 Oral language assessment

EAL students focus — recounting

School

Student

Date

Stage of schooling—

ES1 [ ]

S1 [ ]

S2 [ ]

S3 [ ]

Purpose

To tell about past events.

The following assessment tasks provide students with opportunities to demonstrate their understanding of a persuasive text and to produce a persuasive text (either discussion or exposition) in a meaningful context.

Teachers should listen for the following common grammatical features of explanation related to the task selected:

* nouns and pronouns to identify people, animals or things nvolved;
* action verbs to refer to events;
* past tense to locate events in relation to speaker’s time;
* conjunctions and time connectives to sequence the events;
* adverbs and adverbial phrases to indicate place and time;
* adjectives to describe nouns

Please note that spoken language is not grammatically accurate and not all language features may appear in the student’s utterance.

Assessment Tasks

Choose the task which meets the student's stage of schooling and level of language ability.

[ ]  Student identifies or draw who, what, where and when after listening to an oral story. (Receptive)

[ ]  Student gives a recount of a class activity or a personal event, e.g. What I did yesterday/in the holidays, etc. (Productive)

[ ]  Student listens to a story, then uses a story map to demonstrate comprehension and assist retelling.(Receptive & Productive)

[ ]  Student sequences a set of pictures (or photos from class activity) to recount or narrate a story.”(Productive)

Transcript/comments

Transcribe student’s spoken text here or add comments to indicate strengths and needs.

Enter your text in the form field below

Checklist

[ ]  Begins to join in songs, rhymes, chants. 1.1

[ ]  Recognises gesture, facial expression and tone of voice to reinforce the spoken message. 1.2

[ ]  Recognises some content words related to a recount or narrative. 1.3

[ ]  Uses key words related to recounts and narratives. 1.3

[ ]  Pronounces common words and phrases from activities comprehensibly. 1.3

[ ]  Exhibits listening behaviour, e.g. looks at speaker. 1.4

[ ]  Mimics others’ language without necessarily understanding meaning. 1.4

[ ]  Adds information with prompting or questioning. 2.1

[ ]  Repeats or re-pronounces words after recognising non-comprehension by the listener. 2.2

[ ]  Combines known formulae, learned structures and other vocabulary to construct new utterances related to a recount or narrative text. 2.3

[ ]  Seeks clarification of classroom language in L1 from same language peers. 2.4

[ ]  Relates recounts and narratives to own experiences. 3.1

[ ]  Uses gestures or voice in an attempt to support or amplify meaning. 3.1

[ ]  Describes a series of events or actions using simple English and non-verbal language. 3.1

[ ]  Follows simple recounts of shared activities (e.g. recount of class excursion). 3.1

[ ]  Shows understanding and enjoyment by anticipating events in a recount or narrative. 3.1

[ ]  Shows understanding about elements of a recount or narrative by asking questions. 3.3

[ ]  Comprehends basic markers of sequence (first, next, then) and adverbial phrases of place and time. 3.3

[ ]  Over-generalises grammatical rules, e.g. past tenses and plurals. 3.3

[ ]  Shows understanding about characters and their influence on events, through comments. 4.1

[ ]  Orders events from a recount or narrative in a logical sequence. 4.1

[ ]  Recounts news or a series of events in a time sequence, giving details involving who, what, where and when. 4.1

[ ]  Gives some relevant details (describes events, characters, objects and places) in recounts and narratives. 4.2

[ ]  Uses subject, object and possessive pronouns with some consistency. 4.3

[ ]  Uses language acquired from new sources or experiences, e.g. excursions, performances, English-speaking peers. 4.4

[ ]  Gives relevant detail when recounting. 5.1

[ ]  Elaborates on elements of recounts or narratives, e.g. character, setting. 5.1

[ ]  Plans and presents own recount or narrative based on modelled oral text. 5.2

[ ]  Relies on key content words or discourse markers to follow an extended text (“In the end...”). 5.3

[ ]  Predicts outcomes of events in recounts and narratives. 5.4

[ ]  Can organise and present ideas on personal or shared experiences into a short talk for an audience. 6.1

[ ]  Shows understanding of the need to provide background information when re-telling a story or recounting an experience. 6.2

[ ]  Recognises the theme and message of a recount or narrative, e.g. moral or lesson. 6.2

[ ]  Makes variable use of common abstract nouns. 6.3

[ ]  Re-tells recounts or narratives using appropriate structure. 6.4