**TEAL Oral assessment criteria Task 2: What did you have for lunch?**  **Student:**  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels******A1, BL, B1,*** ***CL, C1 A2, B2, C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Talks about a wider range of food items and gives descriptions, with some detail, and reasons for choices
* Fluently describes new food items and answers more complex questions
* Can recount when and how the lunch was made and the reasons why.
* Dialogue moves beyond the immediate context into student’s extended experience
* Can ask a broad range of questions
 | * Manages interaction using appropriate interruptions/turn taking
* Competently uses social formulas to work collaboratively
* Justifies, explains, clarifies and suggests
* Appropriately expresses and understands agreement, disagreement, humour - *she knows I don’t like … so she probably*
* ‘Conversational’ fillers to interact – *Well … like, we all …*
* Giving reason*s – because we didn’t have …*
 | * Extended, structured descriptions and explanations
* Organised by order –*first she asks us, then she … so she …*
* Range of techniques to signal turn-taking, pauses, intonation, questions
 | * Modals and conditionals, *maybe we’ll eat, we might have*
* Varied question forms – *did you like that, what did you eat next?*
* Using more complex tenses with increasing accuracy – *was eating*
 | * More complex topic specific vocabulary–

flavour, some* More specific verbs – *cooked dinner, added, bite*
 | * 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
 | * Picks up on more precise language from teacher or partner – *they are different*
* Argues for own ideas
* Self-corrects and reformulate
* Asks for a correct term
* Asks questions to clarify
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| **3** | * Talks about a broader range of food items and preferences and can describe them
* Asks a range of questions of the teacher and/or partner and responds appropriately to the answer
* Recount when and how the lunch was made
* Understands more complex questions
* Fluent when talking about well-known ideas and expressing simple new ideas
 | * Compares, explains, clarifies, identifies and describes
* Describes 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
* Dialogue goes beyond the immediate context Asks a range of questions, including follow up questions
 | * Some basic modals and conditionals – *we might, maybe I eat*
* Some preposition confusion – *at the kitchen*
* Common verb forms with increasing accuracy – *eat, we’ll eat, ate*
* Uses *because* to explain cause and effect
 | * Topic specific language around activities not necessarily related to school learning e.g. *dinner was late* *because, it tastes like*
* 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*
 | * Stresses and intonation to reinforce ideas or to direct
* Uses circumlocution when lacking vocabulary *– it’s sort of like …*
* Uses common social and classroom formulas to facilitate the interaction, and to gain attention – *I forgot, I can’t say it right*
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| **2** | * Talks about common food items and preferences, 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
* Can say when the lunch happened and who was involved in making it
* 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, can 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 – I like, very yummy
 | * Formulaic phrases – *yes , no like, very good*
* Using future and simple past tense with varying accuracy *- we did ate*
* Can ask simple questions based on models and simple follow up questions
 | * Some topic specific language – names of meals and simple descriptions *– hot soup, cold rice*
* Basic verbs – eat, make, have, like
* Confusion with verb past and future common verb tenses – *Tonight I eat …, I buy fish*
 | * 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
 | * Imitates or uses key words or phrases from other speaker
* Gestures to communicate more complex descriptions
* Checks ideas with teacher, ask for assistance –
* Improves pronunciation after listening to another speaker
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| **1** | * Relies on teacher/partner to guide the interaction, suggest, give direction
* 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
* Relies on simple written models as the basis for spoken responses Interaction may be through gestures, facial expression
 | * 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
 | * Frames most answers through learned formulas
* Short utterances question and answer structure – *I eat …*
* Dialogue relates mostly to the immediate context
 | * Formulaic/ borrowed or ‘echoed’ phrases
* Simple present tense
* Some future and simple past tense when previously modelled
* Can repeat modelled questions after cueing
 | * Little topic specific language beyond, basic food items, family members
* Can name some common lunch items – *bread, chips, apple*
* Few basic verbs –

*eat, like, have* | * 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
 | * Uses key words used by teacher/partner, or echo what partner says – *Yesterday I had…*
* Eye contact or gesture to ask for help
* Waits for the teacher to supply an appropriate word
* Uses gesture and mime rather than talking
* Listens to what teacher or partner says and copies
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