

SPS EAL Speaking Rubric Grades 1-4 Guiding Comments

The speaking rubric in this document is intended to help teachers of EAL learners in Grades 1-4 to determine the speaking skills and abilities along the CFR scale. Note that the skill areas of listening, reading and writing are equally important and should be included in a comprehensive student plan for EAL assessment.

The Grade 1-4 speaking rubric is organized under the following headings: Vocabulary Knowledge, Discourse, Grammar & Syntax, Strategic Knowledge, Fluency, Pronunciation and Pragmatic Knowledge. The rubrics are a work in progress; users are encouraged to revise or edit the rubrics for clarity. As teachers assign CFR speaking levels, they are encouraged to consider a student's spoken production and interaction in a variety of tasks/situations, as well as their knowledge of student performance in various classes.

Use of Rubrics

- The rubrics included in this document will help teachers to:
 - Establish criteria for assessment that will enable students to reflect and to see where and how to improve their spoken skills in English;
 - Provide a basis for conversations among teachers, parents, and students about assessment processes and the relationship to progress along the CFR scale;
 - Facilitate communication with parents regarding their child's progress with English language learning;
 - Promote fair and consistent assessment of learner progress across subject areas through the additional lens of language learning;
 - Clarify expectations and as reference points when assessing speaking;
 - Design explicit instruction about speaking skills based on the skill descriptors provided in the CFR scale;
 - Assist classroom teachers with understanding the abilities of EAL students so that they may differentiate.
- As teachers assign benchmark levels, they are encouraged to consider a student's spoken production and interaction in a variety of tasks/situations, as well as their knowledge of student performance in various classes throughout the school year.
- The level assigned to a student's speaking skills represents the level in which the student is **currently working**.

Clarification of terms used in the rubrics:

Academic vocabulary in this context refers to the vocabulary that is used across content areas (e.g. observe, demonstrate, analyze, describe)

Content area vocabulary refers to the vocabulary that is related to a specific subject area or theme (e.g. hibernate, sum, beaker)

High-incidence utility words refers to most commonly spoken words (similar to high frequency words in reading)

Independently means that the student is able to accomplish the descriptor without support

With assistance means that the teacher has provided guidance

With prompting means that the teacher is eliciting an extension of a response (e.g. reference to anchor chart of adjectives)

With support includes the use of print materials (e.g. graphic organizers, sentence starters/frames)

- ★ **Unless otherwise noted, descriptors will continue to increase in complexity incrementally along the continuum from one benchmark to the next.**
- ★ **Examples are included to illustrate descriptors, but are not meant to form an exhaustive list.**

| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|--|---|--|--|--|---|
| Vocabulary Knowledge Use of appropriate terminology (content-area, academic) | -may use limited descriptive words, with assistance (e.g. <i>colours, big, small</i>) -begins to name common objects and personal needs in the school environment (e.g. <i>survival vocabulary - bathroom</i>) -begins to use high-incidence utility words, with assistance (e.g. <i>pencil, water, book</i>) | -begins to describe objects using simple adjectives (e.g. <i>colors, size</i>) -begins to identify and use familiar nouns (e.g. <i>family</i>) and verbs (e.g. <i>walk, run, play, go</i>) -begins to use limited content area vocabulary, with assistance -uses high-incidence utility words with increased accuracy | -begins to describe familiar topics using more complex adjectives (e.g. <i>open, close, bottom, top</i>) -uses familiar nouns and verbs -uses limited content area vocabulary, with assistance -begins to use academic words, with assistance (e.g. <i>estimate, solve, design, different/similar, predict</i>) | -begins to use increasingly advanced adjectives, with support (e.g. <i>smooth, shiny, etc.</i>) -uses content area vocabulary, with support -uses academic words, with increased accuracy | -uses increasingly advanced adjectives, with prompting (e.g. <i>huge, gigantic</i>) -uses content area vocabulary independently -uses academic words frequently | -uses adjectives frequently to enhance meaning -continues to use and develop a variety of grade appropriate content and academic vocabulary, including words with multiple meanings and word forms (affixes) |

| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|---|--|---|---|--|---|
| Discourse Spoken ideas expressed in a range of contexts | -provides his/her name -may use single word response -mimics short patterned phrases (e.g. <i>chants, poems</i>) | -uses learned phrases to introduce him/herself very briefly -uses learned phrases to ask people's names, in a small group setting | -introduces him/herself, including personal details -uses learned phrases to ask people's names -begins to give reasons for his/her | -gives brief reasons for his/her preferences or opinions -engages in social conversations about everyday matters, with errors which may impede comprehension | -expresses and justifies preferences or opinions -engages in social conversations, with occasional errors -elaborates with increasing details in | -clearly expresses and justifies preferences or opinions on familiar subjects and ask for others' preferences or opinions -engages in social conversations with ease |

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| | | <p>-expresses preferences (e.g. <i>likes and dislikes</i>)</p> <p>-begins to engage in social conversations about everyday matters (e.g. <i>favourite sports</i>), using short phrases and short sentences</p> <p>-begins to indicate personal strengths and goals, with support (e.g., <i>I can..</i>)</p> <p>-participates in choral speaking (e.g. chants, poems, songs)</p> <p>-uses simple conjunctions (e.g. <i>and, but</i>)</p> <p>-responds to familiar questions using single word or short phrases</p> | <p>preferences, with support (e.g. <i>...because...</i>)</p> <p>-engages in social conversations about everyday matters, using short phrases and short sentences</p> <p>-begins to engage in academic discussions using short phrases and short sentences, with assistance (e.g. sentence frames)</p> <p>-indicates personal strengths and goals</p> <p>-reads a short presentation on a familiar topic or informal script (e.g. <i>Readers' Theatre</i>)</p> <p>-uses common conjunctions (e.g. <i>because, or, then, next</i>)</p> <p>-uses common indicators of time (e.g. <i>today, tomorrow, yesterday</i>)</p> | <p>-engages in academic discussions, with support, using short phrases and short sentences</p> <p>-begins to describe personal goals and intentions, with support</p> <p>-gives a short presentation on a familiar topic</p> <p>-uses more complex conjunctions (e.g. <i>for, so, when, if...then</i>)</p> <p>-uses more complex indicators of time (e.g. <i>morning/afternoon, days of the week, etc.</i>)</p> <p>-begins to describe a sequence (e.g. <i>story, give simple directions</i>)</p> <p>-responds to questions using</p> | <p>academic discussions, with prompting</p> <p>-describes personal goals and intentions</p> <p>-gives a short formal presentation on a topic of choice</p> <p>-uses advanced conjunctions (e.g. <i>since, during, usually</i>)</p> <p>-uses advanced indicators of time (e.g. <i>last year, next month, etc.</i>)</p> <p>-describes a more complex sequence, with support (e.g. <i>explain a process such as how to...</i>)</p> <p>-begins to respond to academic questions, with assistance (e.g. <i>sentence frames, sentence starters</i>)</p> | <p>-elaborates ideas in academic discussions</p> <p>-provides evidence and justifies position</p> <p>-describes personal goals and intentions and independently sets learning goals</p> <p>-gives an academic presentation appropriate to grade level</p> <p>-describes a complex sequence independently</p> <p>-responds to academic questions, with assistance</p> |
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| | | | -responds to familiar questions using learned or memorized phrases | sentence frames, with assistance | | |
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| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|--|--|---|--|--|--|
| Grammar & Syntax Language constructs: Verb tense Sentence structure word order | <p>-uses a very limited number of grammatical constructions and memorized phrases, with assistance (e.g. <i>My name is..., I have..., I like... I am...</i>)</p> <p>-may use single words to communicate (e.g. <i>go, yes</i>)</p> <p>-begins to use basic pronouns, with assistance (e.g. <i>I, me, you</i>)</p> <p>-begins to form questions using fragmented or learned phrases (e.g. <i>What this?</i>)</p> <p>-begins to use a limited number of prepositions, with</p> | <p>-uses a limited number of grammatical constructions and memorized phrases Uses simple present tense, with errors (e.g. <i>he play</i>)</p> <p>-begins to use accurate word order, with assistance (e.g. <i>SVO; adj.-n.</i>)</p> <p>-begins to use singular and plurals, with assistance</p> <p>-uses basic pronouns, with errors (e.g. <i>he, she</i>)</p> <p>-forms simple questions (e.g. <i>What is...?; Do you...?; where, when</i>)</p> | <p>-begins to use verb forms to express future and past tense with assistance (e.g. <i>I am going swimming tomorrow.</i>)</p> <p>-uses simple past tense and present continuous, with errors</p> <p>-uses accurate word order, with errors</p> <p>-uses singular and plurals, with assistance</p> <p>-uses pronouns, with increased accuracy</p> <p>-begins to use object pronouns (e.g. <i>him, her, them</i>)</p> <p>-begins to form detailed questions</p> | <p>-expresses future and past time</p> <p>-begins to use irregular past tense, with assistance</p> <p>-uses word order, with increasing accuracy</p> <p>-uses singular and plurals, with errors</p> <p>-begins to use articles, with errors</p> <p>-uses object pronouns, with increased accuracy</p> <p>-forms detailed questions with accurate auxiliary verbs (e.g. <i>do, does, did</i>)</p> <p>-forms questions with quantifiers,</p> | <p>-uses irregular past and other tenses, with errors</p> <p>-begins to use common irregular plurals, with errors (e.g. <i>mice, feet</i>)</p> <p>-begins to use non-count nouns, with errors (e.g. <i>milk, mail</i>)</p> <p>-uses articles, with increased accuracy</p> <p>-forms questions with conditionals, with support (e.g. <i>If I finish my work, can I...?; Would you . . . ?</i>)</p> <p>-uses prepositions of time and direction (e.g. <i>at noon, during, towards</i>)</p> | <p>-uses multiple verb tenses with greater accuracy</p> <p>-uses common irregular plurals with increased accuracy</p> <p>-forms accurate detailed questions, including quantifiers or conditionals</p> <p>-continues to develop and use a variety of prepositions and prepositional phrases (e.g. <i>in addition to, ran into, sleep in</i>)</p> |

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| | assistance (e.g. <i>on, in</i>) | -begins to use prepositions, with assistance (e.g. <i>to, out, up, down, under</i>) | (e.g. <i>where, when, why, how</i>) -uses a greater variety of prepositions, with support (e.g. <i>near, far, with, from</i>) | with support (e.g. <i>How much?; How many?</i>) -begins to use prepositions of time, with assistance (e.g. <i>at 5 o'clock, in the morning, on the weekend</i>) -begins to use common prepositional phrases (e.g. <i>hand out, take off, get up</i>) | | |
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| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|---|---|--|--|--|---|
| Strategic Knowledge Strategies used to overcome language gaps | -may use L1 word -may repeat single words others say -expresses wants and needs through gestures -expresses lack of understanding through gestures | -may use L1 words to compensate for a lack of vocabulary -repeats words or phrases -expresses wants and needs through single words, accompanied by gestures -expresses a lack of understanding through single words, accompanied by gestures | -may use known vocabulary and gestures to circumlocute to compensate for a lack of vocabulary (e.g. "big, square, write" = whiteboard) -expresses wants and needs with short phrases, accompanied by gestures -expresses lack of understanding | -relies on circumlocution to express meaning -expresses wants and needs with short phrases -begins to explain to a teacher where s/he is having difficulty -asks someone to repeat themselves or say something in a different way | -ideas and meaning are becoming more concise (e.g. whiteboard) -expresses and justifies wants and needs with some details (e.g. <i>I need to stay in for recess because I am sick.</i>) -explains to a teacher where s/he is having difficulty -asks appropriate | -ideas and meaning are expressed concisely -expresses and justifies wants and needs with increased details (e.g. <i>I need to stay in for recess because I am sick and my mom gave a note to the teacher.</i>) -asks specific questions to help solve difficulties |

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| | | <ul style="list-style-type: none"> -begins to ask for clarification of unknown words and expressions -begins to engage in small-group discussions through single word responses or short phrases (e.g. <i>yes/no; I like it.</i>) | <ul style="list-style-type: none"> through learned phrases (e.g. <i>I don't understand; I don't get it</i>) -asks for clarification of unknown words and expressions -engages in small-group discussions through commenting and questioning, with support | <ul style="list-style-type: none"> -engages in classroom discussions through commenting and questioning | <ul style="list-style-type: none"> questions during a conversation to ensure understanding (e.g. <i>Right?; Do you understand?</i>) -begins to engage in communicative tasks by paraphrasing, commenting and questioning, with support | <ul style="list-style-type: none"> -engages in communicative tasks by paraphrasing, commenting and questioning |
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| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|------------------------------------|--|---|--|---|---|
| Fluency Effort and fluidity of speech | -may be silent or use single words | <ul style="list-style-type: none"> -speaks in short phrases and sentences -may speak quietly | -begins to speak in a series of connected sentences (may be pauses) | -speech approaches the pace of native speakers, with occasional pauses | -speech approaches the pace of native speakers, with appropriate pauses | -speaks in a fluent manner in conversations and classroom discussions |

| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|---|--|---|---|--|--|
| Pronunciation Production of speech and speech sounds that contribute to listener comprehension | -pronunciation may impede others' understanding | <ul style="list-style-type: none"> -mimics some stress and intonation patterns -pronunciation may impede others' understanding | <ul style="list-style-type: none"> -begins to demonstrate control of volume, intonation, stress, and rhythm -pronunciation leads to occasional misunderstanding | <ul style="list-style-type: none"> -demonstrates control of volume, intonation, stress, and rhythm -pronunciation is comprehensible, with occasional errors | <ul style="list-style-type: none"> -demonstrates emphasis by varying volume, intonation, stress, and rhythm -pronunciation is comprehensible | -pronunciation may approach that of a native speaker |

| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|---|---|---|---|--|--|
| Pragmatic Knowledge Knowledge of social and cultural factors that influence language use | -uses one or two learned expressions of greeting, farewell, and politeness (e.g. <i>hello, goodbye, please, and thank you</i>) | -uses some common expressions (e.g. <i>okay, so</i>) -uses common cultural greetings (e.g. <i>Happy Birthday! Happy New Year!</i>) | -uses common expressions (e.g. <i>This is awesome!</i>) -begins to engage in cooperative speech to demonstrate understanding of a conversation (eg. <i>uh huh, really</i>) | -may use limited figurative and idiomatic phrases -engages in cooperative speech to demonstrate understanding of a conversation (eg. <i>uh huh, really</i>) | -may use some figurative and idiomatic phrases (may be errors in usage) -begins to sustain conversations by commenting and asking questions -begins to adapt speech to demonstrate awareness of audience | -may use age-appropriate figurative and idiomatic phrases -initiates and sustains conversations by commenting and asking questions -demonstrates an awareness of audience (e.g. <i>addressing a friend vs. teacher</i>) |

REFERENCES AND RESOURCES

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