**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 |  |  |  |
| **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* |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |