**TEAL Oral assessment criteria** **Task 7: Go fish Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1/BL/B1 CL/C1 A2/B2/C2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Able to instruct with longer comprehensible turns and few prompts * Uses talk to clarify thinking and ideas * Fluently and confidently expresses ideas * Describes the process more fluently, precisely and accurately * Manages disagreement or disputes over rules | * Logical and structured instructions * Manages interaction using appropriate interruptions/turn taking, with teacher and/or partner –  *then you like, put …* * Competent use of social formulas to instruct or correct – *that’s correct, very good* * Fluent use of appropriate fillers, to smooth the conversation, add subtle meaning – *um well,* *you have to, not really* | * Uses features of instructional text – *If you have two number the same or two cards the same … two pairs you can take them out* * Explains the process in clearly signalled sections, using time markers, connectives – *Well first you …, after that, take that last corner and put it over there* | * Understands more difficult teacher questions – *What happens if I get a joker?* * Generally correct use of imperatives – *You can take one card, then put the pair down* * Uses ‘if’ to indicate a hypothetical situation – *if you have a pair* | * Fluent use of topic related vocabulary – * Adverbs of time, to sequence the process – *Now you, after that* | * Overall confident pronunciation, some individual issues, word endings or problematic sounds *– pish* for *fish*   Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | * Self-corrects and reformulates * Monitors others response to what they are saying, and modifies to improve communication |  |  |  |
| **3** | * Instructs without always being led by teacher questioning, or copying key words used by the teacher * Uses gestures or mime for only the most difficult parts of the process * Less reliant on teacher to prompt for the next part of the process * Understands relatively complex questions and comments * More fluent and correct novel structures, not as many formulas | * Stages the instructions in manageable chunks * Some appropriate social formulas to monitor, correct, commend – *Yes, that’s correct, yeah* * Listens and watches to monitor the success of instructions | * Longer turns of several extended phrases and sentences – *after that put on table* * Confident use of well-known features to guide the interaction – *and after that you, no like that* | * Greater use of grammatically correct chunks to describe simple aspects of the process – Next take another card * Simply structured sentences – *Then you look at your cards and ask* * Novel constructions – *No take it this one* | * Uses a range of adverbs of time – *now you have to, first, next, after that* | * 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 direct – *no my turn* | * Uses circumlocution to talk around when lacking specific vocabulary * Uses common social and classroom formulas to facilitate the interaction, and to gain attention –  *look at me* * Takes cue from the teacher when asking or answering questions * Asks for clarification * Self-corrects |  |  |  |
| **2** | * Takes part actively in the instructional process, but still reliant on the teacher to question or prompt * Can understand most simple instructions and questions in context * Instructions limited to formulaic or modelled structures * Uses gestures and mime when instructional language not known * Fluent when using well known language and expressing simple known ideas | * Instructions may not be in manageable chunks or in logical order * Routine turn taking * Common formulaic expressions to participate in the interaction * Reliance on formulaic polite language * Gestures to communicate more complex ideas or processes | * Conversation characterised by short interactive turns – *T: What do I do next? S: Next take card* * Teacher uses questioning to move the process forward *– What happens now?* | * Imperative form of key verbs – *take, play* * Concrete reference, – *you put it here, this here* * Simple formulaic words and phrases to interact, some extended: *no not like that – like this* | * Some topic specific terms – *cards, game, play* * Some time conjunctions – *first, after that, next* | * 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 | * Uses words that teacher uses when asking for clarification – *Do I take another card? Yes, take another card* * Checks ideas with teacher * Improves pronunciation after listening to another speaker * Rephrases ideas if not understood the first time |  |  |  |
| **1** | * Shows understanding of the task and the need to instruct * Largely dependent on teacher to lead by asking questions to prompt or to clarify * Limited ability to provide verbal instructions * Falls back on gesture and mime to show how to play the game rather than explaining it * May agree with partner or teacher, even when they don’t understand * Long breaks and pauses in instructions | * Difficulty in providing logical or ordered steps in instructions * Deference to teacher/partner suggestions, direction * Sometimes shows some frustration with not being able to convey meaning | * Generally conveys a logical sequence of instructional steps * Limited verbal participation * Mainly uses gestures, short formulaic phrases or single words utterances – *no, ask me* | * One or two word utterances or formulaic phrases, – *take card, ask me, down* | * Little vocabulary beyond some very basic verbs *– play, ask* * Some basic nouns – *card, table* * Limited sequential language, adverbs of time – *now, after, next* | * 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 | * Imitates or use key words or phrases from other speak – *Yes, say ‘go fish’* * Asks teacher to watch the process – *look, put like this* * Tries to take over the teacher’s cards to show what needs to be done * Uses gesture and mime, nodding for agreement * Agrees to teacher statements even if they are not understood |  |  |  |