TEAL Oral assessment criteria   Task 4: Origami dog   Student: ___Sample 5 – Student A_____   Date: _____

	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	• Instructs without always being led by teacher questioning, or copying key words used by the teacher • Use talk to clarify thinking and ideas • Fluently and confidently express ideas • Less reliant on gesture and mime • Describes the process more precisely and accurately • Uses typical classroom language, incidental comments and observations	• Manages interaction using appropriate interruptions/turn taking, with teacher and/or partner – *then you like, put …* • Competent use of social formulas to instruct – *that's correct, very good* • Fluent use of appropriate fillers, to smooth the conversation, add subtle meaning – *um well, you have to, not really*	• Fluent use of features of procedural text • Explain the process in clearly signalled sections, using time markers, connectives – *Well first you …, after that, take that corner and put it over there*	• Instructional language in appropriate tense – *take the paper, turn over* • Understands more difficult teacher questions – *Should I fold it to this line?* • Generally correct use of imperatives – *make the face, take the paper, turn over*	• Fluent use of topic related and technical vocabulary – *crease, part, corner, to the top* • Adverbs of time, to sequence the process – *Now you, after that*	• 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	• Self-correct and reformulate • Monitor others response to what they are saying, and modify to improve communication – *no, do the same thing on the other side*			
3	• More fluent and correct novel structures, not as many formulas • Uses gestures for only the most difficult to explain parts of the process • Generally still reliant on the teacher to guide the interaction – *What do I do next?* • Understands relatively complex questions and comments	• Some social formulas to monitor, correct, commend – *Yes, that's correct, yeah, now it's done* • Listens and watches to monitor the success of instructions • Fluent when using well known language and expressing simple known ideas	• Longer turns of several extended phrases and sentences – *after that fold another one smaller* • Confident use of well-known features – *and after that you, no like that*	• Greater use of grammatically correct chunks to describe simple aspects of the process – *Next it fold it down* • Novel constructions – *you draw it the eyes* • Simply structured sentences – *draw the eyes and nose and mouth*	• Uses a range of adverbs of time – *now you have to, first, next, after that*	• 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*	• Use circumlocution to talk around when lacking specific vocabulary • Use common social and classroom formulas to facilitate the interaction, and to gain attention – *look at me* • Take cue from the teacher when asking or answering questions • Ask for clarification • Self-correct – *mouse, no mouth*			
2	• Instructions limited to formulaic or modelled structures • Takes part actively in the instructional process, but largely dependant on teacher to lead by asking questions to clarify • Understands most teacher questions and comments when in context • Uses gestures when instructional language not known	• Routine turn taking, common formulaic expressions to participate in the interaction – *T: What happens next? S: Next draw nose* • Gestures to communicate more complex ideas or processes • Stages the instructions in manageable chunks	• Conversation characterised by short interactive turns – *Do I fold it this way? No, like this* • Teacher uses questioning to move the process forward – *What do I do now?*	• Use of imperative form of key verbs – *fold, draw* • Concrete reference, – *you fold it here, this here* • Novel constructions to convey difficult actions – *a bit more far, fold is here, you big triangle* • Simple extended formulaic words and phrases to interact, – *no not like that – like this*	• Some topic specific language – *fold, turn,* • Some time conjunctions – *first, after that, next*	• 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	• Use words that teacher uses when asking for clarification – *Do I fold it like this? Yes, fold like this, next* • Check ideas with teacher • Improve pronunciation after listening to another speaker • Rephrase ideas if not understood the first time – *fold like a triangle -- no a big triangle, not little one* • Access assistance from the written process			
1	• Shows understanding of the task and the need to instruct • Limited ability to provide verbal instructions • Falls back on showing the process rather than explaining it • Can understand most simple instructions and questions, but only in direct context • May agree with partner or teacher, even when they don't understand	• Shows deference to teacher/partner suggestions, direction • Shows some frustration with not being able to convey meaning	• Generally conveys a logical sequence of instructional steps • Limited verbal participation	• One or two word utterances or formulaic phrases, often cueing from teachers input – *turn over, fold here, like this*	• Limited vocabulary beyond some basic verbs – *draw, do (like this)* • Some basic nouns – *paper, dog, ears, eyes* • Limited sequential language, adverbs of time – *now, after, next*	• 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	• Imitate or use key words or phrases from other speaker – *yes fold* • Ask teacher to watch the process – *look, like this* • Try to take over the teachers paper to show what needs to be done • Use gesture and mime, nodding for agreement • Wait for teacher to supply a word or phrase			