 Oral language assessment

EAL students focus — persuading

School

Student

Date

Stage of schooling—

ES1 [ ]

S1 [ ]

S2 [ ]

S3 [ ]

Purpose

To persuade by arguing one (or both) sides of an issue.

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:

* general nouns, e.g. uniforms, rules;
* relating verbs, e.g. bike-riding is dangerous;
* thinking verbs, e.g. feel, believe, hope;
* additive, contrastive and causal connectives, e.g. similarly, on the other hand, because, so;
* detailed noun groups, e.g. the dumping of unwanted kittens;
* varying degrees of modality, e.g. perhaps, must, should, might;
* adverbials of manner, e.g. deliberately, selfishly.

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 rank-orders items in order of importance (e.g. what I need for school) expressing personal opinions and justifying choice. (Receptive)

[ ]  Student groups a range of items - e.g. foods, TV shows, animals, games, etc. into likes and dislikes, stating reasons for preferences. (Productive)

[ ]  Student re-states opinions presented in an oral discussion – e.g. a classroom or school issue such as “No hat, no play” policy. (Productive)

[ ]  Student gives points either agreeing or disagreeing with a line of argument e.g. “Students are given too much homework.” (Productive)

[ ]  Student gives two or three arguments on a familiar topic (depending on what is topical for the student). (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

[ ]  Recognises that a point of view is being expressed. 2.1

[ ]  Uses voice to emphasise point of view. 2.1

[ ]  Follows reasons for everyday routines, e.g. wearing a hat in the playground. 2.1

[ ]  Indicates understanding of elements of different speakers’ viewpoints through non-verbal signals. 2.1

[ ]  Recognises that some words, gestures and intonations may be inappropriate or unsuitable in certain contexts. 2.2

[ ]  Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad. 2.3

[ ]  Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture. 2.4

[ ]  Begins to take turns in a discussion. 3.1

[ ]  Questions speaker to determine reason for opinion. 3.3

[ ]  Asks and answers why/because questions requiring justification or explanation. 3.3

[ ]  Practises pronunciation and phrasing to improve oral fluency. 3.4

[ ]  Responds to a topic by contributing ideas or comments within own experience. 4.1

[ ]  Gives simple reasons for opinions. 4.1

[ ]  Follows the flow of an argument by taking turns in a class discussion, eg makes relevant contribution at an appropriate time. 4.2

[ ]  Employs a small range of vocabulary to convey shades of meaning (good, fine, terrific, wonderful, etc.). 4.3

[ ]  Distinguishes fact and opinion. 5.1

[ ]  Elaborates reasons to justify a point of view. 5.1

[ ]  Expands on others’ ideas. 5.1

[ ]  Uses simple conditionals to develop arguments. 5.3

[ ]  Clarifies arguments by repeating, rephrasing or exemplifying. 5.4

[ ]  Identifies conflicting arguments. 6.1

[ ]  Identifies and responds to arguments at normal speed. 6.1

[ ]  Uses suitable language to engage listeners' attention when beginning to speak. 6.2

[ ]  Uses modals to support argument. 6.3

[ ]  Compares and contrasts objectivity of different speakers. 6.4