|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Emerging (with direct support)** | **Beginning (with guided support)** | **Developing (with minimal support)** | **Applying (without support)** |
| Attending | * Attends to informal oral language interactions
 | * Attends to and
* participates in informal language
* interactions
 | * Attends to and
* participates in informal language
* interactions
 | * Attends to and participates in informal
* language interactions
 |
| Listening  | * Listens during activities
* (e.g., ignoring distractions)
 | * Listens during activities
* (e.g., ignoring distractions)
 | * Listens during
* activities (e.g., ignoring distractions)
 | * Listens during activities (e.g., ignoring
* distractions)
 |
| Speaking | * May speak with adults or peers. May be difficult to understand (e.g., tone of voice, volume, articulation, rate, gesture)
 | * Speaks with adults and
* peers
 | * Speaks clearly and
* fluently with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture)
 | * Speaks clearly and fluently using appropriate voice and body language (e.g.,
* tone of voice, volume, articulation, rate, gesture)
 |
| Taking turns | * May take turns in a
* conversation
 | * Takes turns in a conversation
 | * Takes turns in a conversation
 | * Takes turns as a thoughtful listener and speaker in a conversation
 |
| Stay on topic | * May sometimes stay on topic in a short conversation
 | * Stays on topic in a short conversation
 | * Stays on topic in a short conversation
 | * Stays on topic in a short conversation, responds
* and extends ideas
 |
| Understand language activities | * May understand
* classroom language activities
* (e.g , shared reading, role plays, imaginative play)
 | * Understands and
* participates in classroom language activities
* (e.g , shared reading, role plays, imaginative play)
 | * Understands and
* participates in classroom language activities
* (e.g , shared reading, role plays, imaginative play)
 | * Understands and actively
* participates in classroom language activities
* (e.g , shared reading, role plays, imaginative play)
 |
| Vocabulary | * Understands limited vocabulary
 | * Understands a basic vocabulary
 | * Understands wide vocabulary
 | * Understands extensive vocabulary
 |
| Speak in sentences | * Use single words or short phrases modelled by others
 | * Uses words/phrases modelled by others
 | * Expresses thoughts/ideas in short sentences
 | * Expresses thoughts/ideas in some detail using variety of sentences
 |
| Understand/Follow Directions | * May follow directions
 | * Follows directions
 | * Follows directions
 | * Follows directions
 |
| Understanding, ask, respond to questions | * May understand difference between question and comment or response
 | * Understands questions, asks simple questions and may respond on topic
 | * Asks and answers questions on topic
 | * Asks thoughtful questions, responds on topic and extends ideas
 |
| Share personal experiences | * May share personal experiences and feelings
 | * Shares personal feelings
 | * Shares personal experiences and feelings with some clarity
 | * Shares personal experiences and feelings with clarity; is beginning to adjust language for audience
 |
| Retelling/ recounting | * Retells something about story; may recount part of an experience or give one or two simple facts
 | * Retells simple story, recounts experience or gives new information; some sequence errors and omissions
 | * Retells story, recounts experience, or gives new information; may use simple connectors (and, then)
 | * Retells story, recounts experiences or gives information; uses more complex connectors (if, because, when, before)
 |
| Problem solving | * May use language to problem solve
 | * Uses language to problem solve
 | * Uses language to problem solve
 | * Uses appropriate language to problem solve
 |
| Phonological awareness | * Demonstrates emergent skills in few phonological awareness (awareness of words, syllables, sounds, rhyme)
 | * Demonstrates emergent skills in few phonological awareness (awareness of words, syllables, sounds, rhyme)
 | * Demonstrates emergent skills in some phonological awareness (awareness of words, syllables, sounds, rhyme)
 | * Demonstrates emergent skills in most phonological awareness (awareness of words, syllables, sounds, rhyme)
 |