

ELL Quick Scale	Secondary (8-12)	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. -Express a variety 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 some complex tasks and academic language. -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. - Recognize and single out familiar words. -Participate 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 phrases.	-Understand and use subject-verb-object. (I read stories) -Connect ideas to make short sentences. - Begin to recognize differences in word endings. -Use some rhythm and intonation.	-Understand and uses some negative phrases and subject-verb agreement. -Connect ideas to make long sentences. -Segment and blend sounds. -Use a variety rhythm and intonation.	-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	-Respond to simple yes/no questions. -Respond to simple 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. - Express simple opinions and reasons to participate in conversations.	-Respond to how, why and tell me about questions. -Respond to multi step instructions. - Use social and academic language to participate in classroom discussions.	- Ask and respond to hypothetical and reasoning questions. -Respond to long/complex directions. -Use idioms, cultural language, and humour. - Use academic language to engage in a range of discussions.
Comments:					

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Writing	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Express... Meaning -Ideas & information -Use of detail -Strategies	- Draw, label, with some L1. - Use simple memorized phrases. - Use some basic strategies to write some words related to a topic.	- Main ideas with general details and brief examples. - Communicate somewhat understandably. - Use strategies to write a few sentences.	- Elaborate on main idea with some relevant details and examples. - Communicate in a way that is generally understandable. - Use varied strategies to write sentences and short paragraphs.	- Ideas related to a topic with relevant supporting details and examples. - Communicate in a way that is understandable. - Use varied strategies to write sentences and paragraphs.	- Ideas with a purpose and specific details and examples. - Communicate in a way that is consistently understandable. - Use a wide range of strategies to write complete paragraphs on a topic.
Use... Style -Word choice -Fluency (rhythm, flow, variety) -Voice	- Common and familiar words and phrases. <i>e.g 'father, laugh, normal'</i> - Write a string of simple memorized phrases/sentences.	- Some common & subject words begin to use some descriptive words/phrases. - Write simple and some compound sentences.	- Numerous common words and some subject/academic words. - Write some compound and complex sentences. - Experiment with expressive language.	-Varied academic/subject specific and descriptive words. - Write varied sentence types and clauses. - Use some expressive language to engage the reader.	- A wide variety of precise academic, subject-specific, and descriptive words. - Write varied sentence types to suit purpose. - Creative, expressive, and figurative language to engage the reader.
Provide... Form -Organization & sequencing - Connections & transitions - Awareness of forms/genre	- Sentence frames/templates. - Use conjunctions, time, and sequence markers in simple sentences. - Show beginning/middle/end with pictures/phrases.	- An introduction, middle and end. - Use time & sequence markers with support. - A few basic personal, informational, and imaginative ideas.	- An effective introduction/conclusion in multi-paragraph composition. - Connect ideas with transition words. Use graphic organizers/models. - Some personal, informational, and imaginative ideas to suit purpose.	- An effective intro, middle and conclusion in a multi-paragraph composition. - Connect ideas using a variety of cohesive devices supported by graphic organizers and models.	- Purposeful intro/middle/conclusion in a well developed text. - Organize ideas to suit purpose and audience. - Produce examples of personal/informational and imaginative genres.
Use... Convention - Punctuation - Capitals -Spelling - Grammar	-Some periods and capitals. - Regular spelling patterns. - Familiar nouns, pronouns, and verbs. - Begin to edit sentences for basic spelling/punctuation.	-Basic punctuation. - Spell familiar words & use invented spelling. - Basic grammar with some errors. - Edit text for some grammar/spelling, punctuation.	- Basic grammar/punctuation. - Spell a range of words using lists, dictionaries, and patterns. - Use negatives, pronouns, prepositions, verbs, and irregular verbs with some errors. - Edit/revise text, for some grammar/spelling/punctuation.	- Punctuation, and varied spelling with increasing accuracy. - Expressions, & a range of past, present, and future tenses with increasing accuracy. - Edit/revise for spelling/grammar/punctuation.	-Accurate spelling and punctuation. - Grammar structures with accuracy. - Edit and revise texts for word choice, coherence, voice, tone, audience, and purpose.
Comments:					

ELL Quick Scale:		Secondary (8-12)		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	- Connect letters and words to print. - Recognize some common words and sight words. - Use pictures to help make meaning. - Read word-by-word with support	- Recognize word families and word roots. e.g. "can", "plan", "than" - Use strategies such as re-reading and predicting. - Begin to read in meaningful phrases.	- Use knowledge of root words to make meaning. - Make substitutions e.g. 'home' for 'house' - Read with some expression paying attention to punctuation and important words.	- Use context clues, and prior knowledge to read longer words. - Read some complex letter combinations. - Read with some expression and self-correct.	- Use a wide range of strategies to successfully read unknown words. - Read smoothly with expression.	
Response and Analysis -Connections -Reactions	-Make personal connections to a text. - Offer simple opinions with support.	- Give some reasoning for connections and opinions on a text. - Make obvious connections to background knowledge.	- Give reasoning for connections to self and other texts. - Support ideas with background knowledge.	- Offer judgements and provide reasons for opinions. -Make logical connections to background knowledge.	- Make and support thoughtful, text-to-connections, (self, world, text.)	
Comprehension -Vocabulary -Main Ideas -Genre -Retelling -Inferences -Interpretations	- Recognize words in everyday life. - Understand main idea of text with visuals and some support. - Understand literal meaning of simple text.	- Begin to understand common words/content words. e.g. "country" "large/small" - Understand literal meaning of simple text. - Retells simple text. - Begin to make simple inferences.	- Understand a variety of common content words e.g. "identify", "calm" - Record and organize information from text. - Understand purpose in different kinds of text. - Make some inferences	- Understand a range of complex words, with several meanings. -Locate information in a text and take notes. -Understand purpose and some cultural references in a text.	Understand... - A range of academic and literary words. - Implicit and explicit information. - A range of cultural references. - Distinguish purpose and features in different texts.	
Comments:						

The Quick Scale is a summary of the corresponding matrices (ELL Standards 2017). If a student demonstrates most of the descriptors in a level column, they can be described as working within that level.