Gr. 4 Proficiency Scale for Oral Language

Performance Standards & Language Skills	**Emerging:** The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	**Developing:** The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	**Proficient:** The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	**Extending:** The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected.
	****** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.***			
Skills/Strategies	**I can…**	**I can…**	**I can…**	**I can…**
Vocabulary* • acquired from independent word learning and explicit instruction, in various contexts	• attempt to use basic-familiar (Tier 1), vocabulary words • attempt to use high frequency (Tier 2) vocabulary words • attempt to use content-specific (Tier 3) vocabulary words • attempt to use complex descriptive words and abstract concepts to enhance story by: ○ to describe characters, events, and objects with more descriptive details ○ to share feelings and emotions ○ to give an opinion or preference ○ to explain understanding about a topic ○ to give instructions	• sometimes use basic-familiar (Tier 1), vocabulary words • sometimes use high frequency (Tier 2) vocabulary words • sometimes use content-specific (Tier 3) vocabulary words • sometimes use complex descriptive words and abstract concepts to enhance story by: ○ to describe characters, events, and objects with more descriptive details ○ to share feelings and emotions ○ to give an opinion or preference ○ to explain understanding about a topic ○ to give instructions	• use basic-familiar (Tier 1) vocabulary words • use high-frequency (Tier 2) vocabulary words • use content-specific (Tier 3) acquired from independent word learning and explicit instruction, in various contexts • use complex descriptive words and abstract concepts to enhance story by: ○ to describe characters, events, and objects with more descriptive details ○ to share feelings and emotions ○ to give an opinion or preference ○ to explain understanding about a topic ○ to give instructions	
Sentence Structure/ Grammar	• attempt to use sentence structures • attempt to use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	• sometimes use sentence structures including some advanced subordinating conjunctions with increasing complexity and additional detail • sometimes use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	• use sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail (e.g., “She wears her red boots and blue jacket when it rains even though she’d rather stay inside and read her book.”) • use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	• use sophisticated sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail
Conversation	• attempt to speak with expression • attempt to listen for specifics • attempt to take turns in conversation • attempt to ask questions • attempt to stay on topic • attempt to focus on the speaker • attempt to exchange ideas or perspectives to build shared understanding or build on others’ ideas • attempt to collaborate in group activities • attempt to express reactions and opinions • attempt to identify my opinion or viewpoint • attempt to disagree respectfully • attempt to use non-verbal communication • attempt to use language	• speak with some expression by sometimes using appropriate tone, volume, inflection, pace, gestures • sometimes listen for specifics • sometimes take turns in conversation • sometimes ask questions to clarify • sometimes stay on topic • sometimes focus on the speaker • exchange some ideas and perspectives to build shared understanding and build on others’ ideas • sometimes collaborate in large and small group activities • express some reactions/opinions and offer partial reasoning • sometimes identify my opinions and viewpoints • sometimes disagree respectfully • use some non-verbal communication to clarify the meaning • sometimes use language in creative and playful ways (taking risks in trying out new word choices and formats; playing with words, structures, and ideas; modelled/copied)	• speak with expression by using appropriate tone, volume, inflection, pace, gestures • listen for specifics • take turns in conversation • ask questions to clarify • stay on topic • focus on the speaker • exchange ideas and perspectives to build shared understanding and build on others’ ideas • collaborate in large and small group activities • express my reactions and opinions and offer reasoning • identify my opinions and viewpoints • disagree respectfully • use non-verbal communication expressively to clarify the meaning • use language in creative and playful ways (taking risks in trying out new word choices and formats; playing with words, structures, and ideas)	• ask sophisticated questions to clarify • exchange sophisticated ideas and perspectives to deepen a shared understanding and build on others’ ideas • express sophisticated reactions and opinions providing support • identify sophisticated opinions and viewpoints • use more sophisticated non-verbal communication expressively to clarify the meaning • use sophisticated language in creative and playful ways
Oral Storytelling	• attempt to use oral storytelling processes by attempting to create or find an existing story (with permission) • share one part of a story with others • attempt to present the oral story • attempt to differentiate between a storyteller’s voice and a characters’ voice • attempt to recognize the role of language in personal, social, and cultural identity • attempt to share an oral story from memory with others • attempt to keep the listener’s interest • attempt to connect with my audience	• use some oral storytelling processes by creating or finding an existing story (with permission) • share parts of a story from memory with others • sometimes present an oral story with some efficiently • sometimes differentiate the storyteller’s natural voice from the characters’ voices • begin to recognize the role of language in personal, social, and cultural identity • sometimes share an oral story from memory with others • sometimes keep the listener’s interest throughout • sometimes attend to stage presence or connect with my audience	• use oral storytelling processes by creating an original story or finding an existing story (with permission) • sharing a story from memory with others • present an oral story efficiently • differentiate the storyteller’s natural voice from the characters’ voices • recognize the role of language in personal, social, and cultural identity • share an oral story from memory with others • keep the listener’s interest throughout • attend to stage presence	• use oral storytelling processes by creating or finding a sophisticated story (with permission) • share a sophisticated story from memory with others • present an oral story efficiently, with sophisticated thought and language • differentiate between multiple voices connected to a story • recognize and explain the role of language in personal, social, and cultural identity • share a sophisticated story from memory with others • maintain the listener’s interest and engagement throughout • attend with sophisticated stage presence
Talking about Text	• attempt to use vocal expression • attempt to summarize orally presented information • attempt to pose questions • attempt to give reasons for choice of favourite text	• use some vocal expression to clarify partial meaning of the text • summarize orally presented information (sometimes requiring teacher-prompting) by identifying main ideas with supportive details and organize some ideas/details into a logical sequence • pose partial questions to access and integrate information/ideas from a variety of sources, including prior knowledge to build understanding • give partial reasons for choice of favourite text	• use vocal expression to clarify the meaning of the text • summarize orally presented information independently (without teacher prompt, or leading questions) by identifying main ideas with supportive details and organize ideas/details into a logical sequence • pose questions to access and integrate information/ideas from a variety of sources, including prior knowledge to build understanding • give reasons for choice of favourite text	• use vocal expression to clarify sophisticated meaning of the text • summarize orally presented information in a sophisticated way by identifying main ideas with supportive details and organize ideas/details into a logical sequence • pose sophisticated questions to access and integrate information/ideas from a variety of sources, including prior knowledge to deepen understanding • give sophisticated reasons for choice of favourite text
Metacognition • through reflecting, questioning, goal setting, self-evaluating	• attempt to talk and think about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self	• sometimes talk and think about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self	• talk and think about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self	• talk and think about learning in a sophisticated way (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self

*Tier 1 vocabulary words – basic vocabulary - words that frequently occur in spoken language
Tier 2 vocabulary words – words that are found in written language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction
Tier 3 vocabulary words – content-specific words that are generally specific to a particular content area and have less broad utility for students