 Oral language assessment

EAL students focus — explaining

School

Student

Date

Stage of schooling—

ES1 [ ]

S1 [ ]

S2 [ ]

S3 [ ]

Purpose

To tell how and why things occur in scientific and technical fields.

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

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

* general nouns, e.g. frog, tadpole, cocoon;
* action verbs;
* simple present tense;
* passive voice, e.g. are laid, is grown;
* conjunctions of time and cause, e.g. then, so;
* noun groups, e.g. powerful hind legs
* abstract nouns, e.g. growth, change
* adverbial phrases;
* complex sentences;
* technical language.

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 sequences pictures of a life-cycle or precoess in response to an oral explanation (eg plant, butterfly, frog). (Receptive)

[ ]  Student is provided with oral instructions for a class activity or procedure (eg library borrowing, lunch ordering, logging on to the computer, setting up their password etc) to follow. (Receptive)

[ ]  Student explains different stages of a cycle or process, using pictures of diagram as a reference (either animal, plant or process). (Productive)

[ ]  Student explains the purpose for a school rule. (Productive)

[ ]  Student explains how something works, or a process – eg getting to school (street directions etc). (Productive)

[ ]  Student explains something that has happened personally (eg playground issue, an incident etc). (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 (directions supported with gesture). 1.1

[ ]  Recognises familiar isolated words in spoken texts. 1.1

[ ]  Uses a few words connected with immediate interests or needs (lunch, computer, library, email). 1.3

[ ]  Demonstrates an understanding of explanations using non-verbal means to communicate. 1.4

[ ]  Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines. 1.4

[ ]  Responds to questions about an explanation text with teacher support. 2.1

[ ]  Identifies single items of information from short explanation texts, e.g. objects, parts. 2.1

[ ]  Understands basic sequential markers in sequential explanations, e.g. first, then, next. 2.3

[ ]  Combines known formulae, learned structures and other vocabulary to construct new utterances related to an explanation. 2.3

[ ]  Check understanding (ask for repetition or clarification – “What’s this?”). 2.4

[ ]  Follows teacher explanation using familiar language, e.g. revision of familiar topic. 3.1

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

[ ]  Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification. 3.1

[ ]  Uses terminology of subject learning areas (science processes, experiments, mathematics). 3.2

[ ]  Asks simple questions that relate to information required. 3.3

[ ]  Adapts learned question formulae (asks question without ‘do’), e.g. handle turn next? 3.3

[ ]  Provides non-verbal feedback to speakers to sustain interaction. 3.4

[ ]  Gives short sequence of steps related to simple sequential explanation. 4.1

[ ]  Sequences information logically for the listener. 4.1

[ ]  Provides a relevant response to a question. 4.1

[ ]  Show awareness of the need to make meaning explicit (in information gap activity). 4.2

[ ]  Uses simple sequential vocabulary, e.g. first, then 4.3

[ ]  Listens for relevant information in an explanation sequence. 5.1

[ ]  Shows recognition of the same idea expressed in different words, e.g. rain, precipitation. 5.1

[ ]  Use simple conditionals ('If plants don't get water, they die'). 5.3

[ ]  Self-corrects, e.g. ‘water pour out – umm, pours out.’ 5.4

[ ]  Understands an unfamiliar speaker explain a familiar process. 6.1

[ ]  Records and organises spoken information to set guidelines, e.g. uses diagrams, graphs, tables. 6.1

[ ]  Add further information or rephrase to make meaning clearer. 6.2

[ ]  Elaborates on an explanation using technical terms and appropriate conjunctions. 6.3

[ ]  Formulates questions spontaneously that provide a range of information for an explanation. 6.4