THE ERINDALE ACADEMY

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COURSE NAME: English as a Second Language, ESL Level 3, ESLCO

MIDTERM ORAL TEST Teacher: Victor A. 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

Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.

Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.

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 more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support.

Listening to Interact: 1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations.

Speaking to Interact: 2.1 engage in spoken interactions on personal and content-area topics.

Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions.

Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in supported situations.

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

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

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

CRITERIA	Level 1 4 pts.	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 from the units seen in class, 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 from one or two units seen in class, 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 from every unit seen in class, 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 from every unit seen in class, 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. The speech only contains an answer to the questions.	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. The speech contains an answer to the questions	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. The speech contains an answer to the questions, details or reasons and	Speech is smooth and clear. Speaker is able to connect and express ideas coherently and in a steady flow, with very little hesitation. The speech contains an answer to the questions, details or reasons and examples or experiences.	

		and or details but no examples or experiences.	examples or experiences.		
PRONUNCIATION AND INTONATION (Communication)	Pronunciation of sounds /ð/, /θ/, /s/ and /z/ is mostly incomprehensible, with a considerable amount of strain on the listener to understand. Speaker's intonation causes major problems.	Pronunciation of sounds /ð/, /θ/, /s/ and /z/ is somewhat comprehensible, but with a moderate to considerable amount of strain on the listener to understand. Speaker's intonation causes frequent problems in intelligibility.	Pronunciation of sounds /ð/, /θ/, /s/ and /z/ is mostly comprehensible, with little to moderate strain on the listener to understand. Speaker uses appropriate intonation at least half of the time.	Pronunciation of sounds /ð/, /θ/, /s/ and /z/ is comprehensible with little to no strain on the listener to understand. Speaker consistently uses 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					