

	Communication	Cultural conventions of language use	Linguistic structures and features				Maintaining and negotiating communication	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		B2 C2	B3 C3	B3 C4
4	<ul style="list-style-type: none"> Provides a detailed description of attributes of character and identifies suitable gifts Relates reasons for gifts to attributes of the character Clarifies ideas and work together to reach agreement Fluent in interaction 	<ul style="list-style-type: none"> Supports conversational partners in constructing and participating in the conversation, assists them when they need assistance Uses language to explicitly manage interaction Makes suggestions Expresses suggestion, agreement, disagreement, and justification for choice Responds to and guiding partner/s participation and contributions 	<ul style="list-style-type: none"> Describes character or justifies choice Participates in spontaneous turn-taking, with some co-operative interruptions Makes evaluative comment on suggestions 	<ul style="list-style-type: none"> Accurately uses present tense to describe personalities of characters Accurately uses past tense to describe events in the story Appropriately uses modality – <i>we could...</i>, <i>how about if...</i> Uses a range of logical connectives to give reasons, – <i>so that, because</i> 	<ul style="list-style-type: none"> Uses a wide range of appropriate word choices – <i>depressed, embarrassed mental problem deficiency</i> May make occasional errors of form – <i>overweighted</i> 	<ul style="list-style-type: none"> Produces clearly intelligible speech Produces clear articulation of phonemes and connection of sounds Demonstrates very good control over rhythm, stress and intonation 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions Explicitly appeals for partner's contribution or support – <i>What do you think?</i> Affirms partner's ideas – <i>That's a good idea!</i> Explicitly requests assistance – <i>I don't know what to do</i> Provides support by clarification – <i>Do you mean...?</i> 			
3	<ul style="list-style-type: none"> Provides a detailed description of attributes of the character and identifies suitable gifts Relates reasons for the choice of gift to attributes of the character. Works with partner to reach agreement Fluent interaction 	<ul style="list-style-type: none"> Works collaboratively with partners in turn taking and constructing the conversation Uses language to explicitly structure interaction Expresses suggestion, agreement, disagreement, and justification for choice Responds to partner/s and making contributions Maintains constant eye contact, responding to partner(s) 	<ul style="list-style-type: none"> Uses longer turns to describe character or justify choice Participates in spontaneous turn taking, in cooperation with conversational partner(s) Makes suggestions and evaluative responses 	<ul style="list-style-type: none"> Accurately uses present tense to describe personalities of characters most of the time Accurate uses past tense most of the time – <i>we could, maybe</i> Expresses modality appropriately most of the time – <i>we could, maybe</i> Uses greater variety of terms in expressing reasons – <i>...and then... because if...</i> 	<ul style="list-style-type: none"> Matches semantic choice and form of word – <i>disability</i> Makes some errors of word form and expressions – <i>truck is broken, child for children, furnitures.</i> 	<ul style="list-style-type: none"> Produces in intelligible speech Clear articulation of phonemes and connection of sounds Some errors such as omission of final consonant – <i>book for books</i> Demonstrates good control over rhythm, stress and intonation 	<ul style="list-style-type: none"> Participates in interaction to reach agreement Explicitly appeals for help, request for feedback on own contribution May use circumlocution – <i>like a chair or something</i> Accepts parts of ideas but rejects other parts Refers to partner by name 			
2	<ul style="list-style-type: none"> Provides a description of character and identifies suitable gifts Gives justification for choice of gift Presents own ideas, and responds to partner's ideas Sometimes pauses and hesitates in interaction 	<ul style="list-style-type: none"> Takes part in formalized turn taking which may not be very spontaneous, and sometimes signaled only by looking at partner Uses some language relevant to turn taking and interaction, such as direct use of questions – <i>How about...?</i> Expresses suggestion, agreement and disagreement Nods head as back channeling, feedback to conversational partner Makes constant eye contact with partners, but sometimes looking away from the conversation 	<ul style="list-style-type: none"> Participates in turns of moderate length Uses some formulaic phrases to signal shift of turn – <i>What do you think? ..How about...?</i> Makes suggestions, gives reasons and makes responses 	<ul style="list-style-type: none"> Uses present tense to describe characters Uses past tense to describe events in the story Makes some use of modals – <i>we could, we should.</i> Makes some errors of subject-verb agreement – <i>He take care of him</i> Uses <i>because</i> to give reasons 	<ul style="list-style-type: none"> Uses word with clear semantic meaning, but sometimes incorrect forms – <i>mentally sick,</i> Makes some errors of word choice – <i>stay in his way, at the first.</i> 	<ul style="list-style-type: none"> Produces intelligible speech, but with some noticeable mispronunciation – /g/ for /k/ in <i>Becky</i> Gives impression of separated words, rather than constant flow of speech Exhibits problems with some consonant clusters, – /ld/ in <i>old</i> Uses usually flat intonation, but some variation to show enthusiasm – <i>I think that's a good idea</i> 	<ul style="list-style-type: none"> Explicitly asks for ideas e.g. <i>What do you think?</i> Takes over from partner when they are stuck Sometimes asks questions to support partners Sometimes self-corrects errors – <i>happy...happiness'</i> 			
1	<ul style="list-style-type: none"> Provides a limited description of the character and identifies suitable gifts Gives short justification for gifts, Exchanges ideas Frequently pauses and hesitates, searching for ideas or words to use 	<ul style="list-style-type: none"> Participates in turn taking, but often not signaled by language Expresses suggestion – how about..., agreement – <i>Ok it's a good idea...</i> and disagreement – <i>that is not a good idea.</i> Doesn't maintain eye contact, looking in direction of partner more than eye contact, or even looking elsewhere while speaking 	<ul style="list-style-type: none"> Participates in alternating turns of moderate length Uses minimal language to signal shift of turn Makes suggestions with reasons and gives responses 	<ul style="list-style-type: none"> Makes some errors in sentence and clause construction – <i>maybe it a little bit not good idea...</i> Makes some errors in formation of questions – <i>How about you think...</i> Extensively uses present tense, even to retell events of the story Makes limited use of modality – <i>maybe</i> Makes frequent errors of subject-verb agreement <i>Gilbert takes care...</i> Uses <i>because</i> to give reasons Uses of conjunctions inappropriately – <i>about</i> 	<ul style="list-style-type: none"> Uses words with 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> Uses wrong or incomplete phrase to express an idea – <i>problem of his mental</i> 	<ul style="list-style-type: none"> Produces intelligible pronunciation Makes noticeable errors in production of some sounds such as /r/ especially in consonant clusters- <i>Grape, problem</i> Omits some final consonants – end of <i>house</i> Produces some sounds and words that are difficult to identify Produces relatively flat intonation 	<ul style="list-style-type: none"> Looks at partner when unable to continue Uses gestures to assist when struggling for a word Lends 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' Uses circumlocution when word is not known – <i>problem of his mental for intellectual disability</i> 			

Selected text = performance that matches descriptions for all the students, with some exceptions for student C, which are marked in this way

