TEAL Oral assessment criteria Task 18: Giving advice to a friend 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 structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Phonology*** |
| **4** | * Describes problem (student seeking advice) and suggests solution (student giving advice) * Explores options (both students) * Suggests choices (student giving advice) * Discusses of criteria for choosing between options (student giving advice) | * Relaxed interactional style * Empathetic exploration * Facial expressions | * Greeting * Request for help * Statement of the problem * Recount of previous experience * Suggested optional solutions * Exploration of problems and suggestions * Response to suggestions | * Uses a range of structures to ask questions, describe and explore suggestions, ask questions, comment on * Uses a range of tenses to describe the problem, past events and a range of structures for suggesting *I suggest…You could, why.. Why not..?* * Uses a range of structures to talk about definite future events – present tense, *going to* and *will*   Conditional if…   * Use of range of modals for making suggestions, including question form – *Should I pick this* | * Uses a range of adverbs to structure comments – *overall*, add emphasis – *I’m really excited, That’s a really tough question,* or qualify *Then just go..* * Uses a range of words for the topic of conversation * Uses modal adverbs –   *perhaps, maybe* | * Highly intelligible, * Clear articulation of sounds * Varied intonation coveys interest and attitudes of speakers, including occasional frustration | * Makes extensive use of hand gestures and facial expressions to add emphasis and support meaning |  |  |  |
| **3** | * Describes problem and makes explicit appeal for help (student seeking advice) * Suggests solutions (student giving advice) * Explores implications of suggestions (student giving advice) * Comments on aspects of the situation or solutions (student giving advice) | * High degree of Interaction, often short interactive turns and comment or response * Nodding acknowledgement of partner, back- channelling | * Greeting * Opening request for help * Statement of the problem * Recount of previous experience * Suggested solution * Exploration of ideas * Response to suggestions | * Uses more complex and complete sentence structures, although not always fully accurate * Uses longer and more complex verb phrases *you should think about…? Have you thought about…?* * Uses simple past for previous events, not consistent * Uses a range of structures for definite future events – present tense, *going to* and *will* * Uses some modals to make suggestions –   *you should, you can* | * Uses words related to school – *home room teacher*, * Uses words for family, relatives * Uses adverbs *actually, really, pretty (sure)* * Makes some use of modal adverbs *– maybe* | * Intelligible pronunciation * Some missing elements – final consonants * Varied intonation to show empathy and interest | * Uses gestures, head movements to add emphasis and interest to role play |  |  |  |
| **2** | * Describes and states problem (student seeking advice) * Suggests solutions (student giving advice * Explores consequences of some actions (student giving advice) * Makes final suggestion (student giving advice) and signals acceptance of solution | * At ease in interaction, responsive turn- taking * Responsive, fluent, empathetic interaction * Nodding, short interjections – to signal understanding | * Statement of problem * Questions to understand the situation more and explore options * Discussion of possible consequences * Suggested solution | * Uses more complete structures – *I think you really want to* * Uses well-formed questions *Have you thought about getting your relative to come to the concert?* * Uses simple past for past events * Uses simple present and *will* for marking likely future events * Uses modals for giving advice, *you could, you should* as well as *can* | * Uses *because* to give reasons * Uses *How about if* for speculating * Uses conjunction *but* to relate ideas | * Some elements missing – final consonants * Some sounds not articulated accurately – ***p****arents* sounds like ***barents*** * Intelligible, influence of L1   is noticeable | * Uses some helping phrases to keep the conversation going |  |  |  |
| **1** | * Describes the problem and requests help (student seeking advice) * Suggests single solution with reasons (student giving advice) * Explores some reasons and consequences of the suggestion (student giving advice) | * Turn taking is rather formal, indicated by pauses rather than by ‘hand over’ strategies * Distinct turns with limited interaction * Limited expression of empathy until completion of the task | * Statement of problem * Statement of suggested solution * Expression of thanks | * Uses limited or not always complete sentence structures – *I don’t want* * Uses some incomplete verb phrases - *he will only angry* * Uses simple present for past events * Uses simple present for likely future events * Uses future to indicate hypothetical meaning expressed – *you can tell* * Uses modal *can* for suggestions * Makes some structural errors e.g. questions   *How can I do?* | * Uses vocabulary for the situation – *school concert* * Uses comparatives –   .*more than*, *more important than*   * Makes some preposition errors – *same time* ***with***, *angry* ***to*** *me,* by a long time | * Not all sounds clearly articulated, and some words hard to identify   – *relative more than,*   * Limited linking, sounds slightly staccato | * Uses some gestures, e.g. nodding to add emphasis * Limits discussion, does not refer to previous experience * Defers to partner’s preference and priority to end discussion |  |  |  |