English Oriented to Food and Beverages Service Operations

Oral Performance Scale-Sample (Oral Production)

CTP Puerto Viejo High School | **Score: _____**

Summative Assessment Instrument | **Total Points:23**

Allotted Time: 60 minutes | **Obtained points: _____**

Level: Tenth Grade | **Percentage: 25%**

Teacher: Larry Toruño Salmerón | **Obtained Percentage: _____**

Date: _____

Student`s name: _____ | **Group: 11-3 STN**

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 1	Restaurant and Types of Services
Assessment Strategy	Learners create a proactive attitude where students can express their ideas about Restaurant Operation
Description of linguistic task	Information exchange (3 minutes) Students will take "orders" from imaginary classmates, using possessive adjectives and basic food/drink vocabulary. Instructions: Imagine you are working in a school cafe. Your classmates are giving you their orders. Write down what they want, using the correct possessive adjective. Students will introduce themselves, spell their name, and share their favorite food and drink using possessive adjectives.

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Indicators*	Points per indicator	N/A 0	1	2	3	4
Identify a simple chronological sequence in a recorded narrative or dialogue.	4	Learner does not participate or is unable to identify any sequence in the restaurant dialogue.	Learner hardly identifies the sequence of events in the restaurant interaction (e.g., ordering, serving, paying). Shows very limited understanding of the dialogue and cannot use basic language structures, making communication difficult.	Learner sometimes identifies parts of the sequence in the restaurant role play but misses important steps or order. Shows partial understanding and uses limited language structures; communication is somewhat unclear.	Learner identifies the main sequence of events in the restaurant interaction (greeting, ordering, eating, paying) most of the time. Uses basic language structures adequately and communicates with some clarity.	Learner clearly and consistently identifies and follows the correct sequence of events in the restaurant role play with ease. Uses appropriate basic language structures effectively and communicates clearly and confidently.

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In groups of 3 students, convey simple relevant information emphasizing the most important points.	4	Learner does not participate in the role play or does not convey relevant information.	Learner hardly conveys relevant information during the restaurant role play. Has difficulty explaining how to work as a team (e.g., roles like waiter, customer, cashier) and uses very limited or incorrect vocabulary. Cannot control basic language structures (question patterns), making communication difficult.	Learner sometimes conveys simple relevant information but misses key points of the interaction. Shows partial ability to explain teamwork in the restaurant setting and uses limited vocabulary. Can partially control memorized language structures; communication is somewhat understandable.	Learner conveys relevant information and emphasizes most important points in the restaurant role play (ordering, serving, paying). Demonstrates understanding of teamwork and uses appropriate vocabulary most of the time. Uses basic language structures with acceptable control.	Learner clearly and effectively conveys relevant information, emphasizing key points throughout the restaurant role play. Demonstrates strong teamwork (clear roles and interaction) and uses appropriate vocabulary accurately and fluently. Consistently controls basic language structures (question patterns) with confidence and ease.

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Give a short talk about a familiar topic, with visual support. Produce familiar sounds and prosodic patterns.	4	Learner does not participate or does not present any information during the restaurant role play.	Learner hardly gives a short talk during the role play. Provides very limited details about restaurant services (e.g., ordering, menu, payment). Has difficulty using appropriate vocabulary and cannot control basic language structures, making speech hard to understand. Pronunciation and intonation are unclear.	Learner sometimes gives a short talk with some visual support and provides limited details about the restaurant interaction. Uses some appropriate vocabulary and partially controls memorized language structures. Pronunciation and intonation are somewhat understandable.	Learner gives a clear short talk using visual support (e.g., menu, images) and includes relevant details about restaurant services. Uses appropriate vocabulary and basic language structures most of the time. Pronunciation and prosody are generally clear.	Learner confidently delivers a well-organized short talk with effective visual support. Provides clear and relevant details about restaurant services using accurate vocabulary. Consistently controls basic language structures. Pronunciation and prosodic patterns are clear, natural, and easy to understand.
***Uses appropriate**	3		Fails in maintaining communication	Makes use of some of the communication	Makes use of many communication	.

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communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).			most of the time. Hard for him/her to use the communication strategies to overcome difficulties.	strategies to maintain communication going, but not all the time and inconsistently.	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	Carried out adequately with	Carried out with confidence.	

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			sometimes interferes with the message. Some long pauses to recall meaning.	some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Sporadic short pauses to recall meaning.	
Total:	23					
Comments:						

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

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