

## ORAL PROFICIENCY SCALE

<b>Name:</b>	
<b>Language Group:</b>	
<b>Evaluator/Teacher:</b>	
<b>Rating from Scale:</b>	
<b>Date:</b>	

### REMINDER

The evaluator or teacher is not to correct or guide the student. The focus is on assessing where the student is on the Oral Proficiency Scale.

### LEVELS

The level descriptors refer to the highest performance at that level.

<b>EMERGENT</b>	<b>BEGINNER</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>	<b>CAPABLE</b>
10 – 11.9	12 – 13.9	14 – 15.9	16 – 17.9	18 +
Able to communicate minimally by using a number of isolated words, key phrases or memorized simple sentences and modeled conversations. Uses gestures to support oral communication. May use illustrations to show comprehension of simple text or story.	Able to satisfy basic survival needs. On very familiar topics, can ask and answer simple questions. Creates in and experiments with language.	Able to initiate conversation and show signs of spontaneity. Able to sustain general conversation as well as express meaning. Able to provide a short narration or summary description.	Able to communicate in unscripted conversations on familiar topics with some confidence in many social situations. Able to explain meaning when searching for a word. Able to narrate and describe in all time frames (past, present, future)	Able to speak with confidence and ease on a wide range of topics with fluent speakers. Demonstrates control of basic structures and generic vocabulary. On occasion able to provide supported opinions using simple structures.

## WARM UP

Welcome the student to the OPS session and briefly explain the purpose of the OPS.

## PURPOSE OF EVALUATING THE OPS

- Allow students to show what they have learned and get feedback on their language fluency improvements. This evaluation will be a comparison from where the student began to where they are after the course/class.
- Help nurture the student's language learning by providing a safe place to hear and speak the language while receiving feedback.
- Provide an opportunity for the student to demonstrate and record their improvements in language fluency.
- Build the student's confidence in the language by providing an encouraging setting in which to speak and learn.
- By placing the student on the Oral Proficiency Scale, they will be able to set tangible goals for their next term or course.

## INSTRUCTIONS TO THE OPA EVALUATOR/TEACHER

- Ask each question no more than two times, speaking slowly and clearly
- Do not give hints when asking the student questions
- Give directions for each section in English, but conduct the assessment interview in your Indigenous language
- You will be assessing comprehension (understanding) and production (speaking) in this assessment

## GENERAL INSTRUCTIONS TO THE STUDENT

- Answer in complete sentences whenever you can. For example, if I ask you, 'do you understand me?' try to reply with 'yes, I understand you' rather than just 'yes'.
- If you understand the questions but cannot respond in your language, then respond in English to show that you understood the question.

## PART 1 – INTRODUCTIONS

### Suggested Conversation Starters – Comprehension and Production

In your Indigenous language, introduce yourself to model introduction. Follow an answer – question model. My name is XXX, what is your name? I am from XXX, where are you from? Model an appropriate greeting, include anything that is natural...increase the level of detail based on ability. Build towards a two-way conversation by asking open-ended questions based upon the student’s ability.

- My name is ..., what is your name?
- I am from..., where are you from?
- I speak..., what do you speak?
- My mother is ... who is your mother ...?
- Continue to build based on student’s fluency...parents, grandparents, siblings, children, etc.

EMERGENT	BEGINNER	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reacts occasionally to questions</li> <li><input type="checkbox"/> Responds in English to simple questions/commands</li> <li><input type="checkbox"/> Replies in one-word answers</li> <li><input type="checkbox"/> <b>May answer greeting questions, i.e. Where do you live?</b></li> <li><input type="checkbox"/> Occasionally use memorized phrases</li> <li><input type="checkbox"/> May know a few more words or phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can introduce themselves</b></li> <li><input type="checkbox"/> Responds using two or three related words, not necessarily in correct word order</li> <li><input type="checkbox"/> Uses personal pronouns in limited situations</li> <li><input type="checkbox"/> Able to use some pronouns and verbs in limited situations</li> <li><input type="checkbox"/> Beginning to show initiative by giving info not requested</li> <li><input type="checkbox"/> Uses correct word order in most cases and uses more pronouns correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks slowly but more naturally when familiar topics discussed</li> <li><input type="checkbox"/> Simple sentence structure respects word order</li> <li><input type="checkbox"/> <b>Knows more questions, not just answering questions</b></li> <li><input type="checkbox"/> Able to participate in simple daily situations</li> <li><input type="checkbox"/> Able to carry on short unplanned conversation back and forth</li> <li><input type="checkbox"/> Able to participate naturally in conversational exchanges in simple daily situations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Able to start and continue conversations</b></li> <li><input type="checkbox"/> Able to take part in daily conversation with ease and fluency but lacks precision</li> <li><input type="checkbox"/> Able to participate actively in in conversational exchanges</li> <li><input type="checkbox"/> Can also ask and respond to open-ended questions and statements (what if, how, tell me about)</li> </ul>
<p><b>Comments:</b></p>	<p><b>Comments:</b></p>	<p><b>Comments:</b></p>	<p><b>Comments:</b></p>

## PART 2 – PICTURE TALK

<b>Suggested Conversation Using Picture Talk</b> <i>Explain the Activity in English</i> <i>Ask the student to choose one of the pictures and to do their best to describe, in their language, what they see, what is going on in the picture.</i>			
EMERGENT	BEGINNER	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"> <li><input type="checkbox"/> May be able to use numbers up to 5</li> <li><input type="checkbox"/> Replies in one-word answers</li> <li><input type="checkbox"/> Occasionally use memorized phrases</li> <li><input type="checkbox"/> May know a few more words or phrases</li> <li><input type="checkbox"/> <b>May be able to indicate weather, some items of clothing</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds using two or three related words, not necessarily in correct word order</li> <li><input type="checkbox"/> Uses personal pronouns in limited situations</li> <li><input type="checkbox"/> <b>Able to use some pronouns and verbs in limited situations</b></li> <li><input type="checkbox"/> <b>Beginning to show initiative by giving info not requested</b></li> <li><input type="checkbox"/> <b>Uses correct word order in most cases</b></li> <li><input type="checkbox"/> <b>Uses more pronouns correctly</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks slowly but more naturally when familiar topics discussed</li> <li><input type="checkbox"/> <b>Simple sentence structure respects word order</b></li> <li><input type="checkbox"/> Able to participate in simple daily situations</li> <li><input type="checkbox"/> <b>Becoming familiar with how a word meaning changes with the use of affixes</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Able to use short, complex sentences</b></li> <li><input type="checkbox"/> <b>Able to describe and give detailed information in the present tense</b></li> <li><input type="checkbox"/> Able to communicate on topics related to areas of interest</li> <li><input type="checkbox"/> Can narrate, describe, and explain in present, past, or future time, although errors still occur</li> <li><input type="checkbox"/> <b>Shows a strong degree of fluency and ease of speech</b></li> </ul>
Comments:	Comments:	Comments:	Comments:

**PART 3 – BARRIER GAME**

<b>Suggested Conversation Using Barrier Game – Naming and Following/Giving Directions</b>			
<p>1. <b>Naming Images</b> <i>Explain the activity in English</i>  <i>Place the images from the barrier game in front of the student and ask them to name, in their language, as many of the images as they can.</i></p>			
<p>2. <b>Following Directions</b> <i>Explain the activity in English then provide directions in Indigenous language.</i>  <i>Using the images that the student was able to identify, give the student directions on what to do with the images. For example, ask them to place the boat in the water or put the geese in the sky on the left side.</i></p>			
<p>3. <b>Giving Directions</b> <i>Explain the activity in English then provide directions in Indigenous language.</i>  <i>If the student was able to place all the images on the barrier game with no difficulty, ask them to give you directions on where to place images on the barrier game. The student should use full sentences to give the directions. For example, “Place the net in the water then place the fish in the net” or “Put the bear on the shore and place the fish at it’s feet”</i></p>			
<b>EMERGENT</b>	<b>BEGINNER</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> May be able to use numbers up to 5</li> <li><input type="checkbox"/> Replies in one-word answers</li> <li><input type="checkbox"/> Occasionally use memorized phrases</li> <li><input type="checkbox"/> May know a few more words or phrases</li> <li><b>May be able to indicate weather, some items of clothing</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds using two or three related words, not necessarily in correct word order</li> <li><input type="checkbox"/> Uses personal pronouns in limited situations</li> <li><input type="checkbox"/> <b>Able to use some pronouns and verbs in limited situations</b></li> <li><input type="checkbox"/> <b>Beginning to show initiative by giving info not requested</b></li> <li><input type="checkbox"/> <b>Uses correct word order in most cases</b></li> <li><input type="checkbox"/> <b>Uses more pronouns correctly</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks slowly but more naturally when familiar topics discussed</li> <li><input type="checkbox"/> <b>Simple sentence structure respects word order</b></li> <li><input type="checkbox"/> Able to participate in simple daily situations</li> <li><input type="checkbox"/> <b>Becoming familiar with how a word meaning changes with the use of affixes</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Able to use short, complex sentences</b></li> <li><input type="checkbox"/> <b>Able to describe and give detailed information in the present tense</b></li> <li><input type="checkbox"/> Able to communicate on topics related to areas of interest</li> <li><input type="checkbox"/> Can narrate, describe, and explain in present, past, or future time, although errors still occur</li> <li><input type="checkbox"/> <b>Shows a strong degree of fluency and ease of speech</b></li> </ul>
Comments:	Comments:	Comments:	Comments:

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**BARRIER GAME CONTINUED**

**Suggested Conversation using Barrier Game - Story Telling with Images** *Explain the activity in English*  
 Ask the student to try to tell a story with the images from the Barrier Game.

- Emergent/Beginner students are encouraged to try and create some simple sentences, i.e., *The bear is brown. The fish is in the net.*
- Intermediate and above students – Once they have told their story, see if they know their tenses by asking questions from story i.e., *What did the hunter do after? Yesterday, tomorrow? etc.*
- Advanced students should be encouraged to tell a story of their own that demonstrates their understanding of verb forms (number/tense).

EMERGENT	BEGINNER	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"> <li><input type="checkbox"/> May be able to use numbers up to 5</li> <li><input type="checkbox"/> Replies in one-word answers</li> <li><input type="checkbox"/> Occasionally use memorized phrases</li> <li><input type="checkbox"/> <b>May know a few more words or phrases</b></li> <li><input type="checkbox"/> <b>May be able to indicate weather, some items of clothing</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Able to use 2 or 3 related words, not necessarily in correct word order</b></li> <li><input type="checkbox"/> Uses personal pronouns in limited situations</li> <li><input type="checkbox"/> <b>Able to use 2 or 3 words in a row in correct word order</b></li> <li><input type="checkbox"/> Able to use some pronouns and verbs in limited situations</li> <li><input type="checkbox"/> <b>Beginning to be creative when assembling words and phrases (less reliance on memorized phrases)</b></li> <li><input type="checkbox"/> <b>Uses some verbs (present tense) and connecting words (and, but, not)</b></li> <li><input type="checkbox"/> <b>Uses correct word order in most cases</b></li> <li><input type="checkbox"/> <b>Uses more pronouns correctly</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks slowly but more naturally when familiar topics discussed</li> <li><input type="checkbox"/> <b>Simple sentence structure respects word order</b></li> <li><input type="checkbox"/> Speaks with a more natural flow, without hesitation, about a variety of topics</li> <li><input type="checkbox"/> <b>Stories of events consist of 1 or 2 sentences in the present or past</b></li> <li><input type="checkbox"/> <b>May be able to tell a story but only in the present tense. May attempt other verb forms but still make mistakes</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Able to provide a short narration that comprises at least 3 sentences, using connectors (then, after, etc.)</b></li> <li><input type="checkbox"/> <b>Able to provide a narration using at least 5 sentences</b></li> <li><input type="checkbox"/> Can narrate, describe, and explain in present, past, or future time, although errors still occur</li> <li><input type="checkbox"/> Shows a strong degree of fluency and ease of speech</li> <li><input type="checkbox"/> <b>Can narrate or describe an event, with details</b></li> </ul>
<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

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**PART 4 – WIND DOWN**

<p><b>Suggested Conversation – Simple Questions at the student’s language proficiency</b> <i>Explain the activity in English</i>  <i>Explain that this is the last portion of the OPS and that you will be asking a few simple questions in their Indigenous language. If they cannot respond in their language, ask them in English and allow them to respond in English.</i>  <i>This final activity brings the student back down to a level of comfort, a few additional exchanges to close the interview, yes/no questions, closed questions, leaves interviewee with sense of accomplishment. There is no grading of this portion of the evaluation.</i></p>	
<p><b>How are you doing?</b></p>	
<p><b>Do you have any questions about the OPS?</b></p>	
<p><b>Is there anything else you know or learned in your Indigenous language that you would like to demonstrate?</b></p>	
<p><b>Comments:</b></p>	

**FINAL COMMENTS**

<p><b>Complete this section after the student has left the OPS.</b>  <i>Provide a summary of the student’s strengths and suggest level appropriate areas to focus language learning on, i.e. learning personal pronouns, developing simple sentences, creating original sentences, not a memorized sentence, etc.</i></p>
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