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