TEAL Oral assessment criteria Task 14: Description of a cycle Student: Date:

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|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A2/B1/C1 B2/C2 B3/C3*** | | |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Extended comprehensive explanation of the cycle using academic and everyday terminology * Independent autonomous description, reference to diagram, including details of processes with limited scaffolding | * Engages in discussing the topic with academic language and terminology * Eye contact in more conversational part of the interaction | * Description of the cycle including description of parts and processes of cycle * Responds to teacher questions to give further detail about stages and processes | * Consistent use of simple present * Use of a range of adverbials *and then, after that* to indicate sequence | * Range of technical terms radiates, *transpires, evaporates* * Mixes technical and everyday terminology, *can’t stay, precipitation, rain,* | * Clearly intelligible * May have some L1 influence on accent | * Looks at diagram to structure description |  |  |  |
| **3** | * Includes longer explanation of the whole cycle * Some explanation of factors that drive changes and processes * Some teacher scaffolding to elicit details of the cycle | * Engages in the task of providing an explanation in academic style * Eye contact and facial expressions in more conversational part of the interaction * Explicit interaction and acknowledgement of conversational partner when   appropriate | * General description of the cycle * Responses to teacher prompts and questions to describe specific parts of the cycle | * Use of present simple tenses * Uses some adverbials to sequence *then, after that* | * Noticeable use of technical terminology (nouns and verbs) e.g. *evaporation, condenses, condensation* * Uses some everyday language *hotter, full of* | * Intelligible, moderate influence of L1 phonology | * Explicit statement of uncertainty   *Not sure about that*   * Refers to examples when unable to explain meaning *like Alaska or Egypt* * Uses everyday language when doesn’t know technical terms *goes up* for *transpires* or *evaporates* |  |  |  |
| **2** | * Basic description, with attempt to name the concept of a cycle * Attempt to explain whole cycle * Extensive scaffolding by teacher | * Engages in the task of explaining the diagram(s) * Eye contact at significant points end of turn and questions | * Responds to teacher’s prompts and questions * Short utterances for different parts of cycle | * Simple present to describe cycle * Present continuous to describe pictures and diagrams * A few subject-verb errors * *And* used for linking ideas | * Some topic specific terminology *clouds, rain, ocean* * Some everyday terms *warm* | * Intelligible with some sound and stress errors influenced by L1   e.g. *condensed* | * Uses pictures as point of reference, including pointing to relevant parts of diagram * Explicit statement of inability to express ideas *I don’t know how to say, I don’t know* |  |  |  |
| **1** | * Basic description of nature and stages of a cycle * Names stages of the cycle, with short explanations of stages * Heavily dependent on scaffolding by teacher | * Nods in acknowledgement and understanding of teacher’s explanations * Uses everyday language more than academic style * Understands the need to frame the explanation as a cycle that repeats | * Responds to teacher’s prompts and questions * Naming and brief explanations | * Short utterances, joined with *and* * Noticeable inconsistent subject-verb agreement errors, third person singular s * Use of simple present, sometime simple past * Use of present continuous to describe pictures (inconsistent) *it’s rain, it’s hatching* | * Use of everyday terminology *This one go up, Keep on going* * Ordinal numbers,   *first, second*   * *Because* for reasons, cause and effect | * Intelligible, but some sounds not clearly produced and difficult to identify | * Points to what is being referred to * Uses gestures to indicate cycle when doesn’t know the words |  |  |  |