

Level of task performance	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	AusVELS B2/S2 E S4
			Text structure	Grammatical features	Vocabulary	Phonology		
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Provides a detailed description of attributes of character and identifies suitable gifts</li> <li>Relates reasons for gifts to attributes of the character</li> <li>Conversational partner(s) to clarify ideas and work together to reach agreement</li> <li>Fluent interaction</li> </ul>	<ul style="list-style-type: none"> <li>Supports conversational partners in constructing and participating in the conversation, assists them when they need assistance</li> <li>Uses language to explicitly manage interaction</li> <li>Makes suggestions</li> <li>Expresses, suggestion, agreement, disagreement, and justification for choice</li> <li>Responding to and guiding partner/s participation and contributions</li> </ul>	<ul style="list-style-type: none"> <li>Long turn to describe character or justify choice</li> <li>Spontaneous turn-taking, with some co-operative interruptions</li> <li>Evaluative comment on suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Accurate use of present tense to describe personalities of characters</li> <li>Accurate use of past tense to describe events in the story</li> <li>Appropriate use of modal verbs – <i>we could...</i>, <i>how about if...</i></li> <li>Use of range of logical connectives to give reasons, – <i>so that, because</i></li> </ul>	<ul style="list-style-type: none"> <li>Wide range of appropriate word choices – <i>depressed, embarrassed mental problem deficiency</i></li> <li>Occasional errors of form – <i>overweighted</i></li> </ul>	<ul style="list-style-type: none"> <li>Clearly intelligible</li> <li>Clear articulation of phonemes and connection of sounds</li> <li>Very good control over rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Manages interaction using appropriate interruptions</li> <li>Explicit appeal for partner's contribution or support – <i>What do you think</i></li> <li>Affirmation of partner's ideas – <i>That's a good idea!</i></li> <li>Explicit request for assistance – <i>I don't know what to do</i></li> <li>Provision of support by clarification – <i>Do you mean...?</i></li> </ul>	
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Provides a detailed description of attributes of the character and identifies suitable gifts</li> <li>Relates reasons for the choice of gift to attributes of the character.</li> <li>Conversational partners work together to reach agreement</li> <li>Fluent interaction</li> </ul>	<ul style="list-style-type: none"> <li>Works collaboratively with partners in turn taking and constructing the conversation</li> <li>Uses language to explicitly structure interaction</li> <li>Expresses suggestion, agreement, disagreement, and justification for choice</li> <li>Responding to partner/s and making contributions</li> <li>Constant eye contact, responding to partner(s)</li> </ul>	<ul style="list-style-type: none"> <li>Longer turns to describe character or justify choice</li> <li>Spontaneous turn taking, in cooperation with conversational partner(s)</li> <li>Suggestions and evaluative responses</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate use of present tense to describe personalities of characters</li> <li>Mostly accurate use of past tense</li> <li>Mostly appropriate expression of modality – <i>we could, maybe</i></li> <li>Use of greater variety of terms in expressing reasons – <i>...and then... because if...</i></li> </ul>	<ul style="list-style-type: none"> <li>Increased matching of semantic choice and form of word – <i>disability</i></li> <li>Some errors of word form and expressions – <i>truck is broken child for children furnitures.</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible</li> <li>Clear articulation of phonemes and connection of sounds</li> <li>Some errors such as omission of final consonant – <i>book for books</i></li> <li>Good control over rhythm, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Participates in interaction to reach agreement</li> <li>Explicit appeal for help, request for feedback on own contribution</li> <li>Use of circumlocution – <i>like a chair or something</i></li> <li>Accepting parts of ideas but rejecting other parts</li> <li>Referring to partner by name</li> </ul>	
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Provides a description of character and identifies suitable gifts</li> <li>Gives justification for choice of gift</li> <li>Presents own ideas, and responds to partner's ideas</li> <li>Some pauses and hesitation in interaction</li> </ul>	<ul style="list-style-type: none"> <li>Turn taking is formalized but not very spontaneous, sometimes signaled only by looking at partner</li> <li>Some use of language relevant to turn taking and interaction, such as direct use of questions – <i>How about...?</i></li> <li>Expresses suggestion, agreement and disagreement</li> <li>Nodding head as back channeling, feedback to conversational partner</li> <li>Constant eye contact with partners, but sometimes looking away from the conversation</li> </ul>	<ul style="list-style-type: none"> <li>Alternating turns of moderate length</li> <li>Some formulaic phrases used in signalling shift of turn – <i>What do you think? ...How about...?</i></li> <li>Suggestions with reasons and responses</li> </ul>	<ul style="list-style-type: none"> <li>Use of present tense to describe characters</li> <li>Use of past tense to describe events in the story</li> <li>Some use of modals – <i>we could, we should.</i></li> <li>Some errors of subject-verb agreement – <i>He take care of him</i></li> <li>Use of <i>because</i> to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>Clear semantic meaning, but sometimes incorrect forms – <i>mentally sick,</i></li> <li>Errors of word choice – <i>stay in his way, at the first.</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible, but some noticeable mispronunciation of some sounds – /g/ for /k/ in <i>Becky</i></li> <li>Impression of separated words, rather than constant flow of speech</li> <li>Problems with some consonant clusters, – /ld/ in <i>old</i></li> <li>Usually flat intonation, but some variation to show enthusiasm – <i>I think that's a good idea</i></li> </ul>	<ul style="list-style-type: none"> <li>Explicitly asks for ideas e.g. <i>What do you think?</i></li> <li>Taking over from partner when they are stuck</li> <li>Some asking of questions to support partners</li> <li>Self-correction of errors – <i>happy...happiness'</i></li> </ul>	

<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>Provides a limited description of the character and identifies suitable gifts</li> <li>Gives short justification for gifts,</li> <li>Exchange of ideas</li> <li>Frequent pauses and hesitation, searching for ideas or words to use</li> </ul>	<ul style="list-style-type: none"> <li>Turn taking, but often not signaled by language</li> <li>Express suggestion – how about..., agreement – <i>Ok it's a good idea...</i> and disagreement – <i>that is not a good idea.</i></li> <li>Eye contact not maintained, looking in direction of partner more than eye contact, or even looking elsewhere while speaking</li> </ul>	<ul style="list-style-type: none"> <li>Alternating turns of moderate length</li> <li>Minimal language used in signalling shift of turn</li> <li>Suggestions with reasons and responses</li> </ul>	<ul style="list-style-type: none"> <li>Sentence and clause construction errors – <i>maybe it a little bit not good idea...</i></li> <li>Errors in formation of questions – <i>How about you think...</i></li> <li>Extensive use of present tense, even to retell events of the story</li> <li>Limited use of modality – <i>maybe</i></li> <li>Frequent errors of subject-verb agreement <i>Gilbert takes care...</i></li> <li>Use of <i>because</i> to give reasons</li> <li>Inappropriate use of conjunctions – <i>about</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear semantic meaning, but sometimes incorrect form of word used – <i>obesity' for obese, he is loyalty to, for he is loyal to, die for dead</i></li> <li>gaps in relevant vocabulary – <i>problem of his mental</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible pronunciation</li> <li>Noticeable errors in production of some sounds such as /r/ especially in consonant clusters- <i>Grape, problem</i></li> <li>Omission of final consonants – end of <i>house</i></li> <li>Some sounds and words difficult to identify</li> <li>Relatively flat intonation</li> </ul>	<ul style="list-style-type: none"> <li>Looking at partner when unable to continue</li> <li>Use of gesture to assist when struggling for a word</li> <li>Lending support to partner by giving the answer, correcting what partner says, whispering a response, prompting or completing a phrase for partner when partner is 'stuck'</li> <li>Uses circumlocution when word is not known – <i>problem of his mental for intellectual disability</i></li> </ul>
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Selected text = Both student A & student B.