**TEAL Oral assessment criteria Task 6: What I learn at school Student:**  **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels******B1, C1 A2/B2/C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Understands questions and can talk about quite complex ideas about their area of study
* Talks about a wider range of more complex meanings
* Can clearly explain about what else they would like to learn
* Talks to clarify thinking and ideas
* Fluent when talking about new or more complex ideas
 | * Manages interaction using appropriate interruptions/turn taking
* Competently uses social formulas to work collaboratively
* Where necessary appropriately justifies, negotiates, predicts and suggests
* Appropriately expresses and understands agreement, disagreement, humour
* ‘Conversational’ fillers to interact – *Well … I really like that game…*
 | * Expresses complex ideas, explanations and alternatives, in an extended, structured response
* Uses more refined turn changing methods – pauses, intonation, questions
 | * Giving reason*s, we could, so that, If we put*
* Use of comparatives – *biggest*,
* Some adverbs to add emphasis *actually, only, really*
 | * Specific technical vocabulary
* Vocabulary for concepts such as location, shape, reality
 | * Overall fluent delivery
* Some first language influence – *word endings, tricky sounds, dey for they*
* Successful use of stress and intonation to signal agreement encouragement etc
 | * Pick up on more precise language from teacher or partner – *I would like to learn*
* Self-correct and reformulate
* Ask for a correct term
* Ask questions to clarify
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| **3** | * Talks about more complex ideas, can state a basic hypothesis
* Describes learning activities and learning resources used
* Understands more complex prompts and questions
* Can talk simply about what else they would like to learn
* Fluent when talking about well-known information and expressing simple new ideas
 | * Generally successfully describe quite complex processes, but may have difficulty in ordering elements logically
* Compares, explains, clarifies, identifies and describes
* Describe some cause and effect relationships
 | * Longer turns of several extended phrases and sentences
* Asks for clarification at appropriate moments
 | * Consistent use of past tense – *we had turns, and we read about each planet*
* Basic modals to talk about abstract ideas – *we could, what about, we might*
* Some preposition confusion – *inside/in*
 | * Key topic specific language, naming equipment needed for activities
* Concepts such as *size, time, location, classification*
* More specific verbs – *stir, wash, put, made*
 | * Sounds clear most of the time despite some difficulties
* Less obvious influence of L1 stress, rhythm and phonology
* Stress and intonation to reinforce ideas or to direct
 | * Monitors others response to what they are saying, and modifies to improve communication
* Use circumlocution when lacking specific vocabulary – *this animal, it can* …
* Use common social and classroom formulas to facilitate the interaction, and to gain attention – *I don’t know, I forget*
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| **2** | * Able to simply describe the essential elements of an activity or a process
* Takes part more actively in the conversation
* Understands relatively complex questions when in clear context, but limited capacity to question or describe in detail
* Fluent in using well known and formulaic language
 | * Routine turn taking, common formulaic expressions to participate in the interaction
* Limited resources for explaining, justifying, suggesting or signalling intention
* Gestures to communicate more complex feelings or ideas
* Generally allows the discourse to be managed by the teacher
 | * Conversation characterised by short interactive turns –
* Descriptions of the process may not be staged logically
 | * Time markers to indicate the parts of a process – *first*, *next, then*
* Use of because to explain
* Simple past tense, sometimes simple present – *learn about animal, played the game*
 | * Some topic specific language related to the area of study *– volcano, planet*
* Basic verbs – *play, write, read, learn*
* Confusion with common verb tenses – *he play, we stirring*
 | * Intelligible pronunciation
* Significant first language influence on phonemes, stress
* Some sounds and words difficult to identify
* Stress to reinforce meaning, differentiate statement and question
 | * Imitate or use key words or phrases from other speaker
* Ask for assistance
* Check ideas with teacher
* Improve pronunciation after listening to another speaker
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| **1** | * Talks simply about what has been studied, naming broad topics and activities
* Relies on teacher/partner to guide the interaction, suggest, give direction
* Takes part in, but doesn’t direct the conversation
* Limited understanding of questions or suggestions without explicit modelling
 | * May agree with partner or teacher, even when they don’t understand
* May use mime and gesture to signal preference, agreement, actions
* Few verbal strategies to negotiate, initiate or maintain interaction
* Minimal verbal interactional skills for clarifying, describing, explaining
* May not be able to explain choices, opinions, or to add clarifying details
 | * Short utterances – *learn about animals*
* Pauses in interaction
* Interaction may be through gestures, facial expression
 | * Formulaic/ borrowed phrases – *very good, like this, everything*
* Simple present tense – *I like to play …*, *learn about volcano*
 | * Little topic specific vocabulary beyond some recently learned words – *solid, planet*
* Use of everyday language to talk about learning – make jelly, *jelly very yummy*
 | * Mostly intelligible
* Some sounds and words, phrases difficult to identify
* Marked first language, intonation, stress and rhythm
 | * Use key words used by teacher/partner, or echo what partner says -- *can fly, eat grass*
* Wait for the teacher to supply an appropriate word
* Use gesture and mime – nodding, head shake, facial expression
* Listen to the teacher and copy, agree
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