	4																															
Anne	0.0	23	190	12	2	9																															
Jeff	0.0	7	76	7	2	3																															
Cindy	0.0	9	87	4	0	8																															
Cynthia	1.1	18	190	11	6	3																															
Paul	0.0	13	90	3	7	2																															
Carl	0.0	15	91	6	2	3																															
Student 26	0.0	0	50																																		
Student 27	0.0	0	50																																		
Student 28	0.0	0	50																																		
Student 29	0.0	0	50																																		
Student 30	0.0	0	50																																		
Student 31	0.0	0	50																																		
Student 32	0.0	0	50																																		
Student 33	0.0	0	50																																		
Student 34	0.0	0	50																																		
Student 35	0.0	0	50																																		
Student 36	0.0	0	50																																		
Student 37	0.0	0	50																																		
Student 38	0.0	0	50																																		
Student 39	0.0	0	50																																		

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 our 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.

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 using 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.

The screenshot shows a spreadsheet titled "ORAL PARTICIPATION AND EVALUATION SPREADSHEET". The columns are labeled: STUDENT NAME, Avg. Req. (Excused), Neg. Part. (Incidents), Oral Part. (Total), and Final Term. The rows list individual students, including SPAN, Sam, Jerry, Phil, Joseph, Joana, Bianca, Kayla, Sonja, Tam, Kayla, Jacoby, Jackson, Shadia, Mary Anne, Kate, Peter, David, Anne, Jeff, Casey, Cynthia, Paul, and a group of students from Student 26 to Student 38. A red circle highlights the "Excused" column header.

- 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.
- 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.

The screenshot shows a spreadsheet titled "ORAL PARTICIPATION AND EVALUATION SPREADSHEET". It has columns for "STUDENT'S NAME", "Deg.", "Avg.", "Line of class", "Comm.", "Eval.", "Part.", "Score", and "Date". The rows list students from line 1 to 39. A black bar highlights the "Part." column, which is labeled "TEACHER'S PARTICIPATION" at the bottom. A red arrow points to the "Degree of difficulty" cell at the bottom, which is set to "70".

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

The close-up shows the "Degree of difficulty" cell with a value of "70". A dropdown menu is open, showing the following options: 50 = difficult, 60 = Moderately difficult, 70 = Average, 80 = Moderately easy, 90 = Easy. A red arrow points to the "70" cell.

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.

[NEXT CHAPTER](#)