Grade Two Oral Language Assessment Scale

Name: _____   Date: _____

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

LANGUAGE FOR SOCIAL RELATIONSHIPS	1	2	3	4
• 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				
LANGUAGE FOR LEARNING				
• 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				

LANGUAGE FOR LEARNING *(continued)*	1	2	3	4
• Retells factual information (e.g., from books, Websites, 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)				
LANGUAGE STRUCTURES				
• 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: