


## Competency 1 Interacts Orally in English

Level 1	Level 2 Minimum development for the end of grade 4
<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Needs ongoing support to participate in oral situations.</li> <li>Participation is only initiated when guided, unless expressing specific needs.</li> <li>Uses functional language to express needs (e.g May I have a pencil?)</li> <li>Participation is limited to few words.</li> <li>Understanding of the conversation is limited even when speech is slow, repetitive and paraphrased.</li> <li>Understands key words and concepts of the conversation if it is clear and predictable.</li> <li>Uneasy with oral communication.</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Needs frequent encouragement to participate in oral situations.</li> <li>Participation is limited to known words and expressions.</li> <li>Understands the gist of a conversation, when the conversation contains familiar words and topics.</li> <li>Is able to participate in organized conversations.</li> <li>Participation is only initiated when necessary.</li> <li>When encouraged, communicates, although the encouragement is necessary and communication will be brief.</li> <li>Satisfies predictable, simple, personal and accommodation needs.</li> </ul>
<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Language is functional and spoken for a very specific purpose.</li> <li>Attempts to get message across, but is often unable to convey the desired meaning.</li> <li>Message is short.</li> <li>In certain situations the student uses words directly taught in the class to express needs.</li> <li>Relies significantly on the visual supports in the classroom in order to convey a message.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>The student gets the message across with difficulty.</li> <li>Language is mostly functional and spoken for a specific purpose.</li> <li>Message is short and is limited to necessary information.</li> <li>Uses known words to express needs.</li> </ul>
<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Uses single word and two word phrases to convey meaning.</li> <li>The message can be understood, if it is predictable.</li> <li>Pronunciation, fluency and accuracy may be awkward and hinder the continuity of the message.</li> <li>Participation is limited to known words, expressions and gestures.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Conversation is fractured and the structure is highly repetitive.</li> <li>The message can be understood.</li> <li>Speaks with some fluency on familiar topics.</li> <li>Participation is limited to known words, expressions, simple sentences and gestures.</li> <li>Structural accuracy is very limited.</li> <li>Vocabulary is inaccurate and its range is very narrow.</li> <li>Often speaks with great difficulty.</li> </ul>

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Level 3	Level 4 Minimum development for the end of grade 6
<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Needs encouragement to speak English.</li> <li>Participation in ongoing classroom discussions is hindered by lack of vocabulary, fractured syntax and frequent grammatical errors.</li> <li>Understands conversations when topics relate to particular interests, needs or wants.</li> <li>Can participate in most social and informal interactions with a variety of audiences (e.g. teachers, peers, visitors etc.).</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English in familiar situations, with some hesitation and occasional support from the teacher.</li> <li>Participation in ongoing classroom discussions is limited by developing language skills and frequent errors.</li> <li>Adapts language to meet most social situations and his own needs.</li> <li>Needs prompting, teacher or peer support to practice new language and contribute to small group discussions.</li> </ul>
<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Message is understandable, although the listener may need to qualify certain concepts.</li> <li>Uses common, high frequency words.</li> <li>Uses functional language to ensure his message is understood.</li> <li>Able to formulate questions and almost every utterance may be characterized by structural errors and errors in basic grammar.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Has the appropriate vocabulary to talk about known topics and satisfies social demands.</li> <li>Uses functional language as well as words reflective of the immediate environment to convey a message.</li> <li>Responds to questions that are supported by gestures and facial expressions about topics related to interest or daily activities.</li> </ul>
<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Conversation is somewhat fractured and the structure is at times repetitive.</li> <li>Speaks with fluency on familiar topics.</li> <li>Participation includes known words, expressions, simple sentences and a few complex sentences.</li> <li>Attempts at creating speech are met with difficulty.</li> <li>Ask questions or make statements with reasonable accuracy, but only with memorized utterance or formulae.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Understands common classroom discourse but range and control of language structures is limited.</li> <li>Participation includes known words, expressions, simple sentences and complex sentences with greater accuracy.</li> </ul> 

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Level 5	Level 6	Level 7 Minimum development for the end of secondary 2
<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Needs some encouragement to speak English.</li> <li>Participation in ongoing classroom discussions is somewhat limited.</li> <li>At times, the student is able to participate in conversations for purposes other than social (e.g. academic, professional etc.)</li> <li>Contributes to discussions on familiar topics when resources are available (e.g. functional language posters, key words etc.).</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English with hesitations.</li> <li>Participates with some hesitations in ongoing classroom discussions.</li> <li>Participates in English in social and casual conversations.</li> <li>Exchanges ideas and information referring to personal knowledge and experiences and reacting to what other say.</li> <li>Repeats own messages when they are not understood by others.</li> <li>Participate in conversations.</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Participates with little to no hesitation.</li> <li>Communicates spontaneously on some topics and attempts other topics when encouraged.</li> <li>Repeats or modifies own messages when they are not understood by others.</li> <li>Uses newly learned language in different tasks.</li> </ul>
<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Has the appropriate vocabulary to talk about multiple topics.</li> <li>Uses functional language as well as topic appropriate language to convey message.</li> <li>Shares his opinions when encouraged.</li> <li>Uses visuals to support communication.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Is able to share opinions and discuss a variety of topics if encouraged.</li> <li>Message is becoming more detailed.</li> <li>Exchanges ideas and personal information.</li> <li>Practices new language, when encouraged, in group or class discussions.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Is able to share opinions and discuss a variety of topics if encouraged.</li> <li>Message is more detailed.</li> <li>Exchanges ideas and personal information referring to knowledge and experiences and reacting to what others say.</li> <li>Practices new language in various situations.</li> </ul>
<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Understands classroom discourse, but control of language structure is somewhat limited.</li> <li>Produces messages that can be understood, although these messages will contain errors.</li> <li>Participation includes a variety of topic specific words, expressions, and sentences.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Is able to speak with sufficient structural accuracy in order to participate in conversations.</li> <li>Messages can be easily understood, although the messages still contain errors.</li> <li>Participation includes various words, phrases, sentences structures, and expressions.</li> <li>Combines structure and vocabulary to share intention.</li> <li>Seeks help from peers or teachers to understand task or message and asks for translations when prompted.</li> <li>Links ideas using words such as and or because.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Message is clear but may exhibit some uncertainty.</li> <li>Combines structure and vocabulary in a meaningful way that allows student to share his or her message with some clarity.</li> <li>Attempts to vary speech appropriately and only occasionally searches for words.</li> <li>Message may be awkward or inaccurate due to phrasing of ideas, references (e.g. time, space and person).</li> </ul>

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Level 8	Level 9 Minimum development for the end of Secondary 5
<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Communicates spontaneously on many topics.</li> <li>Understands messages that are somewhat unpredictable.</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English with fluency and accuracy and when errors occur s/he corrects when prompted.</li> <li>Understands face-to-face communication delivered at a normal rate.</li> <li>Communicates spontaneously in a variety of situations for a variety of purposes.</li> <li>Initiates interaction with coherence and clarity.</li> <li>Can act as an interpreter for basic oral language.</li> </ul>
<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Message is detailed, uses examples and shares personalized opinions.</li> <li>Elaborates when appropriate.</li> <li>Share a complex message with little support.</li> <li>Uses a wide variety of vocabulary in order to communicate more clearly.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Elaborates on a variety of issues and ideas and shares his or her own personalized opinion.</li> <li>Shares, with clarity, a complex message.</li> <li>Contributes to discussions on familiar topics by volunteering opinions and information, expanding on ideas, asking questions, and providing details when describing events.</li> <li>Supports or refutes ideas on topics with facts and examples.</li> </ul>
<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Communicates with little difficulty except when under stress.</li> <li>Messages are clear and understandable.</li> <li>Varies vocabulary and phrasing yet there are occasional errors in expressions and pronunciation.</li> <li>Experiments with vocabulary, pronunciation, sentence structures and verb tense to enhance own messages.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Communicates easily except when under stress.</li> <li>Varies his speech appropriately according to the situation.</li> <li>Message is clear, understandable and coherent.</li> </ul>



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Level 10	Level 11	Level 12
<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English effectively with fluency, accuracy and does not hesitate to experiment with the language.</li> <li>Corrects own language errors spontaneously.</li> <li>Understands communication delivered at various rates.</li> <li>Initiates interaction with coherence and clarity.</li> <li>Validates and readjusts own understanding by rephrasing and reformulating messages and asking for clarification.</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English fluently and effectively regardless of the situation.</li> <li>Understands communication delivered at various rates and via various methods.</li> <li>Communicates spontaneously on a variety of abstract and concrete topics.</li> <li>Can follow unpredictable shifts in conversation.</li> <li>Easily initiates interaction with coherence and clarity.</li> </ul>	<p><b>Participation in Oral Interaction</b></p> <ul style="list-style-type: none"> <li>Speaks English proficiently regardless of the situation or the content.</li> <li>Understands L1 speakers, even when the conversation utilizes slang, or non-standard dialect.</li> <li>Oral communication skills are similar to an L1 English speaker.</li> </ul>
<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Elaborates on a variety of issues and ideas, shares his own opinion and seeks that of others in order to understand in more detail.</li> <li>Shares, complex, multi purposes messages, with clarity and coherence.</li> <li>Uses the 'best' words to share message.</li> <li>Builds on others' ideas by making links to outside references and experiences (e.g. other subject areas, current events and culture).</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Elaborates on any issues of interest, using an expanded language repertoire with a certain amount of accuracy and ease.</li> <li>Initiates meaningful, complex messages that are shared with clarity, coherence and fluency.</li> <li>Messages are for the most part grammatical correct.</li> </ul>	<p><b>Content of the Message</b></p> <ul style="list-style-type: none"> <li>Is able to use language to convey meaning at all times, in all situations with no concerns.</li> </ul>
<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Varies vocabulary and phrasing, and includes familiar idiomatic expressions and newly acquired vocabulary with only minor errors in pronunciation.</li> <li>Easily uses language to perform tasks; however, English would not be considered his first language by L1 speakers.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Messages are clear and detailed and well structured.</li> <li>Varies his speech appropriately according to the situation and adjusts speed and simplifies language to take into account the needs of the audience.</li> </ul>	<p><b>Articulation of the Message</b></p> <ul style="list-style-type: none"> <li>Uses language with a high degree of effectiveness, reliability and precision</li> <li>Is able to play with language (e.g. vocabulary, pronunciation, and sentence structure) and may verify accuracy with teacher.</li> </ul>