**TEAL Oral assessment criteria Task 10: Interpreting a graph Student:** \_\_\_\_\_\_ **Date:**

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels*** ***B1/C1 B2/C2 B3/C3*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Describes more complex interpretations of what the graph shows
* Shows understanding of more complex questions about the relationships shown on the graph
* Talks to clarify thinking and ideas
* Fluent when talking about new or more complex ideas
 | * Manages interaction using appropriate interruptions/turn taking
* Competently uses social formulas to work collaboratively
* Range of techniques to signal turn-taking, pauses, intonation, questions
* ‘Conversational’ fillers to interact – *Well…, um, like*
* Justifies, negotiates, predicts, instructs and suggests
* Appropriately expresses and understands agreement, disagreement, humour
 | * Commentary and questions about what the graph shows
 | * Modals – *maybe if*
* A range of more varied and complex questions types – *How long would …*
 | * More complex comparative language – *better than, not as much as*
 | * 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
 | * Copy more precise language from teacher or partner
* Argues for own ideas
* Self-correct and reformulate
* Asks questions to clarify
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| **3** | * Sums up what the graph is showing, without relying on written information on the graph itself
* Communication focuses more on concrete, here and now aspects of the task, answers simple why and how questions
* Asks comprehensible questions of the teacher
* Understands more complex instructions and questions
* Fluent when talking about well-known ideas and expressing simple new ideas
 | * Generally successfully argue for or justify their opinion
* 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
* Dialogue moves beyond the immediate context into student’s extended experience
 | * Longer answers or questions, several extended phrases and sentences – *It shows how many people like the different colours*
* Longer more interactive turns
 | * Pronouns to refer to vocabulary *– this line, that blue one*
* Some basic modals and conditionals – *it could, might mean*
* Some preposition confusion – *in the graph*
 | * More precise mathematical language – axis,
* More complex topic language, rainfall, population
 | * 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
* Uses circumlocution when lacking vocabulary
* Uses common social and classroom formulas to facilitate the interaction, and to gain attention
* Asks for clarification at appropriate moments – *you mean this?*
* Asks for a correct term
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| **2** | * Talks about basic features of the graph
* 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 ask simple questions, but not necessarily in conventional ways
* Fluent in using well known and formulaic language
 | * Routine turn taking, common formulaic expressions to participate in the interaction
* Attempts explaining, justifying, suggesting
* Some social formulas, please, thank you
* Generally allows the discourse to be managed by the teacher
 | * Conversation characterised by short interactive turns, scaffolded by conversational partner
* Formulaic phrases – *very good, like that*
* Simple words and phrases to interact – *no put here, like this, yes like this*
* Answers *what* and *which* questions
 | * Use of *because* to explain cause and effect – *because more people like soccer*
* Questions echo modelled structures
 | * Basic features of the graph – *pictures, black line*, *going higher, more*
* Uses everyday language – *it goes up,*
 | * 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 use key words or phrases from other speaker – *The most popular hobby in …*
* Borrows key words – *yes soccer*
* Gestures to communicate more complex feelings or ideas
* Checks ideas with teacher, ask for assistance – *what this?*
* Improves pronunciation after listening to another speaker
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| **1** | * Understands what a simple graph is and what it can show
* Can name what the two axes represent
* Relies on teacher/partner to guide the interaction, suggest, give direction
* Takes part in, but doesn’t direct the conversation
* Limited ability to ask questions beyond simple formulas
 | * May agree with partner or teacher, even when they don’t understand
* May use mime and gesture to signal preference, agreement
* Limited verbal strategies to negotiate, initiate or maintain interaction
* Minimal verbal skills for clarifying, describing, explaining
* Limited explanation of choices, opinions
* Knows when questions are being asked or suggestions made
 | * Dialogue generally follows questions and answer sequences
* Short utterances – *yes like soccer*
* Dialogue relates to the immediate context
* Answers *what* and *which* questions
 | * Formulaic/ borrowed or ‘echoed’ phrases – *the number of people …*
* Forms simple questions, based on a given model – *The most popular hobbies …*
 | * Vocabulary directly related to the topic of the graph – *colours, games*
* Understand some basic comparative and mathematical language – *bigger than, which one is smaller? How many?*
 | * 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 has been said –
* Eye contact or gesture to ask for help
* Interaction through gestures, facial expression
* Wait for the teacher to supply an appropriate word
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