 Oral language assessment

EAL students focus — instructing

School

Student

Date

Stage of schooling—

ES1 [ ]

S1 [ ]

S2 [ ]

S3 [ ]

Purpose

To tell how to complete a task, usually in a series of steps.

The following assessment tasks provide students with opportunities to demonstrate their understanding of a procedure and to produce a procedure in a meaningful context.

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

* the use of commands (imperative form of the verb), e.g. ‘put’, ‘don’t drop’;
* the use of action verbs, e.g. ‘cut’, ‘turn over’, ‘spread’;
* the use of precise vocabulary, e.g. ‘slice’, ‘finely’;
* the use of connectives to sequence the action in time, e.g. ‘then’, ‘while’;
* the use of adverbials to express details of time, place, manner, and so on, e.g. ‘for five minutes’, ‘in the middle’, ‘carefully.

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 follows oral set of instructions – to order a group of items on the table, to draw a picture, to make a simple construction from paper (e.g. origami) or Lego™. (Receptive)

[ ]  Student follows oral instructions to play a classroom game (e.g. noughts and crosses). (Receptive)

[ ]  Student responds non-verbally to oral instructions to perform actions, e.g. pick up the pencil, put the book on my chair. (Receptive)

[ ]  Student plays a game of “Teacher Says” or similar, giving oral instructions to other players. (Productive)

[ ] . Student orders pictures from each stage of a completed activity, and gives instructions to complete activity. (Receptive & productive)

[ ]  Student takes turns (with teacher or other students) at giving and following instructions in a barrier game. (Receptive & 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

[ ]  Follows simple instructions or directions where the context is obvious (supported by gestures). 1.1

[ ]  Uses non-verbal behaviour to seek help. 1.2

[ ]  Identifies key words in familiar instructions. 1.3

[ ]  Watches others perform a task and copies them. 1.4

[ ]  Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles. 2.1

[ ]  Uses phrasal verbs in instructions, e.g. pick up, go to 2.3

[ ]  Uses simple, familiar command verbs, e.g. put, cover. 2.3

[ ]  Responds to key words in a range of common spoken instructions ('Shut the door', 'Put your pens down'). 2.3

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

[ ]  Follows a short sequence of instructions related to classroom activities. 3.1

[ ]  Gives simple directions on a familiar task. 3.1

[ ]  Asks questions that demonstrate an understanding of the task. 3.3

[ ]  Comprehends basic markers of sequence (first, next, then). 3.3

[ ]  Makes simple comments about a procedure, e.g. too fast. 3.3

[ ]  Uses commands to direct peers in classroom games and activities. 3.3

[ ]  Repeats another speaker's words in subsequent conversation. 3.4

[ ]  Understand the difference between suggestions and directives. 4.1

[ ]  Gives a short sequence of instructions related to classroom procedures, games or learning tasks (First you..., then you...). 4.1

[ ]  Responds appropriately to instructions for different classroom activities. 4.2

[ ]  Uses appropriate sequence markers (first, next, then). 4.3

[ ]  Plans what to say and how to give instructions. 4.4

[ ]  Listens for relevant information when instructions are given. 5.1

[ ]  Identifies implied sequences in oral instructions. 5.1

[ ]  Follows a complex set of oral instructions or directions related to a game or learning activity, eg follow a route with the use of a map. 5.1

[ ]  Identifies a number of sequence markers that indicate steps in an oral instruction. 5.3

[ ]  Applies familiar procedural language to new contexts. 6.1

[ ]  Uses appropriate register for giving instructions in different situations. 6.1

[ ]  Recalls the order in which steps occur. 6.1

[ ]  Recalls key steps in instructions. 6.4