THE ERINDALE ACADEMY
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COURSE NAME: English as a Second Language, ESL Level 2 - 4: ESLBO/CO/DO	
MIDTERM **ORAL TEST** **Teacher:** Victor Gajardo	**Student's Name:** _____ **Date:** **Mark:** % **Level:**

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application
Symbol	K/U	T/I	C	A
Weight	25 %	25 %	25 %	25 %
Level				
Percentage				
Mark	/8	/8	/8	/8

Overall Expectations:

1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.
3. Use correctly the language structures appropriate for this level to communicate orally in English.

Specific Expectations:

Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations.

Listening to Interact: 1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations.

Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics.

Using Conversational Strategies: 2.2 use a wide variety of conversational expressions to negotiate spoken interactions of all types.

Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in a wide variety of situations.

Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.

Sound Patterns: 3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.

Communication strategies: 3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication.

Rubric:

CRITERIA	Level 1 4 pt.	Level 2 5 pts.	Level 3 6-7 pts.	Level 4 8 pts.	SCORE
LEXICAL CONTROL (Knowledge and understanding)	Speaker demonstrates a command of very little vocabulary, both in terms of individual words and lexical phrases. Lexis is rarely used appropriately for the function and situation.	Speaker uses a somewhat narrow range of vocabulary, both in terms of individual words and lexical phrases. Lexis is used appropriately for the function and situation less than half of the time.	Speaker uses a moderately wide range of vocabulary, both in terms of individual words and lexical phrases. Lexis is used appropriately for the function and situation at least half of the time.	Speaker uses a wide range of vocabulary, both in terms of individual words and lexical phrases. Lexis is used appropriately for the function and situation.	
SPOKEN FLUENCY (Thinking)	Speech is not at all smooth and clear. Speaker is unable to connect and express ideas coherently and in a steady flow most of the time, with frequent hesitation.	Speech is somewhat smooth and clear. Speaker is able to connect and express ideas coherently and in a steady flow less than half of the time, with moderate to frequent hesitation.	Speech is moderately smooth and clear. Speaker is able to connect and express ideas coherently and in a steady flow at least half of the time, with little to moderate hesitation.	Speech is smooth and clear. Speaker is able to connect and express ideas coherently and in a steady flow, with very little hesitation.	
PRONUNCIATION AND INTONATION (Communication)	Pronunciation is mostly incomprehensible, with a considerable amount of strain on the listener to understand.	Pronunciation is somewhat comprehensible, but with a moderate to considerable amount of strain	Pronunciation is mostly comprehensible, with little to moderate strain on the listener to understand.	Pronunciation is comprehensible with little to no strain on the listener to understand. Speaker consistently uses	

	Speaker's intonation causes major problems.	on the listener to understand. Speaker's intonation causes frequent problems in intelligibility.	Speaker uses appropriate intonation at least half of the time.	appropriate intonation.
GRAMMATICAL ACCURACY (Application)	Speaker demonstrates little to no command of grammatical structures. Speaker can very rarely self-correct if at all.	Speaker often Makes grammatical errors, and uses a limited range of structures appropriately less than half of the time. Speaker can occasionally self-correct.	Speaker sometimes makes grammatical errors, and uses a moderate range of structures appropriately at least half of the time. Speaker can sometimes self-correct.	Speaker makes few to very few grammatical errors, and uses a wide range of structures appropriately. Speaker can self-correct with little effort.
FINAL SCORE				