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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |