

COURSE NAME: English as a Second Language, ESL Level 4— ESLDO				
ORAL PRESENTATIONS				
UNIT 6: Eco-guilt	Student's Name:			
Teacher: Victor Gajardo	Date:			
	Mark: % Level:			

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application
Symbol	K/U	Т/І	С	А
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	Level 2	Level 3	Level 4	SCORE
	4 pt.	5 pts.	6-7 pts.	8 pts.	
	Speaker	Speaker uses a	Speaker uses a	Speaker uses a	
	demonstrates a	somewhat	moderately wide	wide range of	
	command of very	narrow range of	range of	vocabulary, both	
	little vocabulary,	vocabulary, both	vocabulary,	in terms of	
	both in terms of	in terms of	both in terms of	individual words	
LEXICAL CONTROL	individual	individual words	individual words	and lexical	
(Knowledge and	words and lexical	and lexical	and lexical	phrases. Lexis is	
	phrases. Lexis is	phrases. Lexis	phrases. Lexis	used	
understanding)	rarely used	is used	is used	appropriately	
	appropriately for	appropriately	appropriately	for the function	
	the function and	for the function	for the function	and situation.	
	situation.	and situation	and situation at		
		less than	least half of the		
		half of the time.	time.		
	Speech is not at	Speech is	Speech is	Speech is	
	all smooth and	somewhat	moderately	smooth and	
	clear. Speaker is	smooth and	smooth and	clear. Speaker is	
	unable to	clear. Speaker is	clear. Speaker is	able to connect	
	connect and	able to connect	able to connect	and express	
SPOKEN FLUENCY	express ideas	and express	and express	ideas coherently	
(Thinking)	coherently and	ideas coherently	ideas coherently	and in a steady	
	in a steady flow	and in a steady	and in a steady	flow, with very	
	most of the time,	flow less than	flow at least half	little hesitation.	
	with frequent	half of the time,	of the time, with		
	hesitation.	with moderate	little to		
		to frequent	moderate		
		hesitation.	hesitation.		

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