**ELL Quick Scale: Intermediate (4-7) Oral Language**

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. **At the given level of language proficiency, this student can:**

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Expanding (3)</th>
<th>Consolidating (4)</th>
<th>Bridging (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The student can understand and respond to simple statements and questions in familiar situations.</td>
<td>The student can participate in a conversation on everyday topics using simple structures.</td>
<td>The student can participate in a conversation about familiar topics and some academic content.</td>
<td>The student can participate in conversations with some opinions and details on a range of academic topics.</td>
<td>The student can speak fluently and accurately on a wide range of academic topics.</td>
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**Meaning**
- **Vocabulary**
- **Understanding & expression of ideas**
  - Understand short, simple sentences on familiar topics e.g. Follows actions like “raise your hand”, “look at me”, “line up”
  - Understand some common words related to school, self and family e.g. Points to and says words such as “book”, “apple”, “tree”
  - Express some personal information e.g. Says “hello”, “my name is…”, “I like…”

- **Grammar**
- **Syntax**
- **Phonology**
- **Fluency**
  - Understand and use simple memorized phrases e.g. “How are you?”, “thank you”, “you’re welcome.”
  - Recognize and single out familiar words in speech e.g. Recognizes the word “recent” in “Let’s get ready for recent”.
  - Express simple sounds in the form of songs or chants e.g. Sings along to “Happy Birthday”

- **Form**
  - Understand and use simple and familiar patterned phrases e.g. “I want…”, “I need…”, “my favourite _____ is…”
  - Understand and use some nouns, pronouns, verbs and connecting words e.g. “It’s red and green”, “move it over there”
  - Use rhythm in familiar songs or phrases e.g. Chants “It’s raining, it’s pouring…” with appropriate rhythm

- **Structure**
  - Understand and use correct word order (subject-verb-object) e.g. “I love hockey but they play soccer.”
  - Connect ideas to make short sentences e.g. “I’m going to play football.”
  - Begin to recognize differences in word endings e.g. Distinguishes different word endings such as “boy” & “boys”, “play” & “played”
  - Uses some rhythm and intonation independently e.g. Shows appropriate pacing and volume

- **Understanding and use some negative phrases and subject-verb agreement e.g. “I would love to go there but I can’t!”
  - Connect ideas to make long sentences e.g. “We have to hurry because we’re late…”
  - Recognize differences in several similar sounding words e.g. “hurt” & “hurt”, “walked” & “walked”
  - Use a variety of rhythm and intonation e.g. Shows appropriate tone, volume, pacing and emphasis in saying “Yesterday I went to the mall and I got a new backpack.”

- **Understand complex phrases and grade-appropriate academic content e.g. “Simplify the fractions”
  - Express a wide range of conversational and academic words and phrases e.g. “Global warming is a problem because we have too much pollution.”
  - Use different words with similar meanings e.g. Recognizes difference between “run” and “jog”

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**ENGLISH LANGUAGE LEARNING (ELL) STANDARDS 2017**

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### ELL Quick Scale: Intermediate (4-7) Oral Language (cont’d)

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<tr>
<td>Use</td>
<td>• Respond to simple yes/no questions</td>
<td>• Respond to simple choice questions</td>
<td>• Respond to “what”, “when” and “who” questions</td>
<td>• Respond to “how”, “why” and “tell me about” questions</td>
<td>• Respond to some hypothetical or reasoning questions</td>
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<td>Social</td>
<td>e.g. “Are you in Grade 6?” – “No”</td>
<td>e.g. “Would you like white or blue?” – “blue, please”</td>
<td>e.g. “When is your birthday?” – “On Tuesday”</td>
<td>e.g. “Why are you here?” – “Because I forgot my book and I need to...”</td>
<td>e.g. “What would you do if you found $100?” – “I would buy a lot of turkeys to share...”</td>
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<td>Academic</td>
<td>• Respond to and repeat simple commands</td>
<td>• Respond to simple instructions and commands</td>
<td>• Respond to common instructions and commands</td>
<td>• Respond to multi-step instructions and commands</td>
<td>• Respond to long or complex directions</td>
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<td>Cultural</td>
<td>e.g. “Stand up”</td>
<td>e.g. “Eyes on me”</td>
<td>e.g. “Put away your books and take out a pencil.”</td>
<td>e.g. “Make groups of 3 and fill in some of the chart with markers”</td>
<td>e.g. “We’re going to do silent reading now, so find your book and sit down in a spot to read quietly by yourself”</td>
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<td>Strategies</td>
<td>• Respond to and use familiar social greetings and gestures</td>
<td>• Respond to some common social expressions, cues and slang</td>
<td>• Express simple opinions and reasons to participate in classroom conversations</td>
<td>• Use some academic language to participate in conversations and academic discussions</td>
<td>• Use common idioms, cultural language and humour</td>
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<td>e.g. “How are you?”</td>
<td>e.g. “Sorry I’m running late” – “No worries”</td>
<td>e.g. Justifies their choice of favourite soccer team in a discussion</td>
<td>e.g. Explains to a partner the difference between urban and rural communities</td>
<td>e.g. “Can I have a lift?” – “It’s easy peasy”</td>
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<td>• Watch others and recognize key words to participate in activities and</td>
<td>• Express simple opinions and reasons to participate in classroom conversations</td>
<td>• Use academic language and questions to engage in a range of discussions</td>
<td>• Use persuasive language to convince a classmate to always recycle</td>
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<td></td>
<td>conversations</td>
<td>e.g. Shares with a partner their favourite soccer team</td>
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