

English Oriented to App Development

Oral Performance Scale-Sample (Oral Production)



CTP Puerto Viejo High School

Summative Assessment Instrument

Allotted Time: 60 minutes

Level: Eleventh Grade

Teacher: Larry Toruño Salmerón

Date: _____

Student's name: _____

Score: _____

Total Points: 22

Obtained points: _____

Percentage: 20%

Obtained Percentage: _____

Group: _____

Instructions: Read the tasks carefully. Teacher will use a performance scale to grade this instrument. You will be graded individually based on each task performance.

Scenario:	3: Programming for Mobile Applications
Assessment Strategy	Solve problems to be to prepare themselves for a Professional Practice and English standardized test to know the level of English acquisition.
Description of linguistic task	Students will role-play a scenario where a user is calling for technical support regarding a software or hardware issue. The service agent must use specific vocabulary related to computer components and apps (e.g., operating software, input device), provide clear instructions for troubleshooting (using phrases like First, open your internet browser), and discuss basic computer care or safety protocols (e.g., a virus is a computer program that can damage your system).

Indicators*	Points per indicator					
		N/A 0	1	2	3	4
1. Distinguishes and comprehends specific phrases about giving instructions (e.g., Could you help me? First, open your internet browser) and technical vocabulary (e.g., operating software, hardware, input device)	4		Learner hardly distinguishes simple phrases about giving instructions or technical vocabulary. He/she cannot use language structures (sentence patterns).	Learner sometimes distinguishes simple phrases about instructions/technical terms appropriately. He/she can partially use language structures to be somehow understood.	Learner distinguishes simple phrases about instructions/technical terms appropriately most of the time. He/she can use basic language structures at most times.	Learner always distinguishes phrases about giving directions and customer service appropriately and easily.
2. Asks and answers questions regarding software issues, hardware diagnosis (e.g., Is the app running correctly?), and makes statements about computers (e.g.,	4		Learner hardly asks and answers simple questions about diagnosis or makes simple statements about computers. He/she cannot control memorized	Learner sometimes asks and answers simple questions about software or hardware issues if the other person speaks slowly and clearly	Learner asks and answers simple questions about technical diagnosis and statements appropriately most of the time.	Learner always asks and answers simple questions about technical diagnosis and makes statements about computers appropriately and with ease.

Computers make life easy).			language structures (question patterns)			
3. Applies technical lexicon related to computer parts (e.g., input/output devices, apps names), troubleshooting steps, and concepts of computer care and safety (e.g., virus, damaging your system)	3		Learners hardly recognize or use technical vocabulary related to computer parts or safety. Cannot control memorized language structures.	Learners sometimes use technical vocabulary about computer parts and instructions, applying technical knowledge to be somehow understood.	Learner uses technical vocabulary related to hardware/software, instructions, and safety appropriately most of the time. He/she can consistently control basic language structures.	Learners always apply technical knowledge and vocabulary about computer parts, software, and safety protocols.
*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).	3		Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties.	Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently.	Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation	.

*Pronounces the target language correctly	3		Difficulty at understanding. Constant mistakes in pronunciation (More than 4 mistakes)	Understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)	
*Stresses words and sentences correctly	2		Sometimes stresses individual words correctly and uses appropriate intonation when forming sentences	Constantly stresses individual words correctly and uses appropriate intonation when forming sentences		
*Speaks at a normal speed	3		Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning.	Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Carried out with confidence. Sporadic short pauses to recall meaning.	
Total:	22					
Comments:						

Created by Marianella Granados Sirias and Alfredo Ortega Cordero. National English Advisors. Department of Third Cycle and Diversified Education.