Grade One Oral Language Assessment Scale

Name: _____

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

LANGUAGE FOR SOCIAL RELATIONSHIPS	1	2	3	4
• Listens to others during conversations and discussions				
• Initiates and joins in with conversations and discussions in small and large groups				
• Takes turns in conversations without interrupting others				
• Recognizes when something heard doesn't make sense				
• Uses appropriate social behaviour in discussions (e.g., turns to look at the speaker, makes eye contact, waits for a speaker to finish)				
• Uses appropriate tone, intonation, and volume (e.g., an 'inside voice' in the classroom, disagrees without shouting or getting angry, uses a friendly tone when meeting others)				
• Demonstrates increasing awareness of the meanings embedded in gestures, facial expressions, and voice tones				
• Sustains extended conversations (e.g., listens and responds to others, adds to the ideas of classmates, clarifies and questions)				
• Uses social conventions (e.g., 'Please,' 'Thank you,' 'Excuse me,' 'May I...,' 'Sorry')				
• Uses language to solve social conflicts				
• Is aware of language that is hurtful to others				
LANGUAGE FOR LEARNING	**1**	**2**	**3**	**4**
• Listens in a variety of contexts and social settings (e.g., when books are read aloud, during circle time, when listening in the audio centre, when watching a school play)				
• Transfers new learning from one context to another (e.g., uses phrases, vocabulary, and ideas from books, retells stories and personal experiences, makes connections between 'old' and 'new' learning experiences, compares)				
• Uses specialized vocabulary related to a topic (e.g., 'neighbour,' 'neighbourhood,' 'community helpers,' 'firefighter,' 'police officer,' 'traffic signals,' and 'crossing' in a unit about the local community)				
• Uses language to share new learning, problem solve, and reflect				
• Asks on-topic questions				
• Responds appropriately to questions				
• Retells simple stories				
• Retells/describes/explains a recent event				
• Retells/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				

Grade One Oral Language Assessment Scale (continued)

PHONOLOGICAL AND PHONEMIC AWARENESS (From the Working with Words Continuum)	1	2	3	4
• Joins in with rhythmic poems and songs and repeats some from memory				
• Recognizes rhymes for a range of rhyming patterns				
• Generates rhymes orally				
• Claps, chants, or sings syllables				
• Orally segments words into onsets and rimes (e.g., h-op)				
• Orally segments speech into words (e.g., This-is-my-lunchbox.)				
• Orally stretches words into phonemes (e.g., w-i-sh)				
• Orally blends phonemes into words (e.g., w-i-sh = wish)				
• Orally manipulates phonemes to create new words (e.g., 'run' to 'sun' and 'rat' to 'rag')				
• Recognizes phonemes in medial positions in words (e.g., knows that 'man' and 'cap' have the same medial sound)				
LANGUAGE STRUCTURES	**1**	**2**	**3**	**4**
• 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., 'I seen the cat.')				
• Controls most plurals (some over-generalizations still apparent, e.g., 'sheeps')				
• Understands and uses spatial and time sequence relational concepts (e.g., 'over,' 'under,' 'next to,' 'in front of,' 'before,' 'first')				
• Uses connectives to link ideas (e.g., 'and,' 'because,' 'and so,' 'but')				

Comments: