**TEAL Oral Assessment Criteria Task 13: Choosing a gift for a character Name: Video Sample 3 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Level of task perfor-mance** | **Communication** | **Cultural conventions of  language use** | **Linguistic structures and features** | | | | **Strategies** | ***AusVELS EAL Stages***  **B2/S2 B3/S3 S4** | | |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| ***Level 4*** | * Provides a detailed description of attributes of character and identifies suitable gifts * Relates reasons for gifts to attributes of the character * Conversational partner(s) to clarify ideas and work together to reach agreement * Fluent interaction | * Supports conversational partners in constructing and participating in the conversation, assists them when they need assistance * Uses language to explicitly manage interaction * Makes suggestions * Expresses, suggestion, agreement, disagreement, and justification for choice * Responding to and guiding partner/s participation and contributions | • Long turn to describe character or justify choice  • Spontaneous turn-taking, with some co-operative interruptions  • Evaluative comment on suggestions | * Accurate use of present tense to describe personalities of characters * Accurate use of past tense to describe events in the story * Appropriate use of modal verbs – *we could*.., *how about if..*   Use of range of logical connectives to give reasons, – *so that, because* | • Wide range of appropriate word choices –  *depressed, embarrassed*  *mental problem deficiency*  *•* Occasional errors of form –  *overweighted* | * Clearly intelligible * Clear articulation of phonemes and connection of sounds * Very good control over rhythm, stress and intonation | • Manages interaction using appropriate interruptions  • Explicit appeal for partner’s contribution or support – *What do you think?*  • Affirmation of partner’s ideas – *That’s a good idea!*  • Explicit request for assistance – *I don’t know what to do*  *•* Provision of support by clarification – *Do you mean..?* |  |  |  |
| ***Level 3*** | * Provides a detailed description of attributes of the character and identifies suitable gifts * Relates reasons for the choice of gift to attributes of the character. * Conversational partners work together to reach agreement * Fluent interaction | * Works collaboratively with partners in turn taking and constructing the conversation * Uses language to explicitly structure interaction * Expresses suggestion, agreement, disagreement, and justification for choice * Responding to partner/s and making contributions * Constant eye contact, responding to partner(s) | • Longer turns to describe character or justify choice  • Spontaneous turn taking, in cooperation with conversational partner(s)  • Suggestions and evaluative responses | * Mostly accurate use of present tense to describe personalities of characters * Mostly accurate use of past tense * Mostly appropriate expression of modality – *we could*, *maybe* * Use of greater variety of terms in expressing reasons *– …and then.., because if...* | • Increased matching of semantic choice and form of word – *disability*  • Some errors of word form and expressions – *truck is broken*  *child* for *children*  *furnitures.* | * Intelligible * Clear articulation of phonemes and connection of sounds * Some errors such as omission of final consonant – *book* for *books* * Good control over rhythm, stress and intonation | * Participates in interaction to reach agreement   Explicit appeal for help, request for feedback on own contribution  • Use of circumlocution – *like a chair or something*   * Accepting parts of ideas but rejecting other parts * Referring to partner by name |  |  |  |
| ***Level 2*** | * Provides a description of character and identifies suitable gifts * Gives justification for choice of gift * Presents own ideas, and responds to partner’s ideas * Some pauses and hesitation in interaction | • Turn taking is formalized but not very spontaneous, sometimes signaled only by looking at partner   * Some use of language relevant to turn taking and interaction, such as direct use of questions – *How about…?* * Expresses suggestion, agreement and disagreement * Nodding head as back channeling, feedback to conversational partner * Constant eye contact with partners, but sometimes looking away from the conversation | * Alternating turns of moderate length * Some formulaic phrases used in signalling shift of turn – *What do you think? ..How about…?* * Suggestions with reasons and responses | * Use of present tense to describe characters * Use of past tense to describe events in the story * Some use of modals – *we could, we should*. * Some errors of subject-verb agreement – *He take care of him* * Use of *because* to give reasons | * Clear semantic meaning, but sometimes incorrect forms – *mentally sick,* * Errors of word choice – *stay in his way, at the first.* | * Intelligible, but some noticeable mispronunciation of some sounds – /g/ for /k/ in *Becky* * Impression of separated words, rather than constant flow of speech * Problems with some consonant clusters, – – /ld/ in *old* * Usually flat intonation, but some variation to show enthusiasm – *I think that’s a good idea* | * Explicitly asks for ideas e.g. *What do you think?* * Taking over from partner when they are stuck * Some asking of questions to support partners * Self-correction of errors –  *happy…happiness’* |  |  |  |
| ***Level 1*** | * Provides a limited description of the character and identifies suitable gifts * Gives short justification for gifts, * Exchange of ideas * Frequent pauses and hesitation, searching for ideas or words to use | * Turn taking, but often not signaled by language * Express suggestion – how about…, agreement – *Ok it’s a good idea...* and disagreement – *that is not a good idea.* * Eye contact not maintained, looking in direction of partner more than eye contact, or even looking elsewhere while speaking | * Alternating turns of moderate length * Minimal language used in signalling shift of turn * Suggestions with reasons and responses | * Sentence and clause construction errors – *maybe it a little bit not good idea…* * Errors in formation of questions – *How about you think...* * Extensive use of present tense, even to retell events of the story * Limited use of modality – *maybe* * Frequent errors of subject-verb agreement *Gilbert takes care…* * Use of *because* to give reasons * Inappropriate use of conjunctions – *about* | * Clear semantic meaning, but sometimes incorrect form of word used *– obesity’ for obese, he is loyalty to,* for *he is loyal to, die* for *dead*   • gaps in relevant vocabulary – *problem of his mental* | * Intelligible pronunciation * Noticeable errors in production of some sounds such as /r/ especially in consonant clusters- *Grape*, *problem* * Omission of final consonants – end of *house* * Some sounds and words difficult to identify * Relatively flat intonation | * Looking at partner when unable to continue * Use of gesture to assist when struggling for a word * Lending support to partner bygiving the answer, correcting what partner says, whispering a response, prompting or completing a phrase for partner when partner is ‘stuck’ * Uses circumlocution when word is not known – *problem of his mental* for *intellectual disability* |  |  |  |

Selected text = performance that matches descriptions for all the students, with some exceptions for student C, which are marked in this way