TEAL Oral assessment criteria Task 11 Report on recent learning Student: Date:

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|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels******B2/C2 B3/C3 C4*** |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Describes topic and purpose of learning
* Explains types of learning that has taken place
* Describes learning processes and tasks in detail
* Describes future plans, and discussed alternatives and reasons for choice
 | * Eye contact and addressing partner
* Facial expressions and gestures to add emphasis and interest
* Uses questions to construct he conversation and extend coverage of the topic
 | * Responds to questions with detailed and extensive answers
* Student responses give extensive information about the topic
 | * Wide range of tenses used including simple present, simple past, present perfect, ‘going to’ future
* A variety of adverbs to add precision *firstly, also, mainly,*
 | * Extensive vocabulary for learning skills *summarise, skills, extend our vocabulary, research*
* Vocabulary related to subject learned, *careers, occupations, architecture,*

*interior design* | * Generally intelligible, accent does not impede comprehensibility
* Some terms intelligible though not completely accurate *Architecture*
* Use of stress and intonation to add interest
 | * Uses interview situation to display knowledge by giving full responses to questions
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| **3** | * Describes topic with extended turns and detail
* Describes learning activities
* Describes learning resources describes preferences and reasons
* Identifies future learning plans
 | * Responses to questions – detailed and complete
* Some facial expressions to add to meaning
* Uses questions as prompt to construct conversation and coverage of the topic.
 | * Answers questions gives some detail, elaboration and reasons
* Student responses give information about the topic
 | * Variety of tenses simple past, present simple, present perfect, modals as appropriate in conversation
* Some adverbs to add emphasis *actually, only, really*
 | * Vocabulary for learning processes *quite a few books*
* Vocabulary for topic *black holes, Hawking radiation,*
* Some use of everyday language for topic *sucks in*
 | * Intelligible
* Some stress and variation of intonation to add interest
 | * May give reduced answer when unsure about how to say something
* Sometimes pauses to give time to plan next response
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| **2** | * Names and describes topic
* Describes learning activities
* Limited description about how activity helped learning
 | * Nodding head to support meanings, including answer no
* Sometimes makes eye contact with conversational partner
* Relies on questions to move the conversation forward
 | * Answers questions adequately
* Student responses give basic information about topic
 | * Present perfect continuous in responding to prompt question *I have been learning about*
* Simple past and simple present
* Some complex verb phrases e.g. *it helped me to learn*
* Use of modal for future learning *I would like to learn*
 | * Mainly everyday vocabulary, but some topic specialist language - *armour, Glenrowan, cycles, photosynthesis*
 | * Intelligible, but some words not completely clear – *Glenrowan, Nid (for Ned) Kelly*
* Some variation of intonation in some responses - *Not really*
 | * May look at prompt sheet
* Some reliance on teacher/partner prompts to provide information
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| **1** | * Names topic and provides brief statements of details
* Makes short statements about what has been learned
* Describes learning activity with teacher support
* Brief statement of topic of interest for future learning with teacher support
 | * Responding to question, giving explicit answers with little additional information
* Relies extensively on questioning to move the conversation forward
 | * Short responses, partner asks for more information or detail
* Student responses give some information about topic
 | * Present perfect following prompt question *I’ve learnt*
* Simple present and simple past
 | * Some everyday vocabulary *Grab and squeeze*
* Some topic vocabulary *cornflour, liquid, solid*
 | * Intelligible, but not especially fluent; speech seems slow,
* Relatively flat intonation
 | * Gives himself time in answering
* Relies on teacher/partner prompts to provide information
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