TEAL Oral assessment criteria Task 13: Choosing a gift for a character Student: Date:

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|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features** | | | | **Maintaining and negotiating communication** | ***EAL curriculum levels***  ***B2 B3***  ***C2 C3 C4*** | | |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Provides a detailed description of attributes of character and identifies suitable gifts * Relates reasons for gifts to attributes of the character * Clarifies ideas and work together to reach agreement * Fluent in interaction | * Supports conversational partners in constructing and participating in the conversation, assists them when they need assistance * Uses language to explicitly manage interaction * Makes suggestions * Expresses suggestion, agreement, disagreement, and justification for choice * Responds to and guiding partner/s participation and contributions | * Describes character or justifies choice * Participates in spontaneous turn- taking, with some co-operative interruptions * Makes evaluative comment on suggestions | * Accurately uses present tense to describe personalities of characters * Accurately uses past tense to describe events in the story * Appropriately uses modality– *we could*.., *how about if..* * Uses a range of logical connectives to give reasons, – *so that, because* | Uses a wide range of appropriate word choices – *depressed, embarrassed mental problem deficiency* May make occasional errors of form – *overweighted* | * Produces clearly intelligible speech * Produces clear articulation of phonemes and connection of sounds * Demonstrates very good control over rhythm, stress and intonation | * Manages interaction using appropriate interruptions * Explicitly appeals for partner’s contribution or support – *What do you think?* * Affirms partner’s ideas – *That’s a good idea!* * Explicitly requests assistance – *I don’t know what to do* * Provides support by clarification   – *Do you mean..?* |  |  |  |
| **3** | * Provides a detailed description of attributes of the character and identifies suitable gifts * Relates reasons for the choice of gift to attributes of the character. * Works with partner to reach agreement * Fluent interaction | * Works collaboratively with partners in turn taking and constructing the conversation * Uses language to explicitly structure interaction * Expresses suggestion, agreement, disagreement, and justification for choice * Responds to partner/s and making contributions * Maintains constant eye contact, responding to partner(s) | * Uses longer turns to describe character or justify choice * Participates in spontaneous turn taking, in cooperation with conversational partner(s) * Makes suggestions and evaluative   responses | * Accurately uses present tense to describe personalities of characters most of the time * Accurate uses past tense most of the time * Expresses modality appropriately most of the time – *we could*, *maybe* * Uses greater variety of terms in expressing reasons *– …and then.., because if...* | Matches semantic choice and form of word – *disability*  Makes some errors of word form and expressions – *truck is broken, child* for *children*  *furnitures.* | * Produces in intelligible speech * Clear articulation of phonemes and connection of sounds * Some errors such as omission of final consonant   – *book* for *books*   * Demonstrates good control over rhythm, stress and intonation | * Participates in interaction to reach agreement * Explicitly appeals for help, request for feedback on own contribution * May use circumlocution – *like a chair or something* * Accepts parts of ideas but rejects other parts * Refers to partner by name |  |  |  |
| **2** | * Provides a description of character and identifies suitable gifts * Gives justification for choice of gift * Presents own ideas, and responds to partner’s ideas * Sometimes pauses and hesitates in interaction | * Takes part in formalized turn taking which may not be very spontaneous, and sometimes signaled only by looking at partner * Uses some language relevant to turn taking and interaction, such as direct use of questions – *How about…?* * Expresses suggestion, agreement and disagreement * Nods head as back channeling, feedback to conversational partner * Makes constant eye contact with partners, but sometimes looking away from the conversation | * Participates in turns of moderate length * Uses some formulaic phrases to signal shift of turn – *What do you think? ..How about…?* * Makes suggestions, gives reasons and makes responses | * Uses present tense to describe characters * Uses past tense to describe events in the story * Makes some use of modals – *we could, we should*. * Makes some errors of subject-verb agreement – *He take care of him* * Uses *because* to give reasons | * Uses word with clear semantic meaning, but sometimes incorrect forms   – *mentally sick,*   * Makes some errors of word choice – *stay in his way, at the first.* | * Produces intelligible speech, but with some noticeable mispronunciation – /g/ for   /k/ in *Becky*   * Gives impression of separated words, rather than constant flow of speech * Exhibits problems with some consonant clusters, –   /ld/ in *old*   * Uses usually flat intonation, but some variation to show enthusiasm – *I think that’s*   *a good idea* | * Explicitly asks for ideas e.g.   *What do you think?*   * Takes over from partner when they are stuck * Sometimes asks questions to support partners * Sometimes self-corrects errors   – *happy…happiness’* |  |  |  |
| **1** | * Provides a limited description of the character and identifies suitable gifts * Gives short justification for gifts, * Exchanges ideas * Frequently pauses and hesitates, searching for ideas or words to use | * Participates in turn taking, but often not signaled by language * Expresses suggestion – how about…, agreement – *Ok it’s a good idea...* and disagreement – *that is not a good idea.* * Doesn’t maintain eye contact, looking in direction of partner more than eye contact, or even looking elsewhere while speaking | * Participates in alternating turns of moderate length * Uses minimal language to signal shift of turn * Makes suggestions with reasons and gives responses | * Makes some errors in sentence and clause construction – *maybe it a little bit not good idea…* * Makes some errors in formation of questions – *How about you think...* * Extensively uses present tense, even to retell events of the story * Makes limited use of modality – *maybe* * Makes frequent errors of subject-verb agreement *Gilbert takes care…* * Uses *because* to give reasons * Uses of conjunctions Inappropriately –   *about* | * Uses words with clear semantic meaning, but sometimes incorrect form of word used *– obesity’ for obese, he is loyalty to,* for *he is loyal to, die* for *dead* * Uses wrong or incomplete phrase to express an idea   – *problem of his mental* | * Produces intelligible pronunciation * Makes noticeable errors in production of some sounds such as /r/ especially in consonant clusters- *Grape*, *problem* * Omits some final consonants – end of *house* * Produces some sounds and words that are difficult to identify * Produces relatively flat intonation | * Looks at partner when unable to continue * Uses gestures to assist when struggling for a word * Lends support to partner by giving the answer, correcting what partner says, whispering a response, prompting or completing a phrase for partner when partner is ‘stuck’ * Uses circumlocution when word is not known – *problem of his mental* for *intellectual disability* |  |  |  |