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