TEAL Oral assessment criteria Task 16: Note taking from a telephone conversation Student: Date:

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|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features** | **Strategies** | ***AusVELS EAL Stages******S2 S3 S4*** |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Understands gist and virtually all detailed information given
* Understands correct and relevant information in the conversation section where several dates are mentioned
* Interprets tone of the conversation to make judgment about the relationship between speakers
* Shows comprehension in real time
 | * Understands style of conversation conveys information about the nature of the relationship between the speakers
 | All students are working with a recorded, scripted telephone conversation between a teacher and student, which involves:* greetings and farewells at the beginning and conclusion of a telephone call *John Giannopoulos speaking, See you then!*
* the student uses an abbreviation of the teacher’s title and name ‘*Mr G’* signaling both familiarity but also respect for his role as a teacher
* question and answers for information on a range of topics (bad hamburgers and food poisoning, the student’s absence from school, completion of a subject choice form)
* comments in response to information given
* incidental interpersonal information such as visiting a doctor, owning a kitten
 | All students are working with:* Questions to elicit information: – *Can I go over the answers with you now? Do you want to choose literature etc?*
* Statements of information in response to questions – *it’s the fifth of April*
* Explanations to elaborate the information given, and give reasons for actions

–*you have to be very careful buying fast food* | All students are working with Vocabulary related to:* absence from school and food poisoning
* dates – given as number – *five four, two thousand and one,* and as words *fifth of April*
* choices in subject selection for Year 10 – *Advanced maths*, *twentieth century history, Japanese*
 | The conversation is spoken by two native speakers, clearly articulating, reading the script for the conversation, which can be described in the following terms:* the speech is at a moderate pace, probably slightly slower than would be the case in real life
* clear articulation of sounds, and native-like patterns of linking
* rising and falling intonation, with a reasonable pitch range, which makes the speakers sound interested and involved in the conversation, like they are happy to be talking to each other
* rising intonation marking questions, and flat or falling intonation marking statements or answers.
 | * Listens for all relevant information before answering
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| **3** | * Understands gist and nearly all details given
* Understands correct and relevant information in converstion section where several dates are mentioned
* Understands the conversation is related to the social context of the speakers
* Shows comprehension in real time, but identifies some details only after later checking
 | * Understands the conversation is related to the social context of the participants
* Doesn’t show awareness of the tone of the conversation reflecting attitudes and relationships of speakers
 | * Listens for relevant information before answering
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| **2** | * Understands gist and most of the factual information given
* Has difficulty in understanding specific complex information, such as the correct date when several dates are mentioned
* Interprets the conversation as dealing only with the topic of conversation, rather than the tone of the conversation
* Shows comprehension in real time, but some details only after later checking
 | * May understand the tenor of the conversation, but not be able to explain why they think the participants have a good relationship.
 | * Seems to realise when a written answer is not correct, but uncertain about what to do about it.
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| **1** | * Understands gist and a lot of factual information in the conversation,
* Understand the conversation around sorting out the birth date but may identify only the first date mentioned
* Focuses on interpreting the factual information and may not be sure about the relationships of the people involved
* Shows comprehension in real time, but experiences difficulty when a lot of information is presented in a short part of the conversation.
 | * May not understand the subtleties of how a relationship is signalled and maintained in a conversation
* May not be able to pick up the tenor of a relationship from the verbal cues
 | * Writes answer as soon as what seems to be the relevant information is heard
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