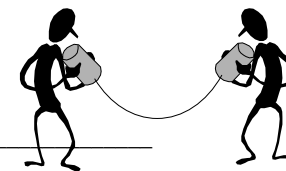


Competency 1: Interacts orally in English (ESL Prework Training Program)



Name: _____

Date: _____

Title: _____

Evaluation Criteria	Scale				
<p>Active participation in brief oral interaction:</p> <ul style="list-style-type: none"> • Initiates interaction • Contributes to and maintains interaction • Reacts to what others say • Ends the interaction 	<p>A</p> <p>Student has an active participation in various contexts.</p> <p>Speaks spontaneously. Elaborates on own and other ideas. Helps peers understand what is being said.</p>	<p>B</p> <p>Student has an active participation in familiar and unfamiliar topics.</p> <p>Transmits brief information, asks questions, and expresses opinions. Talks about personal experiences.</p>	<p>C</p> <p><i>With occasional teacher support</i>, student participates in oral interaction <i>on familiar topics</i>.</p> <p>Transmits brief information, asks short questions, and occasionally expresses opinions. Answers simple questions verbally or non-verbally. Asks questions (to express basic needs and to obtain information). With support, occasionally shares personal experiences.</p>	<p>D</p> <p><i>With frequent teacher support</i>, student participates in oral interaction <i>on familiar topics</i>.</p> <p>Transmits brief information, asks short questions, and speaks when called upon by peers or by teacher. Pauses frequently. Requires support to convey messages.</p>	<p>E</p> <p><i>With constant teacher support (teacher guidance)</i>, student <i>sometimes participates</i> in oral interaction <i>on familiar topics</i>.</p> <p>AND</p> <p>Reacts to familiar expressions and words. (cognates)</p>
<p>Use of personal language repertoire and strategies:</p> <ul style="list-style-type: none"> • Uses functional language adapted to the situation, vocabulary and language conventions • Have recourse to communication strategies 	<p>Appropriately uses a wide range of language related to the task. Personalizes messages. Asks the teacher and/or peers for help and clarification.</p>	<p>Combines words and expressions from repertoire with language related to tasks. Uses appropriate strategies to maintain interaction. Appropriately uses resources.</p>	<p>Correctly uses functional language frequently employed. Uses resources provided.</p>	<p>Uses basic strategies and resources when prompted. Uses gestures or actions to fill in for unknown words. Uses literal translation.</p>	<p>E</p> <p>Needs constant teacher's support to use the appropriate strategy.</p> <p>OR</p> <p>Reproduce teacher's modeling.</p>
<p>Clarity of the message (content):</p> <ul style="list-style-type: none"> • Respects linguistic conventions • Uses simple sentences • Uses pronunciation that does not impede understanding. 	<p>A</p> <p>Experiments with new vocabulary and uses effectively resources.</p>	<p>B</p> <p>Uses simple sentences, familiar vocabulary and a pronunciation that is understandable.</p>	<p>C</p> <p>Uses simple sentences, familiar vocabulary and a pronunciation that requires a minimum of interpretation.</p>	<p>D</p> <p>Repeatedly uses the same familiar expressions. Repeats the same message when not understood. Uses mother tongue to complete messages.</p>	<p>E</p> <p>Responds to simple questions by gesturing or giving one-or-two word answers.</p>
<p>Global result:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Legend</u></p> <p>A: Progress (S+A+A)</p> <p>B: Progress (G+S+A) Corresponds to what expected</p> <p>C: Progress (G+S+S)</p> <p>D: Progress (G+G+S)</p> <p>E: Incomplete or Incoherent (G+G+G)</p> </div>		<p>Teacher comments:</p>			