

Oral Proficiency Scale (Spring 2023)

Level	Rating	Criteria
Pre-production (Pre)	10	Student shows no reaction to what was said during the interview i.e., Doesn't respond to questions or requests where action is required.
Observing and Silent Phase	10.1 – 10.4	Student reacts occasionally to requests such as basic commands. Examples may include: <ul style="list-style-type: none"> sitting down when asked raising eyebrows to indicate they understand following community protocol when greeted (shake hands) answering <i>good</i> or <i>not good</i> in response to, 'how are you?'
Pre-production (EM) <i>Still within observing and silent phase but shows greater understanding with one or two words as they move closer to 11.</i>	10.5 (10.5 - 10.9)	Student demonstrates limited understanding by: <ul style="list-style-type: none"> pointing to the correct picture from a bunch of pictures when the assessor says a word (ex. <i>caribou</i>) responding with a facial or other gesture to a question ('Do you want some water?' student shakes head or scrunches nose) offering the assessor an object that he/she has asked for ("Give me the cup." Student gives the cup to the assessor.) saying a word or two (but not necessarily connected to the question/request) giving their name in response to the question "What is your name?" counting up to 5 (when assessor roles the dice the student may say, 'two' when it shows a two)
Emergent (EM) <i>Speaking is limited to a few single words.</i>	11 (11 – 11.4)	The student replies with one-word answers in response to questions. Occasionally, the student may use a memorized phrase/sentence. Examples may include: <ul style="list-style-type: none"> <i>Joe</i> (in response to 'What is your Dad's name?'). <i>Moose</i> (in response to the question: 'What animal is this?') I'm 9 years old OR 9 (in response to the question: 'How old are you?') – they may know limited questions being asked but answer in English Can count to 10 up and down and knows numbers out of order
Emergent (EM) <i>Speaking is still limited to single words, but they know an increasing number of</i>	11.5 (11.5 – 11.9)	The student can do above, but also knows more words/phrases. Examples may include: <ul style="list-style-type: none"> answering may be in English but shows they understand what's asked (answers <i>soccer</i> when asked, <i>what do you like to do?</i>)

<p>words that they have been taught.</p>		<ul style="list-style-type: none"> • uses 'school' language (<i>Can I get a drink of water? Can I go to the bathroom?</i>) Or can identify some classroom objects such as <i>pencil, paper</i>. • indicates knowledge of basic themes such as the day's weather (<i>nice, sun, snow, hot, cold</i>) or names a few animals or items of clothing (<i>mitts, shoes</i>) • answering greeting questions, (<i>Where do you live? Fort Smith.</i>)
<p>Beginner (BE)</p> <p><i>Vocabulary is still limited to express basic greetings and words in several of the themes taught but also is using phrases. There may be long pauses.</i></p>	<p>12 (12– 12.4)</p>	<p>The student responds using two or three (related) words consecutively, but not necessarily in the correct order. Also starting to use personal pronouns in limited situations. Examples may include:</p> <ul style="list-style-type: none"> • <i>My name is John. Grandmas name Susie. I live in Wekweeti etc.</i> • <i>Me sewing</i> • <i>It's sunny, cloudy, rainy etc.</i> • <i>Have sister or Brown hair sister</i> • <i>Moose brown</i> • <i>Me happy, sad, angry</i> (knows more than 1 emotion)
<p>Beginner (BE)</p> <p><i>Still speaking within common themes that have been taught but the amount of words and phrases have increased. Student is initiating some questions.</i></p>	<p>12.5 (12.5 – 12.9)</p>	<p>Student responds using two or three related words in a row. <u>Can also initiate the question in some areas.</u> The student may be able to use some pronouns and verbs in limited situations. Examples may include:</p> <ul style="list-style-type: none"> • <i>How do you say _____ ?</i> • <i>Do you want bannock? Susie want bannock</i> • <i>Give me the orange (or apple) etc. – (asking for snack at school)</i> • <i>Who are you? What is your name?</i> • <i>I see the raven.</i>
<p>Beginner (BE)</p> <p><i>Student can get their point across using learned phrases. The student is also starting to put together their own sentences. There is a slight increase in sentence complexity, but long pauses still occur.</i></p>	<p>13 (13-13.4)</p>	<p>Student begins to show initiative by giving information that wasn't requested and <u>begins to be creative when assembling words and phrases</u> (i.e. words strung together in an original manner, not a memorized sentence – mistakes expected). Examples may include:</p> <ul style="list-style-type: none"> • responding without hesitation when using isolated words in familiar themes • using some verbs in sentences (still using present tense) • using connecting words (and, but, not) negatives, and preposition of place (on, under beside, etc.) • <i>Flies, swims, <u>not</u> crawl</i> • <i>Eat Grandmother's yesterday. Grandmother nice</i> (adding unasked information) • <i>Dog big <u>and</u> brown.</i> • <i>Where is the cup? On the table. Over there.</i> • <i>Where is the tent? Beside lake.</i>
<p>Beginner (BE)</p>	<p>13.5 (13.5-13.9)</p>	<p>Student uses the correct word order in most cases, although the verb may be the wrong form. Student uses more pronouns. Examples may include:</p>

<p><i>Understanding is still limited and may stop normal conversations. Is sometimes able to put together their own sentences.</i></p>		<ul style="list-style-type: none"> • <i>It flies. It swims. It not crawls.</i> • <i>Eat at Grandma's.</i> • <i>Where is the cup? It's on the table.</i> • <i>Where is the Susie? She is beside/near the lake.</i> • <i>What do they want? They want bannock.</i>
<p>Intermediate (IN)</p> <p><i>Able to talk about their basic needs and can ask and answer simple questions.</i></p>	<p>14 (14-14.4)</p>	<p>The student speaks slowly but more naturally when familiar topics are discussed.*</p> <ul style="list-style-type: none"> • simple sentence structure respects word order • pronouns are generally correctly used (I, you, he/she, they) or the correct form of the verb (action word) • verb tenses are generally limited to the present • knows more questions – not just answering questions <p>Examples may include:</p> <ul style="list-style-type: none"> • <i>I eat caribou yesterday.</i> • <i>Do you have a needle?</i> • <i>Where is he? He goes to school.</i> • <i>Brother like hunting. Do you like hunting?</i> <p><i>*To level 14, the first criterion is essential; it must appear in the majority of time.</i></p>
<p>Intermediate (IN)</p> <p><i>Able to talk about their basic needs and simple responses. In areas of need or on very familiar topics, can ask and answer simple questions. Starting to use more verb forms.</i></p>	<p>14.5 (14.5-14.9)</p>	<p>The student can attain what is described in 14 as well as participate in simple daily situations. Student is starting to <u>learn past tense</u> of some verbs.</p> <ul style="list-style-type: none"> • begin to use the past form of the verb (action word), with verbs they use often • use the pronoun “they” • start an exchange on a topic that is of interest to him/her • speaks spontaneously (i.e. more natural flow, without hesitation) about a variety of topics <p>Examples may include:</p> <ul style="list-style-type: none"> • <i>Went hunting with Dad. Got caribou.</i> • <i>What do you like to eat? Caribou soup.</i> • <i>They want caribou soup.</i> • <i>Today it is sunny, yesterday it was cloudy.</i>
<p>Intermediate (IN)</p> <p><i>Able to carry on a short, unplanned conversation back and forth. They can speak about topics beyond their basic needs.</i></p> <p><i>Affix: parts of a word added at end (suffix), beginning (prefix) or middle of a word which changes the word.</i></p>	<p>15 (15-15.4)</p>	<p>Student can function in conversational exchanges in simple daily situations. Student can exchange information dealing with a variety of subjects within his/her experience. Students is becoming familiar with how a word meaning changes with the use of affixes. Examples may include:</p> <ul style="list-style-type: none"> • can ask for and provide directions • can provide a simple description with several adjectives • can express simple likes and dislikes • can create stories of an event consisting of one or two sentences (in the present or past) • uses pronouns (I, you, we, they) correctly • Initiative in speech appears in a variety of subjects.

		To attain this level, at least 4 of the criteria must be demonstrated.
<p>Intermediate (IN)</p> <p><i>Able to start and carry on conversations with a wide range of words related to the area of their language study. May be able to tell a story but only in the present tense. May attempt other verb forms but still makes mistakes.</i></p>	<p>15.5 (15.5-15.9)</p>	<p>Student can participate naturally in conversational exchanges in simple daily situations. They know some limited past tense of verbs but when telling a story, they stay in the present tense.</p> <p>The student attains Level 15 and shows evidence that they have met one of the criteria in Level 16.</p>
<p>Advanced (AD)</p> <p><i>Able to start and continue conversations with a wide range of different experiences. Ability to describe and give detailed information is limited to the present tense but trying some past and future tenses. Able to tell a short, simple story.</i></p>	<p>16 (16-16.4)</p>	<p>The student can take part in daily conversations with some ease and fluency but lacks precision (sentence structure and vocabulary). Examples may include:</p> <ul style="list-style-type: none"> • ability to use short complex sentences (<i>The boy who... I like this sport because..., etc.</i>) • strong spontaneity in conversations (no hesitations or pauses when answering questions related to personal experiences) • can provide a short narration that comprises <i>at least</i> three sentences, using connectors (<i>then, after, etc.</i>) <p>To attain this level, all three criteria must be demonstrated.</p>
<p>Advanced (AD)</p> <p><i>Able to handle regular daily requirements and communicate on topics related to areas of interest. Can handle most social situations. Has willingness and some skill with speaking when topics may be new.</i></p>	<p>16.5 (16.5-16.9)</p>	<p>Student can participate actively, but may experience some difficulty, in conversational exchanges in daily situations.</p> <p>Student demonstrates that he/she has met at least three of the criteria in Level 17.</p>
<p>Advanced (AD)</p> <p><i>Able to handle regular daily requirements and communicate in a limited manner on topics relating to areas of interest and language strength. Can handle with confidence most social situations including handling complications or difficulties arising from these. Can narrate, describe, and explain in present, past, or future time, although errors still occur.</i></p>	<p>17 (17-17.4)</p>	<p>Student can participate actively in conversational exchanges in daily situations. Examples may include:</p> <ul style="list-style-type: none"> • using the past tense, the present tense, and the future tense (may still have errors) • speaking with great spontaneity • providing a narration using <i>at least</i> 5 sentences • providing a description dealing with a topic other than those dealt with in class (<i>something that happened at home, a book, etc.</i>) • explaining, providing some detail about a process (for example, how to put something together) • asking questions in a social context, participating fully in a conversation with a fluent speaker of the language <p>To attain this level, all criteria must be met.</p>

<p>Advanced (AD)</p> <p><i>Student shows a strong degree of fluency and ease of speech.</i></p>	<p>17.5 (17.5-17.9)</p>	<p>Student can participate actively in conversational exchanges in daily situations. Student can also ask and respond to open-ended questions and statements (<i>what if, how, tell me about, why, because</i>).</p> <p>Student demonstrates that he/she has met at least four of the criteria in Level 18.</p>
<p>Capable (CA)</p> <p><i>Able to satisfy most regular daily requirements and to communicate on most topics relating to areas of interest and language strength.</i></p> <p><i>Can occasionally give supported opinions or respond to questions on new topics but responses are often fractured and limited to simple structures.</i></p>	<p>18</p>	<p>Student is able to participate actively in conversational exchanges in daily situations and provide opinions occasionally with simple justifications. Examples may include:</p> <ul style="list-style-type: none"> • using the language in several contexts, especially those linked to daily life (<i>current events, sports event, cultural event, school matters</i>) and those linked to social situations (<i>a trip, meeting someone, etc.</i>). At least three different contexts must be evident during the interview • narrating or describing an event, with details • expressing a personal opinion, with two simple reasons • speaking with great spontaneity, thus participating fully in a conversation taking place in the language. Pauses may indicate thinking rather than a search for words • discussing a hypothetical situation in simple terms. • asking open ended questions, allowing conversation to flow naturally with a fluent speaker of the language <p>To attain this level, all criteria must be met.</p>

Please note that the scale goes to 21 for fluent speakers but we do not expect that level in our core language program. The higher levels can be achieved with immersion programs or within families where the language is spoken at home on a regular basis.