Gr. 5 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…**
Sentence Structure/ Grammar	• attempt to use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	• sometimes use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	• use correct grammar (parts of speech; past, present, and future tenses; subject-verb agreement)	
Conversation	• attempt to speak with expression • attempt to listen for specifics • attempt to take turns • 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 to guide inquiry and deepen understanding • attempt to state my opinions • attempt to identify my opinion or viewpoint • attempt to disagree respectfully • attempt to use language • attempt to ask questions before, during or after listening • attempt to develop, make and explain connections to gain meaning	• speak with some expression by sometimes using appropriate tone, volume, inflection, pace, gestures • sometimes listen for specifics • sometimes take turns • sometimes ask questions to clarify • sometimes stay on topic • sometimes focus on the speaker • sometimes exchange some ideas and perspectives to build shared understanding and build on others' ideas • sometimes collaborate in large and small group activities to guide inquiry and deepen understanding • sometimes state my opinions with partial reasons and explanations • sometimes identify my opinions and viewpoints • sometimes disagree respectfully • sometimes use language in creative and playful ways (taking risks in trying out new word choices and formats; playing with words, structures, and ideas) • sometimes ask questions before, during, and after listening • sometimes develop, make and explain connections to gain meaning	• speak with expression by using appropriate tone, volume, inflection, pace, gestures • listen for specifics • take turns • ask questions to clarify • stay on topic • focus on the speaker • exchange ideas and perspectives to build a shared understanding and build on others' ideas • collaborate in large and small group activities to guide inquiry and deepen understanding • state my opinions with supportive reasons and explanations • identify my opinions and viewpoints • disagree respectfully • use language in creative and playful ways (taking risks in trying out new word choices and formats; playing with words, structures, and ideas) • ask questions before, during, and after listening • develop, make and explain connections to gain meaning	• ask sophisticated questions to clarify • exchange sophisticated ideas and perspectives to deepen a shared understanding and build on others' ideas • state opinions with sophisticated supporting reasons and explanations • identify sophisticated opinions and viewpoints • use sophisticated language in creative and playful ways • ask sophisticated questions before, during, and after listening • develop, make and explain sophisticated connections to gain meaning
Oral Storytelling	• attempt to use oral storytelling processes by creating an original story or finding an existing story (with permission) • attempt to present the oral story • attempt to differentiate between a storyteller's voice and a characters' voice • attempt to explain the role of language in personal, social,or cultural identity • attempt to share an oral story from memory • attempt to keep the listener's interest throughout • attempt to connect with my audience • attempt to use non-verbal communication	• sometimes use oral storytelling processes by creating an original story or finding an existing story (with permission) • sometimes present an oral story with some efficiently • sometimes differentiate the storyteller's natural voice from the characters' voices • sometimes explain 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 audiences • sometimes use non-verbal communication to clarify meaning	• use oral storytelling processes by creating an original story or finding an existing story (with permission) • present the oral story efficiently • differentiate the storyteller's natural voice from the characters' voices • explain 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 non-verbal communication expressively to clarify the meaning	• use oral storytelling processes by creating a complex original story or finding an existing story (with permission) • present the oral story efficiently, with sophisticated thought and language • differentiate between multiple voices connected to a story • sophisticatedly 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 • use non-verbal communication expressively to clarify a sophisticated meaning
Talking about Text	• attempt to question the author's viewpoint or intent • attempt to use vocal expression to clarify some meaning of the text	• partially question that author's viewpoint and intent • use some vocal expression to clarify partial meaning of the text	• begin to question the author's viewpoint and intent • use vocal expression to clarify the meaning of the text	• engage in sophisticated questioning of the author's viewpoint and intent • use vocal expression to clarify sophisticated meaning of the text
Metacognition • through reflecting, questioning, goal setting, self-evaluating	• attempt to talk and think about learning to develop awareness of self	• sometimes talk and think about learning to develop awareness of self	• talk and think about learning to develop awareness of self	• talk and think about learning in a sophisticated way 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