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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |