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
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| **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*
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| **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*
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| **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
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