



ENGLISH LANGUAGE PRIMARY FIVE (Standard)

2025

Vision: A learning community of effective communicators of the English Language
Mission: Building A Strong Foundation and Rich Language for All

PRIMARY 5

OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM @ SQPS

LEARNING MATERIALS & WORKSHEETS
<ul style="list-style-type: none"> • STELLAR Readers • STELLAR Learning Sheets • Marshall Cavendish English Listening Comprehension & Oral P5 • Spelling/Dictation Tests • Journal Exercises • Composition Writing Exercises • Situational Writing Exercises • Level Worksheets • Practice Papers • Student Learning Space (SLS)
SCHOOL-BASED PROGRAMMES
<ul style="list-style-type: none"> • Reading Culture @SQPS: <ul style="list-style-type: none"> ○ Reading for Leisure ○ Reading Period ○ Read@School Project in collaboration with National Library Board (NLB) ○ Reading Events • High Progress Enrichment
ASSESSMENT
<ul style="list-style-type: none"> • Alternative Assessment • Semestral Assessment (End-of-Year)

Desired EL Learner Outcomes

The English Language Syllabus 2020 (ELS 2020) seeks to develop our students to become:

1. **Empathetic Communicators** who possess the values and dispositions to listen actively to different points of view. We want them to be able to communicate confidently, effectively and sensitively, with the wider and more diverse communities both in and out of Singapore.
2. **Discerning Readers** who are able to process and evaluate information with discernment and distinguish fact from falsehood. They will possess a broad worldview and can respond to information closely and critically according to purpose, audience, context and culture.
3. **Creative Inquirers** who can apply critical literacies in diverse contexts to explore real world issues. They will be able to gather and synthesise information from diverse print, non-print and digital networked sources, and co-create knowledge and solutions in familiar or new contexts.

STELLAR: Strategies for English Language Learning And Reading

What is STELLAR?

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years through the use of well-established, learner-centred and developmentally appropriate pedagogical approaches using authentic children's literature.

STELLAR & Language Learning

The teaching and learning of English is done through the use of more speaking and listening activities. Children learn reading and writing using rich and interesting books, with discussions led by the teacher.

The STELLAR curriculum:

- is very comprehensive
- integrates all language skills
- skills are enhanced through daily practice
- key language items are explicitly taught to children

Classroom environment is:

- focused on children's interaction rather than on teacher talk
- enriched with children's written language
- filled with various reading materials for children's use

English language learning is achieved through:

- vocabulary learned in books
- expression of thoughts in oral and written forms
- discussions with other children and the teacher
- informal peer interaction

P5 STELLAR – LIST OF TITLES

Teaching Titles	
1	Coolie Boy
2	Amazing Friends
3	Ten
4	The Promise
5	A Game of Emails
6	Dogs with Jobs
7	Arts
8	Count
9	Urban Wildlife: Friend or Foe?

LEARNING TARGETS FOR STUDENTS

Writing

1. Write to suit Purpose, Audience and Context in a way that is clear and effective
2. Use appropriate register and tone in a variety of texts
3. Generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner
4. Use correct grammar, spelling and punctuation
5. Use a variety of vocabulary appropriately, with clarity and precision

Language Use and Comprehension

1. Demonstrate comprehension of a range of texts at the literal and inferential levels
2. Show understanding of implied meaning, and make judgement and evaluation, by reading and/or viewing closely and critically
3. Show understanding of how contextual use of lexical and grammatical items shapes meaning
4. Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts

Listening Comprehension

1. Demonstrate understanding of the content of a variety of spoken texts at the literal and inferential levels
2. Identify key messages, main ideas and details in a variety of spoken texts
3. Infer and draw conclusions by listening critically

Oral Communication

1. Read with good pronunciation, clear articulation and appropriate intonation in order to convey the information, ideas and feelings in a passage
2. Produce a well-paced, fluent reading of a passage
3. Express personal opinions, ideas and experiences clearly and effectively in conversing with others
4. Speak fluently and with grammatical accuracy, using a range of appropriate vocabulary and structures

PROGRAMMES AND ACTIVITIES

Spelling/Dictation Tests

- Aims to build students' ability to spell accurately for writing fluency and speed. It will also strengthen their word recognition and vocabulary development.
- Spelling/Dictation lists are given on a termly basis. The lists comprise words that students have encountered in their English language learning (e.g. in STELLAR units) and words that will help them in their composition writing.
- Spelling/Dictation is done in the form of 'Editing for Spelling' worksheets where students are given sentences where selected words are misspelt and students write down the correct spelling of these words. For Spelling corrections, student re-writes a word 3 times for every wrong word. For Dictation corrections, student re-writes a sentence once for any mistakes made in the sentence.
- Spelling/Dictation is conducted once a week.

Journal Exercises

- Aims to encourage students to express their feelings and thoughts through writing of a variety of topics e.g. personal experiences, reflections on events.
- Topics given tap on students' prior knowledge and personal experiences.
- Journal entries are done in a jotter book. The focus of the teacher's marking is on the quality of the ideas in the journal and not on the identification of language errors made.
- Journal is done once a week.

Composition Writing Exercises

- Aims to equip students with the skills to write compositions that are creative and interesting.
- Students are to write compositions of at least 150 words each based on a given topic, using any one of 3 pictures provided.
- Students will be supported in every writing assignment through scaffolding activities such as brainstorming of words and phrases relevant to the writing piece.

Situational Writing Exercises

- Aims to equip students with the skills to write a short functional piece (e.g. letter, email) to suit the purpose, audience and context of a given situation.

Level Worksheets

- Aims to equip students with the necessary practice to promote retention and application. Worksheets given are on the different components of language learning e.g.
 - Grammar worksheets revising the various word classes (e.g. nouns, verbs, pronouns, adjectives)
 - Vocabulary worksheets that expose students to a varied spectrum of words and usage
 - Editing for spelling and grammar worksheets that reinforces students' knowledge of grammar and vocabulary
 - Cloze Passage worksheets to reinforce grammar and vocabulary learnt
 - Synthesis and transformation worksheets teaching the skills of combining sentences using grammar and sentence structures learnt

Practice Papers

- Aims to provide students with the practice to familiarise themselves with the test format that they are going to sit for at the end of Term 4.

Others

The Basic Spelling Vocabulary list (Grades 1 to 5) was devised to help educators know the spelling words that should be taught to children. The list contains words that children use commonly in their writing so they need to be able to spell these words correctly. The words for each grade level were based on difficulty, pattern of occurrence in children's writing across grades, and grade placement on current vocabulary lists and spelling materials. The list for Grade 5 (i.e. Primary 5) is provided in the handbook (see Appendix 1).

[Source: The Basic Spelling Vocabulary List by Steve Graham, Karen R. Harris, Connie Loynachan at <https://www.readingrockets.org/>]

Reading Culture @ SQPS

- The school has embarked on a whole school approach to prepare students to be proficient readers by developing in them a passion to read and also teaching them how to read. Students will be taught to set goals for reading and to select books that cater to their age and interest levels. Positive reading experiences are provided through activities such as book talks, storytelling sessions and providing incentives for avid readers. Programmes and activities have been planned to build a reading culture that develops students into avid readers:

(A) Reading for Leisure

- Students are encouraged to read without interruption whenever opportunity arises e.g. prior to assembly and after recess.
- Teachers and School Leaders role model by reading with and to the students.

(B) Reading Period

- One period per week is set aside for reading where students engage in book exploration & extension activities. The aim is to allow students to spend time on leisure reading & encourage them to read more.

(C) Read@School Project in collaboration with National Library Board (NLB)

- The school has been working with NLB since 2014 to carry out a series of reading activities with the aim to nurture readers in our students. There are assembly programmes such as *Book Buzz* to promote books appropriate for students and storytelling. Other activities include *Read Swap Share* and *Mass Borrowing*.

(E) Reading Events

- An event that students look forward to is the Book Fiesta which started in 2017. The purpose of the event is to create a vibrant environment for students and teachers to enjoy stories and to enact these stories in fun ways. Based on themes such as 'Fairy Tales', pre-event classroom activities are conducted to help students enjoy the stories. Students and teachers are encouraged to dress up as their favourite characters using recycled materials, making the stories come alive before our very eyes. Reading with them to nurture positive relationships and to better support our students' reading.

(F) Reading Resources

- Our school’s recommended reading list for Upper Primary (P5 & P6) (see Appendix 2) serves to provide some suggestions on the books that are appropriate for the level. These books may also be found in our school library.
- Below is a list of suggested websites for listening to & reading books online:

Website	Description	Link
discoverReads	discoverReads is an open-access site that is part of National Library Board. It has a whole spectrum of eResources that cater to the needs and interests of primary and secondary school students. eBooks are available for loan to the public with a myLibrary username. Go to https://childrenandteens.nlb.gov.sg/our-faq for a step-to-step guide on setting up a myLibrary ID. Once you have signed in, you will have access to eResources such as books, newspapers and magazines.	https://childrenandteens.nlb.gov.sg/
TumbleBooks @NLB	TumbleBook Library is a collection of animated, talking picture books. Requires NLB's myLibrary login.	https://eresources.nlb.gov.sg/main/Pages/Primary
Epic	Over 40,000 ebooks and audio books available. Requires registration.	https://www.getepic.com/
BookDash	Book Dash is a South African publisher of free books for very young children.	https://bookdash.org/
Free Kids Books	Free Kids Books is a library of children’s books, literary resources, and textbooks, available online and for download in pdf format.	https://freekidsbooks.org/
Raz-Kids: Reading A - Z	Raz-Kids: Reading A - Z is a website with leveled ebooks and quizzes for interactive reading practice. It includes digital and mobile access and 29 reading levels.	http://www.raz-kids.com

Website	Description	Link
Vooks	Vooks is a library of kids' favourite picture books that come to life through animation. The books are read aloud and the words appear on the screen too.	http://www.vooks.com
Storyline Online	Storyline Online is a website that provides reading aloud to kids, brought to you by the Screen Actors Guild. Listen to and watch celebrities read aloud!	http://storylineonline.net
Audible	Audible is a collection of audio books. The books range from 0 – 13 years. Listen to books from award winners, best sellers and series.	http://www.audible.com
Storynory	Storynory is an educational website for free audio stories for kids. Stories include fairy tales, classics, poems and rhymes. The words appear on the screen too.	http://www.storynory.com

High Progress Enrichment

- The focus of the enrichment is literature appreciation (to love & embrace literature) where students:
 - learn to appreciate literature through different literary text types or novel study;
 - express their thoughts and feelings confidently as they relate to the themes, characters and the actions of these characters in the literary text types or novel; and extend and enrich their encounter with the literary text types or novel through participation in a range of creative individual and team activities.

ASSESSMENT

Alternative assessment in Terms 1, 2 and 3 will come in the form of bite-sized assessments such as a short quiz on grammar and vocabulary items learnt in that particular term. It can also be a reading aloud or listening comprehension task.

The format and topics for End-of-Year Examination for English Language are as follows:

End-of-Year Examination Format			Topics
Components	Marks	Duration	1. Unit 1 – Coolie Boy 2. Unit 2 – Amazing Friends 3. Unit 3 – Ten 4. Unit 4 – The Promise 5. Unit 5 – A Game of Emails 6. Unit 6 – Dogs with Jobs 7. Unit 7 – Martial Arts 8. Unit 8 – Making Every Drop Count Note: The topics listed serve as a guide only. Due to its nature as a language-based paper, some of the items will test a child's knowledge beyond the units stated above. Test items may include language items from previous years. These items will be within what the child at their level should be able to handle.
Oral	40	About 10 min	
Listening Comprehension	20	About 35 min	
<u>Paper 1</u> Situational and Continuous Writing	50	1 h 10 min	
<u>Paper 2</u> Language Use - Grammar - Vocabulary - Vocabulary Cloze - Visual Text Comprehension - Grammar Cloze - Editing for Spelling & Grammar - Comprehension Cloze - Synthesis / Transformation - Comprehension OE	90	1 h 50 min	
Total	200		

Paper 1 (Writing)

Part 1 (Situational Writing): (see Appendix 3 for sample question)

Students write a short functional piece (e.g., letter, email, report) to suit the purpose, audience and context of a given situation.

Student's answer needs to show the following very clearly in order to do well:

- Who the intended recipient is
- Who the writer is
- Start with an appropriate greeting
- End with an appropriate signing off
- Why the writer is writing the functional piece
- Appropriate tone of email e.g. welcoming and friendly for informal functional piece
- Correct register used (i.e. the style of language, grammar, and words used for particular situations)

Part 2 (Continuous Writing): (see Appendix 4 for sample question)

Students write a composition of at least 150 words in continuous prose on a given topic. Three pictures will be provided on the topic offering different angles of interpretation. The composition must be based on at least one of these pictures.

Some pointers to take note of when doing continuous writing:

- Marks are awarded for two areas namely (a) content and (b) language and organisation.
- Students are to write on given topic and use at least one of the pictures to develop the topic.
- As long as there are plausible links, a broad and flexible interpretation of the topic & pictures is allowed. For example, if the topic is 'A Challenge' and the picture is a clock, the student may write about how time is a challenge in a particular situation. There is no need to include the existence of a clock in the writing piece.
- It is not necessary to describe the details in pictures.
- The writing piece must be highly interesting that engages the reader effectively.
- Spelling and punctuation errors are considered minor, while all other errors are considered major.

As part of school practice, a checklist is issued to students to inform them how well they have done for their writing piece after the marking of Paper 1 is completed. (see Appendix 5 for the composition checklist) Students may use this feedback to know the area(s) for improvement.

Paper 2 (Language Use and Comprehension)

This paper comprises 25 multiple-choice questions and 50 open-ended questions which assess candidates' ability to use language appropriately in context and to comprehend a variety of written and multimodal texts at the literal, inferential and evaluative levels.

Below are some strategies that students are encouraged to use for completing comprehension cloze and comprehension:

Comprehension Cloze

Strategy 1:

1. First reading – Read the passage first to understand the context
2. Look out for contextual clues
3. Read the passage again to check the answers

Strategy 2: Identifying word classes for Comprehension Cloze

Students were taught to use clues found in the passage to identify the word classes as it would help to narrow down the answer pool for the identified blank.

Comprehension

Strategy 1:

1. First reading - Skim through the text to get a general idea
2. Read all the questions and form predictions
3. Second reading - Scan the text for specific information that answers the questions

Strategy 2: Visualisation or Annotation

As students read a passage, they either draw pictures (i.e. visualisation) or jot down notes (i.e. annotation) in the passage to help them understand the passage better.

Paper 3 (Listening Comprehension)

This paper comprises 20 multiple-choice questions which assess candidates' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first seven items. Each text will be read twice. Time will be given for candidates to read the questions before the first reading of each text.

Paper 4 (Oral Communication)

This paper comprises two parts which are not linked thematically.

Part 1 (Reading Aloud): (see Appendix 6 for sample passage)

Students read aloud a text to suit the purpose, audience and context of a given situation.

Students are assessed on their ability to

- pronounce and articulate words clearly
- read fluently with appropriate expression and rhythm

Part 2 (Stimulus-Based Conversation): (see Appendix 7 for sample question)

Students engage in a conversation with the examiners on a topic based on a photo stimulus.

Students are assessed on their ability to

- give a personal response to a visual stimulus
- engage in a conversation on a relevant topic

As part of school practice, a checklist is issued to students to inform them how well they have done after the oral assessment. (see Appendix 8 for the oral checklist) Students may use this feedback to know the area(s) for improvement.

Appendix 1 – The Basic Spelling Vocabulary List (Grade 5)

Words that children have difficulty spelling correctly are marked with an asterisk*.

although	different*	planet	suddenly
America	evening	present	suppose*
among	favourite	president	surely*
arrive	finally*	principal*	surprise*
attention	future	probably*	they're*
beautiful*	happiest	problem	through
countries	happiness	receive*	usually
course*	important	sentence	
cousin*	interest	several	
decide	piece	special	

**Appendix 2 – Upper Primary Recommended Reading List
(books available in Shuqun library)**

Title	Author
CLASSICS	
Gulliver's Travels	Swift Jonathan
Heidi	Church Lisa R
Little Women	Alcott, Louis May
Little Women: A Modern Retelling	Laura Schaefer
The Adventures of Tom Sawyer	Woodside, Martin
The Chronicles of Narnia	C. S. Lewis
The Lion, The Witch & The Wardrobe	C. S. Lewis
The Pied Piper of Hamelin	Lemieux, Michèle
The Wizard of Oz	Baum, L. Frank
Award Winning (UP)	
The Boy at The Back Of The Class	Onjali Q. Rauf
Dragon Daughter (UP)	Flanagan, Liz
Dancing On The Edge	Nolan, Han
Trumpet of the Swan	White, E. B.
The War That Saved My Life	Bradley, Kimberly Brubaker
Hoot	Hiaasen, Carl
A Single Shard	Park, Linda Sue
Paperboy	Vawter, Vince
The View From Saturday	Konisburg, E. L.
Number The Stars	Lowry, Lois
Inside Out and Back Again	Lai, Thanhha
The Girl Who Drank The Moon	Barnhill, Kelly Regan
The One & Only Ivan	Applegate, Katherine
When Stars Are Scattered	Yolen, Jane
The Boy On The Wooden Box	Leyson, Leon
NOVELS	
Effie Starr Zook Has One More Question	Martha Freeman
Shabanu	Linda Sue Park
Shouting At The Rain	Lynda Mullaly Hunt
Fish In A Tree	Lynda Mullaly Hunt
A Long Walk To Water	Linda Sue Park
Auggie & Me	R.J. Palacio
Everything Sad Is Untrue	Daniel Nayeri
When You Trap A Tiger	Tae Keller
Wonder	R.J. Palacio

Walking With Miss Millie	Tamara Bundy
Toto-Chan: The Little Girl At The Window	Tetsuko Kuoyanagi
Patina	Jason Reynolds
Ghost	Jason Reynolds
Sofia and The Utopia Machine	Judith Huang
MYSTERY SERIES	
Sherlock Sam	Low, A.J
Sammy Keyes	Van Draanen
The Adventures of Sherlock Holmes	Sasaki, Chris
Mr Midnight	James, Lee
Mount Emily	Low Ying Ping
Hardy Boys	Franklin W. Dixon
The Famous Five	Enid Blyton
The Secret Seven	Enid Blyton
Malory Towers	Enid Blyton
The Mystery: The Find-Outers	Enid Blyton
SCI-FI SERIES	
Flsahback Four	Dan, Gutman
D.A.T.A	Hada Hopper
Story Thieves	James Riley
Star Wars: Jedi Academy	Emma, Grange
Danger Dan and Gadget Girl	Tan, Lesley-Anne
SERIES BOOKS	
Diary of A Minecraft Zombie	Zack Zombie
Harry Potter by J.K. Rowling	J.K. Rowling
Princess Academy	Hale, Shannon
Hobbit	John Ronald Reuel
Beast Quest	Adam, Blade
Heroes of Olympus	Rick Riordan
Percy Jackson	Rick Riordan
Dork Diaries	Rachael Renee Russell
Malory Towers	Enid Blyton
Club C.S.I	Ellie O'Ryan
Story Thieves	Riley, James
Famous Five	Enid Blyton
Artemis Fowl	Colfer, Eoin
Story Tree House	Griffiths Andy
Diary Of A Wimpy Kid	Jeff, Kinney
Goosebumps	R L Stine

The Baby-Sitters Club	Ann M. Martin
Ann M. Martin	Stephan Pastis
Frank Einstein	Jon Scieszka
LOCAL WRITERS	
Sugarbread	Jaswal, Balli Kaur
The Mudskipper	Yu, Ovidia
Chu Ju's House	Whelan, Gloria
The Lion Boy and The Drummer Girl	Pauline low
The House On Silat Road	S S Si-Hoe
Grandpa's Remedy	Jessie Wee
Unspoken	Cole, Henry
Triassic Trouble	Andy Chua
NON-FICTION SERIES	
100 Facts	Miles Kelly
BBC Earth: Do You Know? Level 3	(various authors)
BBC Earth: Do You Know? Level 4	(various authors)
How Its Made	Sue Barraclough
Making A Difference	Sue Barraclough
National Geography Kids Level 3	(various authors)
National Geography Kids Level 4	(various authors)
National Geography: Explore My World	(various authors)
I Wonder Why...	(various authors)
Who Would Win?	Jerry Pallotta
MAGAZINES	
Think + Science	
Science Digest	
Science Adventures	
Smart Mathematicians	
Math Start	
Young Scientists Levels 3 & 4	

Appendix 3 – Sample Question for Situational Writing

(1) The pictures below show an incident of how two boys knocked into a lady's trolley at the supermarket.



Your Task

Imagine you are the girl in the pictures. You had witnessed the entire incident. The store manager had approached you as an eyewitness to get details of the incident.

Write a report to the store manager, telling him how the incident occurred.

You are to refer to the pictures and information on page 1 for your report.

In your report, include the following key information:

- the date and time of the incident
- what the boys were doing before the incident happened
- what happened immediately after that
- what happened to a bottle of wine in the trolley
- who you think should be held responsible and why

You may reorder the points. Remember to write in complete sentences.

Appendix 4 – Sample Question for Continuous Writing

(2) Write a composition of at least 150 words about a **surprise**.

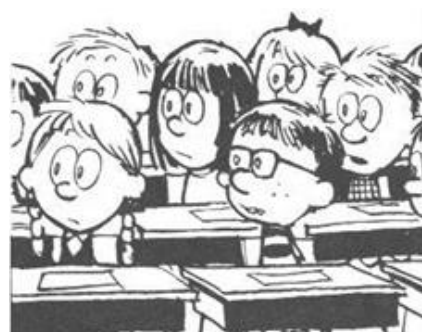
The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the surprise?
- Why was it a surprise?

You may use the points in any order and include other relevant points as well.



Appendix 5 – Composition Checklist

Name: _____ () Class: P6 ____ Mark: ____/36

Note: Put a tick '✓' where applicable

Content	
Fully relevant, highly interesting, thoroughly developed	
Relevant, interesting, well developed	
Generally relevant, fairly interesting, sufficiently developed	
Some relevance, some attempt to be interesting, minimally developed	
A slight attempt to address the topic and develop composition	

Language and Organisation	
<ul style="list-style-type: none"> • Grammar / expression / spelling / punctuation used accurately • Wide range of vocabulary and structures appropriately used • Very good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Grammar / expression / spelling / punctuation are mostly accurate • Adequate range of vocabulary and structures used mostly appropriately • Good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Grammar / expression / spelling / punctuation are used with some accuracy • Fairly adequate range of vocabulary and structures • Fairly good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Grammar / expression / spelling / punctuation are used with different degrees of accuracy • Mostly simple vocabulary and structures • Some attempt at sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • A few instances of correct grammar / expression / spelling / punctuation • A few instances of simple vocabulary and structures • A slight attempt at sequencing, paragraphing and linking of ideas 	

Teacher's signature / Date	
Parent's signature / Date	

Appendix 6 – Sample Passage for Reading Aloud

Old Mrs Lee has green fingers and loves spending time in her enormous garden. She always feels on top of the world when she is taking care of her plants.

One day, when Mrs Lee was tending to her plants, several officers from the National Environmental Agency showed up at her gate. They showed Mrs Lee their identification cards and asked for permission to enter the premises. Mrs Lee let them into her garden and the officers proceeded to look around the entire garden.

The officers were looking for stagnant water collected at the base of the potted plants that were standing in shallow dishes. Thankfully, Mrs Lee was aware of the dangers of mosquito breeding and was conscientious in her daily routine of pouring stagnant water away.

“You have a beautiful garden, Madam,” one of the officers told Mrs Lee. The officers thanked Mrs Lee for doing her part to keep the community safe from being bitten by mosquitoes and getting dengue fever.

“Yes, I make sure that I overturn all my unused pots so that water cannot collect in them. We must not be complacent and think that it is someone else’s responsibility.”

Appendix 7 – Sample Question for Stimulus-Based Conversation



Prompts for Stimulus-Based Conversation

- (a) How do you think the people in the photograph might be feeling? Why?
- (b) Do you help to keep your house clean? Why / why not?
- (c) Do you think it is important to keep the environment clean? Why / why not?

Appendix 8 – Oral Checklist

Name: _____ () Class: P5 _____ Mark: _____/40

Note: Put a tick '✓' where applicable

Reading Aloud	
Clear and consistent good pronunciation; fluent reading, appropriate pauses, without hesitations; effective variation of pitch and tone	
Clear pronunciation, smooth delivery with almost no hesitations, appropriate variation of appropriate pitch and tone	
Generally clear pronunciation, generally smooth delivery, some variation of pitch and tone	
Generally intelligible pronunciation, some instances of fluent delivery, some attempt at using appropriate pitch and tone	
Occasionally intelligible pronunciation, a slight attempt at fluency and intonation	
Stimulus-based Conversation	
Gives personal responses which are well-developed; uses a wide range of appropriate vocabulary and structures, supported by clear pronunciation; interacts very well	
Gives personal responses with some development; uses a range of largely appropriate vocabulary and structures, supported by mostly clear pronunciation; interacts well	
Gives personal responses with a little development; some attempt to use appropriate vocabulary and structures, with fairly clear pronunciation; interacts reasonably well	
Gives a few personal responses with simple development; uses mostly simple vocabulary and structures, with generally intelligible pronunciation; able to interact	
A slight attempt to respond to the prompt(s); a few instances of simple vocabulary and structures, occasionally intelligible pronunciation; a slight attempt to engage in a discussion	

Teacher's signature / Date	
Parent's signature / Date	