##  ***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 somewhatlimited. | **[ ]**  | **[ ]**  |  |

**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 extendeddiscussions on complex and detailed topics. | **[ ]**  | **[ ]**  |  |
| Makes rare grammar, vocabulary, or pronunciationerrors which do not impede communication. | **[ ]**  | **[ ]**  |  |
| Speaks accurately most of the time, but speech may berigid 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 communicationMakes 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. | **[ ]**  | **[ ]**  |  |