

GRADES 1 - 3 LANGUAGE ACQUISITION CONTINUUM (English Language Learners)

STUDENT NAME:		PIN #																	
				BEGINNING				DEVELOPING				EXPANDING				CONNECTING			
LISTENING		Observed	Mastered	LISTENING		Observed	Mastered	LISTENING		Observed	Mastered	LISTENING		Observed	Mastered	LISTENING		Observed	Mastered
follows simple directions from support of visual cues				responds to direct questions, frequently used commands, courtesies, and some humor				responds to discussions and conversations				participates in most social and academic discussions				LISTENING		Observed	Mastered
responds to short, simple questions				participates in conversations on familiar topics				identifies key information in most contexts, with the aid of some repetition				responds to complex sentences				SPEAKING		Observed	Mastered
responds briefly to short, simple, stories, songs, and poems				requests clarification when necessary				responds appropriately to body language, non-verbal signals, tones of voice, pauses, stress, and intonation				understands age-appropriate expressions and idioms				speaks with grade-appropriate vocabulary and sentence structure		Observed	Mastered
responds to familiar conversational topics using single words and short phrases				responds to non-verbal signals in familiar contexts				follows a series of simple instructions				expresses point of view and explains it in some detail in group discussions				speaks with fluency and clarity in group situations		Observed	Mastered
responds to gestures, courtesies, and tones of voice, and follows classroom routines				understands key vocabulary and concepts related to specific theme/topic				initiates and maintains conversations				self-corrects common grammatical errors				makes short, effective oral presentations in academic context		Observed	Mastered
follows classroom routines				identifies main ideas in visually supported oral presentations containing familiar vocabulary				uses conversational strategies such as acknowledgement, reply, agreement, and disagreement				makes academic presentations				uses most language structures appropriate to the grade level		Observed	Mastered
SPEAKING		Observed	Mastered	SPEAKING		Observed	Mastered	participates in discussions based on classroom themes				uses idiomatic and colloquial language appropriately				speaks with sufficient clarity and accuracy for listener comprehension		Observed	Mastered
uses short, patterned questions to seek information				recounts familiar events, stories, and key information				makes short, effective oral presentations in academic context				expresses opinions and emotions				speaks with clear pronunciation and enunciation		Observed	Mastered
shares personal information (e.g., name, address)				with prompting, participates in academic discussions, using short phrases and short sentences				begins to self-correct simple grammatical errors				uses voice to indicate emphasis through pacing, volume, intonation, and stress				speaks with fluency and clarity in group situations		Observed	Mastered
expresses basic needs using single words				initiates and maintains face-to-face conversation				speaks with clear pronunciation and enunciation				expresses point of view and explains it in some detail in group discussions				expresses meaning with growing competence, using present and past verb tenses when explaining causes and results, direction and time		Observed	Mastered
identifies familiar names, objects, and actions				gives simple directions or instructions and communicates simple observations				uses voice to indicate emphasis through pacing, volume, intonation, and stress				self-corrects common grammatical errors				imitates some English stress and intonation patterns		Observed	Mastered
speaks with sufficient clarity for teacher comprehension				expresses opinions and emotions				speaks with clear pronunciation and enunciation				makes academic presentations				uses idiomatic and colloquial language appropriately		Observed	Mastered
with assistance, begins to use subject-predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction				speaks with sufficient clarity and accuracy for listener comprehension				uses voice to indicate emphasis through pacing, volume, intonation, and stress				uses idiomatic and colloquial language appropriately				imitates some English stress and intonation patterns		Observed	Mastered
imitates some English stress and intonation patterns				speaks at almost the pace of first-language speakers, showing some control of stress, timing and rhythm				speaks with clear pronunciation and enunciation				expresses meaning with growing competence, using present and past verb tenses when explaining causes and results, direction and time				imitates some English stress and intonation patterns		Observed	Mastered
uses everyday gestures and courtesies to convey meaning				expresses meaning with growing competence, using present and past verb tenses when explaining causes and results, direction and time				uses voice to indicate emphasis through pacing, volume, intonation, and stress				imitates some English stress and intonation patterns				imitates some English stress and intonation patterns		Observed	Mastered
participates in short, prepared role plays and dialogues				READING		Observed	Mastered	READING		Observed	Mastered	READING		Observed	Mastered	READING		Observed	Mastered
READING		Observed	Mastered	uses reading strategies to assist in deriving meaning from text (e.g., predicting; rereading; phonics; recognition of cueing systems; repetition; word families)				begins to follow written instructions				responds independently to written instructions				READING		Observed	Mastered
recognizes the English alphabet in print				understands familiar vocabulary in age-appropriate stories, poems, scripts, environmental print, and computer text				describes story components (e.g., character, plot, setting)				recalls and retells a written story				READING		Observed	Mastered
knows the direction of English print				selects main idea in short familiar passages from a variety of genres				reads and understands grade-appropriate text, with minimal assistance				figures out meaning in texts that may be unfamiliar, unsupported by visual context, and contains challenging vocabulary and sentence structures				READING		Observed	Mastered
reads pictures and uses picture cues				uses come correct phrasing and rhythm, when reading familiar material aloud				uses grade-appropriate resources that provide some visual or contextual support (e.g., graphic organizers, class word lists, theme-book collections, environmental print, picture dictionary, table of contents)				reads a variety of print material				READING		Observed	Mastered
begins to use phonetic and context clues and sight recognition to understand simple texts (e.g., pattern books, chart stories, songs, chants, rhymes)				with assistance, uses the school library to find personal reading materials for enjoyment and information				begins to use independent research skills in the classroom and school library				begins to use independent research skills in the classroom and school library				READING		Observed	Mastered
recognizes familiar words and repeated phrases in plays, poems, stories, and environmental print				WRITING		Observed	Mastered	WRITING		Observed	Mastered	WRITING		Observed	Mastered	WRITING		Observed	Mastered
participates in shared reading activities, choral reading, and rehearsed reading in a small group				composes short, simple, patterned sentences based on learned phrases, and classroom discussions				writes short compositions, making some use of appropriate verb tenses, prepositions, simple and compound sentences, and descriptions				begins to write competently in all subject areas				WRITING		Observed	Mastered
WRITING		Observed	Mastered	writes some common and personally relevant words				begins to use new vocabulary and idioms				contributes to cooperative class writing				WRITING		Observed	Mastered
begins to dictate labels, phrases, and sentences to a scribe				uses capital letters and final punctuation				uses conventional spelling for most common and personally relevant words				uses a variety of forms of writing				WRITING		Observed	Mastered
prints the English alphabet in upper- and lower-case letters				begins to use basic sentence structures (e.g., statements, questions)				writes to record personal experiences and thoughts, to narrate a story, and to convey information				writes short, original compositions using all stages of the writing process				WRITING		Observed	Mastered
copies written information, following left-to-right and top-to-bottom progression				uses appropriate formats to write for a variety of purposes (e.g., lists, signs, labels, captions, cards, stories, letters, journals)				begins to write independently in all subject areas				observes most conventions of punctuation				WRITING		Observed	Mastered
completes sentence patterns based on familiar and meaningful context and vocabulary				uses the writing process with assistance (e.g., participates in structured drafting activities, makes some changes between the initial and final draft)				with support, uses the stages of the writing process (e.g., prewriting, producing drafts, and publishing)				begins to write collaboratively with peers				WRITING		Observed	Mastered
adds words to sentence openers to complete a thought				uses computers to begin to develop word-processing skills				writes collaboratively with peers				begins to write collaboratively with peers				WRITING		Observed	Mastered
writes some personally relevant words																WRITING		Observed	Mastered
expresses ideas through drawing, writing in their first language, and labelling																WRITING		Observed	Mastered
writes personal information (e.g., name, address)																WRITING		Observed	Mastered
participates in shared writing activities in small groups																WRITING		Observed	Mastered
participates in a variety of prewriting activities																WRITING		Observed	Mastered
begins to use computers for writing activities																WRITING		Observed	Mastered

GRADES 4 and Up LANGUAGE ACQUISITION CONTINUUM (English Language Learners)

GRADES 4 and Up LANGUAGE ACQUISITION CONTINUUM (English Language Learners)								
STUDENT NAME:	PIN #							
LANGUAGE ACADEMY TEACHER:								
BEGINNING			DEVELOPING			EXPANDING		
LISTENING	Observed	Mastered	LISTENING	Observed	Mastered	LISTENING	Observed	Mastered
follows simple directions from support of visual cues			correctly interprets frequently used verb tenses			participates in sustained oral discussions and presentations in small groups		
responds to short, simple questions			participates in conversation on familiar topics			identifies main ideas and supporting details in short oral presentations		
responds briefly to short, simple, stories, songs, and poems			requests clarification when necessary			responds appropriately to formal and informal speech		
responds to familiar conversational topics using single words and short phrases			responds appropriately to body language, tone of voice, pauses, stress and intonation			responds appropriately to vocabulary, statements, questions, and directions in the class		
responds to gestures, courtesies, and tones of voice, and follows classroom routines			understands key vocabulary and concepts related to specific subjects or themes			responds to intonation patterns, such as implied commands and tones indicating surprise, emotion, etc.		
responds to familiar words, names, phrases, tones of voice, and basic classroom instructions when spoken slowly and clearly			understands main ideas in visually supported oral presentations containing familiar vocabulary			follows a series of instructions		
SPEAKING			SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered
uses short, patterned questions to seek information			asks questions			in most contexts, expresses opinions, basic needs, and requests clearly		
shares personal information and experiences			participates in social and academic discussions using short phrases and short sentences			uses conversational strategies such as acknowledgement, reply, agreement, and disagreement		
expresses basic needs (e.g., related to washroom, safety)			recounts familiar events, stories, and key information			participates in discussions based on classroom themes		
identifies familiar names, objects, and actions			rephrases key ideas from written or oral texts, with support			makes short, effective oral presentations		
answers specific questions using single words or short phrases			gives straightforward directions and instructions			begins to self-correct grammatical errors		
speaks with sufficient clarity for teacher comprehension			expresses opinions and emotions			begins to use conditionals as well as adverb and adjective phrases		
imitates sentence structure, begins to use subject-predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction			speaks with sufficient clarity and accuracy for listener comprehension			uses appropriate gestures to convey meaning		
imitates some English stress and intonation patterns			speaks at almost the pace of first-language speakers, showing control of stress, timing and rhythm			uses voice to indicate emphasis through pacing, volume, intonation, and stress		
uses everyday gestures and courtesies to convey meaning			with some accuracy, uses prepositions of direction and time as well as common idioms					
performs simple oral presentations (e.g. rehearsed choral responses, puppet dialogues)								
READING			READING	Observed	Mastered	READING	Observed	Mastered
recognizes the English alphabet in both print and script			uses reading strategies to assist in determining meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing system; repetition; and word families)			skims and scans for key information in reading materials with familiar vocabulary and context		
begins to apply sight-recognition, phonetic, predictive, and contextual reading strategies			understands short and simple phrases, sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context			summarizes a story, identifying the main idea and some details		
recognizes frequently used classroom vocabulary			identifies main ideas and key information in text			reads and interprets text at a grade-appropriate level, with some visual support, using context and punctuation clues, phonics, and recognition of familiar vocabulary and word families		
begins to acquire English vocabulary in all subject areas			with assistance, begins to extract information from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, and graphic organizers			chooses appropriate materials for research purposes		
begins to identify main ideas in simple passages with familiar vocabulary and supporting visual cues			begins to show some fluency in oral reading			reads on a regular basis for personal enjoyment		
follows brief written instructions			with assistance, chooses to read books for a variety of purposes, including personal enjoyment			with support, uses academic vocabulary, including subject-specific language		
uses learners' and bilingual dictionaries						uses English and bilingual dictionaries		
reads simple sentences						with some support, finds and uses print and media resources		
uses alphabetical order								
with assistance, uses reading materials for enjoyment and modified school projects								
WRITING			WRITING	Observed	Mastered	WRITING	Observed	Mastered
produces the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line			with assistance, begins to make notes			organizes and sequences ideas		
copies written information accurately			begins to use common tenses, spelling, capitalization, and punctuation, with some accuracy			writes messages, captions, and short notes, with few errors		
begins to apply knowledge of common writing conventions (e.g., punctuation, spelling, capitalization)			uses conventional spelling for common and personally relevant words			makes notes in some detail on familiar topics		
with assistance, begins to use subject-predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction			writes appropriate responses (using short sentences, phrases, or graphic organizers) to written questions based on familiar academic content			with some accuracy, produces prose using appropriate verb tense, connectors, and subject-verb agreement		
writes short, coherent, patterned compositions (e.g., short journal entries, lists) on personally relevant topics			begins to use various forms of writing (e.g., short journal entries, notes, dialogues, poems, narratives, reports)			begins to use variety in vocabulary and sentence structure		
begins to use acceptable notebook formats appropriate to subject areas, using titles, dates, charts, and graphs			with assistance, uses the writing process producing a final edited copy that is changed from the first draft			uses paragraphs when writing descriptions and narratives		
			uses computers to begin to develop word-processing skills			responds in writing to questions		
						writes short, original compositions on topics of personal or academic interest or knowledge		
						with assistance, uses the stages of the writing process		
CONNECTING			LISTENING	Observed	Mastered			
			identifies ideas in oral presentations on a variety of topics, using grade-appropriate vocabulary					
			responds to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions and conversational nuances (e.g., teasing, irony, flattery)					
			takes notes of teacher lessons using a supplied written outline as a guide					
SPEAKING			SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered
			uses English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse)			uses accurate, detailed, instructions and directions		
			speaks with grade-appropriate vocabulary and sentence structure			speaks with fluency and clarity in a large group		
			expresses point of view and explains it in some detail in group discussions			self-corrects common grammatical errors		
			makes academic presentations					
			uses idiomatic and colloquial language appropriately					
READING			READING	Observed	Mastered	READING	Observed	Mastered
			analyzes unfamiliar text to figure out meaning			analyzes unfamiliar text to figure out meaning		
			identifies elements of a story			identifies elements of a story		
			uses vocabulary-acquisition strategies (dictionary skills, root words, prefixes, suffixes, high frequency words)			uses vocabulary-acquisition strategies (dictionary skills, root words, prefixes, suffixes, high frequency words)		
			figures out unfamiliar vocabulary in a familiar context			figures out unfamiliar vocabulary in a familiar context		
			uses skills in independent research to gather information (e.g., from library resources, community resources, print, media, and computer resources)			uses skills in independent research to gather information (e.g., from library resources, community resources, print, media, and computer resources)		
			chooses personal reading material similar in scope and difficulty to that of their peers			chooses personal reading material similar in scope and difficulty to that of their peers		
WRITING			WRITING	Observed	Mastered	WRITING	Observed	Mastered
			uses grade-appropriate vocabulary (e.g., spell, understand, and use vocabulary from all subject areas)			uses grade-appropriate vocabulary (e.g., spell, understand, and use vocabulary from all subject areas)		
			produces reports, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors			produces reports, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors		
			uses the stages of the writing process			uses the stages of the writing process		
			uses verb tense effectively			uses verb tense effectively		
			uses word-processing and graphics programs for publishing			uses word-processing and graphics programs for publishing		