**TEAL Oral assessment criteria Task 9: Animal chat 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** | * Talks about a wider range of more complex meanings, characteristics such as the animals’ relationship with people, relationships with other types of animals * Understands complex questions about animals, their attributes and abilities * 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 * Justifies, negotiates, predicts, instructs and suggests * Appropriately expresses and understands agreement, disagreement, humour * ‘Conversational’ fillers to interact – *Well … I have to say …* | * Extended, structured presentation of complex ideas, explanations and alternatives * Range of techniques to signal turn-taking, pauses, intonation, questions | * Modals, *maybe if we... we could* * Giving reason*s – so that, If we put them together* * More complex features – *people can enjoy the dolphins that do the tricks* | * Topic specific vocabulary relating to classification and groups of animals – *mammals, carnivores, habitat, reptiles, species* * Concepts such as location, shape, reality, classification, | * Overall confident pronunciation, some individual issues, word endings or problematic sounds *– dey* for *they* * Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | * Pick up on more precise language from teacher or partner – *they are different* * Argue for own ideas * Self-correct and reformulate * Ask for a correct term * Ask questions to clarify |  |  |  |
| **3** | * Talks about more complex ideas such as behaviour, habitat, diet * Communication focuses more on concrete, here and now aspects of the task * Asks questions of the teacher, or gives the teacher an instruction * Understands more complex instructions and questions * Fluent when talking about well-known ideas and expressing simple new ideas | * Generally successfully argue for or justify their opinion * Compares, explains, clarifies, identifies and describes * Describe some cause and effect relationships * Uses appropriate social/polite formulas * Monitors others’ response to what they are saying, and modifies to improve communication | * Longer turns of several extended phrases and sentences * Dialogue moves beyond the immediate context into student’s extended experience | * Pronouns to refer to vocabulary – *this thing, this, here* * Suggestions – *what about* * Some basic modals and conditionals – we could * Some preposition confusion – in the table | * Topic specific language, naming animals and their body parts or features – *fur* * Concepts such as size, time, location, classification * More specific verbs – *fly, hop, live* | * 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 not there,* | * Stress and intonation to reinforce ideas or to direct * Use circumlocution when lacking vocabulary, this animal, it can … * Use common social and classroom formulas to facilitate the interaction, and to gain attention – *I forgot, I can’t say it right* * Ask for clarification at appropriate moments – *you mean like this?* |  |  |  |
| **2** | * Names less common animals, especially when linked to previous study * Talks about physical features, including size, and food * Takes part more actively in the conversation, but generally limited to answering questions * Understands relatively complex questions when in clear context, but limited capacity to question or describe * Limited ability to express new ideas * Fluent in using well known and formulaic language | * Routine turn taking, common formulaic expressions to participate in the interaction * Attempts explaining, justifying, suggesting or signalling intention * Some social formulas, please, thank you * Generally allows the discourse to be managed by the teacher | * Conversation characterised by short interactive turns * Dialogue generally confined to the immediate context * Simple words and phrases to interact – *no put here, like this, yes like this* | * Formulaic phrases – *very good, like that* * Time markers – *next, then* * Concrete reference to objects used in the task, time – *this here, put this* * Use of *because* to explain cause and effect | * Some topic specific language,names of animals and basic attributes * Basic verbs – *run, swim, eat, go* * Confusion with verb tenses – *he eat, they flies, giraffe have furs* | * 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 or phrases from other speaker – *I putting these together because …* * Borrow key words – *yes this cow* * Gestures to communicate more complex feelings or ideas * Check ideas with teacher, ask for assistance – *what this? Can put here?* * Improve pronunciation after listening to another speaker |  |  |  |
| **1** | * Names some animals and talks about their physical features, colour, body parts * 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 directions without modelling * Limited ability to ask questions beyond simple formulas * Groups animals to basic instructions, but may not be able to explain why * Pauses and hesitations | * May agree with partner or teacher, even when they don’t understand * May use mime and gesture to signal preference, agreement, actions * Limited verbal strategies to negotiate, initiate or maintain interaction * Minimal verbal interactional skills for clarifying, describing, explaining * Limited explanation of choices, opinions * Knows when questions are being sked or suggestions made | * Short utterances -- *Yes horse, can run, no brown, what this?* * Dialogue relates only to the immediate context * Interaction may be through gestures, facial expression | * Formulaic/ borrowed or ‘echoed’ phrases – *no/yes this, put here, no here, this dog, It has fur, can fly* | * Little topic specific language beyond some names of animals, colours, size * Few verbs – *run, walk, fly, eat* | * 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 | * Use key words used by teacher/partner, or echo what partner says -- *can fly, eat grass* * Eye contact or gesture to ask for help * Wait for the teacher to supply an appropriate word * Use gesture and mime rather than talking – nodding, head shake, facial expression * Watch what the teacher does and copy |  |  |  |