ELEMENTARY CYCLE THREE ESL GENERIC EVALUATION TOOL

Competency 1, *To interact orally in English*

Student Names

Class: _____

Evaluation criteria: Participation in exchanges and Use of functional language							
Participation in exchanges	20	Speaks throughout, contributing substantial content, AND uses techniques to create true interaction (e.g. asks partner questions, reacts to and builds on partner's ideas).				
	16	Speaks throughout, contributing substantial content.				
	12	Speaks throughout, contributing limited content.				
	8	Speaks sporadically.				
	4	Speaks rarely.				
Use of vocabulary and useful expressions	15	Quickly accesses a variety of vocabulary and expressions.				
	12	Uses a variety of vocabulary and expressions.				
	9	Uses basic vocabulary and expressions.				
	5	Lacks vocabulary.				
Comprehension of messages by an anglophone	15	Messages are easily understood despite errors, if any.				
	12	Messages are understood with **some** interpretation.				
	9	Messages are understood with **considerable** interpretation.				
	6	**Some** messages are not understood despite interpretation.				
	3	Messages are understood; however, they are very brief, very simple and/or very few.				
		Total /50				
		Challenges (see list below)				

Special cases

☐ If a student does not participate or does not speak in English, allot 0/50.

☐ If most or all messages cannot be understood, allot 15/50.

Challenges

1. Using English words
2. Pronouncing keywords clearly
3. Using a variety of words
4. Expressing more ideas
5. Elaborating on ideas (giving examples, details, etc.)
6. Expressing a personalized message
7. Asking questions to maintain interaction, ask for details, ask for clarification, etc.
8. Building on what partner says
9. Reacting to what partner says
10. Initiating an exchange
11. Using vocabulary from available resources
12. Using a specific language convention: _____
13. Using the strategy _____
14. _____

Éducation et Enseignement supérieur

Québec ✦✦

Using the Evaluation Tool

This generic evaluation tool is suitable for most oral interaction tasks. It may be used with Elementary 5 or 6 students. Teachers may adjust the level of difficulty through task choice, design, requirements and expectations.

This tool was designed for two purposes:
1) to allow teachers to collect marks on students' oral interaction skills for the report card
2) to help teachers support student learning by providing specific feedback in the form of challenges

For each section of the tool, first determine which descriptor best represents each student's performance, and write the corresponding mark in the appropriate box. Add up the marks to obtain the final result for the task.

Next, determine which challenge(s) from the provided list, if any, each student should focus on to improve his or her oral interaction skills. Write the corresponding number(s) in the correct boxes.

Notes on the Descriptors

› *Participation in exchanges*

Throughout – The student is participating from beginning to end.

Sporadically – The student speaks at irregular intervals, creating long pauses or leaving most of the talking to his or her partner.

Rarely – The student is barely active in the discussion. Since the student has managed to express a minimal number of messages, the performance must be evaluated. Less participation than *Speaks rarely* means that the student is not speaking (see the *Special Cases* section).

Substantial content – The student expresses a fair or significant number of ideas and/or expresses in-depth ideas (e.g. elaborates, gives examples, explains).

Limited content – Ideas are few and/or of little depth. Limited content may be exhibited as one or more of the following:

- The student tends to repeat his or her own ideas or those of his or her partner.
- The student mostly expresses generic ideas that could apply to any task (e.g. *It is correct*; *It's a good idea*; *I agree*).
- Most of the student's statements are short, not detailed.

Techniques to create true interaction – The student uses techniques to initiate a conversation, to keep it going or to involve a partner. True interaction is demonstrated when a student asks a partner questions, reacts to something the partner has said, or expands on an idea expressed by the partner by, for example, adding to it, disagreeing with it, or taking it in a new direction. Basic turn-taking, without considering what the partner has previously said, is not true interaction.

› *Use of vocabulary and useful expressions*

Quickly – "Quickly accesses" denotes the speed and considerable ease with which the student retrieves most or all words and expressions from his or her personal language repertoire to express messages. Pauses that occur when reflecting, that are used to create an effect or to allow the partner to speak are considered to be natural pauses and are not penalized.

Variety of vocabulary and expressions – "Variety" refers to the range and precision of words and expressions used by the student to express messages.

Basic vocabulary and expressions – The student uses a minimum range of words and expressions, which are rarely precise. The student is able, nonetheless, to convey a message using the language he or she has acquired.

Lacks vocabulary – The student is often unable to retrieve the language he or she needs, failing to use synonyms or circumlocutions. The student's speech is characterized by missing words, French words or expressions, and/or long pauses during which the partner may jump in to help. The student who demonstrates a lack of vocabulary has difficulty expressing a message.

❯ Comprehension of message by an anglophone

You must listen to students as if you were an anglophone with little or no knowledge of French.

Easily understood – You do not have to infer to understand the student's messages.

Despite errors, if any – Errors, if any, do not affect comprehension of the student's messages.

Some interpretation – You must infer to understand a few messages but most messages do not require interpretation.

Considerable interpretation – You must make a substantial effort to understand many of the student's messages.

Some messages are not understood despite interpretation – Even though you try to infer meaning, you do not always understand the student's messages, either in whole or in part.

Messages are very brief, very simple or very few – When messages are very brief (one or two words), very simple (e.g. *It is good*) or very few, they can be understood but consist of too little language or content.