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
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| **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
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| **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
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| **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
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