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
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| **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*
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