

# Kindergarten Oral Language Assessment Scale

Name: \_\_\_\_\_

1 = Not observed, 2 = Occasionally, 3 = Often, 4 = Usually

<b>LANGUAGE FOR SOCIAL RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Listens when someone speaks				
• Initiates and joins in with conversations				
• Takes turns in conversations				
• Recognizes when something heard doesn't make sense				
• Uses appropriate social behaviour in discussions (e.g., makes eye contact, waits for a speaker to finish, says "Excuse me" when trying to gain access to talk)				
• Uses appropriate tone (e.g., an 'inside voice' in the classroom, disagrees without shouting or getting angry)				
• Demonstrates increasing awareness of the meanings embedded in gestures, facial expressions, and voice tones				
• Sustains extended conversations (e.g., listens and responds to others)				
• Uses social conventions (e.g., 'Please' and 'Thank you')				
• Uses language to solve social conflicts				
• Is aware of language that is hurtful to others				
<b>LANGUAGE FOR LEARNING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Listens in a variety of contexts (e.g., when books are read aloud, during circle time, when listening in the audio centre)				
• Transfers new learning from one context to another (e.g., uses phrases, vocabulary, and ideas from books, retells stories and personal experiences)				
• Uses specialized vocabulary				
• Uses language to inquire, problem solve, and reflect				
• Asks on-topic questions				
• Responds appropriately to questions				
• Describes/explains a recent event				
• Describes/explains a time-distant event (e.g., an experience in the past)				
• Understands and follows brief one and two-step directions				
• Provides simple directions for others to follow				

## Kindergarten Oral Language Assessment Scale (continued)

<b>PHONOLOGICAL AND PHONEMIC AWARENESS</b> (From the Working with Words Continuum)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Joins in with rhythmic poems and songs				
• Recognizes rhymes				
• Generates rhymes orally				
• Claps, chants, or sings syllables				
• Orally segments words into onsets and rimes (e.g., b-ake)				
• Orally segments speech into words (e.g., I-am-happy)				
• Orally stretches words into phonemes (e.g., d-o-g)				
• Orally blends some phonemes into words (e.g., d-o-g = dog)				
<b>LANGUAGE STRUCTURES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Uses language that is understood by others				
• Has clear articulation (later-developing sounds may need to be refined: 's,' 'z,' 'th,' 'sh,' 'ch,' 'j,' 'r,' 'l')				
• Uses simple, compound, and some complex sentences (circle if only one or two are identified)				
• Uses appropriate vocabulary				
• Uses verbs appropriately (irregular past tenses may still be developing e.g., 'He runned')				
• Uses personal pronouns appropriately (e.g., 'he,' 'she,' 'I,' 'they,' 'me')				
• Understands and uses relational concepts (e.g., 'over,' 'under,' 'next to,' 'in front of')				

### Comments: