|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |