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 |  |  |  |
| **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 |  |  |  |
| **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. |  |  |  |
| **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 |  |  |  |