## ***SPEAKING STAGE ONE: BASIC PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**B 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Speaks very little; responds to basic questions about personal information. |  |  |  |
| Speaks in single words.  Speaks in strings of two or three words. |  |  |  |
| Demonstrates very limited vocabulary. |  |  |  |
| Makes very long pauses.  Speaks words spoken.  Depends on gestures. |  |  |  |
| Switches to English at times. |  |  |  |
| Pronunciation difficulties may restrict communication. |  |  |  |
| Needs considerable assistance. |  |  |  |

**B 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Communicates in a limited way, to some immediate and personal needs. |  |  |  |
| Asks familiar questions using single words.  Asks familiar questions using short sentences.  Responds to simple questions using single words.  Responds to simple questions using short sentences. |  |  |  |
| Demonstrates limited vocabulary.  Speaks a few simple phrases. |  |  |  |
| Demonstrates some use of very basic grammar (“I” form or “he/she” form). |  |  |  |
| Makes long pauses.  Depends on gestures to express meaning. |  |  |  |
| Demonstrates use of vocabulary which is somewhat  limited. |  |  |  |

**B 3 Accomplished:**

| ***The Student:*** | **Yes** | No | Notes/Comments |
| --- | --- | --- | --- |
| Takes part in short routine conversations. |  |  |  |
| Communicates basic needs.  Asks simple familiar questions.  Describes things using short sentences. |  |  |  |

| ***The Student:*** | **Yes** | No | Notes/Comments |
| --- | --- | --- | --- |
| Demonstrates use of basic grammar by using correct past tense. |  |  |  |
| Demonstrates adequate use of vocabulary for basic communication with occasional assistance. |  |  |  |
| Pronunciation difficulties may restrict communication. |  |  |  |

***SPEAKING STAGE TWO: INTERMEDIATE PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**I 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Participates with some effort in routine social conversations Talks about needs and familiar topics of a personal nature. |  |  |  |
| Uses a variety of simple structures and some complex ones. Makes frequent grammar and pronunciation errors which sometimes impede communication. |  |  |  |
| Demonstrates a range of common everyday vocabulary.  Occasionally avoids topics with unfamiliar vocabulary. |  |  |  |
| Speaks using connectives (and, but, first, next, then,  because) but hesitations and pauses are frequent. |  |  |  |

**I 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Communicates comfortably in most common classroom or family situations |  |  |  |
| Participates in conversations involving problem solving and decision making situations in the classroom. |  |  |  |
| Speaks on familiar, concrete topics at a descriptive level. |  |  |  |
| Demonstrates a range of everyday vocabulary, including some common phrases. |  |  |  |
| Makes frequent grammatical and pronunciation errors, that don’t impede communication. |  |  |  |

**I 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Communicates effectively in most daily practical situations |  |  |  |
| Participates in conversations with confidence. |  |  |  |
| Provides descriptions, opinions, and explanations when asked. |  |  |  |
| Demonstrates an increased ability to respond according to the difficulty level of the situation. |  |  |  |
| Uses a variety of sentence structures. |  |  |  |
| Makes grammar and pronunciation errors that rarely impede communication. |  |  |  |

# ***SPEAKING STAGE THREE: ADVANCED PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**A 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Provides important information for important classroom tasks.  Exchanges key information to accomplish classroom tasks. |  |  |  |
| Actively and effectively participates in extended  discussions on complex and detailed topics. |  |  |  |
| Makes rare grammar, vocabulary, or pronunciation  errors which do not impede communication. |  |  |  |
| Speaks accurately most of the time, but speech may be  rigid in structure. |  |  |  |

**A 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Satisfies many school-related expectations for competent communication.  Satisfies most social-related expectations for competent communication. |  |  |  |
| Actively participates in discussions dealing with detailed information. |  |  |  |
| Leads discussions in a small, familiar group session. |  |  |  |
| Contributes to extended discussions about complex and detailed information. |  |  |  |
| Makes grammar errors that do not impede communication.  Makes vocabulary errors that do not impede communication  Makes pronunciation errors that do not impede communication. |  |  |  |

**A 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Contributes to discussions in a broad range of complex situations. |  |  |  |
| Delivers a presentation to class or school. |  |  |  |
| Leads group discussions on complex topics. |  |  |  |
| Communicates effectively to explain complex ideas to various groups of students. |  |  |  |
| Uses language that is complex, accurate, and flexible in its structure. |  |  |  |