**TEAL Oral assessment criteria Task 5: Building a bridge Student:** \_ \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels******A1/BL/B1CL/C1 A2/B2/C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Discusses and plans before commencing the task, and uses extended talk to collaborate during the task
* May draw a plan or diagram to assist in getting ideas across
* Includes more complex design features and is able to communicate these to partner
* Talks to clarify thinking and ideas
* Fluently expresses ideas
 | * Manages interaction using appropriate interruptions/turn taking
* Competent use of social formulas to work collaboratively to undertake a task
* Able to justify, negotiate, predict, instruct and suggest
* Gesture, facial expression to communicate agreement, disagreement, understanding
 | * Can express complex ideas and alternatives, in an extended, structured text – *what if we first of all made a*
* Monitors others response to what they are saying, and modifies to improve communication
 | * Modals – *maybe if we*
* Giving reason*s – because, so that, If we put this here, if you do that*
 | * Some topic related and technical vocabulary – *stairs, road, equal, weak, strong, stable*
 | * Overall confident pronunciation, with some individual issues such as word endings or problematic sounds *– dey* for *they*
* Successful use of stress and intonation to carry additional meaning, signal agreement encouragement
 | * Argue for own ideas
* Self-correct and reformulate
* Ask questions to clarify
* Redirect the task to improve the outcome – *what if …, well I was thinking that*
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| **3** | * Cannot yet manage a detailed explanation of what they want to do
* Some planning and discussion with partner, but difficulty in communicating complex ideas
* Communication focuses more on concrete, here and now aspects of the task
* Fluent when using well known language and expressing simple new ideas
 | * Negotiation apparent, but limited
* Some mediation and planning, some instructing and justifying
* Generally successfully negotiate, persuade, and justify
* Signals intent to do something, can justify doing something
* Appropriate social/polite formulas
* Listens attentively
 | * Longer turns of several extended phrases and sentences
* Asks for clarification at appropriate moments – *you mean like this?*
* More precise directions for partner – *Put here, then can put sticky tape*
 | * Pronouns to refer to vocabulary – *this thing, this, here*
* Reference to some abstract ideas – *we could, what about*
* Some basic modals and conditionals – *we could, if we put*
 | * Topic specific language, naming materials or features – *ramp, stairs*
* Concepts –*strength, support, ramp, stairways*
* Appropriate verbs – *stick, build*
 | * Sounds clear most of the time despite some errors with less well known words
* Less obvious influence of first language on intonation, stress and rhythm
* Stress and intonation to reinforce ideas or to direct – *no not there, there*
 | * Use circumlocution to talk around when lacking specific vocabulary
* Check ideas with partner by describing/showing and asking
* Use common social and classroom formulas to facilitate the interaction, and to gain cooperation *here we go, that good --I think we might have to, wait, that’s too long*
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| **2** | * Focusses on completing the task, without using much talk
* Understands relatively complex instructions, but limited capacity to instruct or describe
* Little or no pre planning or ongoing consultation between partners
* Interaction generally confined to asking partner to agree or disagree with something they have done
* Fluent in using well known and formulaic language
 | * Routine turn taking, common formulaic expressions to participate in the interaction, *you here*
* Minimal negotiation, persuading, explaining, instructing, justifying, suggesting or signalling intention
* Some social formulas, please, thank you
* Gestures to communicate more complex feelings or ideas
 | * Conversation characterised by very short interactive turns
* Dialogue generally confined to the immediate context
* Simple words and phrases to interact: *no like this, don’t put here, cut, hold it*
 | * Formulaic phrases – *we need to make a bridge*
* Time markers, *next, then, after that,*
* Concrete reference to immediate objects, in real time, *this here*
 | * Some topic specific language, *sticky tape, blocks, paper, bridge, make, stick, build*
 | * Mostly intelligible pronunciation, particularly with well-known words, phrases
* Some sounds and words difficult to identify
* Significant first language influence on stress, rhythm and phonology
 | * Imitate or use key words from other speaker – *use sticky tape, yes use sticky tape*
* Use eye contact, and gesture
* Check ideas with partner by showing what they want to do
* Use turn taking strategies – *What you think? This good?*
* Improve pronunciation after listening to another speaker
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| **1** | * Reliance on conversational partner to manage and set direction, or may complete the task with little interaction
* Not able to negotiate or plan the task with partner
* Limited comprehension of instructions and directions
 | * Deference to teacher/partner suggestions, direction
* May agree with partner or teacher, even when they don’t understand
* May use mime and gesture to signal preference, agreement
* Few verbal strategies to negotiate, initiate or maintain interaction
* Strategies for gaining partner compliance or attention limited
 | * Interaction limited to short, monologic utterances, agreeing/disagreeing – *me no, do this, yes good*
 | * One or two word utterances or formulaic phrases – *no/yes this, put here, no here, cut paper, do this here*
 | * Little topic specific language
* Vocabulary related to the immediate task – *here, this, no, yes, not this*
 | * Generally intelligible, some sounds, words and phrases difficult to identify
* Marked first language influence on intonation, stress and rhythm
* May need more than one attempt at pronouncing a new word
 | * Complete the task individually, or agree to what a partner says or does
* Use key words used by partner, or echo what partner says – *give glue, yes glue*
* Use gesture and mime
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