**TEAL Oral assessment criteria Task 9: Animal chat Student:**  **Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** | * 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
 |  |  |  |