Kindergarten 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…**
Phonemic Awareness	• attempt to hear and create rhyming words • attempt to segment the flow of speech into separate words • attempt to hear syllables as “chunks” in spoken words. • attempt to segment spoken words into phonemes • attempt to blend phonemes into words • attempt to name some letters of the alphabet and produce the corresponding sounds • attempt to produce more than one sound for letters that represent multiple sounds	• sometimes hear and create rhyming words • sometimes segment the flow of speech into separate words • sometimes hear syllables as “chunks” in spoken words. • sometimes segment spoken words into phonemes • sometimes blend phonemes into words • name most of the 26 letters of the alphabet and produce some corresponding sounds • begin to produce more than one sound for some letters that represent multiple sounds	• hear and create rhyming words • segment the flow of speech into separate words • hear syllables as “chunks” in spoken words. • segment spoken words into phonemes (e.g., c / a / t) • blend phonemes into words • name all 26 letters of the alphabet and produce the corresponding sounds • begin to produce more than one sound for letters that represent multiple sounds	• hear and create complex rhyming words • name and produce the corresponding sounds for all 26 letters of the alphabet with automaticity • consistently produce more than one sound for letters that represent multiple sounds
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 basic vocabulary to describe objects	• 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 basic vocabulary to describe objects	• use basic-familiar (Tier 1) vocabulary words • use high-frequency (Tier 2) vocabulary words • use content-specific (Tier 3) vocabulary words • use basic vocabulary to describe objects (e.g., "The apple is red and shiny." or “I need the blue pen, please”)	• use sophisticated vocabulary to describe objects
Sentence Structure/ Grammar	• attempt to use conjunctions to orally form compound sentences, with guidance from teacher prompts • attempt to recognize a sentence type, including statements or questions	• sometimes use conjunctions to orally form compound sentences, with guidance from teacher prompts • begin to recognize some sentence types, including statements or questions	• use conjunctions (e.g., “and”, “but”, “so”) to orally form compound sentences, with guidance from teacher prompts (e.g., “I woke up late and…”) • begin to recognize sentence types, including statements or questions	• use conjunctions to orally form compound sentences, independently • recognize a variety of sentence types
Conversation	• attempt to adjust volume, pace, tone, and articulation • attempt to use active listening by focusing on the speaker without interrupting • attempt to take turns offering ideas related to the topic • attempt to ask questions to construct and clarify meaning • attempt to ask questions related to the topic • attempt to use simple sentences to express myself • attempt to make personal connections to the topic • attempt to make contributions to the discussion • attempt to use language	• sometimes adjust volume, pace, tone, and articulation • sometimes use active listening by focusing on the speaker without interrupting • sometimes take turns offering ideas related to the topic • sometimes ask questions to construct and clarify meaning • sometimes ask questions related to the topic • sometimes use simple sentences to express myself • sometimes make personal connections to the topic • make some relevant contributions to the discussion • use basic language to identify, create, or share: ideas, feelings, needs, opinions, or preferences	• adjust volume, pace, tone, and articulation • use active listening by focusing on the speaker without interrupting • take turns offering ideas related to the topic • ask questions to construct and clarify meaning • ask questions related to the topic • use simple sentences to express myself • make personal connections to the topic • make relevant contributions to the discussion • use language to identify, create, and share: ideas, feelings, needs, opinions, and preferences	• ask sophisticated questions to construct and clarify meaning • ask sophisticated questions related to the topic • use complex sentences to express myself • make sophisticated personal connections to the topic • make sophisticated relevant contributions to the discussion • use sophisticated language to identify, create, and share: ideas, feelings, needs, opinions, and preferences
Oral Storytelling	• attempt to tell a piece of a story, orally using different story frameworks; communication can be supported by use of manipulatives • attempt to explore the oral storytelling processes by attempting to create or find an existing story (with permission) • attempt to share one part of a story • attempt to retell a simple story or event • attempt to engage in role-play	• tell partial simple stories, orally using different story frameworks; communication can be supported by use of manipulatives • explore the oral storytelling processes by creating or finding an existing story (with permission) • share parts of a story from memory with others • retell parts of a simple story or event in near-sequential order using basic vocabulary and key details • engage in partial role-play	• tell simple stories, orally using different story frameworks; communication can be supported by use of manipulatives (puppets, storyboards, digital tools, and loose parts) • explore the oral storytelling processes by creating an original story or finding an existing story (with permission) • share a story from memory with others • retell a simple story or event in sequential order using basic vocabulary and key details • engaged in role-play	• tell sophisticated stories, orally using different story frameworks; communication can be supported by use of manipulatives • explore the oral storytelling processes by creating or finding a sophisticated story (with permission) • share sophisticated stories from memory with others • retell a complex story or event in sequential order using sophisticated vocabulary and key details • engage in sophisticated role-play
Talking about Text	• attempt to use common nouns and verbs • attempt to use vocal expression	• sometimes use common nouns and verbs when orally describing visual texts • use some vocal expression to clarify partial meaning of the text	• use common nouns and verbs when orally describing visual texts (e.g., “The girl in the picture is jumping.”) • use vocal expression to clarify the meaning of the text	• use sophisticated nouns and verbs when orally describing visual texts • 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	• sometimes talk and think about learning	• talk and think about learning	• talk and think about learning through in a sophisticated way

*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