

# Grade Two Oral Language Assessment Scale

Name: \_\_\_\_\_

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

<b>LANGUAGE FOR SOCIAL RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Listens and responds appropriately in conversations and discussions				
• Initiates and joins in with conversations and discussions				
• Takes turns appropriately in discussions				
• Uses appropriate social registers (e.g., tone, intonation, and volume) in a variety of contexts				
• Uses appropriate non-verbal social behaviour in discussions (e.g., looks at the speaker, makes eye contact in conversations, uses suitable facial expressions) and interprets other people's expressions and gestures accurately				
• Sustains extended conversations (e.g., listens and responds to others, clarifies points, questions, and adds to others' ideas)				
• Is beginning to invite others to give opinions in discussions (e.g., "I wonder what you're thinking?" or "Do you have any ideas to add?")				
• Disagrees without inciting arguments				
• Is aware of other people's viewpoints				
• Uses language to problem solve				
• Uses social language conventions (e.g., "Please," "Thank you," "Excuse me," "Sorry," "May I...")				
• Uses language that is not hurtful to others				
<b>LANGUAGE FOR LEARNING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Listens attentively when a wide range of texts of increasing length and complexity are read aloud (e.g., books, poetry, newspaper articles, directions)				
• Listens carefully in a wide range of contexts and social settings (e.g., when watching a play, in group discussions, listening to an audio recording, listening to directions in the playground or gym or announcements at an assembly)				
• Transfers information from one context to another (e.g., uses ideas, phrases, and vocabulary from books and uses them in discussions, retells stories and compares to personal experience)				
• Retells stories, maintaining the clear sequence of ideas				
• Retells factual information (e.g., from books, experiences, movies, TV)				
• Asks questions to request information and clarify details				
• Responds to questions by providing appropriate details				
• Explains events and actions experienced in the past and present time periods				
• Compares information (alike/different)				
• Understands cause-and-effect relationships (e.g., "It happened because...")				
• Is beginning to delve more deeply into ideas and explanations (e.g., explores further when offered prompts such as, "Can you tell me more?" or "What do you think she means?")				
• Understands concrete humour and jokes				
• Follows directions involving several steps				
• Provides directions for others to follow (e.g., in games, class projects)				

## Grade Two Oral Language Assessment Scale (continued)

<b>LANGUAGE STRUCTURES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Uses language that is understood by others				
• Has clear speech that is readily understandable (may have occasional errors related to later developing sounds, e.g., “s,” “z,” “th,” “sh,” “ch,” “j,” “r,” “l”)				
• Uses a variety of simple, compound, and complex sentences				
• Uses a wide range of vocabulary and is aware that words and expressions can have more than one meaning				
• Controls most verb tenses with occasional errors with irregular past tenses (e.g., “I builded it”)				
• Controls plural forms with only occasional overgeneralizations (e.g., “sheeps,” “mouses”)				
• Uses connectives to explain relationships between ideas (e.g., “so,” “because,” “next,” “before”)				

**Comments:**