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?") 		g?"					
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 LEA	ARNING						
 Listens attentively when a wide range of texts of increasing length and complexity are read aloud (e.g., books, poetry, newspaper articles, directions) 		b					
 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) 		ening to					
(e.g., uses ideas, phro	n from one context to anot ases, and vocabulary from b cussions, retells stories and al experience)	oooks					
Retells stories maintaining the clear sequence of ideas		f ideas					

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Grade Two Oral Language Assessment Scale (cont.)

NGUAGE 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)				
ANGUAGE 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: