

## ELL Matrix: Intermediate (4-7) 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)
<b>Meaning</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Word choice</li> <li>Expressing &amp; understanding idea</li> </ul>	<b>EXPRESSIVE</b>				
	<ul style="list-style-type: none"> <li>Understand a limited vocabulary of 'survival', common, &amp; basic descriptive words</li> <li>Understand familiar commands, simple phrases, &amp; the gist of conversations in familiar, social, &amp; classroom contexts</li> </ul>	<ul style="list-style-type: none"> <li>Understand some vocabulary including common, descriptive, &amp; subject-specific words, as well as more than one meaning of some familiar words</li> <li>Understand the main ideas on familiar topics presented in simple sentences &amp; linked by common conjunctions, &amp; time &amp; sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Understand more vocabulary including common, descriptive, academic, &amp; subject-specific words, as well as multiple meanings of familiar words</li> <li>Understand the main ideas &amp; some details presented in sentences linked by common conjunctions, &amp; time &amp; sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of vocabulary including more common, descriptive, academic, &amp; subject-specific words, &amp; words with multiple meanings</li> <li>Understand main ideas &amp; specific details presented in longer discourse, &amp; linked by conjunctions, &amp; time &amp; sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Understand a broad range of vocabulary including academic &amp; subject-specific words</li> <li>Understand most main ideas &amp; specific details on academic topics, presented in complex sentences containing a variety of cohesive devices</li> </ul>
	<b>EXPRESSIVE</b>				
	<ul style="list-style-type: none"> <li>Use limited vocabulary including 'survival', common, &amp; descriptive words</li> <li>Connect familiar words into short phrases or simple sentences using basic conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Use some vocabulary including common, descriptive, &amp; subject-specific words</li> <li>Connect ideas in simple sentences using basic conjunctions, &amp; time &amp; sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Use more vocabulary including common, descriptive, subject-specific, &amp; academic words</li> <li>Connect ideas with some appropriate detail in related sentences using a variety of conjunctions, &amp; time &amp; sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of vocabulary including common, descriptive, subject-specific, &amp; academic words with some precision</li> <li>Connect ideas &amp; some relevant details in more complex discourse using a variety of cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Use a broad range of vocabulary including common, descriptive, subject-specific, &amp; academic words with precision</li> <li>Connect related ideas &amp; specific supporting details in complex discourse using a variety of cohesive devices</li> </ul>
<b>Form</b> <ul style="list-style-type: none"> <li>Grammar (plurals, possessives, verb tense endings)</li> <li>Syntax (sentence structures, word order)</li> <li>Phonology</li> <li>Fluency (intonation, word stress, rhythm)</li> </ul>	<b>RECEPTIVE</b>				
	<ul style="list-style-type: none"> <li>Understand key words &amp; basic phrases on familiar topics</li> <li>Understand the distinction between individual sounds, words, &amp; familiar phrases in speech spoken at a slower rate</li> </ul>	<ul style="list-style-type: none"> <li>Understand simple sentences on familiar topics</li> <li>Distinguish rhymes, cognates, minimal pairs, syllables, common contractions, &amp; longer phrases in speech spoken at a slower rate</li> </ul>	<ul style="list-style-type: none"> <li>Understand detailed sentences on familiar topics</li> <li>Understand short passages spoken at a natural rate</li> </ul>	<ul style="list-style-type: none"> <li>Understand complex sentences on familiar &amp; some unfamiliar topics</li> <li>Understand most extended speech spoken at a natural rate with pauses</li> </ul>	<ul style="list-style-type: none"> <li>Understand varied &amp; complex language structures with academic vocabulary on most unfamiliar topics</li> <li>Understand some rapid speech on unfamiliar topics</li> </ul>
	<b>EXPRESSIVE</b>				
	<ul style="list-style-type: none"> <li>Use isolated words or phrases, &amp; familiar patterned phrases &amp; sentences</li> <li>Use simple present tense, nouns, pronouns, &amp; some plurals with errors &amp; omissions</li> <li>Use some English sounds &amp; rhythm with some pronunciation errors that may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Form affirmative &amp; negative statements, questions, offers, &amp; commands</li> <li>Use simple prepositions, pronouns, adverbs, plurals, &amp; simple tense verb forms with errors</li> <li>Use English sounds, rhythm, intonation, &amp; stress; pronunciation errors may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Form more detailed affirmative &amp; negative statements, questions, &amp; commands</li> <li>Use pronouns, irregular plurals, &amp; tenses with some errors</li> <li>Use comprehensible pronunciation, rhythm, &amp; intonation for familiar or rehearsed activities; pronunciation errors may still occur</li> </ul>	<ul style="list-style-type: none"> <li>Form longer detailed sentences with some clauses</li> <li>Use pronouns, prepositions, irregular plurals &amp; verbs, &amp; word forms with occasional errors</li> <li>Use comprehensible pronunciation &amp; appropriate intonation in familiar or rehearsed activities with occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>Form varied sentences including simple, compound, &amp; complex</li> <li>Use a variety of verb tenses, subject-verb agreement, &amp; word forms with increasing accuracy</li> <li>Use comprehensible pronunciation &amp; intonation for unrehearsed situations involving spontaneous dialogue</li> </ul>

## ELL Matrix: Intermediate (4-7) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Use</b> <ul style="list-style-type: none"> <li>• Functions of language (social &amp; academic)</li> <li>• Strategies</li> <li>• Social/ cultural conventions</li> </ul>	<b>RECEPTIVE</b>				
	<ul style="list-style-type: none"> <li>• Understand a limited range of spoken text</li> <li>• Understand short &amp; simple questions on familiar topics</li> <li>• Demonstrate understanding of familiar greetings, expressions, basic gestures, &amp; tone of voice</li> <li>• Follow classroom routines &amp; simple one-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a small range of spoken text</li> <li>• Understand literal questions (“yes/no”; what, where, when, who, how many) on familiar topics</li> <li>• Demonstrate understanding of common social expressions &amp; some simple idioms</li> <li>• Follow a sequence of three instructions related to familiar routines</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a narrow range of spoken text in terms of purpose, structure, &amp; organization</li> <li>• Understand open-ended questions about familiar topics</li> <li>• Demonstrate understanding of a variety of colloquial language, idiomatic expressions, &amp; phrasal verbs</li> <li>• Follow simple multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand an expanding range of spoken text in terms of purpose, structure, &amp; organization</li> <li>• Understand open-ended questions about unfamiliar topics</li> <li>• Demonstrate understanding of a wider range of colloquialisms, idioms, &amp; phrasal &amp; modal verbs</li> <li>• Follow more detailed multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a wide range of spoken text in terms of purpose, structure, &amp; organization</li> <li>• Understand hypothetical &amp; inferential questions</li> <li>• Demonstrate understanding of more idiomatic expressions, humour, &amp; cultural references</li> <li>• Follow detailed multi-step instructions independently most of the time</li> </ul>
<b>EXPRESSIVE</b>					
	<ul style="list-style-type: none"> <li>• Use language to communicate basic needs, wants, &amp; feelings, &amp; respond to simple questions</li> <li>• Use basic greetings &amp; formulaic expressions to interact in routine social &amp; classroom contexts</li> <li>• Use gestures, first language, individual words, repetition, memorized phrases, &amp; familiar questions to interact</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a limited range of purposes, including to recount, describe, explain, &amp; retell</li> <li>• Use common expressions &amp; slang to purposefully interact in social &amp; classroom contexts</li> <li>• Use known phrases &amp; expressions, learned words, &amp; simple literal questions to interact</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a narrow range of purposes, including to give opinions, negotiate, recount, retell, describe, &amp; problem-solve</li> <li>• Use familiar slang, phrasal verbs, &amp; some idiomatic &amp; humorous language in appropriate contexts</li> <li>• Use known expressions, substitutions, &amp; questions to interact &amp; check understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for an expanding range of purposes, including to compare &amp; contrast, summarize, describe, explain, &amp; classify</li> <li>• Use a variety of phrasal verbs, colloquial, idiomatic, &amp; humorous language for effect in appropriate contexts</li> <li>• Use strategies such as circumlocution, paraphrasing, &amp; asking clarifying questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use academic language for a broad range of purposes, including to compare &amp; contrast, conclude, show cause &amp; effect, analyze, &amp; problem-solve</li> <li>• Use a variety of culturally-based idioms, colloquialisms, &amp; phrasal &amp; modal verbs appropriately in a variety of contexts</li> <li>• Use strategies such as paraphrasing, elaborating, commenting, &amp; asking clarifying questions to gain information, initiate, &amp; sustain interactions</li> </ul>

## ELL Quick Scale: Intermediate (4-7) 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)
<b>SNAPSHOT</b>	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 a conversation 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.
<b>Meaning</b> • Vocabulary • Understanding & expression of ideas	<ul style="list-style-type: none"> <li>Understand short, simple sentences on familiar topics <i>e.g. Follows actions like "raise your hand", "look at me", "line up"</i></li> <li>Understand some common words related to school, self and family <i>e.g. Points to and says words such as "book", "apple", "nose"</i></li> <li>Express some personal information <i>e.g. Says "hello", "my name is...", "I like..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and use routine classroom phrases <i>e.g. "May I go to the washroom?", "turn to page 5"</i></li> <li>Express a variety of words about self, home and interests <i>e.g. "I like basketball and soccer", "My room has...", "My friend is..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand familiar phrases and academic tasks <i>e.g. "Line up beside the wall"</i></li> <li>Express some words and phrases to describe and speak about academic content <i>e.g. "We need lots of vegetables", "the dictionary on the table..."</i> <i>e.g. When familiar with topic, uses words like "referee", "penalty", "goal" in context</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand some complex tasks and academic language <i>e.g. "Compare these two types of government"</i></li> <li>Express a range of words and phrases to describe and speak about academic content <i>e.g. Expresses variations of words like "more/less quickly", "very/pretty difficult"</i> <i>e.g. Uses academic phrases in context like "I made a connection...", "I wonder..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand complex phrases and grade-appropriate academic content <i>e.g. "Simplify the fractions"</i></li> <li>Express a wide range of conversational and academic words and phrases <i>e.g. "Global warming is a problem because we have too much pollution."</i></li> <li>Use different words with similar meanings <i>e.g. Recognizes difference between "run" and "jog"</i></li> </ul>
<b>Form</b> • Grammar • Syntax • Phonology • Fluency	<ul style="list-style-type: none"> <li>Understand and use simple memorized phrases <i>e.g. "how are you?", "thank you", "you're welcome."</i></li> <li>Recognize and single out familiar words in speech <i>e.g. Recognizes the word "recess" in "Let's get ready for recess."</i></li> <li>Express simple sounds in the form of songs or chants <i>e.g. Sings along to "Happy Birthday"</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and use simple and familiar patterned phrases <i>e.g. "I want...", "I need...", "my favourite _____ is..."</i></li> <li>Understand and use some nouns, pronouns, verbs and connecting words <i>e.g. "It's red and green", "move it over there"</i></li> <li>Use rhythm in familiar songs or phrases <i>e.g. Chants "It's raining, it's pouring..." with appropriate rhythm</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and use correct word order (subject-verb-object) <i>e.g. "I love hockey but they play soccer."</i></li> <li>Connect ideas to make short sentences <i>e.g. "I'm Anis and I like sea otters"</i></li> <li>Begin to recognize differences in word endings <i>e.g. Distinguishes different word endings such as "boy" &amp; "boys", "play" &amp; "played"</i></li> <li>Use some rhythm and intonation independently <i>e.g. Shows appropriate pacing and volume</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and use some negative phrases and subject-verb agreement <i>e.g. "I would love to go there but I can't!"</i></li> <li>Connect ideas to make long sentences <i>e.g. "We have to hurry because we're late..."</i></li> <li>Recognize differences in several similar sounding words <i>e.g. "boring" &amp; "bored", "walked" &amp; "walker"</i></li> <li>Use a variety of rhythm and intonation <i>e.g. Shows appropriate tone, volume, pacing and emphasis in saying, "Yesterday I went to the mall and I got a new backpack."</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and use accurate subject-verb agreement and word forms <i>e.g. "I can't run because I hurt my foot while I was playing basketball."</i></li> <li>Connect ideas effectively and efficiently by using a variety of sentence structures <i>e.g. "In conclusion, there are many distinguishing features in fiction and non-fiction books."</i></li> <li>Use natural and appropriate rhythm and intonation <i>e.g. Uses different variations in tone, pacing, and emphasis to communicate</i></li> </ul>

## ELL Quick Scale: Intermediate (4-7) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Use</b> <ul style="list-style-type: none"> <li>Social</li> <li>Academic</li> <li>Cultural</li> <li>Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple yes/no questions <i>e.g. "Are you in Grade 6?" – "No"</i></li> <li>Respond to and repeat simple commands <i>e.g. "Stand up"</i> <i>e.g. Sits with a partner when asked</i></li> <li>Respond to and use familiar social greetings and gestures <i>e.g. "How are you?"</i></li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple choice questions <i>e.g. "Would you like white or blue?" – "blue, please"</i></li> <li>Respond to simple instructions and commands <i>e.g. "Eyes on me"</i></li> <li>Respond to some common social expressions, cues and slang <i>e.g. "Sorry I'm running late" – "No worries"</i></li> <li>Watch others and recognize key words to participate in activities and conversations <i>e.g. Shares with a partner their favourite soccer team</i></li> </ul>	<ul style="list-style-type: none"> <li>Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "On Tuesday"</i></li> <li>Respond to common instructions and commands <i>e.g. "Put away your books and take out a pencil."</i></li> <li>Express simple opinions and reasons to participate in classroom conversations <i>e.g. Justifies their choice of favourite soccer team in a discussion</i></li> </ul>	<ul style="list-style-type: none"> <li>Respond to "how", "why" and "tell me about" questions <i>e.g. "Why are you here?" – "Because I forgot my book and I need to..."</i></li> <li>Respond to multi-step instructions and commands <i>e.g. "Make groups of 3 and fill in some of the chart with markers"</i></li> <li>Use some academic language to participate in conversations and academic discussions <i>e.g. Explains to a partner the difference between urban and rural communities</i></li> </ul>	<ul style="list-style-type: none"> <li>Respond to some hypothetical or reasoning questions <i>e.g. "What would you do if you found \$300?" – "I would buy a lot of turkeys to share..."</i></li> <li>Respond to long or complex directions <i>e.g. "We're going to do silent reading now, so find your book and sit down in a spot to read quietly by yourself."</i></li> <li>Use common idioms, cultural language and humour <i>e.g. "Can I have a lift?", "It's easy peasy"</i></li> <li>Use academic language and questions to engage in a range of discussions <i>e.g. Uses persuasive language to convince a classmate to always recycle</i></li> </ul>