**TEAL Oral assessment criteria Task 5: Building a bridge Student:** \_ \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***AusVELS EAL Stages***  ***A1/BL/B1 SL/S1 A2/B2/S2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Discusses and plans before commencing the task, and uses extended talk to collaborate during the task * May draw a plan or diagram to assist in getting ideas across * Includes more complex design features and is able to communicate these to partner * Talks to clarify thinking and ideas * Fluently expresses ideas | * Manages interaction using appropriate interruptions/turn taking * Competent use of social formulas to work collaboratively to undertake a task * Able to justify, negotiate, predict, instruct and suggest * Gesture, facial expression to communicate agreement, disagreement, understanding | * Can express complex ideas and alternatives, in an extended, structured text – *what if we first of all made a* * Monitors others response to what they are saying, and modifies to improve communication | * Modals – *maybe if we* * Giving reason*s – because, so that, If we put this here, if you do that* | * Some topic related and technical vocabulary – *stairs, road, equal, weak, strong, stable* | * Overall confident pronunciation, with some individual issues such as word endings or problematic sounds *– dey* for *they* * Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | * Argue for own ideas * Self-correct and reformulate * Ask questions to clarify * Redirect the task to improve the outcome – *what if …, well I was thinking that* |  |  |  |
| **3** | * Cannot yet manage a detailed explanation of what they want to do * Some planning and discussion with partner, but difficulty in communicating complex ideas * Communication focuses more on concrete, here and now aspects of the task * Fluent when using well known language and expressing simple new ideas | * Negotiation apparent, but limited * Some mediation and planning, some instructing and justifying * Generally successfully negotiate, persuade, and justify * Signals intent to do something, can justify doing something * Appropriate social/polite formulas * Listens attentively | * Longer turns of several extended phrases and sentences * Asks for clarification at appropriate moments – *you mean like this?* * More precise directions for partner – *Put here, then can put sticky tape* | * Pronouns to refer to vocabulary – *this thing, this, here* * Reference to some abstract ideas – *we could, what about* * Some basic modals and conditionals – *we could, if we put* | * Topic specific language, naming materials or features – *ramp, stairs* * Concepts –*strength, support, ramp, stairways* * Appropriate verbs – *stick, build* | * Sounds clear most of the time despite some errors with less well known words * Less obvious influence of first language on intonation, stress and rhythm * Stress and intonation to reinforce ideas or to direct – *no not there, there* | * Use circumlocution to talk around when lacking specific vocabulary * Check ideas with partner by describing/showing and asking * Use common social and classroom formulas to facilitate the interaction, and to gain cooperation *here we go, that good --I think we might have to, wait, that’s too long* |  |  |  |
| **2** | * Focusses on completing the task, without using much talk * Understands relatively complex instructions, but limited capacity to instruct or describe * Little or no pre planning or ongoing consultation between partners * Interaction generally confined to asking partner to agree or disagree with something they have done * Fluent in using well known and formulaic language | * Routine turn taking, common formulaic expressions to participate in the interaction, *you here* * Minimal negotiation, persuading, explaining, instructing, justifying, suggesting or signalling intention * Some social formulas, please, thank you * Gestures to communicate more complex feelings or ideas | * Conversation characterised by very short interactive turns * Dialogue generally confined to the immediate context * Simple words and phrases to interact: *no like this, don’t put here, cut, hold it* | * Formulaic phrases – *we need to make a bridge* * Time markers, *next, then, after that,* * Concrete reference to immediate objects, in real time, *this here* | * Some topic specific language, *sticky tape, blocks, paper, bridge, make, stick, build* | * Mostly intelligible pronunciation, particularly with well-known words, phrases * Some sounds and words difficult to identify * Significant first language influence on stress, rhythm and phonology | * Imitate or use key words from other speaker – *use sticky tape, yes use sticky tape* * Use eye contact, and gesture * Check ideas with partner by showing what they want to do * Use turn taking strategies – *What you think? This good?* * Improve pronunciation after listening to another speaker |  |  |  |
| **1** | * Reliance on conversational partner to manage and set direction, or may complete the task with little interaction * Not able to negotiate or plan the task with partner * Limited comprehension of instructions and directions | * Deference to teacher/partner suggestions, direction * May agree with partner or teacher, even when they don’t understand * May use mime and gesture to signal preference, agreement * Few verbal strategies to negotiate, initiate or maintain interaction * Strategies for gaining partner compliance or attention limited | * Interaction limited to short, monologic utterances, agreeing/ disagreeing – *me no, do this, yes good* | * One or two word utterances or formulaic phrases – *no/yes this, put here, no here, cut paper, do this here* | * Little topic specific language * Vocabulary related to the immediate task – *here, this, no, yes, not this* | * Generally intelligible, some sounds, words and phrases difficult to identify * Marked first language influence on intonation, stress and rhythm * May need more than one attempt at pronouncing a new word | * Complete the task individually, or agree to what a partner says or does * Use key words used by partner, or echo what partner says – *give glue, yes glue* * Use gesture and mime |  |  |  |