

ELL Matrix: Secondary (8-12) Oral Language

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Vocabulary Word choice Expressing & understanding idea 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand limited vocabulary including 'survival', common, descriptive, & subject-specific words Understand basic phrases, & the gist of discussions that contain simple & related sentences using "and" & "then" 	<ul style="list-style-type: none"> Understand some vocabulary, including common, descriptive, subject-specific, & academic words Understand the gist of ideas of discussions that contain related sentences connected by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand more vocabulary, including common, descriptive, subject-specific, & academic words, & multiple meanings of familiar words Understand main ideas & examples linked by cohesive devices in straight-forward discourse on academic topics 	<ul style="list-style-type: none"> Understand a range of academic & subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs, & words with various meanings Understand main ideas & supporting details linked by cohesive devices & transition words in longer discourse on academic topics 	<ul style="list-style-type: none"> Understand a wide range of vocabulary associated with academic topics & concepts Understand main ideas & details linked by a variety of cohesive devices presented in more sophisticated academic discourse
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use limited vocabulary, including 'survival', descriptive, & subject-specific words Express needs, feelings, & opinions using familiar phrases & simple sentences connected by "and" & "then" 	<ul style="list-style-type: none"> Use some vocabulary, including common, descriptive, & subject-specific words Express, connect, & sequence ideas using common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use more vocabulary, including common, descriptive, subject-specific, & academic words Express & connect ideas & some supporting details using conjunctions, prepositional phrases, & time & sequence markers 	<ul style="list-style-type: none"> Choose from a range of vocabulary, including common, descriptive, subject-specific, & academic words, & words with multiple meanings Express & connect ideas & supporting details using a variety of cohesive devices 	<ul style="list-style-type: none"> Select more precisely & confidently from a wide range of vocabulary to engage in discussions about practical, social, & academic topics Express, organize, & connect ideas using logical & coherent patterns
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand simple sentences in familiar contexts Understand some speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand compound sentences Understand speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand compound & complex sentences Understand speech on familiar topics 	<ul style="list-style-type: none"> Understand a variety of complex sentence structures including compound-complex sentences, conditional sentences Understand rapid speech on familiar & unfamiliar topics 	<ul style="list-style-type: none"> Understand a broad range of sentence structures, including embedded clauses, ellipses, & how structural differences influence meaning Understand a variety of types & styles of speech on familiar & unfamiliar topics
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use common pronouns, adjectives, nouns, & simple present tense verbs, with errors & omissions Begin to use key words, patterned sentences, formulaic phrases, & subject-verb-object sentences accompanied by gestures as necessary Begin to approximate rhythm & intonation in familiar & rehearsed activities (pronunciation may interfere with meaning) 	<ul style="list-style-type: none"> Use regular plurals, possessives, prepositions, continuous, & simple past tense verbs, with errors Use modelled, patterned, & predictable affirmative & negative statements, questions, & commands Use stress, rhythm, & intonation patterns appropriately in familiar & rehearsed activities (pronunciation may still affect meaning) 	<ul style="list-style-type: none"> Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, & future continuous & irregular past tense verbs, with some usage errors Add detail to affirmative & negative statements, questions, offers, & commands Attempt to use variation in intonation, tone, pacing, volume, & emphasis to affect meaning, with occasional errors 	<ul style="list-style-type: none"> Use phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice with occasional errors Use compound, complex, & conditional sentence structures Use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy 	<ul style="list-style-type: none"> Use many patterns of complex structures such as conditionals, passive voice, & relative clauses, with increasing accuracy Manipulate word order to influence & convey precise meaning in complex sentence structures Use variation in intonation, tone, pacing, volume, & emphasis to influence meaning accurately & appropriately (accented speech is accepted & valued).

ELL Matrix: Secondary (8-12) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> • Functions of language (social & academic) • Strategies • Social/ cultural conventions 	RECEPTIVE				
	<ul style="list-style-type: none"> • Understand a limited range of speech supported by visual resources • Understand literal questions (who, what, where, when, how many), basic commands, & two-step directions • Understand everyday social expressions, nonverbal cues, & tone of voice 	<ul style="list-style-type: none"> • Understand a small range of spoken text in terms of purpose, structure, & organization • Understand some open-ended questions • Understand common social expressions, intonation, & simple idiomatic expressions in everyday contexts 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand hypothetical questions • Understand some common social expressions, slang, humour, & common idioms, & recognize differences in register & intonation in various contexts 	<ul style="list-style-type: none"> • Understand a wide range of spoken discourse in terms of purpose, structure, & organization • Understand inferential questions • Understand a range of idiomatic expressions, slang, & sarcasm indicated by subtle change in tone, volume, speed, & intonation 	<ul style="list-style-type: none"> • Understand a wider variety of spoken discourse in terms of purpose, structure, & organization • Understand evaluative & inferential questions • Understand subtle social or cultural references & identify biased language
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs, feelings, & preferences, & respond to simple questions • Use techniques such as visual cues, gestures, repetition, memorized phrases, simple questions, & first language translation to participate in routine exchanges • Use common greetings, courtesy expressions, & familiar social expressions to participate in social & classroom situations • Seek clarification by using familiar words & expressions, along with non-verbal strategies as necessary 	<ul style="list-style-type: none"> • Use language for a small range of purposes, including to communicate ideas, ask & answer questions, provide simple explanations & descriptions, give simple opinions with reasons, & make statements • Use substitution, everyday expressions, & questions to participate in short & predictable exchanges • Use common expressions, idioms, gestures, & slang to engage with peers • Seek clarification by restating or paraphrasing information 	<ul style="list-style-type: none"> • Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/ disagreement, describe, recount, sequence, & explain • Use some expressions, idioms, gestures, common social references, & appropriate register to suit the context • Use a some strategies including circumlocution, active listening, & clarifying questions to initiate & sustain a range of communicative tasks • Seek clarification by asking questions 	<ul style="list-style-type: none"> • Use language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude, & show cause & effect • Use & experiment with various expressions, idioms, gestures, humour, sarcasm, & register most appropriate to the context • Use a variety of strategies including elaborating, commenting, restating, & questioning to initiate, sustain, & extend communicative tasks • Seek clarification by asking specific questions using academic language 	<ul style="list-style-type: none"> • Use language for a wider range of purposes, including to explain, report, justify, elaborate on, negotiate, & debate • Adapt & experiment with speech, vocabulary, & gestures according to the formality of the context, audience, & purpose • Confidently use a wide variety of strategies including paraphrasing, clarifying, redirecting, & asking rhetorical questions to initiate, sustain, & extend communicative tasks • Seek clarification by asking complex questions using academic language

ELL Quick Scale: Secondary (8-12) Oral Language

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. **At the given level of language proficiency, this student can:**

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in conversations about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning <ul style="list-style-type: none"> Vocabulary Understanding & expression of ideas 	<ul style="list-style-type: none"> Understand short, simple sentences on familiar topics <i>e.g. Follows actions like "open your book", "follow me", "sit down"</i> Understand some common words related to school, self and home <i>e.g. Points to and says words such as "book", "car", "school"</i> Express some personal information <i>e.g. Says "hello", "my name is...", "I like..."</i> 	<ul style="list-style-type: none"> Understand and use routine classroom phrases <i>e.g. "turn to page 23", "today is Wednesday, January 5"</i> Express a variety of words and phrases about self, family and interests <i>e.g. "My mom is kind. She is very smart." e.g. Names and describes friends and family members</i> 	<ul style="list-style-type: none"> Understand familiar phrases and academic tasks <i>e.g. "Head down to the computer lab"</i> Express some academic words to describe and speak about academic content <i>e.g. "lots of people", "get on the bus/out of the car" e.g. When familiar with topics, uses words like "voter", "elect", "members" in context</i> 	<ul style="list-style-type: none"> Understand some complex tasks and academic language <i>e.g. "First put rubbing alcohol and detergent into the wheat germ. Then shake it and it separates the DNA."</i> Express a range of words to describe and speak about academic content <i>e.g. Uses academic words in saying, "I had a similar experience when I lived in...", "I wonder about that"</i> 	<ul style="list-style-type: none"> Understand complex phrases and academic content <i>e.g. "Identify the co-efficient and variable in the expression."</i> Express a wide range of conversational and academic words and phrases <i>e.g. "In order to improve safety conditions in the work place, we should make sure employees have safety training."</i> Use different words with similar meanings <i>e.g. Recognizes difference between "handsome" and "beautiful"</i>
Form <ul style="list-style-type: none"> Grammar Syntax Phonology Fluency 	<ul style="list-style-type: none"> Understand and use simple memorized phrases <i>e.g. "how are you?", "thank you", "I'm good", "I understand"</i> Recognize familiar words in speech <i>e.g. Recognizes the words 'book' and 'give' in "give me your book please."</i> Participate in simple songs and chants <i>e.g. Sings along to "We wish you a Mery Christmas"</i> 	<ul style="list-style-type: none"> Understand and use simple and familiar patterned phrases <i>e.g. "I want...", "my favourite..." "Canada is..."</i> Understand and use some nouns, pronouns, verbs and connecting words <i>e.g. "They like baseball and soccer", "He is the leader"</i> Use rhythm in familiar phrases <i>e.g. Uses appropriate rhythm in saying "Can I have a pen and paper, please?"</i> 	<ul style="list-style-type: none"> Understand and use correct word order (subject-verb-object) <i>e.g. "She loves piano but doesn't like the violin."</i> Connect ideas to make short sentences <i>e.g. "My name is Amir and I'm from Iraq."</i> Use some rhythm and intonation <i>e.g. Shows appropriate pacing and volume in saying, "When is your Chemistry block tomorrow?"</i> 	<ul style="list-style-type: none"> Understand and use some negative phrases and subject-verb agreement <i>e.g. "Antarctica doesn't have natural resources"</i> Connect ideas to make long sentences <i>e.g. "We're late so we have to hurry and catch the bus"</i> Use a variety of rhythm and intonation <i>e.g. Shows appropriate tone, volume, pacing and emphasis in saying, "You should go to China and see the Great Wall!"</i> 	<ul style="list-style-type: none"> Understand and use accurate word order and verb tenses <i>e.g. "If you don't have the right materials, we won't be able to separate the DNA."</i> Connect ideas effectively and efficiently by using a variety of sentence structures <i>e.g. "In the beginning, the main character, Salima, is living in the Sahara desert with her family. Furthermore..."</i> Use natural and appropriate rhythm and intonation <i>e.g. Uses different variations in tone, pacing, and emphasis to communicate effectively</i>

ELL Quick Scale: **Secondary (8-12) Oral Language** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> Social Academic Cultural Strategies 	<ul style="list-style-type: none"> Respond to simple yes/no questions <i>e.g. "Are you in Grade 10?" – "Yes"</i> Respond to simple commands <i>e.g. "Write your name here."</i> <i>e.g. Sits in a group with other students when asked</i> Respond to and use familiar social greetings and gestures <i>e.g. Uses gestures to greet and introduce</i> 	<ul style="list-style-type: none"> Respond to simple choice questions <i>e.g. "Would you rather finish it now or later?" – "now, please"</i> Respond to simple instructions and commands <i>e.g. "Go find a partner."</i> Respond to some common social expressions, cues and slang <i>e.g. "What's up?", "I'm gonna go home"</i> Watch others and recognize key words to participate in activities and conversations <i>e.g. Participates in a class discussion on favourite characters</i> 	<ul style="list-style-type: none"> Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "It's on December 1st."</i> Respond to common instructions and commands <i>e.g. "Grab a ball and meet me at the field"</i> Respond to and use common social expressions, cues and slang <i>e.g. "Please drop everything for a second"</i> Express simple opinions and reasons to participate in classroom conversations <i>e.g. Justifies their choice of a favourite character in a discussion</i> 	<ul style="list-style-type: none"> Respond to "how", "why" and "tell me about" questions <i>e.g. "Tell me about your first day in Canada" – "First, my family went..."</i> Respond to multi-step instructions and commands <i>e.g. "Find your partner and fill in 2 columns of the chart with your felt markers"</i> Switch between social and academic language appropriately <i>e.g. Switches between academic "This is complicated", and social "That is so lame!"</i> Use some academic language to participate in conversations and academic discussions <i>e.g. Explains to a group the difference between a meteorite and a comet</i> 	<ul style="list-style-type: none"> Ask and respond to questions, including hypothetical or reasoning questions <i>e.g. "What would you do if you won \$1m?" – "I would eliminate poverty in the world"</i> Respond to long and complex directions <i>e.g. "We're going to take a break in five minutes so wrap up your discussion and hand in the first part of your summary"</i> Understand and use common idioms, cultural language and humour <i>e.g. To wet paint, says sarcastically "Could you dry a little slower?"</i> Use academic language and questions to engage in a range of discussions <i>e.g. Uses academic language to persuade a classmate to reduce their carbon footprint</i>