**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/B1CL/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
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| **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
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| **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
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| **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
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