

ELL Matrix: Primary (K-3) 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 a limited vocabulary of 'survival' & words related to familiar objects & actions Understand a few key words in related sentences about familiar topics or contexts 	<ul style="list-style-type: none"> Understand some vocabulary including common words & some descriptive words Understand the gist of phrases & sentences linked by "and" & "then" 	<ul style="list-style-type: none"> Understand more vocabulary including common & descriptive words, multiple meanings of some familiar words, & some subject-specific words Understand main ideas of familiar topics linked by common conjunctions, time, & sequence markers 	<ul style="list-style-type: none"> Understand a range of vocabulary including common, descriptive, subject-specific, & academic words, & familiar words with multiple meanings Understand main ideas & some details of unfamiliar topics linked by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand a broad range of vocabulary including descriptive, subject-specific, & academic words Understand most of the detail in grade-appropriate narratives, explanations, instructions, & discussions about unfamiliar topics linked by a variety of conjunctions, time, & sequence markers
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use limited vocabulary including 'survival' words, common words, & first language Connect ideas using "and", gestures, & memorized phrases 	<ul style="list-style-type: none"> Use some vocabulary including common words & some descriptive words Connect ideas in phrases & short simple sentences with common conjunctions 	<ul style="list-style-type: none"> Use more vocabulary including common, descriptive, & some subject-specific words Connect ideas in sentences with some appropriate detail using conjunctions & time markers 	<ul style="list-style-type: none"> Use a range of vocabulary with more precision including common, descriptive, & subject-specific words Connect ideas with some relevant details in related sentences using conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use a broad range of vocabulary for effect including common, descriptive, & subject-specific words, & some academic words Connect ideas & some relevant details in related sentences using a variety of cohesive devices
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 basic phrases related to familiar routines Identify most English phonemes including some beginning sounds Listen for recognizable words in unfamiliar speech 	<ul style="list-style-type: none"> Understand simple sentences on familiar topics Recognize most English phonemes including beginning & ending sounds Recognize word boundaries in unfamiliar speech 	<ul style="list-style-type: none"> Understand detailed sentences on familiar topics Distinguish minimal pairs, identify beginning & ending sounds, recognize some rhyming words Understand some reduced forms of speech 	<ul style="list-style-type: none"> Understand complex sentences on familiar & some unfamiliar topics Recognize rhyming words Identify beginning, medial, & ending sounds Understand rapid speech containing some familiar vocabulary during everyday classroom academic tasks 	<ul style="list-style-type: none"> Understand varied & complex language structures on many unfamiliar topics Recognize word families Identify phonemes & syllables with increasing accuracy Understand rapid speech on unfamiliar topics
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use single words or phrases, memorized phrases & patterned sentences Use basic pronouns, nouns, & verbs with errors in word order & word ending Imitate some words in familiar routines, although pronunciation may interfere with meaning 	<ul style="list-style-type: none"> Use simple sentences Use pronouns, plurals, nouns, & verbs with overgeneralization of endings (-s, -ed) Attempt to use English rhythm, stress, & intonation in familiar social & classroom exchanges, although pronunciation errors may interfere with meaning 	<ul style="list-style-type: none"> Use affirmative & negative questions, statements & commands, with omissions & errors of verb tense & word order Use pronouns, adjectives, adverbs, nouns, & irregular verbs with some agreement & tense errors Use comprehensible pronunciation, rhythm, & intonation in familiar or rehearsed activities, with some errors 	<ul style="list-style-type: none"> Use more detail in questions, statements, & commands with some grammatical errors Use irregular plurals, nouns, & verb forms with occasional errors Use comprehensible pronunciation, rhythm & intonation for familiar or rehearsed activities, with occasional errors 	<ul style="list-style-type: none"> Use a variety of sentence structures, including simple, compound, & complex sentences Use appropriate tense & agreement with increasing precision Use comprehensible pronunciation & intonation in spontaneous or unrehearsed situations (accented speech is expected & valued)

ELL Matrix: Primary (K-3) 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 spoken text • Understand simple instructions & “yes or no” questions • Understand basic, familiar, & social expressions • Follow routine & one-step commands 	<ul style="list-style-type: none"> • Understand a small range of spoken text • Understand literal questions such as “yes or no”, “who”, “what”, “where”, “when”, “how many” • Understand expressions used in classroom & school contexts • Follow two-step commands related to familiar routines 	<ul style="list-style-type: none"> • Understand a narrow range of spoken text in terms of purpose, structure, & organization • Understand basic inferential questions such as “what”, “where”, “when”, “who”, “how”, “why” • Recognize differences between formal & informal speech in familiar contexts • Follow three-step commands 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions requiring explanation, elaboration, & comparison • Recognize differences between informal & formal speech in unfamiliar contexts • Follow most multi-step directions 	<ul style="list-style-type: none"> • Understand a wide range of spoken text in terms of purpose, structure, & organization • Understand hypothetical or inferential questions such as “If...”, “What if...”, “Would you...”, “How...” • Understand common idiomatic expressions & cultural references • Follow multi-step directions
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs & wants, personal information, simple requests, participate in familiar songs, rhymes, & chants • Seek clarification or confirmation through gestures, mimicking, single words, & short phrases • Use strategies such as first language, memorized phrases, learned sentence patterns, copying others, visual prompts, & gestures to interact • Use familiar greetings, polite phrases, & gestures to interact in familiar social situations 	<ul style="list-style-type: none"> • Use language for a limited range of purposes, including to ask & answer simple questions, share information, recount, retell, & describe • Seek clarification or confirmation using familiar phrases • Use strategies such as repetition, substitution of words in known patterns, familiar phrases, & learned sentence patterns to interact spontaneously with others • Use some common expressions & gestures to interact in familiar social & classroom contexts 	<ul style="list-style-type: none"> • Use language for a narrow range of purposes, including to discuss, recount/retell, predict, describe, give opinions & reasons, & explain • Seek clarification or confirmation with simple questions • Use strategies such as circumlocution, providing examples & opposites to interact with others • Use common colloquialism, slang, & idioms during social & classroom interactions 	<ul style="list-style-type: none"> • Use language for a range of purposes, including to discuss, recount/retell, describe, negotiate, role-play, make, & explain connections • Seek clarification & understanding with specific questions • Use strategies such as commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use common colloquialisms, idioms, & phrasal verbs in appropriate contexts 	<ul style="list-style-type: none"> • Use language for a broad range of purposes, including to compare & contrast, explain, predict, reflect, connect, & summarize • Ask questions to gain information that extends knowledge during discussions • Use strategies such as paraphrasing, commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use appropriate common colloquialisms, idioms, phrasal verbs, & modality in formal & informal situations

ELL Quick Scale: Primary (K-3) 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 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.
Meaning <ul style="list-style-type: none"> Word attack skills Fluency 	<ul style="list-style-type: none"> Understand short, simple sentences on familiar topics <i>e.g. Does and repeats action phrases like "jump!"; "sit"; "look at me"</i> Understand some common words related to school, self and home <i>e.g. Points to and says words such as "book"; "apple"; "nose"</i> Express some basic personal information <i>e.g. Points to self or others and says "hi"; "hello"; names</i> 	<ul style="list-style-type: none"> Understand and use routine classroom phrases <i>e.g. "open/close the door"; "today is Wednesday"</i> Express some words and phrases about self, family and interests <i>e.g. "My dad, Jorge, my sister, Sarah..."; "I want to eat"</i> 	<ul style="list-style-type: none"> Understand familiar phrases and academic tasks <i>e.g. "Take out your journal"</i> Express some words and phrases to describe and speak about academic content <i>e.g. "Lots of pens"; "on the chair"</i> <i>e.g. When familiar with topic, uses words like "player", "shoot", "goal" in context</i> 	<ul style="list-style-type: none"> Understand some complex tasks and academic language <i>e.g. "Describe the changes of the seasons"</i> Express a range of words and phrases to describe and speak about academic content <i>e.g. Expresses variation of words like "quicker"; "very/pretty big"</i> <i>e.g. When familiar with topics, uses words like "claw"; "cruel"; "climate" in context</i> 	<ul style="list-style-type: none"> Understand complex instructions and academic content <i>e.g. "Tell me why bears hibernate?"</i> Express a wide range of conversational and academic words and phrases <i>e.g. When given a topic, uses words like "atlas"; "massive"; "monument" in context</i> Use different words with similar meanings <i>e.g. Recognizes difference between "tall" and "big"</i>
Form <ul style="list-style-type: none"> Grammar Syntax Phonology Fluency 	<ul style="list-style-type: none"> Understand and use short memorized phrases <i>e.g. "how are you?"; "thank you"; "you're welcome"</i> Recognize and single out familiar words in speech <i>e.g. Recognizes the word 'she' in "she's mad", and the words 'pizza' and 'I' in "I like pizza"</i> Express simple sounds in the form of songs or chants <i>e.g. Sings along to "Happy Birthday"</i> 	<ul style="list-style-type: none"> Understand and use simple and familiar patterned phrases <i>e.g. "I want..."; "I like..."; "I need..."</i> Understand and use some basic nouns, pronouns, verbs and connecting words <i>e.g. "It's red and green"; "you touch this"</i> Identify different sounds in short words <i>e.g. Identifies that "snake" begins with /s/ and "dog" ends with /g/</i> Use rhythm in familiar songs or phrases <i>e.g. Sings "Old MacDonald had a farm..." with appropriate rhythm</i> 	<ul style="list-style-type: none"> Understand and use correct word order (subject-verb-object) <i>e.g. "She smells the flowers"; "I read stories"</i> Connect ideas to make short sentences <i>e.g. "My name is Amal and I like cats"</i> Identify words that rhyme and word families <i>e.g. Identifies word families such as "pat" & "bat"; "shell" & "fell"</i> Use rehearsed rhythm and intonation <i>e.g. Identifies emphasized syllables in saying "the BIRDS have EAten the WORMS"</i> 	<ul style="list-style-type: none"> Understand and uses some negative phrases and subject-verb agreement <i>e.g. "She doesn't like chocolate"</i> Connect ideas to make long sentences <i>e.g. "Some houses are big, but some houses are small..."</i> Segment and blend sounds <i>e.g. "frog" = /f/ /r/ /o/ /g/, and /b/ /a/ /n/ /d/ = "band"</i> Use some rhythm and intonation independently <i>e.g. Shows appropriate intonation and pacing in saying "Yesterday, [slight pause] I went to-the-store."</i> 	<ul style="list-style-type: none"> Understand and use accurate word forms and subject-verb agreement <i>e.g. "The brown caterpillar isn't small but the green one is."</i> Use complex sentences on familiar topics <i>e.g. "We will read what she wrote on the whiteboard after we finish"</i> Use natural and appropriate rhythm and intonation <i>e.g. Shows natural intonation and pacing in saying "When I-was-at the-store yesterday, [slight pause] I bought candy."</i>

ELL Quick Scale: Primary (1-3) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Use</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Respond to simple yes/no questions <i>e.g. "Are you happy?" – "No"</i> • Respond to and repeat short commands <i>e.g. "Stand up"</i> <i>e.g. Sits in a circle with other students on floor when asked</i> • Respond to and use familiar social greetings and gestures <i>e.g. Waves to say goodbye</i> 	<ul style="list-style-type: none"> • Respond to simple choice questions <i>e.g. "Do you want white or blue?" – "blue, please"</i> • Respond to simple instructions and commands <i>e.g. "All eyes on me"</i> • Watch others and recognize key words to participate in classroom activities and conversations <i>e.g. Engages in classroom activity to stand up and greet a partner</i> 	<ul style="list-style-type: none"> • Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "July 12"</i> • Respond to common instructions and commands <i>e.g. "Work with your partner and put up your hand if you have a question"</i> • Respond to and use common social expressions, cues and slang in conversation <i>e.g. "What's wrong?" – "She's bugging me!"</i> 	<ul style="list-style-type: none"> • Respond to "how", "why" and "tell me about" questions <i>e.g. "How did you get to school?" – "I took the bus..."</i> • Respond to multi-step instructions and commands <i>e.g. "Find a partner and fill in the blanks using a pen"</i> • Ask for clarification and use cues to participate in conversations and some academic discussions <i>e.g. "I don't understand, could you repeat?"</i> 	<ul style="list-style-type: none"> • Respond to simple hypothetical or reasoning questions <i>e.g. "What would you do if you found some money?" – "I would give it to my teacher"</i> • Respond to long or complex directions <i>e.g. "Clean up time! Put your pencils and crayons away and come sit on the carpet"</i> • Use common idioms, cultural language and humour <i>e.g. "That's a rip-off", "It's a piece of cake"</i> • Ask and answer questions to participate in a range of academic discussions <i>e.g. "You said ____, right?"</i>