

ELL Quick Scale: **Primary (K-3)** Student:

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	-Understand a few short, simple sentences on familiar topics. -Understand some common words related to school, self, and home. -Express some basic personal information.	-Understand and use routine classroom phrases with some support. -Express some words and phrases about self, family, and interests.	-Understand familiar phrases and academic tasks. - Express some words and phrases to describe and speak about academic content.	- Understand familiar phrases and academic tasks. -Express a range of words and phrases to describe and speak about academic content.	-Understand complex instructions and academic content. -Express a wide range of conversational and academic words and phrases. - Use synonyms.
Form -Grammar -Syntax -Phonology -Fluency	-Understand and use short, memorized phrases. Single words - Recognize and single out familiar words. -Express simple sounds in a song or chant. (<i>happy birthday</i>)	-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.	-Understand and use subject-verb-object. (I read stories) -Connect ideas to make short sentences. -Identify words that rhyme and word families. -Use rehearsed rhythm and intonation.	-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.	-Understand and use accurate word forms and subject-verb agreement. -Use complex sentences on familiar topics. -Use natural and appropriate rhythm and intonation.
Use -Connections -Opinions and reactions	-Respond to simple yes/no questions. -Respond to and repeat short commands. -Respond to and use familiar greetings and gestures.	-Respond to simple choice questions. -Respond to simple instructions and commands. -Watch others and recognize key words to participate in classroom activities and conversation.	-Respond to what, when, who questions. -Respond to common instructions and commands. -Respond to and use common social expressions, cues, and slang.	-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.	- 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:

ELL Quick Scale: **Primary (1-3)** Student:

Writing	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
The student can	Use or copy letters and words to communicate.	Use familiar and repetitive vocabulary, phrases, and sentences to communicate.	Use simple vocabulary with some descriptive words to create sentences.	Use a range of vocabulary to communicate personal ideas.	Use a wide range of vocabulary with loosely organized ideas and begin to write clearly with some detail.
Meaning - Ideas - Detail - Strategies	-Copy sentences and substitute words in patterned sentences. -Draw, and label with single words. - L1 is used.	- Write repetitive phrases. "He is happy, He is..." - Label with short phrases. -Uses visuals to write sentences.	-Express some ideas by writing simple sentences. - Provide a few basic details to support ideas. -Uses visuals to write sentences.	-Express ideas related to a topic. -Provide several details or examples. -Use visual strategies to write many sentences.	- Express ideas and opinions related to a purpose, with details/examples. -Use visual strategies to write a paragraph.
Style -Word choice -Fluency -Voice	- Use a few common words. -Write two- or three-word phrases. -Use patterned phrases	-Begin to use subject specific words. -Use some simple/patterned sentences.	- Use common and subject specific words. - Use some simple and compound sentences.	- Use a variety of academic vocabulary. - Write some complex sentences.	- Use a wide variety of academic vocabulary. - Write a variety of sentence types. -Begin writing a paragraph.
Form -Organization -Connections & Transitions - Genre	-Connect two or more words. -Organize some ideas through drawings and some key words.	- Use basic connecting words in simple sentences. -Organize some ideas loosely in personal or descriptive sentences.	- Use some connecting words and time words. (First/then/next) - Organize some ideas in personal or descriptive sentences.	- Use a range of connecting and time words. - Organize sentences, with a sense of beginning, middle and end.	- Use a variety of connecting and time words accurately. -Organize and develop text with several logical stages.
Convention -Punctuation -Capitals -Spelling - Grammar	- Spell a few common words and begin to use invented spelling. - Leave spaces between words. -Copy some sight words.	- Write some basic sentences independently. - Use invented spelling with some accuracy for common words. -Use capitals and periods with support.	- Begin to use some grammar structures - ie. articles/prepositions/pronouns. (the/on/she). -Correctly spell common words. -Use some punctuation.	- Use a grammar structures like adjectives and adverbs. -Correctly spell common words and some uncommon. -Use punctuation correctly.	- Use a range of grammar structures. - Spell some challenging words with increasing accuracy. -Use varied punctuation.
Comments:					

ELL Quick Scale: **Primary (1-3)** 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	- Begin to connect letters and words to print. (Letter H to sound) - Recognize some common words and sight words.	- Identify initial and ending sounds in some words. - Use pictures to help make meaning. - Read word-by-word with support	- Recognize some new words based on common word families and word roots. - Begin to read in meaningful phrases.	- Use a variety of strategies to read unfamiliar words. - Read with some expression and self-correct for meaning.	- Use a wide range of strategies to successfully read unfamiliar words and text. - Read smoothly with expression.
Comprehension -Vocabulary -Main Ideas -Genre -Retelling -Inferences -Interpretations	- Recognize letters and words in everyday life. -Use visuals to understand most of the meaning in text. -Show awareness of how books work.	- Understand some common words and a few content words. -Understand literal meaning of simple text. - <u>Retell</u> a simple text to show understanding of the main idea.	- Understand many common and content words. -Understand the main idea in some texts. - Begin to make simple inferences.	- 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.	-Understand a range of academic words. -Begin to recognize the purpose of features of a variety of text.
Response and Analysis -Connections -Reactions	-Express a like or dislike for a simple text	-Make a simple personal connection to text through words or pictures	-Begin to provide some reasons for personal connections.	-Begin to provide reasons for opinions. -Make personal connections, and between texts.	- Independently make text to- connections, (self, world, text.)
Comments:					