

Oral Language	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
The student can...	Understand and respond to simple statements and questions in familiar situations.	Participate in a conversation on everyday topics, with simple structures.	Participate in conversations about familiar topics and some academic content.	Participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning -Word attack -Fluency	<ul style="list-style-type: none"> -Understand a few short, simple sentences on familiar topics. -Understand some common words related to school, self, and home. -Express some basic personal information. 	<ul style="list-style-type: none"> -Understand and use routine classroom phrases with some support. -Express a variety words and phrases about self, family, and interests. 	<ul style="list-style-type: none"> -Understand familiar phrases and academic tasks. - Express some words and phrases to describe and speak about academic content. 	<ul style="list-style-type: none"> - Understand familiar phrases and academic tasks. -Express a range of words and phrases to describe and speak about academic content. 	<ul style="list-style-type: none"> -Understand complex instructions and academic content. -Express a wide range of conversational and academic words and phrases. - Use synonyms.
Form -Grammar -Syntax -Phonology -Fluency	<ul style="list-style-type: none"> -Understand and use short, memorized phrases. - Recognize and single out familiar words. -Express simple sounds in a song or chant. (<i>happy birthday</i>) 	<ul style="list-style-type: none"> -Understand and use simple and familiar patterned phrases. -Understand and use some basic nouns, pronouns, verbs, and connecting words. -Identify different letter sounds. -Use rhythm in familiar songs/phrases. 	<ul style="list-style-type: none"> -Understand and use subject-verb-object. (I read stories) -Connect ideas to make short sentences. - Begin to recognize differences in word endings. -Use rhythm and intonation. 	<ul style="list-style-type: none"> -Understand and use some negative phrases and subject-verb agreement. -Connect ideas to make long sentences. -Segment and blend sounds. -Use some rhythm and intonation independently. 	<ul style="list-style-type: none"> -Understand and use accurate word forms and subject-verb agreement. - Connect ideas effectively and efficiently by using a variety of sentence structures -Use natural and appropriate rhythm and intonation.
Use -Connections -Opinions and reactions	<ul style="list-style-type: none"> -Respond to simple yes/no questions. -Respond to and repeat short commands. -Respond to and use familiar greetings and gestures. 	<ul style="list-style-type: none"> -Respond to simple choice questions. -Respond to simple instructions and commands. -Watch others and recognize key words to participate in classroom activities and conversation. 	<ul style="list-style-type: none"> -Respond to what, when, who questions. -Respond to common instructions and commands. -Respond to and use common social expressions, cues, and slang. 	<ul style="list-style-type: none"> -Respond to how, why and tell me about questions. -Respond to multi step instructions. -Ask for clarification and use cues to participate in conversations and some academic discussions. 	<ul style="list-style-type: none"> - Respond to simple hypothetical questions. -Respond to long or complex directions. -Use idioms, cultural language, and humour, begins conversations. - Ask and answer questions and participate in a range of discussions.
Comments:					

Writing	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
The Student can use...	use or copy a string of simple words and phrases to communicate.	use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	use some academic vocabulary with some detail to create simple sentences and short paragraphs.	use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail.
Meaning -Ideas & information -Use of detail -Strategies	-Draw, label, list, and copy familiar words and phrases - Use first language -Write and complete patterned sentences.	-Write some short phrases and repetitive sentences. -Use some basic strategies to label and complete sentences	- Express ideas by writing simple sentences, with a few related details to support ideas - Write sentences and short paragraphs	- Express ideas related to a topic, with relevant supporting details - Use varied strategies to write multiple sentences and paragraphs	-Express ideas and specific details and examples related to purpose in a variety of contexts - Write complete paragraphs on a topic
Style -Word choice -Fluency (rhythm, flow, variety) -Voice	- Use common and familiar words - Write some basic short sentences. - Use simple and repetitive sentences.	- Use some common and subject-specific words - Use simple sentences and some compound sentences e.g. "I like school in Canada."	-Use common and subject-specific words, and some descriptive words. - Use simple sentences and compound sentences e.g. "The black bear has sharp claws."	- Use a variety of common, academic, subject-specific, and descriptive words - Use compound and complex sentences.	- Use academic, subject-specific, and descriptive words. - Use a variety of sentence types, to engage the reader. - Experiment with writing paragraphs
Form -Organization & sequencing - Connections & transitions - Awareness of forms/genre	- Connect a string of words and short phrases e.g. "Cows make milk" - Organize some ideas using words and/or drawings	- Use simple connecting words and time markers e.g. "Then, next" -Organize ideas with drawings and key words and phrases, using a predictable beginning and end	-Use some connecting words and time and sequence markers e.g. "First, Second, third." - Organize sentences in a paragraph with beginning, middle, and end information -Write with some awareness of genre	- Use a range of connecting words and time and sequence markers - Organize a series of paragraphs. - begin to write with an awareness of genre	- Use a variety of connecting and transition words e.g. "not only... but", "either... or", "however", "Furthermore" - Organize ideas, with an intro., middle and conclusion - Write with an awareness of a variety of genres
Convention - Punctuation - Capitals -Spelling - Grammar	- Use basic nouns and 'simple' present tense e.g. "he is here" - Spell some sight words and use invented spelling of unfamiliar words. - Leave spaces with words and lines.	- Begin to use some grammatical structures, including some 'simple' tenses e.g. "They baked and I ate." - Use accurate spelling for some familiar words e.g. Spells some familiar words such as "after", "just" - Begin to use capitals and periods	- Use some different grammatical structures, including some plurals, 'simple' tenses, articles, and prepositions. Uses ("the", "a, "an") and ("inside", "across") - Use some accurate spelling for unknown words e.g. Spells "fight", "berries" - Use capitals, periods, and sometimes commas	- Use a variety of grammatical structures, including e.g. Uses adjectives ("active", "kind") and adverbs ("extremely", "only") - Spell most words with common rules accurately e.g. Spells "kitchen", "strain" - Use some punctuation independently.	- Use a wide range of grammatical structures, including plurals and a variety of tenses e.g. "She had been watching the beaver for some time when it turned and smiled." - Spell many challenging words e.g. Spells "government", "foliage" - Use varied punctuation with increasing accuracy

Comments:

ELL Quick Scale: **Intermediate (4-7)**

Student:

Reading	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
The student can..	Begin to recognize some letters, sounds and words, and begin to make meaning of text.	Begin to use strategies to read and understand simple words and make personal connections to text.	Use some strategies to decode unfamiliar words and make basic connections to the world from text.	Use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	Use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies -Word attack skills -Fluency	<ul style="list-style-type: none"> - Begin to connect letters and words to print. (Letter H to sound) - Recognize some common words and sight words. - Use pictures to help make meaning. - Read word-by-word with support 	<ul style="list-style-type: none"> - Recognize some new words based on common word families and word roots e.g. "can", "plan", "than" - Identify an increasing number of sight words e.g. "who", "what", "know" - Read with some phrasing 	<ul style="list-style-type: none"> - Know letter combinations to read unknown words. - Use strategies such as re-reading and predicting, and begin to self-correct - Make substitutions e.g. 'home' for 'house' - Read with some attention to punctuation 	<ul style="list-style-type: none"> - Use context clues, and prior knowledge to read unknown words e.g. "react" and "reaction" - Use knowledge of text to self-monitor e.g. "The habits - no, that is the habitat" - Read with some expression and self-correct for meaning 	<ul style="list-style-type: none"> - Use a wide range of strategies to successfully read long words and unknown words. - Read smoothly with expression.
Comprehension -Vocabulary -Main Ideas -Genre -Retelling -Inferences -Interpretations	<ul style="list-style-type: none"> - Recognize letters and words in everyday life - Understand main idea of text with visuals and some support. - Understand literal meaning of simple text - Show awareness of how print and books work 	<ul style="list-style-type: none"> - Understand some common words and 'content' words e.g. "country", "large/small" - Understand literal meaning of simple text - Retells main idea for understanding - Begin to make simple inferences. e.g. snow outside means it's cold. 	<ul style="list-style-type: none"> - Understand a variety of common content words e.g. "identify", "calm" - Record and organize information from text to show understanding - Understand purpose in different kinds of text. - Make some inferences 	<ul style="list-style-type: none"> - Understand a range of words, including some academic words. -Begin to read a variety of text with understanding. -Locate specific information in a text to show understanding. 	<ul style="list-style-type: none"> -Understand a range of academic and literary words. -Begin to recognize the purpose of features of a variety of text. - Understand common metaphors and cultural references in text
Response and Analysis -Connections -Reactions	<ul style="list-style-type: none"> -Express a like or dislike for a simple text 	<ul style="list-style-type: none"> -Make a simple personal connection to text through words or pictures 	<ul style="list-style-type: none"> - Provide some reasons for personal connections to text. 	<ul style="list-style-type: none"> - Provide reasons for opinions. -Make personal connections, and between texts. 	<ul style="list-style-type: none"> - Independently make text to- connections, (self, world, text.)
Comments:					

