TEAL Oral assessment criteria Task 17: Discussion: If I won a million dollars Name: Date:

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|  | **Communication** | **Cultural conventions of language use** | **Linguistic structures and features and intelligibility** | **Strategies** | ***EAL curriculum levels*** ***B2 B3******C2 C3 C4*** |
| ***Text structures*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Asks questions, and makes statements about planned actions
* Gives reasons for many choices
* Conveys hypothetical nature of plans explicitly
* Is fluent in statements and interaction
 | * Maintains eye contact appropriately through most of the conversation
* Describes hypothetical future actions
* Asks about hypothetical future actions
* Describes reasons for actions
* Asking about reasons for hypothetical future actions
* Nodding, helpful comments as feedback

for partner | * Asks questions, makes statements, and gives explanations of reasons for choices
* Discusses of possible choices
 | * Uses modal *would* in questions and answers.
* Uses other modals *could, maybe even*
* Uses future forms of verb –

*I will be** Frequently uses adverbs to signal modality and conditionality – *probably*
* Uses a range of question types and responses – *how would help your family? how about yourself? Why would you buy a house?*
 | * Uses some technical terms – *mortgage, deforestation*
* Uses a variety of terms for expressing cause and effect – *so, so that, because, to help, to make*
 | * Clearly articulates sounds, words and utterances
* Links of sounds so speech sounds quite fluent
* Uses intonation to convey meaning, question or statement
 | * Provides encouragement to conversational partner
* Gives positive response to partner’s questions and responses
* Asks for more information
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| **3** | * Asks questions and makes statements of planned actions
* Gives some reasons for choices
* Implies hypothetical nature of plans
* Generally fluent, some pauses and hesitations
 | * Makes eye contact when asking questions and giving most of the answer
* Describes hypothetical future actions
* Asks about hypothetical future actions
* Describes some reasons for actions
* Provides some feedback to partner
 | * Asks questions, makes statements, and gives explanation of reasons for choices
 | * Uses modal *would*, often following modeling in a question, but not sustained in other contexts
* Uses *will* to indicate actions in the future
* Uses some adverbs of modality – *probably, actually*
 | * Uses some more specific words – *charity, peoples, house, BMW, Ferrari*
* Uses increased range of cause and effect words – *because (cause), so, so that*
 | * Clearly articulates sounds, words and utterances
* Links of sounds, so speech sounds quite fluent
 | * Supports partner by asking for more information
* Consults tasks sheet to help focus response
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| **2** | * States planned actions, and asks about partner’s plans
* Gives reasons for some actions
* Describes planned and future actions, with occasional indication of their hypothetical nature
* Pauses and hesitates while speaking
 | * Makes frequent eye contact with partner, sometimes looking elsewhere when answering
* Describes probable future events – *I would probably buy a house…..I give some money to you*
* Asks about partner’s plans – *What about you?*
 | * Asks questions and makes statements about a common facilities schools, hospitals, and charities
* Asks some questions to elicit more information from partner
* Makes links to what partner has said
 | * Puts actions in future, using

– *will, I’ll*, – but generally doesn’t use modals* Uses modals limited to structures on task sheet
* Occasionally uses adverb – *probably –* to signal modality
 | * Uses some more specific words – *charity, homeless peoples, World Vision, house*
* Uses more cause and effect words – *because, and so*
 | * Generally articulates sounds, words and utterances clearly
* Linking of sounds, with some occasional problems
* Use of intonation to signal question
 | * May depend on more confident conversational partner
* Sometimes asks question to help partner give more information in an answer
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| **1** | * States planned actions
* Gives minimal reasons for actions
* Describes some planned actions, but limited to concrete, familiar items, linguistically signalled as future events more than hypothetical events
* Makes frequent pauses and hesitation in responding to questions
 | * Makes some eye contact with conversational partner, but looking away from partner at times when speaking.
* Describes future events

– *I’ll save some for uni** Asks about partner’s plans – *What will you do shopping?*
 | * Asks questions and statements about a hypothetical situation
* Uses conventional and formulaic turn taking – *can you tell me more about that*
* Asks some questions asked to elicit clarification or more information
* Makes a series of statements, not always connected to what partner says, following formulaic questions and

statements | * Use of modals, restricted to reading from task sheet
* Limited use of verbs to indicate indication future– *I’ll save some for uni ..*

*..spend some, …. like building schools** Relies on formulaic questions and sentence starters – *What would you do if … if I won a million dollars I would*
 | * Uses some familiar, everyday vocabulary for planned actions – *schools, hospitals, roads*
* Uses limited cause and effect words – *So*
 | * Makes some errors in articulation of sounds making some words difficult to identify
* Links of sounds, with some occasional problems
* Uses intonation to signal question
 | * Depends on conversational partner for help at points in the conversation
* Relies on question from prompt sheet to support partner
* Uses ideas and vocabulary from partner
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