**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 |  |  |  |
| **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* |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |