



Cow Talk - Early Language Listening and Oral Proficiency Assessment (ELLOPA) Rating Profile*

| Beginner | Junior Novice-Low | Junior Novice-Mid | Junior Novice-High | Junior Intermediate-Low |
|---|---|--|---|--|
| ORAL FLUENCY | | | | |
| | <ul style="list-style-type: none"> -Produces isolated words and/or high frequency expressions such as <i>good morning</i> and <i>thank you</i>. -Tends to use native language almost exclusively. | <ul style="list-style-type: none"> -Uses a limited number of isolated words, two- to three-word phrases, and/or longer memorized expressions within predictable topic areas. -May attempt to create sentences, but is not successful. Uses gestures or native language to expand meaning when attempting to create with language. Long pauses are common. | <ul style="list-style-type: none"> -Uses high-frequency expressions and other memorized expressions with reasonable ease. -Signs of originality are beginning to emerge. -Creates some sentences successfully, but is unable to sustain sentence-level speech. | <ul style="list-style-type: none"> -Maintains simple conversations at the sentence level by creating with the language although in a reactive, limited manner. -Handles a limited number of everyday social and academic interactions. |
| LANGUAGE CONTROL (GRAMMAR) (Speaking) | | | | |
| | <ul style="list-style-type: none"> -May use memorized, high-frequency phrases accurately. -Lacks an awareness of grammar and syntax. | <ul style="list-style-type: none"> -May use memorized expressions with verbs and other short phrases accurately, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs. | <ul style="list-style-type: none"> -Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or unconjugated. -Many grammatical inaccuracies are present. | <ul style="list-style-type: none"> -Verbs are conjugated in present tense, but may be inaccurate. -Other grammatical inaccuracies are present. -Begins to self-correct. |
| VOCABULARY (Speaking) | | | | |
| | <ul style="list-style-type: none"> -Uses words in very specific topic areas in predictable contexts. -May use a few memorized, high frequency expressions. | <ul style="list-style-type: none"> -Uses specific words in a limited number of topic areas, high-frequency expressions, and other memorized expressions. -Frequently searches for words. | <ul style="list-style-type: none"> -Uses vocabulary centering on basic objects, places, and family, adequate for minimally elaborating utterances in predictable topic areas. -May use native language or gestures when attempting to create with language. | <ul style="list-style-type: none"> -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but cannot elaborate or provide explanations. -May use false cognates or resort to native language when attempting to communicate beyond the scope of familiar topics. -May use some common idiomatic expressions. |
| LISTENING COMPREHENSION | | | | |
| | <ul style="list-style-type: none"> -Recognizes isolated words and high-frequency expressions such as <i>hello</i>, <i>good morning</i>, <i>thank you</i>. | <ul style="list-style-type: none"> -Understands predictable questions, statements, and commands in familiar topic areas <i>with strong contextual support</i> (gestures, objects, visuals, or previously presented material) though at a slower than normal rate of speech and/or with repetitions. | <ul style="list-style-type: none"> -Understands simple questions, statements, and commands, some new sentences with strong contextual support, and simple narratives in familiar topic areas. May require repetition, slower speech, or rephrasing. | <ul style="list-style-type: none"> -Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate. |
| COMMUNICATION STRATEGIES | | | | |
| | <ul style="list-style-type: none"> -Primarily relies on speaker's facial expressions, gestures, and non-verbal clues to aid comprehension. -May mimic words or phrases or sing songs in target language without comprehending words. -May use native language, gestures, and facial expressions to convey message or invent words by mixing target and native language sounds. | <ul style="list-style-type: none"> -Relies heavily on visuals, other contextual clues, and familiar expressions in the target language to assist in comprehension. -Uses manipulatives, visuals, and non-verbal clues to convey message. May use native language to expand meaning, change topic, or interpret for clarification. May invent words by using target language pronunciation for native language word. May use a memorized expression in the target language although inappropriate (e.g., How old are you? I'm fine.) After hearing a word in the target language, may repeat it or may even listen for a word and then repeat it in the conversation. | <ul style="list-style-type: none"> -May draw on background experiences to assist in comprehension. May attempt to clarify meaning in target language by interpreting phrases in native language, by asking questions in native language, or by selecting substitute words. Relies heavily on visuals for comprehension of new topics but less for familiar ones. -Relies on repeated language structures, non-verbal clues, and visuals to convey message. May use a new word in conversation rather than just repeating it. May resort to native language to expand meaning or change topic. | <ul style="list-style-type: none"> -Visuals and context may be important for comprehending new topics, but student relies less on these clues, especially in familiar topic areas. - May use paraphrasing, questioning, circumlocution, and other strategies to avoid breakdown in communication. Attempts to self-correct are primarily for meaning when communication does break down. May also resort to native language for urgent communication. May demonstrate more of the basic interpersonal communication skills than cognitive academic language proficiency. |
| CULTURAL AWARENESS | | | | |
| <input type="checkbox"/> 1. Can sing a song in the target language. | <input type="checkbox"/> 2. Can distinguish objects that are typical found in the culture of the target language from objects typically found in U.S. culture. | <input type="checkbox"/> 3. Can talk in English about some holidays and customs found in the culture of the target language. <input type="checkbox"/> Other observations of Cultural Awareness from ELLOPA interview _____ | <input type="checkbox"/> 4. Uses some gestures and body language from the target language culture. | <input type="checkbox"/> 5. Uses some culturally appropriate vocabulary and idiomatic expressions in the target language. |

*The ELLOPA rating profile is based on the SOPA/COPE Rating Scale (CAL, 2000), the pre-SOPA rating scale (Torres & Frazier, 1998), the ACTFL Proficiency Guidelines (1999), and the ACTFL Performance Guidelines for Young Learners (1998).