## SPEAKING STAGE ONE: BASIC PROFICIENCY

B 1 Developmental:

* learner can speak very little; responds to basic questions about personal information
* learner speaks in single words or strings of two or three words
* learner demonstrates very limited vocabulary
* learner makes very long pauses, often speaks words spoken. Depends on gestures
* learner may switch to English at times
* pronunciation difficulties may restrict communication
* learner needs considerable assistance

B 2 Progression:

* learner can communicate in a limited way, some immediate and personal needs
* learner asks and responds to simple, familiar questions, uses single words and short sentences
* learner demonstrates limited vocabulary and a few simple phrases
* learner demonstrates some use of very basic grammar
* learner makes long pauses and depends on gestures to express meaning
* learner demonstrates use of vocabulary which is somewhat limited

B 3 Accomplished:

* learner can take part in short routine conversations
* leaner can communicate basic needs, ask and respond to simple familiar questions, and can describe

things using short sentences

* learner demonstrates use of basic grammar, uses correct past tense
* learner demonstrates adequate use of vocabulary for basic communication
* pronunciation difficulties may restrict communication; needs a little assistance

SPEAKING STAGE TWO: INTERMEDIATE PROFICIENCY

I 1 Developmental:

* learner can participate with some effort in routine social conversations and can talk about needs

and familiar topics of personal relevance

* learner can use a variety of simple structures and some complex ones. Grammar and pronunciation

errors are frequent and sometimes impede communication

* learner can demonstrate a range of common everyday vocabulary; may avoid topics with

unfamiliar vocabulary

* learner can speak using connectives (and, but, first, next, then, because) but hesitations and pauses

are frequent

I 2 Progression:

* learner can communicate comfortably in most common daily situations
* learner can participate in formal and informal conversations, involving problem solving and

decision making situations in the classroom or home

* learner can speak on familiar concrete topics at a descriptive level
* can demonstrate a range of everyday vocabulary, including some common phrases
* grammar and pronunciation errors are still frequent, but rarely impede communication

I 3 Accomplished:

* learner can communicate effectively in most daily practical and social situations
* learner can participate in conversations with confidence
* learner can provide descriptions, opinions, and explanations
* in social interaction, the learner demonstrates an increased ability to respond appropriately

to the formality level of the situation

* learner can use a variety of sentence structures
* the learner’s grammar and pronunciation errors rarely impede communication

# SPEAKING STAGE THREE: ADVANCED PROFICIENCY

A 1 Developmental:

* learner can obtain, provide, and exchange key information for important tasks in complex routine

and a few non-routine situations

* learner can actively and effectively participate in 30 minute formal exchanges about complex,

abstract, and detailed information

* learner’s grammar, vocabulary, or pronunciation errors very rarely impede communication
* learner’s prepared speech is mostly accurate in form, but may be rigid in its structure

A 2 Progression:

* learner can satisfy many social or school-related expectations for competent communication
* learner can actively participate in meetings, interviews dealing with complex, abstract, and

detailed information

* learner can lead routine meetings and manage interactions in a small, familiar group session
* learner can contribute to extended discussions about complex, abstract, and detailed information
* learner’s grammar, vocabulary, or pronunciation errors do not impede communication

A 3 Accomplished:

* learner can create or contribute to discussions in a broad range of complex situations
* learner can deliver public presentations to audiences
* learner can lead formal group discussions on complex topics
* learner can communicate to explain complex ideas to diverse groups, debate on complex topics,

teach, and resolve conflicts in a variety of situations

* learner uses language that is complex, accurate, and flexible in its structure