

# Developmental Rubric – Speaking (Observational)



Learning Area: EAL

## Developmental Progression

Indicators

	C1 C1.1 C1.2 C1.3	C2 C2.1 C2.2 C2.3	C3 C3.1 C3.2 C3.3	C4 C4.1 C4.2 C4.3
<b>Negotiating Communication;</b> How does the student engage in spoken conversation in the classroom?	Responds appropriately to a range of commonly encountered questions using short, familiar formulas or expressions	Provides information or assistance when requested in classroom interactions	Participates in conversations with a small range of speakers	Participates in conversations with fluent speakers that involve changes of topic and register
	Negotiates transactions for different purposes	Negotiates interactions with reliance on an attentive conversation partner	Negotiates with peers and teachers in familiar informal and formal classroom situations	Negotiates with peers and teachers in the full range of classroom situations
	Communicates needs in common social and school routines	Participates in common school routines	Participates in a range of school routines in mainstream classrooms	Uses available repertoire of spoken English to participate effectively in a mainstream classroom
<b>Cultural Understanding;</b> How well does the student communicate, and is it appropriate to context?	Responds appropriately in a range of commonly encountered situations using short, familiar formulas or expressions	Interacts effectively with some confidence with a range of interlocutors	Adapts speech in common classroom interactions so it is appropriate to the particular context and audience	Shifts between using formal and informal registers in response to purpose and context
	Employs non-verbal strategies to elicit support from the listener	Employs a range of non-verbal strategies to manage interactions	Develops non-verbal communication skills	Applies non-verbal communication skills purposefully
<b>Grammatical patterns;</b> How well does the student use spoken English grammar?	Chooses correct syntactic forms for questions, statements and commands	Uses subject–verb–object pronoun pattern correctly	Constructs a range of sentence types	Formulates extended statements with increasing control over grammatical features
	Attempts different verb forms, with some consistency	Uses a range of verb forms with increasing accuracy	Uses basic and some complex verb forms accurately	Uses extended topic-related verb groups
	Uses a small range of common descriptive language	Uses simple descriptive phrases	Uses longer descriptive phrase	Uses a range of extended descriptive phrases

		<b>C1</b> <b>C1.1 C1.2 C1.3</b>	<b>C2</b> <b>C2.1 C2.2 C2.3</b>	<b>C3</b> <b>C3.1 C3.2 C3.3</b>	<b>C4</b> <b>C4.1 C4.2 C4.3</b>
	<b>Phonics;</b> How accurately does the student pronounce words in English?	Speaks with greater confidence and fluency	Uses pronunciation and some non-verbal features to support communication	Uses pronunciation and non-verbal features to support communication	Uses pronunciation, intonation, volume and stress to support meaning
	Repeats or re-pronounces words or phrases through self-correction, if not understood	Self-corrects and improves aspects of pronunciation that impede communication	Identifies specific pronunciation problems that need attention	Self-corrects and improves aspects of pronunciation that impede communication	

