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