

STUDENT ORAL LANGUAGE OBSERVATION MATRIX (McCusker, 2011)

Student's Name: _____ **Year Level:** _____ **Age:** _____ **Date:** _____

	1	2	3	4	5	Scores
Comprehension in Groups	Cannot understand even simple conversations	Comprehends only basic social conversations if spoken slowly and with repetition.	Understands most of what is said but needs increased time and frequent repetitions.	Understands nearly everything that is said with only occasional repetitions	Understands everyday conversations and normal classroom discussions without difficulty	
Vocabulary	Vocabulary is so limited that almost every new word has to be explained	Frequent misuse of words and use of non-specific vocabulary as well as limited vocabulary makes interaction difficult	Misuse of words less evident with conversational less awkward because of inadequate vocabulary	Occasionally uses words incorrectly and generally learns and uses new words appropriately	Comprehension, use and ability to learn new vocabulary is appropriate.	
Grammar/Syntax	Errors in word order are so severe that conversation is almost impossible	Grammar errors make comprehension difficult and students is often asked to repeat what has been said	Word order errors still evident but meaning is usually able to be understood	Infrequent grammatical errors evident with no significant impact on meaning	Grammatical use is appropriate	
Narrative Retelling	Unable to retell stories without support	Retells one or two elements of a story	Retells two or more elements of a story but not in the correct order	Retells story with most but not all elements	Narrative retelling has all elements present and in correct sequence	
Self-Talk / Task Explanations	Unable to explain how to complete a task or the task demands	Able to identify one or two steps to complete a task / Able to describe one aspect of the task	Able to explain most steps or to describe the task demands but needs questioning support	Able to explain most steps or to describe the task demands independently	Able to independently explain steps leading to task completion and describe the task expectations	
Stages	Entering Score: 20%	Emerging Score: 24%-40%	Developing Score: 44% - 60%	Expanding Score: 64% - 80%	Bridging Score: 84% - 100%	TOTAL ____ X 4 ____%

Adapted from: Fisher, D., Frey, N. & Rothenberg, C. (2008) *Content area conversations: How to plan discussion-based lessons for diverse language learners*. Virginia, USA, Association for Supervision and Curriculum Development