

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			participates in most social and academic discussions		
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			responds to complex sentences		
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			understands age-appropriate expressions and idioms		
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								
responds to gestures, courtesies, and tones of voice, and follows classroom routines			understands key vocabulary and concepts related to specific theme/topic											
follows classroom routines			identifies main ideas in visually supported oral presentations containing familiar vocabulary											
SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered	SPEAKING	Observed	Mastered
uses short, patterned questions to seek information			asks simple questions			initiates and maintains conversations			uses most language structures appropriate to the grade level			uses most language structures appropriate to the grade level		
shares personal information (e.g., name, address)			participates in social discussions using short phrases and short sentences			uses conversational strategies such as acknowledgement, reply, agreement, and disagreement			speaks with grade-appropriate vocabulary and sentence structure			speaks with grade-appropriate vocabulary and sentence structure		
expresses basic needs using single words			recounts familiar events, stories, and key information			participates in discussions based on classroom themes			speaks with fluency and clarity in group situations			speaks with fluency and clarity in group situations		
identifies familiar names, objects, and actions			with prompting, participates in academic discussions, using short phrases and short sentences			makes short, effective oral presentations in academic context			expresses point of view and explains it in some detail in group discussions			expresses point of view and explains it in some detail in group discussions		
speaks with sufficient clarity for teacher comprehension			initiates and maintains face-to-face conversation			begins to self-correct simple grammatical errors			self-corrects common grammatical errors			self-corrects common grammatical errors		
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			gives simple directions or instructions and communicates simple observations			speaks with clear pronunciation and enunciation			makes academic presentations			makes academic presentations		
imitates some English stress and intonation patterns			expresses opinions and emotions			uses voice to indicate emphasis through pacing, volume, intonation, and stress			uses idiomatic and colloquial language appropriately			uses idiomatic and colloquial language appropriately		
uses everyday gestures and courtesies to convey meaning			speaks with sufficient clarity and accuracy for listener comprehension											
participates in short, prepared role plays and dialogues			speaks at almost the pace of first-language speakers, showing some control of stress, timing and rhythm											
			expresses meaning with growing competence, using present and past verb tenses when explaining causes and results, direction and time											
READING	Observed	Mastered	READING	Observed	Mastered	READING	Observed	Mastered	READING	Observed	Mastered	READING	Observed	Mastered
recognizes the English alphabet in print			uses reading strategies to assist in deriving meaning from text (e.g., predicting, rereading; phonics; recognition of cueing systems; repetition; and word families)			begins to follow written instructions			responds independently to written instructions			responds independently to written instructions		
knows the direction of English 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			recalls and retells a written story		
reads pictures and uses picture cues			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			figures out meaning in texts that may be unfamiliar, unsupported by visual context, and contains challenging vocabulary and sentence structures		
begins to use phonetic and context clues and sight recognition to understand simple texts (e.g., pattern books, chart stories, songs, chants, rhymes)			uses 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			reads a variety of print material		
recognizes familiar words and repeated phrases in plays, poems, stories, and environmental print			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		
participates in shared reading activities, choral reading, and rehearsed reading in a small group									chooses to enjoy material for personal reading similar in scope and difficulty to that being read by peers			chooses to enjoy material for personal reading similar in scope and difficulty to that being read by peers		
WRITING	Observed	Mastered	WRITING	Observed	Mastered	WRITING	Observed	Mastered	WRITING	Observed	Mastered	WRITING	Observed	Mastered
begins to dictate labels, phrases, and sentences to a scribe			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			begins to write competently in all subject areas		
prints the English alphabet in upper- and lower-case letters			writes some common and personally relevant words			begins to use new vocabulary and idioms			contributes to cooperative class writing			contributes to cooperative class writing		
copies written information, following left-to-right and top-to-bottom progression			uses capital letters and final punctuation			uses conventional spelling for most common and personally relevant words			uses a variety of forms of writing			uses a variety of forms of writing		
completes sentence patterns based on familiar and meaningful context and vocabulary			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			writes short, original compositions using all stages of the writing process		
adds words to sentence openers to complete a thought			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			observes most conventions of punctuation		
writes some personally relevant words			uses the writing process with assistance (e.g., participates in structured prewriting 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)								
expresses ideas through drawing, writing in their first language, and labelling			uses computers to begin to develop word-processing skills			writes collaboratively with peers								
writes personal information (e.g., name, address)														
participates in shared writing activities in small groups														
participates in a variety of prewriting activities														
begins to use computers for writing activities														

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

STUDENT NAME:		PIN #												
LANGUAGE ACADEMY TEACHER:														
BEGINNING			DEVELOPING			EXPANDING			CONNECTING					
LISTENING	Observed	Mastered	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			identifies ideas in oral presentations on a variety of topics, using grade-appropriate vocabulary					
responds to short, simple questions			participates in conversation on familiar topics			identifies main ideas and supporting details in short oral presentations			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)					
responds briefly to short, simple, stories, songs, and poems			requests clarification when necessary			responds appropriately to formal and informal speech			takes notes of teacher lessons using a supplied written outline as a guide					
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	Observed	Mastered	SPEAKING	Observed	Mastered	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			uses English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse)					
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			gives accurate, detailed, instructions and directions					
expresses basic needs (e.g., related to washroom, safety)			recounts familiar events, stories, and key information			participates in discussions based on classroom themes			speaks with grade-appropriate vocabulary and sentence structure					
identifies familiar names, objects, and actions			rephrases key ideas from written or oral texts, with support			makes short, effective oral presentations			speaks with fluency and clarity in a large group					
answers specific questions using single words or short phrases			gives straightforward directions and instructions			begins to self-correct grammatical errors			expresses point of view and explains it in some detail in group discussions					
speaks with sufficient clarity for teacher comprehension			expresses opinions and emotions			begins to use conditionals as well as adverb and adjective phrases			self-corrects common grammatical errors					
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 appropriate gestures to convey meaning			makes academic presentations					
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 idiomatic and colloquial language appropriately					
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	Observed	Mastered	READING	Observed	Mastered	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			analyzes unfamiliar text to figure out meaning					
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			identifies elements of a story					
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			uses vocabulary-acquisition strategies (dictionary skills, root words, prefixes, suffixes, high frequency words)					
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			figures out unfamiliar vocabulary in a familiar context					
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			uses skills in independent research to gather information (e.g., from library resources, community resources, print, media, and computer resources)					
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			chooses personal reading material similar in scope and difficulty to that of their peers					
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	Observed	Mastered	WRITING	Observed	Mastered	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			uses grade-appropriate vocabulary (e.g., spell, understand, and use vocabulary from all subject areas)					
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			produces reports, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling 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			uses the stages of the writing process					
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			uses verb tense effectively					
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			uses word-processing and graphics programs for publishing					
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								