

NAME: Ben

Date of assessment.1: Feb 2010 2: May 2010 3: 4:

ELLP Oral Language matrix: Output

Best fit: Stage 2

Best fit: Stage 2

Best fit:

Best fit:

| FOUNDATION STAGE | STAGE 1 | STAGE 2 | STAGE 3 | STAGE 4 |
|---|--|---|---|---|
| INTERPERSONAL | INTERPERSONAL | INTERPERSONAL | INTERPERSONAL | INTERPERSONAL |
| <i>The learner may:</i> | | | | |
| <ul style="list-style-type: none"> - respond in face-to-face social or curriculum contexts - respond with a mixture of their first language and English - participate in limited interactions in pair, small-group, and whole-class contexts | <ul style="list-style-type: none"> - respond with a mixture of first language and English - participate in limited interactions in pair, small-group, and whole class contexts | <ul style="list-style-type: none"> - respond in an appropriate or relevant way for the audience and purpose for communicating - participate in different interactive group situations, such as pairs, groups, and whole class discussions - use English confidently and appropriately in a range of situations | <ul style="list-style-type: none"> - respond in a way that is appropriate or relevant for the audience and the purpose for communicating - choose appropriate vocabulary (e.g. making distinctions between technical, formal and informal vocabulary) - speak in a variety of contexts | <ul style="list-style-type: none"> - choose appropriate language for different audiences, purposes, contexts, and effects (e.g. making distinctions between formal and informal contexts) |
| CONTENT | CONTENT | CONTENT | CONTENT | CONTENT |
| <ul style="list-style-type: none"> - say a few words in English - give a formulaic but appropriate response - use a gesture or facial expression to indicate that they do or don't understand - remain silent or give an inappropriate response | <ul style="list-style-type: none"> - retell the main ideas or messages from their reading or listening and present one or two ideas - use a gesture, facial expression, or phrase to indicate that they do or don't understand - initiate communication (eg. by making requests or comments or by offering information) | <ul style="list-style-type: none"> - ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments, or explain a problem | <ul style="list-style-type: none"> - take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously - use language devices (eg. puns and irony) appropriately for effect | <ul style="list-style-type: none"> - take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously - use sophisticated language devices, such as irony, satire, and euphemisms, appropriately for effect. |
| DELIVERY | DELIVERY | DELIVERY | DELIVERY | DELIVERY |
| <ul style="list-style-type: none"> - not respond at all or pauses for a long time before responding - have pronunciation that is strongly influenced by their first language | <ul style="list-style-type: none"> - pause and hesitate when speaking - make some distinctions between minimal pairs in English (eg. 'pin' and 'bin', 'ship' and 'sheep') - have pronunciation that shows features of their first language | <ul style="list-style-type: none"> - use a larger vocabulary and give detailed responses - speak fluently, with occasional pauses and hesitation - pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language - make distinctions between minimal pairs in English eg. 'pin' and 'bin', 'ship' and 'sheep' | <ul style="list-style-type: none"> - pronounce words so that the listener can usually understand them easily (although depending on the speaker's age and other factors, their pronunciation may retain some features of their first language) | <ul style="list-style-type: none"> - pronounce words clearly and speak accurately and fluently. |
| NON-VERBAL RESPONSES | NON-VERBAL RESPONSES | NON-VERBAL RESPONSES | NON-VERBAL RESPONSES | NON-VERBAL RESPONSES |
| <ul style="list-style-type: none"> - respond with a relevant action, gesture or facial expression - respond with silence, which may indicate respect for the speaker, a lack of | <ul style="list-style-type: none"> - follow an instruction or complete a task - respond with silence, which may indicate respect for the speaker, a lack of | <ul style="list-style-type: none"> - begin to make use of non-verbal features of the English language | <ul style="list-style-type: none"> - consciously choose non-verbal features of spoken language such as pauses, changes in pitch or volume and gestures for effect | <ul style="list-style-type: none"> - use non-verbal features of spoken language, such as phrases, changes in pitch or volume, and gestures for effect. |

Needs work here.

often

Context means you can tell, so am not worried about this

lots

| | | | | |
|--|---|--|--|--|
| comprehension, or a lack of confidence | comprehension, or a lack of confidence | | | |
| LANGUAGE STRUCTURES | LANGUAGE STRUCTURES | LANGUAGE STRUCTURES | LANGUAGE STRUCTURES | LANGUAGE STRUCTURES |
| <ul style="list-style-type: none"> - say single words - echo phrases that they hear - respond in their first language | <ul style="list-style-type: none"> - use mostly high-frequency words and leave out structural words - use non-standard vocabulary and sentence structures - use the subject-verb-object structure if they have had a chance to plan what they are going to say | <ul style="list-style-type: none"> - include structural vocabulary to produce fairly coherent and accurate standard English - rely less on formulaic chunks and use more independently generated language structures | <ul style="list-style-type: none"> - use increasingly varied and complex language structures in standard English, with few inaccuracies - use features of natural spoken language (eg. saying 'coming' instead of 'I am coming') | <ul style="list-style-type: none"> - use increasingly varied and complex standard English language structures, with few inaccuracies. |