**TEAL Oral assessment criteria Task 1: My weekend Student:**  \_ **Date:**

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|  | **Communication skills** | **Cultural understandings** | **Linguistic structures and features** | | | | **Learning strategies** | ***EAL curriculum levels***  ***A1, BL, B1,***  ***CL, C1 A2, B2, C2*** | | |
| **Text structure and organisation** | **Grammatical patterns** | **Vocabulary** | **Phonology** |
| **4** | * Talks about a wider range of more complex activities, giving reasons for activities * Fluent when talking about new or more complex ideas * Dialogue moves beyond the immediate context into student’s extended experience | * Manages interaction using appropriate interruptions/turn taking * Competently uses social formulas to work collaboratively * Justifies, explains, and suggests * Appropriately expresses and understands agreement, disagreement, humour * ‘Conversational’ fillers to interact – *Well … like, we all went to the barbeque … and after that* | * Extended, structured presentation of activities * Smooth turn taking and exchange of ideas * Range of techniques to signal turn-taking, pauses, intonation, questions | * Modals, *maybe if it’s not raining we go to park...* * Giving reason*s – because we had to go to …* * Varied question forms – *did you like that, what did you do next?* * Consistently correct common verb forms – *will go, went visiting, going shopping* | * Topic specific vocabulary relating to Concepts such as location – *He lives near me* * More specific verbs – *visit*, *did the laundry, cooked dinner* | * Overall confident pronunciation, some individual issues, word endings or problematic sounds – *dey* for *they* * Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | * Pick up on more precise language from teacher or partner – *they are different* * Argue for own ideas * Self-correct and reformulate * Ask for a correct term * Ask questions to clarify |  |  |  |
| **3** | * Talks about more complex ideas and interactions * Asks questions of the teacher and responds appropriate to the answer * Understands more complex questions * Fluent when talking about well-known ideas and expressing simple new ideas | * Compares, explains, clarifies, identifies and describes * Describe some cause and effect relationships * Uses appropriate social/polite formulas * Monitors others’ response to what they are saying, and modifies to improve communication | * Longer turns of several extended phrases and sentences * Exchanges of questions and answers * Organised chronologically, or by activity – *I went to library Saturday and Sunday* | * Some basic modals and conditionals – *we might, maybe I go to* * Some preposition confusion –*go at the movie* * Appropriate common verb forms to talk about the future – *we’ll go, I'm going to …* | * Topic specific language around activities not necessarily related to school learning * Concepts such as, time, location | * 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 direct – *no not there*, | * Stress and intonation to reinforce ideas or to direct * Use circumlocution when lacking vocabulary – we went to the place where you can … * Use common social and classroom formulas to facilitate the interaction, and to gain attention – *I forgot, I can’t say it right* |  |  |  |
| **2** | * Discusses less common activities, especially when linked to previous study * Takes part more actively in the conversation, but generally limited to answering questions * Understands relatively complex questions when in clear context, but limited capacity to question or describe * Limited ability to express new ideas * Fluent in using well known and formulaic language | * Routine turn taking, common formulaic expressions to participate in the interaction * Attempts explaining, justifying, suggesting or signalling intention * Some social formulas, please, thank you * Generally allows the discourse to be managed by the teacher | * Conversation characterised by short interactive turns * Dialogue generally confined to the immediate context * Simple words and phrases to interact – *no Sunday go to church* | * Formulaic phrases – *yes fun, no like, very good* * Time markers – *next, then, after that* * Use of *because* to explain cause and effect | * Some topic specific language,activities related to school learning * Basic verbs – *run, swim, eat, go,* * Confusion with verb past and future verb tenses – *Next Sunday I go do …* | * 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 or phrases from other speaker – *little present* * Gestures to communicate more complex feelings or ideas * Check ideas with teacher, ask for assistance * Improve pronunciation after listening to another speaker |  |  |  |
| **1** | * Discusses some common activities * Says when the activities happened and who was involved * Relies on teacher/partner to guide the interaction, suggest, give direction * Frames most answers through learned formulas, some novel constructions * Limited understanding of questions or comments without modelling * Takes part in, but doesn’t direct the conversation * Limited ability to ask questions beyond simple formulas | * Knows when questions are being asked or suggestions made * May agree with partner or teacher, even when they don’t understand * May use mime and gesture to signal, agreement, actions, preferences * Limited verbal strategies to negotiate, initiate or maintain interaction * Minimal verbal interactional skills for clarifying, describing, explaining * Limited explanation of choices, opinions | * Short utterances question and answer structure – *Go to shopping, go home, with my brother, I saw …* * Dialogue relates only to the immediate context * Interaction may be through gestures, facial expression | * Formulaic/ borrowed or ‘echoed’ phrases – *On Sunday I went to the …What did you do on Friday? Sunday go park* * Simple past tense * Some future tense when previously modelled – *I will go to shopping* | * Little topic specific language beyond days of the week, simple actions, family members – *Yes, Sunday play, watch TV* * Few basic verbs – *go, shop, play, watch* | * 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 | * Use key words used by teacher/partner, or echo what partner says – *On Sunday I …* * Eye contact or gesture to ask for help * Wait for the teacher to supply an appropriate word * Use gesture and mime rather than talking * Listen to what teacher or partner says and copy * Rely on simple written models |  |  |  |