

English Language Learning

Standards

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ELL Provincial Specialist Association

As part of the development process for this document, various sources were consulted, including:

- the BC Performance Standards (2000, for Writing and for Reading)
- English Language Learning Descriptors for Assessment Issues and Practices developed by the BC Lower Mainland Consortium of School Boards for Successful Settlement
- other existing district-developed descriptors of ELL proficiency
- the ELL Standards developed by the U.S.-based Teachers of English to Speakers of Other Languages (TESOL) organization¹
- ELL materials from other provinces and countries.

1. Short, Deborah et al. (Nancy Cloud, Emily Gomez, Else Hamayan, Sarah Hudelson, Jean Ramirez), ELL Standards for Pre-K-12 Students (Alexandria, VA: Teachers of English to Speakers of Other Languages Inc., 1997).

Introduction

Definition of an ELL Student — English Language Learnersⁱ students are those whose primary language(s), or language(s) of the home, is/are other than English and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ELL supportⁱⁱ.

— from *English Language Learners Policy Framework, Ministry of Education, 1998*

i In some literature, this is referred to as English as an Additional language (EAL)

ii In some literature, this is referred to as English as a Second Dialect (ESD)

These English Language Learners Standards have been developed by British Columbia ELL teachers and language professionals to complement the *Province's English Language Learners Policy Framework, 1999* and *English Language Learners Policy Guidelines, 1999*. They are founded upon the knowledge and experience of ELL educators, as reflected in literature from different educational jurisdictions interpreted by representative BC practitioners. The standards describe characteristics that second language learners typically exhibit at various stages of the English acquisition process. Together, the standards address the range of language abilities found among K-12 ELL learners.

Using the ELL Standards

The ELL Standards set out in this document have been created as a resource to help educators who work with ELL students (either as specialists or as classroom teachers) plan and carry out ongoing instruction and assessment. They provide common language for districts to use in describing learners' proficiency in English reading, writing, and oral expression. These standards are intended as a complement to the various approaches that districts have already developed for use with ELL student populations. ELL educators may accordingly wish to use existing district-developed standards (descriptors) as an alternative or supplement to these standards.

Although similar in some respects to the *BC Performance Standards* (2000, for Writing and for Reading), these ELL standards are distinct in important ways. For example, they are not based on provincially prescribed curriculum. Students who receive ELL assistance are, by definition, not yet ready to meet some of the expectations (learning outcomes) set out in the English Language Arts Integrated Resource Package (the provincially prescribed curriculum) for their grade level. They may also not be ready to meet some of the language-dependent learning outcomes specified for other subjects.

As descriptors of language characteristics that English Language Learners typically exhibit, the ELL standards do not constitute exit criteria or expectations of minimum performance that students must demonstrate. Rather, they are a tool that teachers can use to help them:

- make placement decisions and determine students' service requirements
- develop a profile of a class or group of students to support instructional decision making
- collaboratively set goals for individuals, classes, or schools
- monitor, evaluate, and report on individual student performance

- facilitate communications with parents, students, and other teachers about student performance
- plan professional development.

Teachers who are seeking further information about the characteristics of ELL learners as well as on appropriate instructional and assessment practices for use with this population will find the following ministry publications useful:

- *English Language Learners: A Guide for Classroom Teachers, 1999* (RB0074)
- *English Language Learners: A Guide for ELL Specialists, 1999* (RB0075)
- *The Primary Program: A Framework for Teaching* (RB109) — relevant for primary level only

Organization of the Standards

The ELL standards outlined in this document are presented in matrices similar to those used for the Rating Scales provided in the *BC Performance Standards* for Reading and Writing. In addition, a description of standards for Oral Expression has been developed, since oral language proficiency is an important aspect of second language acquisition and may be a challenge for ELL students. For oral expression, the standards pertaining to both receptive skills (i.e., listening) and expressive skills (i.e., speaking) are included on a single matrix.

Although the ELL standards focus on only three language domains – reading, writing, and oral expression – it is understood that effective language instruction for all students, including ELL students, will also feature opportunities for the development of viewing and represent-ing skills.

Each matrix provides a descriptive scale of language proficiency in English Language Learners for one of the language domains. A set of matrices has been provided for each of three age/grade clusters – Primary, Intermediate, and Secondary. Since it is assumed that students’ levels of proficiency in English will be regularly reassessed, and especially when they move from one age/grade cluster to another, no attempt has been made to articulate the matrices across the age/ grade clusters (Primary, Intermediate, and Secondary). Indeed, users will find that the lists of features characterizing the aspects (left hand column of each matrix) are somewhat unique to the matrices on which they appear. Likewise, the links among the matrices within each grade cluster remain fairly loose, because development occurs at different rates within each domain. A particular learner’s language performance may be at a different level in one domain than it is in another.

Together, the ELL standards address the range of language proficiency found among K-12 ELL learners. Each set of matrices (Primary, Intermediate, and Secondary) achieves this using a four-level system. Teachers who are familiar with existing ELL assessment and placement practices in BC school districts will recognize the level system used here as analogous to the various level systems already employed throughout the province. The organization of the standards according to levels of proficiency at each of three age/grade clusters makes them applicable to the language and academic needs of any ELL student (see also the following section on Preliterate Learners).

Students may exhibit characteristics identified by the standards for more than one level, and may even function at different levels in relation to the reading, writing, speaking, and listening processes.

Preliterate Learners

A level, as delineated in this document, does not equate to a year of schooling.

At any grade level (Primary, Intermediate, or Secondary), there may be new students who can be characterized as preliterate (see Glossary) learners. The age and level of developmental maturity of these students make them part of a particular school population (whether Primary, Intermediate, or Secondary), but they will have received limited formal schooling or pre-schooling. These students are generally recent arrivals to Canada, whose backgrounds differ significantly from the school environment they are entering. Some may have received schooling that was interrupted for various reasons, including war, poverty, or migration. Some may come from a remote rural setting with little prior opportunity for sequential schooling.

Preliterate students may have

- little or no experience with print
- semiliteracy in native language
- minimal understanding of the function of literacy
- limited awareness of school organization or culture
- performance significantly below grade level
- insufficient English to attempt tasks.

Although many such students are at the beginning level of oral proficiency in English, some may have more developed proficiency levels. Yet even the standards for Level 1 (on either the Primary, Intermediate, or Secondary matrices) may not yield a helpful description of their level of performance. These students typically require some intensive, customized support (including cultural bridging experiences) before they can gain from participation in “mainstream” classes. Although not fully skilled in the academic domain, these students possess valuable life skills that can serve as a basis for academic learning.

In terms of language skills, the preliterate student may

- use pictures to express ideas (meaning)
- be able to copy letters, words, & phrases (style)
- begin to write strings of words (style)
- show little awareness of spelling, capitalization, or punctuation (convention)
- use single words (convention).

Interpreting and Applying the Standards

In interpreting and applying the level system and the related standards, educators will need to apply professional judgment. They will also find it useful to note the following.

- Although the levels describe typical developmental stages, students may exhibit only some of the characteristics identified by the standards for a particular level. Indeed, students may exhibit characteristics identified by the standards for more than one level, and may even function at different levels in relation to the reading, writing, speaking, and listening processes. Typically, students' personal writing will be at a higher level than their content/academic writing.
- The amount of time required to progress from one level to the next will vary from one student to another. Language learning is a complex and gradual process, and progress varies in pace and includes apparent regression as well as improvement. Consequently, a level as delineated in this document does not equate to a year of schooling (e.g., a student may spend more than a year at a particular level).
- Language instruction and other forms of ELL service for students whose language abilities appear to correspond to those identified by the standards for a particular level should be designed to move students' abilities forward to a higher level. Typically students at the lower levels require more instructional support than students at higher levels. Students at any level, however, will require teachers not only to be sensitive to language needs but also to provide language for learning subject-specific content.

Administrative and Instructional Considerations

In determining how best to use the standards, teachers and administrators will need to keep the following administrative and instructional considerations in mind.

- Various models of service delivery currently in use in British Columbia schools are outlined in *ELL Learners: A Guide for ELL Specialists, 1999* (RB0075). School districts are responsible for choosing the model or combination of models that best provides the support students need. The ELL specialist, the classroom teacher, and others with appropriate expertise have a role to play, depending on the nature of the services to be provided.
- Provincial policy stipulates that an annual instructional plan be created for each ELL student, to include:
 - information on the student's initial assessment and any other assessment used for making placement or planning decisions (including information on the assessment techniques used; including also, as appropriate, information on student performance in relation to the standards outlined in this document)
 - a record of placement decisions
 - a schedule or list of the specialized services being provided.

The annual instructional plan should be kept in the student's files, which may also include information on the student's:

- home language(s)
- country of origin and countries of residence before arrival in Canada
- educational background (schooling experience, school reports and records)
- prior exposure to English.

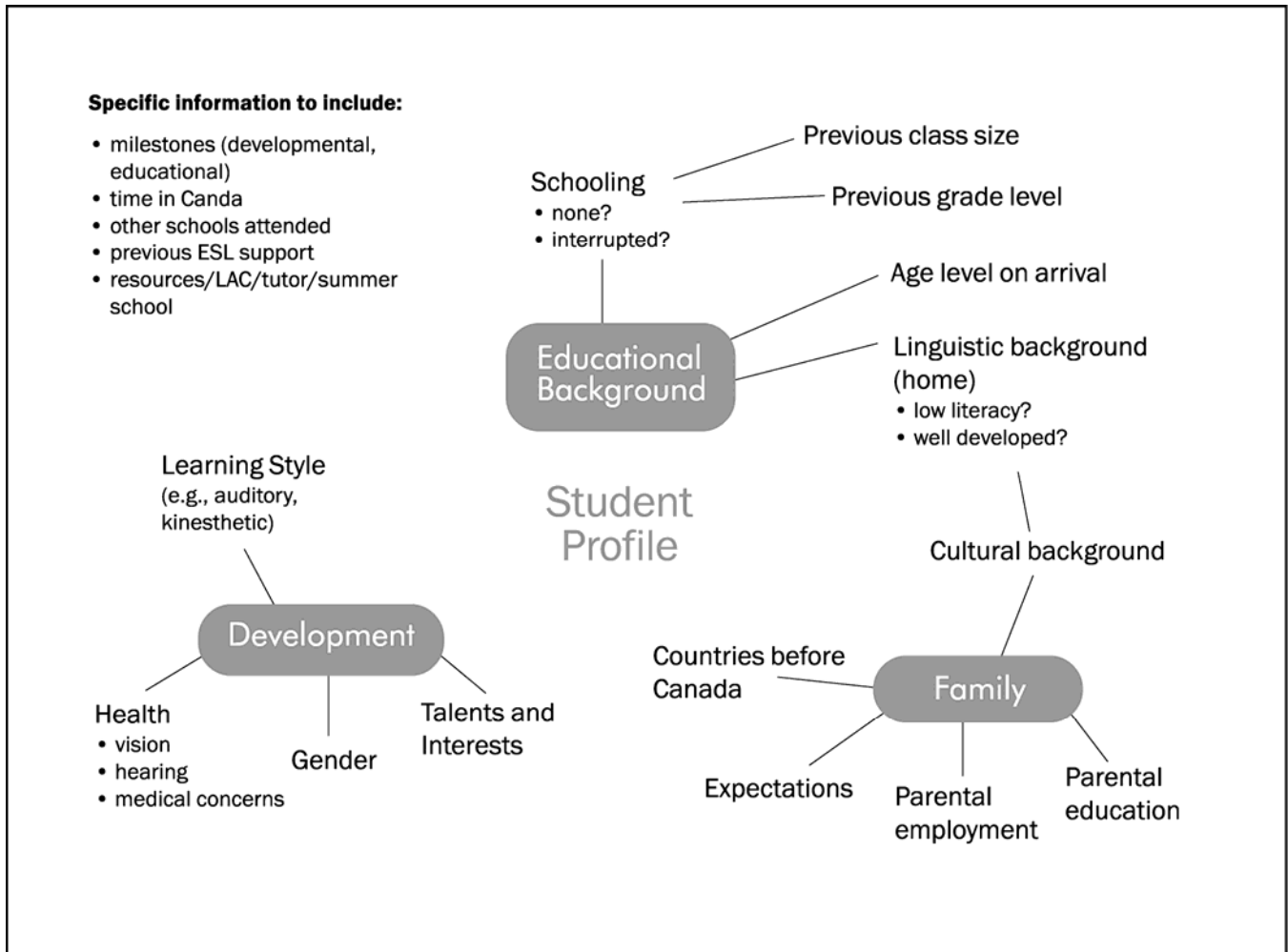
For more on developing a student profile, see the accompanying Figure 1: Considerations in Developing a Student Profile.

- It is assumed that students' levels of proficiency in English will be continuously reassessed. Reassessment will be particularly critical when students move from primary to intermediate schooling or from intermediate to secondary schooling, since the cognitive or academic demands may increase dramatically. A student who appears to be working at level 4 by the end of Grade 3 may still be found to require significant ELL support upon entering Grade 4.

- Both in their speech and writing, students who are acquiring English Language Learning will frequently make use in English of grammatical structures and words drawn from their first language. Terms such as *codeswitching* and *interlanguage* (see Glossary) are used to describe this behaviour. Some students may also experience a silent period when initially exposed to English that may last for several months. In this time they focus primarily on comprehension of English with little language output. It is important for teachers to recognize that these behaviours are not evidence of a language disorder or cognitive problem. Rather this is evidence of normal second language learning processes.

It is assumed that students' levels of proficiency in English will be continuously reassessed.

Figure 1: Considerations in Developing a Student Profile



Principles of Effective Second Language Learning

— Based on Margaret Early, “Enabling First and Second Language Learners in the Classroom,” *Language Arts* 67, Oct., 1990.

- ELL students’ learning should build on the educational and personal experiences they bring to the school.
- Students should be encouraged to use their previous experiences with oral and written language to develop their second language and to promote their growth to literacy. It is important that acquisition of the English used in the broader Canadian society and in school be seen as an addition to a student’s linguistic experience. Attempting to replace another language with English is not in the best interest of the learner.
- Cultural identities should be honoured by instructional practices that recognize the knowledge and experiences students bring to school rather than attempt to replace them.
- Learning a language means, among other things, learning to use the language to socialize, learn, query, imagine, and wonder.
- ELL students show considerable individual variation in their rates of development of oral proficiency and writing.
- All teachers, not just ELL specialists, need to address the learning needs of ELL students and be prepared to adjust their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of their students.
- If ELL students are to “keep up” or “catch up” with their English-speaking peers, their cognitive and academic growth should continue while the second language is developing.
- Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students’ language, subject-area knowledge, and thinking skills.
- Exercises in grammatical structures that fragment language at the word or sentence level and neglect the discourse level are not effective.

ELL and ESD

Some ELL students come from households where English is not the home language while others come from an environment where the English used at home is significantly different from the English which is commonly used in schools. English as a Second Dialect (ESD) students include some First Nations students and students whose caregivers grew up in other countries where the English spoken differs from the English used in Canadian schools (see the “Definition of an ELL Student” included at the beginning of the Introduction). ESD students require additional ELL support in order to function success-fully in the school curriculum.

The process of identifying ESD students is much like the procedure for identifying any ELL students and is described in the *Guidelines for ELL Specialists*. It is important to keep in mind that ESD is not a matter of recognizing an “accent.” ESD support services are oriented toward developing school language. English language proficiency should be considered in broad terms to take account of differences between language used for social interaction and language used for academic purposes in all content areas.



Primary

Students who arrive in primary school have a wide variety of backgrounds and bring with them a range of differing life experiences. Within the school setting, the rate and direction of their learning will be individual and reflective of their personal pattern of growth and development. As well, prior exposure to English will affect their learning. A student's level of proficiency in English will correspond to one or more of the levels described on the following matrices.

Writing Samples

In order to illustrate how the standards might be applied in assessing student work, several samples of student writing have been reproduced and analysed using the writing standards provided here. It is recognized that an assessment of a single sample of student work cannot by itself give a complete and accurate picture of a student's level of development. Indeed, skills such as editing, for example, can be observed only in a situation in which the student produces successive drafts of a piece of work.

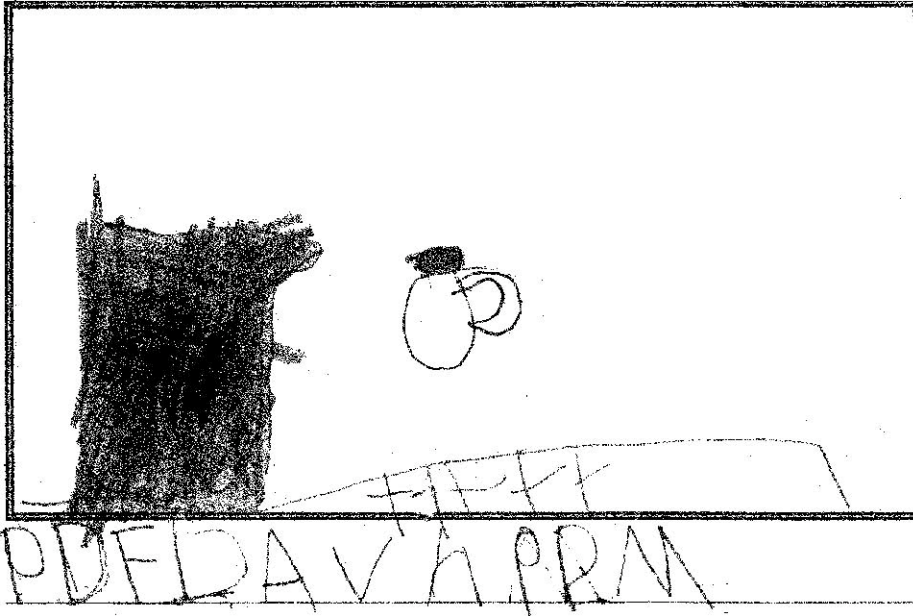
Primary Writing

Aspect	Level 1	Level 2
Meaning <ul style="list-style-type: none"> developing ideas communicating information use of detail clarity of purpose 	<ul style="list-style-type: none"> may be preliterate or semi-literate in a first language may not attempt to write letters or words relies on drawing or other visual representations to convey much of the meaning (prompting may be required for drawing) may give a single letter to represent a word 	<ul style="list-style-type: none"> may offer personal opinions that fit a patterned frame may respond with what he or she knows to any task assignment requires modelling or prompting for explanation or elaboration
Style <ul style="list-style-type: none"> variety, impact, and clarity of language 	<ul style="list-style-type: none"> may have little or no written English vocabulary 	<ul style="list-style-type: none"> uses limited, repetitive phrases and fragments relies on patterned sentences
Form <ul style="list-style-type: none"> following models using connecting words sequencing using diagrams following rules for various forms 	<ul style="list-style-type: none"> may not attempt any spontaneous writing may attempt to copy letters, words, phrases can label (information, ideas, experience) with the assistance of an adult scribe 	<ul style="list-style-type: none"> frequently copies letters, words, or phrases independently begins using “and” as a connecting word
Convention <ul style="list-style-type: none"> capitals punctuation grammar spelling sentence structure (syntax) 	<ul style="list-style-type: none"> may demonstrate awareness of left to right convention when copying demonstrates awareness of sound-symbol relationships at the beginning of words displays little awareness or understanding of punctuation or capitalization 	<ul style="list-style-type: none"> pronoun usage is confusing omits words and word endings misuses capitals and periods uses some simple sight words such as <i>and, a, the, it</i> attempts phonetic spelling for entire words makes frequent, repeated errors

Level 3	Level 4
<ul style="list-style-type: none"> • intended meaning is not always clear on first reading • adds detail, examples, and explanations to convey meaning, with prompting • states ideas using selected vocabulary, with prompting 	<ul style="list-style-type: none"> • uses content area key words arising from instruction • begins to make journal entries independently • frequently adds detail, examples, and explanations to convey meaning • makes connections between background knowledge and new information to generate writing • sentences or ideas may not be clearly related to each other
<ul style="list-style-type: none"> • some use of specialized vocabulary • may copy some idiomatic forms, but not always appropriately 	<ul style="list-style-type: none"> • demonstrates some appropriate idiomatic use • uses key content vocabulary as the result of instruction
<ul style="list-style-type: none"> • requires a framework for constructing complex sentences • sequence is the dominant form of organization, often in list form, marked with frequent use of “and” or “then” 	<ul style="list-style-type: none"> • can write about setting, characters, problem, events, and solutions with the support of a narrative diagram • writes a personal recount without teacher support (may be a single long, rambling sentence) • sequences text independently • can copy information accurately • is able to produce writing in more than one genre (e.g., letter, story, journal entry) from appropriate models
<ul style="list-style-type: none"> • syntactic errors are common and may impair meaning • makes use of capitals and punctuation, but may not be conventional use • omits words or word endings • may be uncertain about preposition choice • may use phonetic spelling 	<ul style="list-style-type: none"> • can edit for missing words and endings, with direction (e.g., writing checklist) • may use transitional spelling

Primary Writing Sample: Level 1

Task: Describe what we did when we made bread.



Put the flour in the milk.

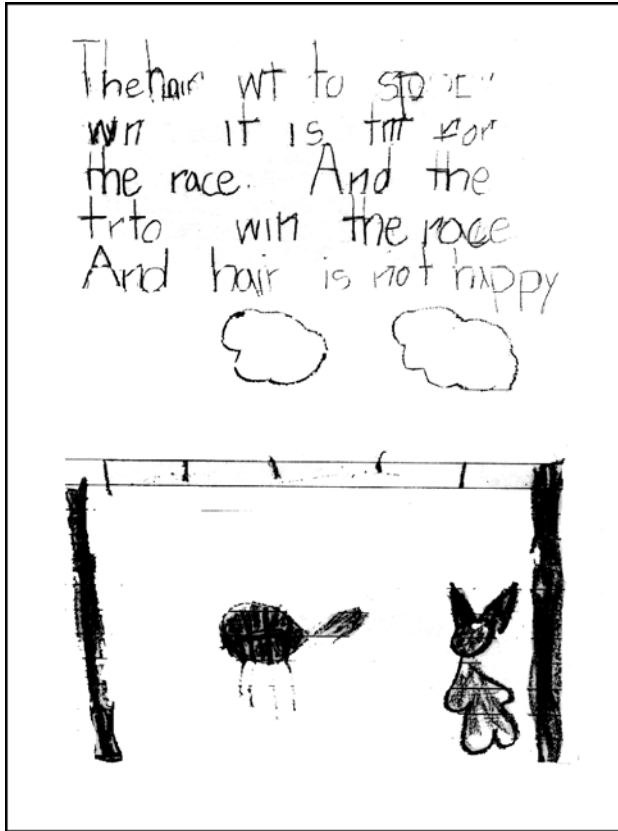
[intended meaning, based on student's own "reading" of the written sample]

Level 1

- | | |
|-------------------|---|
| Meaning | <ul style="list-style-type: none">• relies on drawing or other visual representations to convey much of the meaning (prompting may be required for drawing) |
| Style | <ul style="list-style-type: none">• may have little or no written English vocabulary |
| Form | <ul style="list-style-type: none">• may attempt to copy letters, words, phrases |
| Convention | <ul style="list-style-type: none">• may demonstrate awareness of left to right convention when copying• demonstrates awareness of sound-symbol relationships at the beginning of words |

Primary Writing Sample: Level 2

Task: Write about your favourite animal in the story. (Grade 2)



The hair wt [want] to sto? [stop?] wn [when] it is tm [time] for the race. An the trto [tortoise-turtle] win the race. And hair is not happy

Level 2

- | | |
|-------------------|--|
| Meaning | <ul style="list-style-type: none">• may respond with what he or she knows to any task assignment |
| Style | <ul style="list-style-type: none">• uses limited, repetitive phrases and fragments• relies on patterned sentences |
| Form | <ul style="list-style-type: none">• begins using “and” as a connecting word |
| Convention | <ul style="list-style-type: none">• omits words and word endings• misuses capitals and periods• uses some simple sight words such as and, a, the, it• attempts phonetic spelling for entire words |

Primary Writing Sample: Level 3

Task: Describe what you did and saw during our field trip to Science World.

Science World
I like to see the shown
I saw a buboll at Science World
and I see/a big peanno at
Science World Then it tame
for luch and I eat my luch
NEW I Go OUT and I saw a
house it has a makey on it.
Then I go to see a shwn
and I saw a fire shwn.
I like the science world

I like to see the shown [show] I saw a buboll [bubble] at Science World and I see a big peanno [piano] at Science World then it tame [time] for luch [lunch] and I eat my luch. New [Now] I go out and I saw a house ti [it] has a makey [monkey?] on it. Then I go to see a shwn [show] and I saw a fire shwn. I like the Science World.

Level 3

Meaning

- intended meaning is not always clear on first reading
- adds detail, examples, and explanations to convey meaning, with prompting

Style

n/a

Form

- sequence is the dominant form of organization, often in list form, marked with frequent use of “and” or “then”

Convention

- syntactic errors are common and may impair meaning
- makes use of capitals and punctuation, but may not be conventional use
- may use phonetic spelling

Primary Writing Sample: Level 4

Task: Write a make-believe story in which you are a character.

When I was dowing
art in my house I felt some
thing moving so I opend
thedoor and there was dino
sors running in front
of my house and I ran
to see whats hapening
and I saw what was hapen
ing there were mens shut
ting dinosors with there
wapens so I told them
to stop it so they did then
I went back to art
The end.

When I was dowing [doing] art in my house I felt [felt] something moving so I opend the door and there was dinosors running in front of my house and I ran to see whats hapening and I saw what was hapening there were mens shutting [shooting] dinosors with there wapens [weapons] so I told them to stop it so they did then I went back to art. The end.

Level 4

- | | |
|-------------------|---|
| Meaning | <ul style="list-style-type: none">• begins to make journal entries independently meaning• makes connections between background knowledge and new information to generate writing |
| Style | <ul style="list-style-type: none">• uses key content vocabulary as the result of instruction |
| Form | <ul style="list-style-type: none">• can write about setting, characters, problems, events, and solutions with the support of a narrative diagram |
| Convention | <ul style="list-style-type: none">• may use transitional spelling |

Primary Reading

Aspect	Level 1	Level 2
Strategies <ul style="list-style-type: none"> • phonics • predict and confirm • letter and word recognition • print conventions • comprehension strategies 	<ul style="list-style-type: none"> • shows awareness of how books work: front to back sequence, left to right print • pays increasing attention to oral reading of English text and to picture cues • is developing sound/symbol awareness • recognizes letters of the Roman alphabet (as distinct from the elements of other writing systems) • recognizes some words by memory-sight vocabulary • often requires extra prompts and models to get started and to move from pictures to print 	<ul style="list-style-type: none"> • may use picture clues to retell story events • can identify most letters • matches initial consonant sounds and letters in familiar words • matches print with corresponding oral word • recognizes an increasing number of words (usually high-frequency words) • uses some phonics and other decoding skills • requires extensive support to read text
Comprehension <ul style="list-style-type: none"> • main ideas and details • organizing information • drawing inferences • retelling • predicting • recognizing genre 	<ul style="list-style-type: none"> • derives understanding mainly from illustrations and graphics 	<ul style="list-style-type: none"> • may be able to sequence illustrations and graphics to retell a story • predictions are often spontaneous guesses related to personal experience rather than the text • labels illustrations and graphics with some story words • may identify main characters and events after repeated readings
Response and Analysis <ul style="list-style-type: none"> • connecting to other information (e.g., prior knowledge) • articulating and supporting personal opinions 	<ul style="list-style-type: none"> • responds in echo reading situations • listens actively • requires assistance to choose materials at reading level 	<ul style="list-style-type: none"> • begins to describe a selection using a framework • may express liking or dislike for a selection, but may not give reason • may be able to recognize when a given text selection is too difficult to read • needs direct support to use prior knowledge to deepen understanding • participates in choral reading

Level 3

- reads unfamiliar text only with teacher support
- is developing strategies to assist comprehension (e.g., rereading, discussing with a peer, looking at pictures)
- begins to self-monitor for comprehension of new vocabulary
- may have difficulty using context clues to grasp meaning

- focusses on literal meaning
- requires support to understand new or somewhat complex text
- reads and demonstrates understanding of some story elements

- is beginning to develop confidence reading text
- may express liking or dislike for a selection and begin to give reasons
- begins to make connections with personal experience
- is sometimes able to relate personal experience to material read

Level 4

- with direction, may select and apply strategies previously modelled by teacher
- may use some strategies independently to understand new text (e.g. uses context clues)
- begins using a variety of word attack skills and reading strategies
- reads familiar text by decoding word by word
- may self-correct when reading orally
- may require extra time to understand text
- is beginning to read for information, with assistance
- is usually able to identify main character and recall key events in stories, with assistance
- has occasional difficulty sequencing events
- requires extensive support to predict, evaluate, interpret, and infer
- reads a variety of self-selected material more independently (fiction and non-fiction)
- offers simple opinions or judgments
- reads assigned materials with increased confidence
- makes connections beyond personal experience, with assistance
- often requires direction or prompting to cite relevant details/examples or give reasons in answers and explanations

Primary Oral Language

Aspect	Level 1		Level 2	
	Receptive	Expressive	Receptive	Expressive
Content <ul style="list-style-type: none"> word choice and use definitions categorization and associations (e.g., synonyms, imagery, metaphor) 	<ul style="list-style-type: none"> understanding limited: may range from no comprehension to understanding key words or short phrases 	<ul style="list-style-type: none"> has a limited functional vocabulary begins to name concrete objects 	<ul style="list-style-type: none"> requires extensive support with content language 	<ul style="list-style-type: none"> uses limited vocabulary begins to use content vocabulary with support frequently chooses incorrect words compensates for limited vocabulary by using known vocabulary and circumlocutions
Form <ul style="list-style-type: none"> grammar (e.g., plurals, possessives, verb tense endings) sentence structure intonation pronunciation fluency 	<ul style="list-style-type: none"> recognizes and understands phrases and simple sentences in context, with support (e.g., repetition, gestures, translation) requires significant wait time to formulate a response has difficulty with common pace of English speakers may not be able to perceive many 	<ul style="list-style-type: none"> may be silent may speak in isolated words and phrases may not be able to pronounce many English sounds halted or fragmented speech may include words or gestures 	<ul style="list-style-type: none"> understands common concrete words, phrases, and sentences requires extended wait time prior to responding to questions often has difficulty following what is said 	<ul style="list-style-type: none"> speaks quietly pronunciation may interfere with others' comprehension frequently omits words frequent grammar errors can obscure meaning makes simple tense errors may begin to use connecting words (and, but, or) may begin to use language of sequence

	English sounds		(e.g., first, next, then, finally)
			<ul style="list-style-type: none"> may be silent because of language limitations
Use			
<ul style="list-style-type: none"> functions of language (e.g., academic: describe, explain, question; social: asking for permission, assistance, directions) social conventions (e.g., turn-taking) 	<ul style="list-style-type: none"> may respond when teacher prompts has difficulty understanding classroom directions and questions may follow simple instructions accompanied with teacher gestures 	<ul style="list-style-type: none"> begins to communicate personal and survival needs (functional vocabulary) frequently repeats what others say may point and give brief description of picture or object using single words or phrases uses memorized phrases and fragments may elect not to speak 	<ul style="list-style-type: none"> can understand some classroom directions may understand simple questions begins to describe objects or pictures using phrases or simple sentences
			<ul style="list-style-type: none"> begins to contribute to discussions, retell stories, and recount events, with support may have difficulty formulating answers is often hesitant in everyday conversation begins to use colloquial language begins to ask simple questions

Level 3		Level 4	
Receptive	Expressive	Receptive	Expressive
<ul style="list-style-type: none"> requires support with content language requires support to draw inferences and understand idioms 	<ul style="list-style-type: none"> requires support with content language uses varied vocabulary sometimes chooses incorrect words may use circumlocution 	<ul style="list-style-type: none"> understands idioms and figurative language, with supplemental instruction specialized academic vocabulary may cause difficulties but student is able 	<ul style="list-style-type: none"> uses content language, with support begins to use a wide range of vocabulary, with flexibility uses idioms and figurative language,

<ul style="list-style-type: none"> requires less wait time prior to responding to questions 	<ul style="list-style-type: none"> generally uses correct word order (syntax) generally uses simple verb tenses correctly begins to use varied sentence structure pronunciation, grammar, or word omission errors may interfere with students' meaning uses connecting words with some errors; generally uses sequencing vocabulary correctly (e.g., first, next, then, finally) speech often disrupted by search for correct vocabulary or syntax begins to self-correct 	<p>to work around problems</p>	<p>with support</p>
<ul style="list-style-type: none"> understands some teacher/student discussions understands some social conversation with peers 	<ul style="list-style-type: none"> begins to ask for clarification participates in classroom discussion, with support usually engages in social conversation with peers sometimes uses inappropriate or unconventional words 	<ul style="list-style-type: none"> understands most social conversations and classroom discussions 	<ul style="list-style-type: none"> able to ask for clarification, with support retells stories, recounts events, and composes own stories engages in most social conversations usually participates in classroom discussions
<ul style="list-style-type: none"> may require occasional repetition understands complex sentence structure with teacher prompting 	<ul style="list-style-type: none"> uses complex sentence structures, with support is developing some fluency in conversation and classroom discussions may have occasional lapses while searching for correct word/expression may self-correct effectively makes occasional grammatical errors, but meaning is generally clear; may use a variety of verb tenses appropriately 		



Intermediate

Students who arrive in the intermediate grades having progressed from earlier schooling situations in British Columbia (or another jurisdiction where schooling is provided in English) may already have received ELL support. These students will be making progress with spoken and written English, and their levels of proficiency will correspond to one or more of the levels described on the following matrices.

Writing Samples

In order to illustrate how the standards might be applied in assessing student work, several samples of student writing have been reproduced and analysed using the writing standards provided here. It is recognized that an assessment of a single sample of student work cannot by itself give a complete and accurate picture of a student's level of development. Indeed, skills such as editing, for example, can be observed only in a situation in which the student produces successive drafts of a piece of work.

Intermediate Writing

Aspect	Level 1	Level 2
Meaning <ul style="list-style-type: none"> developing ideas communicating information use of detail clarity of purpose 	<ul style="list-style-type: none"> selects writing topics to match available vocabulary (often related to basic personal and social experiences) produces limited output teacher must consult the student to comprehend the intended meaning 	<ul style="list-style-type: none"> uses subject-specific vocabulary for labelling, but not in extended composition begins to make connections between background knowledge, experience, and new information to generate personal and content-area text, with instructional support the meaning is not always clear on the first reading
Style <ul style="list-style-type: none"> variety, impact, and clarity of language 	<ul style="list-style-type: none"> repeats phrases and uses patterned sentences relies on labelling vocabulary (nouns, verbs) is comfortable with copying, but often with omissions that indicate comprehension gaps 	<ul style="list-style-type: none"> mixes personal comments into content writing uses short sentences with a lack of elaboration or modification copies classroom notes with greater accuracy language is repetitive
Form <ul style="list-style-type: none"> using connecting and transition words sequencing and organization introductions and conclusions using paragraphs following rules and expectations for various forms/genres 	<ul style="list-style-type: none"> is able to organize by chronological sequence, with support frequently has no conclusion other than "The End" writing may be a list is beginning to organize ideas according to topic, although the sentences may not be coherently arranged 	<ul style="list-style-type: none"> uses connecting words such as and, or, but frequently has no conclusion sequence may be marked with frequent use of "and" or "then"
Convention <ul style="list-style-type: none"> capitals punctuation spelling word choice (diction) grammar sentence structure (syntax) 	<ul style="list-style-type: none"> frequently uses phonetic spelling that reflects personal pronunciation continues to make frequent errors associated with verb tenses, pluralization, agreement is able to recognize and use capitals at the beginning of 	<ul style="list-style-type: none"> uses sentences consistently, but with fragments and run-on constructions makes inconsistent use of articles and pronouns (may have difficulty with masculine and feminine pronouns) continues to make frequent

- sentences, in proper nouns, for days of the week, and for months
- uses end-of-sentence punctuation inconsistently
- makes word-omission errors (e.g., articles, verbs, prepositions)
- spelling errors
- begins to use contractions and possessives correctly
- makes frequent errors associated with verb tenses, pluralization, and agreement

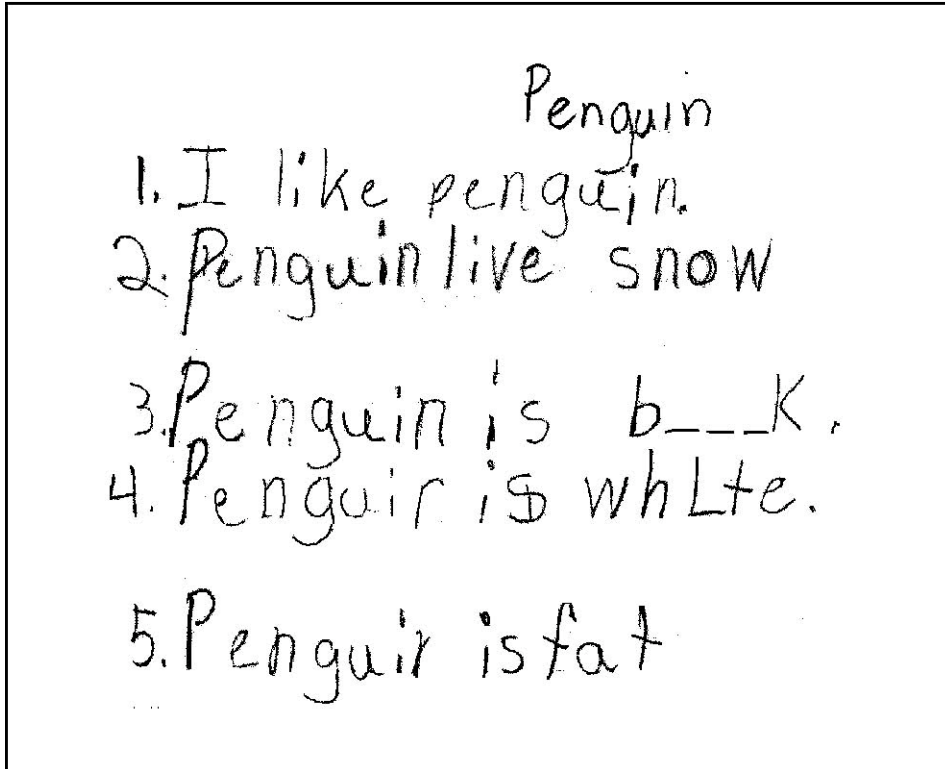
Level 3	Level 4
<ul style="list-style-type: none"> • continues to make connections between background knowledge, experience and new information to generate personal and content-area text, with modelling • central idea of personal recounts is generally understandable, but errors in convention create some gaps for interpretation • has some content-area vocabulary • relies on instructional support to make meaning in content area forms of writing such as research reports and classroom assignments • supporting details may be difficult to interpret • often uses long, repetitive sentences • uses a variety of sentence structures, with some errors • is unable to express abstract thoughts due to limited command of language • copies classroom notes accurately • introduction, body, conclusions often only partly developed • uses paragraphs with little deliberate organization • begins to use time markers such as first, and then, after • begins to link ideas by using suitable conjunctions • informational writing frequently uses material copied from a source, followed by a personal comment (e.g., "salmon lay eggs in gravel. I 	<ul style="list-style-type: none"> • begins to use subject-specific vocabulary in academic writing • uses graphic organizers to develop outlines for content writing • makes connections between background knowledge, experience and new information to generate personal and content-area text • expresses ideas with more elaboration • uses a variety of vocabulary • uses a variety of sentence types, with some errors • complex sentences contain some errors • vocabulary is usually precise • extended writing, such as story recounts or field trip reports, contain frequent errors • ideas are appropriately introduced and may be supported • links some ideas with suitable conjunctions • may omit connecting words in places, which causes abrupt transitions i uses form/genre according to classroom instruction • begins to write cohesive paragraphs

like to eat salmon eggs")

- writes in recognizable patterns (e.g., recounting, storytelling, explanation, reporting) from models
- the frequency and nature of spelling errors do not prevent the teacher from interpreting the text
- usually makes use of capitalization and punctuation (periods, question marks, and exclamation marks) with errors
- may make incorrect word choices in both personal and content area writing (e.g., by mistakenly generalizing the use of known words, as in writing birthday festival to refer to birthday party)
- often uses contractions and possessives correctly
- attempts to use articles and pronouns with more consistency
- continues to make frequent errors associated with verb tenses, pluralization, and agreement
- makes some errors re articles, pronouns, prepositions, verb tense, and subject-verb agreement
- makes occasional punctuation and spelling errors

Intermediate Writing Sample: Level 1

Task: Write a five-sentence animal report. (Grade 5)



1. I like penguin.
2. Penguin live [like or live in?] snow
3. Penguin is b__k. [black]
4. Penguin is whLte. [white]
5. Penguin is fat

Level 1

Meaning	<ul style="list-style-type: none">• produces limited output
Style	<ul style="list-style-type: none">• repeats phrases and uses patterned sentences
Form	<ul style="list-style-type: none">• writing may be a list
Convention	<ul style="list-style-type: none">• uses end-of-sentence punctuation inconsistently• makes word-omission errors (e.g., articles, verbs, prepositions)

Intermediate Writing Sample: Level 2

Task: Write a story. (Grade 4)

Once upon a time there was
a boy and his name is sata Santa
live in the north pole he not
really a Santa but people call him
Santa some ask him where
is your red jacket some
people ask him why won't you
give present but he just
said I don't have any present
some people throw think and
Santa but he not really Santa
his name is Santa but he
not Santa. Now he went
back to the north pole the
fine Santa now that is
the real one. Santa bring Santa
to the town now every
body see Santa now Santa went
back to north pole.

Once upon a time there was a boy and his name is sata [santa]. Santa live in the north pole [pole] he not really a Santa but people call him Santa Some ask him where [where] is your red jacket some people ask him why won't you give present but he just said I don't have any present Some people throw [?] think and Santa but he not really Santa his name is Santa but he not Santa. Now he went back to the north pole [pole] the fine Santa now that is the real one. Santa bring Santa to the town now everybody see Santa now Santa went back to north pole.

Level 2

Meaning

- meaning is not always clear on the first reading

Style

- language is repetitive

Form

- is beginning to organize ideas according to topic although the sentences may not be coherently arranged

- uses connecting words such as *and*, *or*, *but*

Convention

- makes frequent errors associated with verb tenses, pluralization, agreement

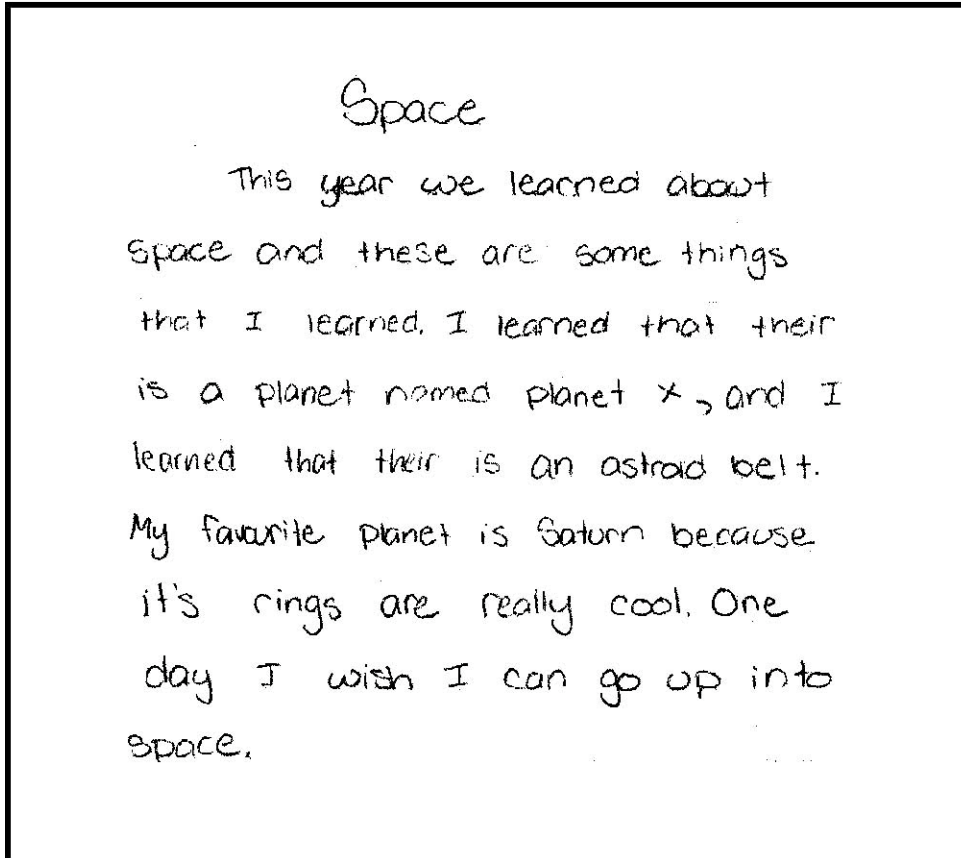
- makes inconsistent use of articles and pronouns [...]

- continues to make frequent spelling errors

- begins to use contractions and possessives correctly

Intermediate Writing Sample: Level 3

Task: Write a paragraph about what you learned when we studied space.



Space

This year we learned about space and these are some things that I learned. I learned that their is a planet named planet x, and I learned that their is an astroid belt. My favarite planet is Saturn because it's rings are really cool. One day I wish I can go up into space.

Level 3

Meaning	<ul style="list-style-type: none">• has some content-area vocabulary• continues to make connections between background knowledge, experience, and new information to generate personal and content-area text, with modelling
Style	<ul style="list-style-type: none">• uses a variety of sentence structures, with some errors• uses a variety of vocabulary
Form	<ul style="list-style-type: none">• introduction, body, conclusions often only partly developed• informational writing frequently uses material copied from a source followed by a personal comment• writes in recognizable patterns from models• begins to link ideas by using suitable conjunctions
Convention	<ul style="list-style-type: none">• the frequency and nature of spelling errors do not prevent the teacher from

interpreting the text

- continues to make frequent errors associated with verb tenses, pluralization, and agreement

Intermediate Writing Sample: Level 4

Task: Write a report about an interesting animal of your choice.

Topic: An Interesting Animal - Dogs

A animal that I found really interesting are ~~knows~~. Why I found ~~knows~~ interesting is that they have learned to live and cope with man for thousands of years. ~~knows~~ always been man's best friend.

Dogs are found all over the world. They can be found in people's home or even living in the wild.

Did you know that dogs come in all different kinds of shape and sizes? There are big dogs, small dog, ~~wide~~ dogs and thin dogs.

Dogs have a different kind of diet from humans, so they can't eat every thing human ^{could} eat.

Did you know that dogs are animals that cheers you up on a sad or miserable day? Well they do. They cheer you up by being so happy and so fluffy after a hard day. They are very comforting when you are all alone and feeling a bit unwell. They even give you a feeling of protection when your home alone or ~~unwell~~ after dark.

Well all I've got written down about why dogs are ^{interesting} if you want to know more you should look up more informations about dogs at your local library.

A [type of] animal that I found really interesting are k-nines. Why I found k-nines interesting, is that they have learned to live and cope with man for thousands of years. K-nines [has] always been man's best friend.

Dogs are found all over the world. They can be found in people's house or even living in the wild.

Did you know that dogs come in all different kinds of shape and sizes? There are big dogs, small dog, wide dogs and thin dogs.

Dogs have a different kind of [a] diet from humans, so they can't eat every thing human could eat.

Did you know that dogs are animals that cheers you up on a sad or miserable day? Well they do. They cheer you up by being so happy and so guffy after a hard day. They are very comforting when you are all alone and feling a bite unease. They even give you a feeling of protection when your home alone or walking outside after dark.

Well [thats] all I've got writen down about why dogs are [interesting], so if you want to know more [about dog] you should look up more informations about dogs at your local library.

Level 4

Meaning	<ul style="list-style-type: none">• expresses ideas with more elaboration• makes connections between background knowledge, experience, and new information to generate personal and content-area text
Style	<ul style="list-style-type: none">• uses a variety of sentence types, with some errors• vocabulary is usually precise
Form	<ul style="list-style-type: none">• ideas are appropriately introduced and may be supported• begins to write cohesive paragraphs• links some ideas with suitable conjunctions
Convention	<ul style="list-style-type: none">• makes some errors re articles, pronouns, prepositions, verb tense, and subject-verb agreement• makes occasional punctuation and spelling errors

Intermediate Reading

Aspect	Level 1	Level 2
Strategies <ul style="list-style-type: none"> phonics predict and confirm meaning letter and word recognition print conventions word skills comprehension strategies 	<ul style="list-style-type: none"> recognizes the letters of the alphabet sounds out and reads simple words demonstrates awareness that pages are read left to right and top to bottom, and that books are read front to back uses pictures, patterns, and print to attempt to read begins to develop a sight vocabulary of frequently used words 	<ul style="list-style-type: none"> uses strategies to sound out syllables and unfamiliar words begins to use contextual cues (e.g., from illustrations) to aid in comprehension has a limited sight vocabulary of frequently used words asks for help to gain meaning
Comprehension <ul style="list-style-type: none"> retelling predicting main ideas and details drawing inferences organizing information knowledge of genres 	<ul style="list-style-type: none"> is able to read own written work, with support is able to read and comprehend repetitive patterned text (e.g., daily overviews and labels supported by illustrations) may be able to sequence illustrations and graphics to retell a story 	<ul style="list-style-type: none"> reads and begins to retell the main ideas of a simple text begins to label illustrations and graphics in content areas predictions are often spontaneous guesses may identify main characters and events
Response and Analysis <ul style="list-style-type: none"> connecting to other information (e.g., prior knowledge, personal experience) articulating and supporting personal opinions evaluation 	<ul style="list-style-type: none"> begins to participate in choral reading requires assistance to choose materials at reading level begins to read simple text passages of increasing length 	<ul style="list-style-type: none"> begins to read simple texts on an increasing range of topics begins to read and interpret simple texts in a variety of genres needs direct support to use prior knowledge to deepen understanding and make connections

Level 3

- checks comprehension and corrects errors, with direction
- uses a variety of comprehension strategies with teacher prompting (e.g., questioning, predicting, clarifying, summarizing)
- begins to use word patterns to decipher meaning
- identifies plot (in fiction) or main idea and key points (in non-fiction) with direction
- asks and answers questions about main ideas and details in read material
- is able to predict story events (e.g., “What do you think will happen next?”) in simple texts, with support
- begins to understand implied meaning
- requires support to understand new or somewhat complex text
- may make connections between personal experiences and events in text
- shows awareness of reading for different purposes
- may express liking or dislike for a selection and begin to give reasons
- is developing confidence reading text

Level 4

- uses questioning (who, what, when, where, why) as a prereading strategy, with direction
- with direction, may select and apply strategies previously modelled by teacher
- may use some strategies independently to understand new text
- may self-correct when reading orally
- may require extra time to understand text
- reads for information, with assistance
- usually identifies elements of a story (e.g., plot, character, setting), with assistance
- can generally ask and answer literal and inferential questions
- requires support to read, interpret, and evaluate a variety of genres
- reads a variety of self-selected material more independently
- may offer opinions about text
- begins to read content materials with increased confidence
- often requires direction or prompting to cite relevant details or give reasons in answers and explanations

Intermediate Oral Language

Aspect	Level 1		Level 2	
Content	Receptive <ul style="list-style-type: none"> understanding limited: may range from no comprehension to understanding key words or short phrases 	Expressive <ul style="list-style-type: none"> has a limited functional vocabulary begins to name concrete objects 	Receptive <ul style="list-style-type: none"> requires extensive supplemental instruction with content/academic language 	Expressive <ul style="list-style-type: none"> uses limited vocabulary begins to use content vocabulary with supplemental instruction compensates for limited vocabulary by using known vocabulary and/or circumlocutions frequently chooses incorrect words
Form	<ul style="list-style-type: none"> recognizes and understands phrases and simple sentences in context, with repetition, gestures, translation requires significant wait time when responding has difficulty with common pace of English speakers may not be able to perceive many English sounds 	<ul style="list-style-type: none"> halted and fragmented speech often includes L1 words or phrases uses single-word or short-phrase utterances may accompany utterances with gestures may have difficulties with articulation or pronunciation that impede meaning often speaks very quietly or in a whisper 	<ul style="list-style-type: none"> uses gestures that reflect understanding, agreement, or disagreement may still have difficulties dealing with common pace of speech requires additional time to respond to questions 	<ul style="list-style-type: none"> uses word order in English that reflects first language characteristics occasional codeswitching (L1 and L2) may experience difficulties with personal pronouns pronunciation/articulation continue to impede meaning tends to use present tense verb forms tends to omit words (articles, prepositions, auxiliaries) may use intonation when asking a question (e.g., raising voice at the end of a question)
Use	<ul style="list-style-type: none"> may respond 	<ul style="list-style-type: none"> begins to 	<ul style="list-style-type: none"> understands 	<ul style="list-style-type: none"> is hesitant in everyday

- | | | | | |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • functions of language (e.g., academic: describe, explain, question; social: asking for permission, assistance, directions) • social conventions (e.g., turn-taking) | <p>when teacher prompts</p> <ul style="list-style-type: none"> • responds to personal greetings and classroom routines (e.g., hello, sit down) • may follow a simple spoken instruction accompanied with teacher gestures • attempts to listen to peer conversations | <p>communicate personal and survival needs</p> <ul style="list-style-type: none"> • frequently repeats what others say • may point and give brief description of picture or object using single words or phrases • uses memorized phrases and fragments • may elect not to speak | <p>simple sentences in sustained conversation, but may require repetition</p> | <p>conversation</p> <ul style="list-style-type: none"> • uses socially appropriate interactive style (personal space, volume/tone, eye contact) in social conversations • responds to personal greetings • begins to ask for clarification • begins responding to teacher questions • begins to participate in discussions in small groups and pairs in a safe and supportive environment |
|--|---|--|---|--|

Level 3		Level 4	
<p>Receptive</p> <ul style="list-style-type: none"> requires support with content/academic language generally understands vocabulary in everyday conversation requires support to draw inferences and understand idioms understands phrases and simple sentences in context understands familiar language spoken at a normal pace may require additional time when responding to complex or unfamiliar language 	<p>Expressive</p> <ul style="list-style-type: none"> uses content-specific language, with some errors requires support with use of idioms uses varied vocabulary sometimes chooses incorrect words may use circumlocution generally uses correct word order may make frequent grammatical and other errors that impede meaning uses a variety of verb tenses, with supplemental instruction 	<p>Receptive</p> <ul style="list-style-type: none"> may understand simple idioms and figurative language, with support may have difficulty with specialized academic vocabulary 	<p>Expressive</p> <ul style="list-style-type: none"> uses content-specific language, with support may use a wide range of vocabulary with flexibility
<ul style="list-style-type: none"> follows a sequence of instructions understands some teacher/student discussions understands some social conversation with peers 	<ul style="list-style-type: none"> uses language of classification, description, and comparison, with supplemental instruction usually able to ask for clarification participates in discussions in small groups and pairs in a safe and 	<ul style="list-style-type: none"> understands most classroom discussion understands most social conversation understands some colloquial expressions 	<ul style="list-style-type: none"> occasionally makes pronunciation, grammar, and word omission errors, but meaning is generally clear generally self-corrects oral production uses a variety of verb tenses, with some errors is developing some fluency in conversation and classroom discussions uses language for a variety of academic purposes, with support participates in classroom discussions, with support engages in most social conversation with peers

supportive
environment

- begins to
participate in large-
group discussions i
usually engages in
social conversation
with peers



Secondary

Students who arrive in secondary school having progressed from earlier schooling situations in British Columbia (or another jurisdiction where schooling is provided in English) may already have received ELL support. These students will be making progress with spoken and written English, and their levels of proficiency will correspond to one or more of the levels described on the following matrices.

Writing Samples

In order to illustrate how the standards might be applied in assessing student work, several samples of student writing have been reproduced and analysed using the writing standards provided here. It is recognized that an assessment of a single sample of student work cannot by itself give a complete and accurate picture of a student's level of development. Indeed, skills such as editing, for example, can be observed only in a situation in which the student produces successive drafts of a piece of work.

Secondary Writing

Aspect	Level 1	Level 2
Meaning <ul style="list-style-type: none"> developing ideas communicating information (sense of message, purpose, audience) use of detail use of sources 	<ul style="list-style-type: none"> the topics addressed are limited by the restricted known vocabulary begins to convey meaning by writing some familiar words and patterned phrases teacher must consult the student to comprehend the intended meaning output is short may require a long time to produce very few sentences does not compose independently 	<ul style="list-style-type: none"> attempts to express ideas on a range of topics the meaning is not always clear on first reading the central idea is apparent, but limited vocabulary may result in topic hopping or awkward phrasing incomplete elaboration and connection to the topic appear as digressions may begin to display awareness of audience begins to make connections between background knowledge, experience, and new information to generate personal and content-area text, with instructional support
Style <ul style="list-style-type: none"> variety, impact, and clarity of language 	<ul style="list-style-type: none"> writes simple sentences, phrases ideas are disjointed, affecting clarity compositions are conversational in tone has a limited variety of topics (e.g., personal information only) omits some words and phrases when copying 	<ul style="list-style-type: none"> copies material accurately use of vocabulary may be imprecise due to reliance on a translation dictionary language is repetitive begins to use varied vocabulary with instructional support may begin to use idioms, with errors
Form <ul style="list-style-type: none"> connecting and transition words sequence & organization introductions & conclusions paragraphs text features and graphics 	<ul style="list-style-type: none"> may use some coordination (and, but, or) organization and sequencing of ideas may be unclear or weak (guidance or support required) 	<ul style="list-style-type: none"> uses conjunctions (<i>and, or, but</i>) sometimes attempts use of subordination (<i>because, so, but</i>) requires instructional support with sequencing, transitions, and unity

- awareness of genre

- needs a graphic organizer or a model in order to write coherent paragraphs
- may have loose organization and lack supporting ideas
- independent writing usually includes an introduction, but may lack a conclusion

Convention

- capitals unity
- punctuation unity
- spelling unity
- word choice (diction) unity
- grammar unity
- sentence structure (syntax)

- mostly uses simple present tense unity
- uses short sentences, with developing sentence patterns unity
- may write mostly phrases (fragments) or patterned sentences unity
- begins to be aware of writing conventions (capitalization, punctuation) unity
- makes frequent use of phonetic spelling that reflects personal pronunciation unity
- begins to make limited use of prepositions, articles, and plurals

- uses capitalization, punctuation, and spelling more consistently unity
- usually recognizes sentence boundaries and demonstrates some control of sentence structure unity
- makes incorrect word choices unity
- makes grammatical and mechanical errors that sometimes diminish or obscure meaning unity
- may omit words or word endings such as *-s* or *-ed* unity
- may include run-ons and fragments unity
- may omit prepositions, articles and plurals

Level 3	Level 4
<ul style="list-style-type: none"> • may develop writing with a central idea and some organization, with support • expresses main ideas with limited elaboration • uses some content-area vocabulary • word omissions may obscure meaning • links in the progression of thought are sometimes unclear, requiring reader inference • may attempt to make meaning more precise using descriptive details, examples, and explanations, with modelling 	<ul style="list-style-type: none"> • attempts to connect content and ideas using content-specific vocabulary, although a reader sometimes needs to infer links in the progression of thought • makes connections between background knowledge, experience and new information to generate personal and content-area text • expresses ideas with more elaboration • uses more content-area vocabulary

- demonstrates a growing awareness of audience
- continues to make connections between background knowledge, experience and new information to generate personal and content-area text, with modeling
- usually includes a contextualizing statement that clearly indicates the topic
- uses a variety of sentence structures, with some errors
- attempts to use a variety of verb tenses
- uses a variety of vocabulary
- searching for precise wording often leads to circumlocution
- begins to use idiomatic forms, with modelling
- continues to use a variety of sentences, with some errors
- produces some personal writing in which writer's voice is evident
- may begin using passive construction where needed (e.g., in report writing)
- vocabulary is usually precise
- begins to incorporate discourse markers in academic writing such as i.e., for example, a major concern is...
- given instructional support, may make use of metaphoric and idiomatic language (although sometimes with errors)
- continues to develop the use of appropriate genres for content-area writing
- begins to include an introduction that identifies purpose
- begins to write cohesive paragraphs
- includes linking connections between sections or paragraphs, with some errors
- may use a variety of tenses accurately
- use of articles and prepositions may be unconventional
- makes occasional punctuation and spelling errors, though few in common words
- errors in word form are less common
- uses a wider variety of tenses, gerunds, and infinitives more spontaneously and often correctly
- continues to edit and proofread, with direction
- writes using a variety of genres, with direct instruction
- applies form inconsistently in independent writing
- continues to require help with paragraph transitions and unity
- continues to require a graphic organizer or a model to write coherent paragraphs
- uses capitalization, punctuation, and conventional spelling with greater ease
- recognizes sentence boundaries and demonstrates more control of sentence structure
- meaning is only sometimes obscured by grammatical and mechanical errors
- continues to make tense consistency errors
- may make incorrect word choices
- begins to edit and proofread under the supervision of the teacher
- given guidance, produces final work that incorporates appropriate revisions
- attempts to use prepositions, articles, and

plurals with more consistency

Secondary Writing Sample: Level 1

Task: Write a passage telling what you did last week.

Last week I went slepp^{on}ing. ~~on~~ Sunday
morning we went to church and
afternoon ^{we} went to temple after went to
seed snow and take picture
Last week ~~I am~~ I am very busy
↓ I have work

Last week I went slepping [shopping?] on Sunday morning we went to church and afternoon we went to temple after went to seed snow and take picture Last week I have work I am very busy.

Level 1

Meaning	<ul style="list-style-type: none">• the topics addressed are limited by the restricted known vocabulary• begins to convey meaning by writing some familiar words and patterned phrases
Style	<ul style="list-style-type: none">• ideas are disjointed, affecting clarity
Form	<ul style="list-style-type: none">• may use some coordination (and, but, or)
Convention	<ul style="list-style-type: none">• uses short sentences, with developing sentence patterns• begins to be aware of writing conventions (capitalization, punctuation)• begins to make limited use of prepositions, articles, and plurals

Secondary Writing Sample: Level 2

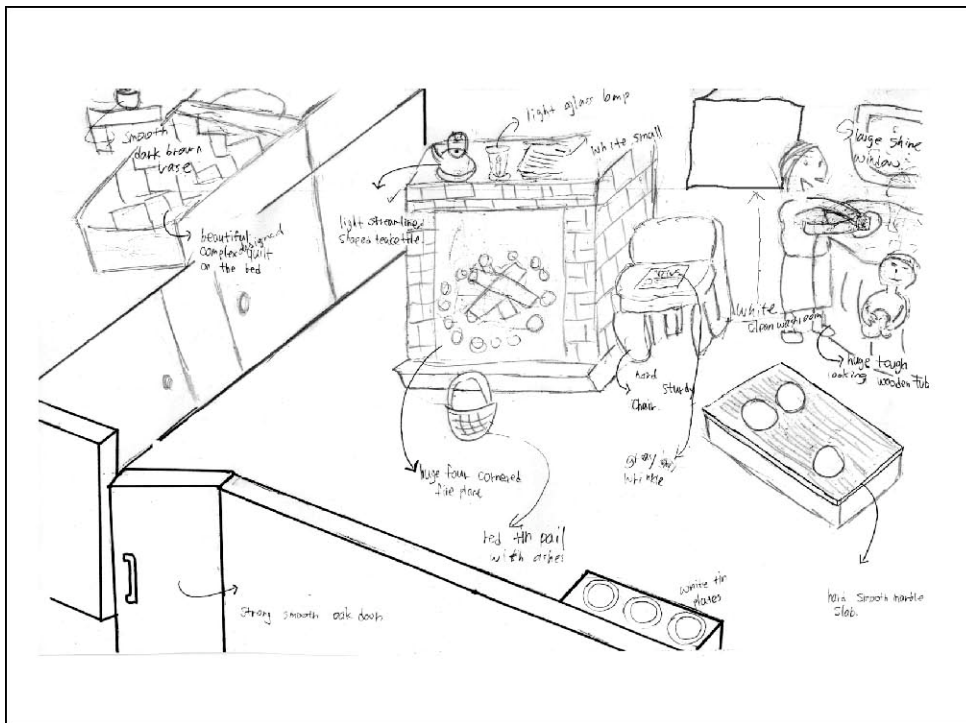
Task: As part of a unit dealing with the novel, *Sarah Plain and Tall* (Grade 10), ELL students were asked to draw a picture of the inside of the house as Sarah found it upon her arrival (sample included here). The class brainstormed adjectives associated with the novelist's description and the ELL students were asked to label their pictures with three adjectives per item for as many items as possible. A description of "Sarah arriving at the house" (from the point of view of one of the children) was then produced on the basis of this preparation.

Today, Sarah was arrived my house Now she sleeps in her bed room, I think Sarah is very tired because she had a long trip.

Sarah was surprised about our house She opened a door which was made strong smooth oak. Sarah got into the house she looked around a dining room. Sarah walked across the dining room. She looked at the huge four cornered fire place which was situated left corner dining room. She touched the light streamlined shape teakettle which was on the fire place. And also she saw a lamp and a letter on the fire place. Sarah observed the light glass lamp and she was very interesting about the letter which was white small. Then she touched the hard sturdy chair which situated next to the fire place. But she didn't read the wide grey newspaper which was on the chair.

She saw a huge four cornered fire place which was situated next to the chair. And she opened a large shine window which was situated top of a huge tough looking wooden tub. Then she touched hard smooth marble slab which was situated on the table and Sarah interested about white tin plates. which were situated behind the table. Next, she walked across the dining room. Then she opened her room, and she lie down beautiful complex designed quilt on the bed which was situated right corner of her room. And she touched the smooth dark brown vase which was situated on the table.

I thought she was satisfied our home.



Today, Sarah was arrived my house. Now she sleeps in her bed room, I think Sarah is very tired because she had a long trip.

Sarah was surprised about our house. She opened a door which was made strong smooth oak. Sarah got into the house she looked around a dining room. Sarah walked across the dining room. She looked at the huge four cornered fire place which was situated left corner dining room She touched the light stream-lined shape teakettle which was on the fire place. And also she saw a lamp and a letter on the fire place. Sarah observed the light glass lamp and she was very interesting about the letter which was white small. Then she rubbed the hard sturdy chair which situated next to the fire place. But she didn't read the wide grey news paper, which was on the chair.

She saw a huge four cornered fire place which was situated next to the chair And she opened a large shine window which was situated top of a huge tough looking wooden tub. Then she touched a hard smooth marble slab which was situated on the table and Sarah interested about white tin plates. Which were situated behind the table. Next, she walked across the dining room. Then she opened her room, and she lie down beautiful complex designend quilt on the bed which was situated right corner on her room. And she touched the smooth dark brown vase which was situated on the table.

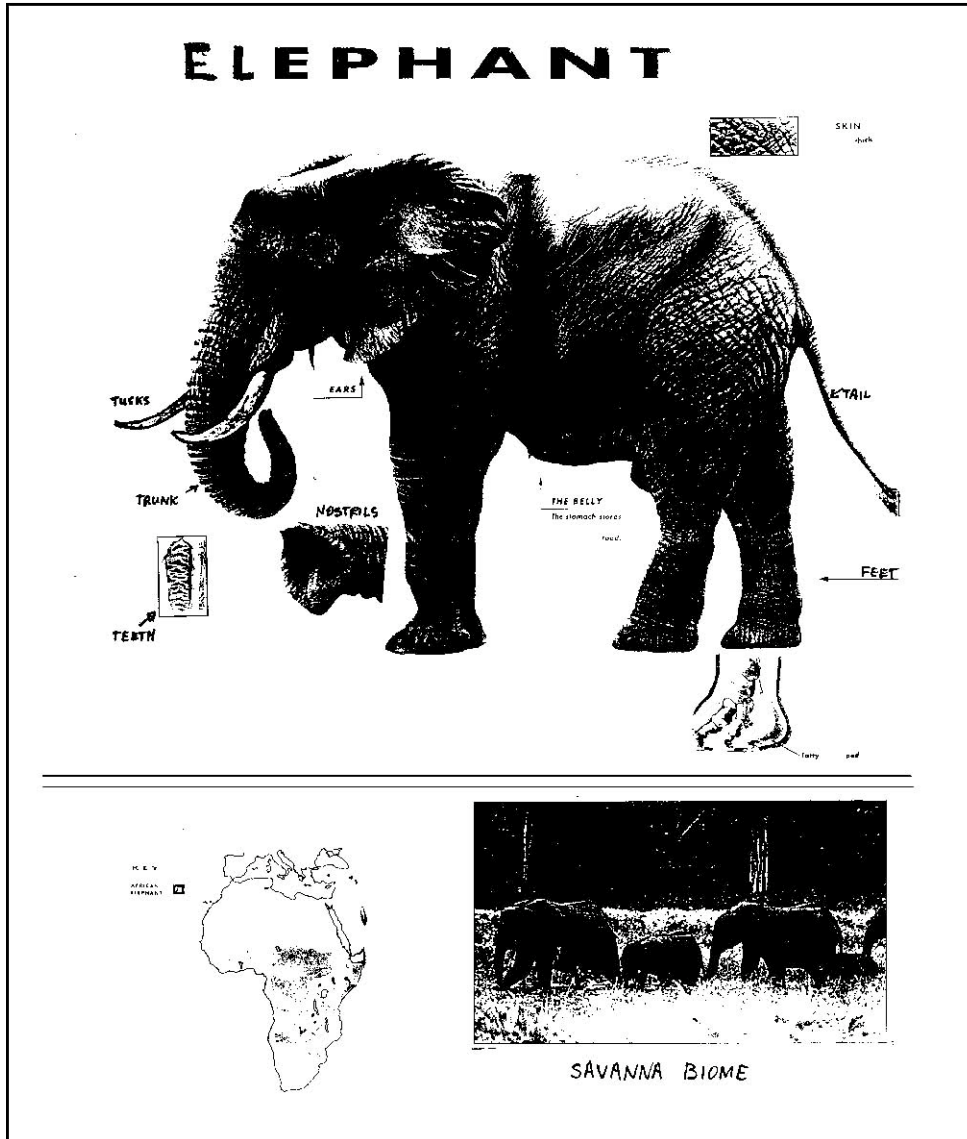
I thought she was satisfied our home.

Level 2

- | | |
|-------------------|--|
| Meaning | <ul style="list-style-type: none">• begins to make connections between background knowledge, experience, and new information to generate personal and content-area text, with instructional support• may begin to display awareness of audience |
| Style | <ul style="list-style-type: none">• language is repetitive• begins to use varied vocabulary, with instructional support |
| Form | <ul style="list-style-type: none">• needs a graphic organizer or a model in order to write coherent paragraphs• uses conjunctions (<i>and, or, but</i>) |
| Convention | <ul style="list-style-type: none">• makes grammatical and mechanical errors that sometimes diminish or obscure meaning• may include [...] fragments• uses capitalization, punctuation, and spelling more consistently |

Secondary Writing Sample: Level 3

Task: As part of instruction in Grade 9 (science – ecology unit), the teacher developed a graphic organizer (sample included here). The student writing was produced in response to this instruction.



In the world, there are a lot of different kinds of the elephants. Almost all of the elephants are live in the Rainforest Biome the Savanna Biome and the Steppe Biome. Rainforest Biome is hot and rainy all year. Savanna Biome is hot all year with rainy and dry seasons. Steppe Biome is semi-desert with occasional rain. Those three biomes both are the good places for the elephants to live.

African elephants live in the middle of the African. they look very large because they need to use their large bodies to scary the other animals. African elephants' skin color is gray and it's very thick, so that they can easily keep the water into their bodies

African elephants' bodies part are very interesting. They have are big ears to help them to listen the voice. Their two big tusks to protect or attack other animals (which are grow outside the mouth). Every elephant must has a long long trunk. it help them to get the food easily. Their trunk is very special. The part which is in the top of the African elephants call nostrils. African elephants have four foot which look very short and fat. In the pad you can find fatty, it protect their foot will not be hurt when they are

walking. African elephants have a belly which means the elephants' stomach stores. They use the belly to store the foods, so that they will not feel very hungry when they do not find the foods in a short time.

In the world there are a lot of different kinds of the elephants. Almost all of the elephants are live in the Rainforest Biome, the Savanna Biome, and the Steppe Biome. Rainforest Biome is hot and rainy all year. Savanna Biome is hot all year, with rainy and dry seasons. Steppe Biome is semi-desert with occasional rain. Those three biomes are the good places for the elephants to live.

African elephants live in the middle of the African. They look very large, because they need to use their large bodies to scare the other animals. elephants' skin color is gray and it's very thick so that they can easily keep the water into their bodies.

African elephants' bodies part are very interesting. They have big ears to help them to listen, their two big tusks to protect or attack other animals which are grow outside the mouth. Every elephant must has a long long trunk it help them to get the food easily. Their trunk is very special, The part which is in the top of the elephants call nostrils. elephants have four foot which look very short and fat. In the pad you can find fatty, it protect

(continued on page 52)

Their foot will not be hurt when they are walking. African elephants have a belly which means the elephant's stomach stores. They use the belly to store the foods, so that they will not feel very hungry when they do not find the foods in a short time.

African elephants are the biggest animals in the world which is live on the lands. They are very kind animals, because they will not attack other animals only for fun. Their tusks are very expensive because the tusks use to can make to be the medicines which help the people's life. So that a lot of people kill the elephants for money. Now, there are not many elephants in the world, so we should stop the people to kill them and stop buy the medicines which make by tusks, we should protect the elephants.

African elephants are the biggest animals in the world which is live on the lands. [They are very kind animals because they] They will not attack other animals only for fun. Their tusks are very expensive, because the tusks can make to be the medicines which use to help the people's life. So that a lot of people kill the elephants for money. Now, there are not many elephants in the world, so we should stop the people to kill them and stop buy the medicines which make by tusks. We should protect the elephants.

Level 3

Meaning

- may develop writing with a central idea and some organization, with support
- uses some content-area vocabulary
- may attempt to make meaning more precise using descriptive details, examples, and explanations
- links in the progression of thought are sometimes unclear, requiring reader inference
- continues to make connections between background knowledge, experience, and new information to generate personal and content-area text, with modelling

Style

- uses a variety of sentence structures, with some errors
- uses a variety of vocabulary

Form

- continues to require help with paragraph transitions and unity
- continues to require a graphic organizer or a model to write coherent paragraphs

Convention

- uses capitalization, punctuation, and conventional spelling with greater ease
- recognizes sentence boundaries and demonstrates more control of sentence structure
- meaning is only sometimes obscured by grammatical and mechanical errors
- may make incorrect word choices
- begins to edit and proofread under the supervision of the teacher

Secondary Writing Sample: Level 4

Task: Write a story about yourself or your family.

A story in the life of My Parents

My parents started their lives together at a very young age. My mother was about 19 when she had me and she was an orphan when she had my sister. Back in Sarajevo both my parents had really good jobs and ~~both of the~~ we had lots of money. ~~and~~ My parents were very happy.

That was until the war started. In the beginning my whole family decided to stay in Sarajevo hoping it would be over. ~~But~~ when after a couple of months my mother decided to go to Croatia and ~~she~~ she took ^{me + my sister} ~~me~~ with ^{her} ~~me~~. Unfortunatly my dad ~~had~~ had to stay. I can't really remember a lot but I do remember my mom worrying about my dad one evening when he of a sudden he showed up at our door step. My family and I stayed in Croatia for 4 years. ~~My parents had really bad jobs for~~

~~My parents had really bad jobs for~~ We always had little money. ~~When we~~ When we moved to Canada about 4 years ago my parents went out and ^{really good} got jobs and now we have money for what we need. ~~Both of my parents have a jobs and both jobs are cleaning.~~ ~~very hard to get us whole~~ ^{now} My parents are happy again but I'm sure they would love to be back in Sarajevo at their old ^{Their} job with everyone. (Grand parents, parents, brothers, etc.)

A storie in the Life of My Parents

My parents started their lives together at a very young age. My mother was about 19 when she had me and she was 20 when she han [had] my sister. Back in Sarajevo both my parents had really good jobs and ~~both of the~~ we had lots of money. ~~and~~ My parents were very happy. That was untill the war started. In the begining my whole family decided to stay in Sarajevo hopping it would be over. ~~but when~~ After a couple of months my mother decided to go to Croatia and ~~take~~ she took me + my sister with her ~~me~~. Unfortunately my dad ~~ehose~~ had to stay. I can't really remember a lot but I do remember my mom woreing about my dad one eavning when all of a suddan he showed up at our dore step. My family and I stayed in Croatia for 4 years. ~~Both my parents didn't have jobs so we were on welfare~~ My parents had really bad jobs so We always had little money. ~~and little to eat~~. When we moved to Canada about 4 years ago my parents went out and got realy good jobs and now we have money for what we need. Both of my parents have 2 jobs and both jobs are cleaning. they work very hard to get us what we wont My parents are happy again but I'm shure they would love to be back in Sarajevo at their old job with everyone. (Their Grandparents, parents, brothers, sisters ETC.

Level 4

Meaning	<ul style="list-style-type: none">• expresses ideas with more elaboration• makes connections between background knowledge, experience, and new information to generate personal and content-area text
Style	<ul style="list-style-type: none">• continues to use a variety of sentences, with some errors• produces some personal writing in which writer's voice is evident• vocabulary is usually precise• given instructional support, may make use of metaphoric and idiomatic language [e.g., "all of a sudden"] [...]
Form	<ul style="list-style-type: none">• begins to include an introduction that identifies purpose• begins to write cohesive paragraphs
Convention	<ul style="list-style-type: none">• may use a variety of tenses accurately• makes occasional punctuation and spelling errors, though few in common words• continues to edit and proofread, with direction



Secondary Reading

Aspect	Level 1	Level 2
Strategies <ul style="list-style-type: none"> phonics predict and confirm meaning letter and word recognition print conventions word skills comprehension strategies 	<ul style="list-style-type: none"> demonstrates awareness that pages are read left to right, top to bottom, and that books are read front to back sounds out and reads simple words is developing strategies to aid comprehension (e.g., sight words, vocabulary review) derives understanding from illustrations, graphics, and print 	<ul style="list-style-type: none"> begins to read simple text is developing strategies to aid comprehension begins to read with attention to decoding words; begins to use context clues to gain meaning
Comprehension <ul style="list-style-type: none"> retelling predicting main ideas and details drawing inferences organizing information knowledge of genres 	<ul style="list-style-type: none"> begins to retell a simple narrative previously read begins to locate details in simple narrative and expository text begins to be aware of the elements of a story is able to predict the outcome of a simple narrative 	<ul style="list-style-type: none"> begins to understand simple content-based materials where background information has been provided begins to understand explicit ideas but may not notice or understand implied information begins to demonstrate understanding of some story elements (plot, character, setting) reads text and retells the main idea
Response & Analysis <ul style="list-style-type: none"> connecting to other information (e.g., prior knowledge, other selections) articulating and supporting personal opinions evaluation 	<ul style="list-style-type: none"> responds (e.g., orally, with gestures, using pictures, retelling, or giving opinion) to material that he or she has read with support begins to answer literal questions (who, what, where, when, how?) begins to connect personal experience with a read story 	<ul style="list-style-type: none"> requires extensive support to predict and interpret begins to convey opinions or emotional responses to creative material read, viewed, or heard answers literal questions

Level 3

- begins to read a variety of materials (fiction and non-fiction)
- uses limited strategies to understand new text
- uses context clues to gain meaning

- uses a limited number of strategies to preview, anticipate, and predict
- generally understands simple content-based materials where background information has been provided
- understands some of the explicit ideas but may not notice or understand implied information
- begins to understand story elements, including theme, plot, character, setting
- begins to understand some idioms and humour in simple text
- requires support to predict and interpret
- is usually able to convey emotional responses or opinions when reading literary text
- is able to connect easier material read to personal experiences
- can summarize, given modelling and prompting

Level 4

- continues to require assistance with complex text, particularly where critical or inferential reading is required
- often uses a wider variety of reading strategies
- usually uses prior knowledge to understand new content and literature
- uses a wider variety of strategies to preview, anticipate, and predict
- requires assistance with appropriate expression and inflection, when reading aloud
- understands most of the explicit ideas, with assistance, but still may not notice or understand implied information
- identifies main idea and key points of text
- usually understands story elements, including theme, plot, character, setting, with assistance
- begins to identify different genres, given instruction and opportunities for practice
- continues to require support to predict, evaluate, and interpret

- connects more complex material read to personal experiences, with prompting
- analyzes implied meaning, given prompting

Secondary Oral Language

Aspect	Level 1		Level 2	
	Receptive	Expressive	Receptive	Expressive
Content <ul style="list-style-type: none"> word choice and use definitions categorization and associations (e.g., synonyms, imagery, metaphor) 	<ul style="list-style-type: none"> understanding limited: may range from no comprehension to understanding key words or short phrases 	<ul style="list-style-type: none"> begins to name concrete objects has a limited functional vocabulary 	<ul style="list-style-type: none"> understands simple concrete words, phrases, and sentences requires extensive support with content/academic language 	<ul style="list-style-type: none"> uses limited vocabulary begins to use content vocabulary with support frequently chooses incorrect words may begin to use common idioms compensates for limited vocabulary by using known vocabulary and circumlocutions
Form <ul style="list-style-type: none"> grammar (e.g., plurals, possessives, verb tense endings) sentence structure intonation pronunciation fluency 	<ul style="list-style-type: none"> recognizes and understands phrases and simple sentences in context, with support (e.g., repetition, gestures, translation) requires significant wait time when responding has difficulty with common pace of English speakers may not be able to perceive many English sounds 	<ul style="list-style-type: none"> repeats words uses single-word utterances, isolated words & phrases may not be able to pronounce some English sounds halted and fragmented speech often includes L1 words or phrases may use gestures in place of words is often silent 	<ul style="list-style-type: none"> may have difficulty following what is said, even when spoken slowly begins to recognize and understand a variety of simple sentence patterns requires time to respond to questions 	<ul style="list-style-type: none"> uses simple concrete words, phrases, and sentences may be silent due to language limitations may speak quietly speaks hesitantly, rephrasing and searching for words uses predominately present tense verbs demonstrates errors of omission

(leaves words out, endings off)

- pronunciation may be difficult to understand
- uses word order in English that reflects first language characteristics

Use

- functions of language (e.g., academic: describe, explain, question; social: asking for permission, assistance, directions)
- social conventions (e.g., turn-taking)
- may not understand social conventions
- may respond when teacher prompts
- may follow a simple spoken instruction accompanied with teacher gestures
- attempts to listen to peer conversations
- begins to communicate personal and survival needs
- uses memorized phrases and fragments
- frequently repeats what others say
- understands simple sentences in sustained conversation, but may require repetition
- memorizes simple dialogues and short descriptive reports
- may understand simple questions and answers
- asks and responds to simple questions
- is hesitant in everyday conversation
- retells a story or experience
- begins to participate in discussions in small groups and pairs in a safe and supportive environment
- may be hesitant to ask for clarification
- repeats or begins to use colloquial language and common idioms

Level 3		Level 4	
<p>Receptive</p> <ul style="list-style-type: none"> • needs support with understanding content language • may begin to understand idioms and figurative language, with supplemental instruction 	<p>Expressive</p> <ul style="list-style-type: none"> • uses content-specific language, with errors • requires supplemental instruction in use of idioms • uses varied vocabulary • sometimes chooses incorrect words • may use circumlocution 	<p>Receptive</p> <ul style="list-style-type: none"> • understands figurative and idiomatic language, with supplemental instruction • requires some support with content/academic language 	<p>Expressive</p> <ul style="list-style-type: none"> • uses idioms, with supplemental instruction • uses words flexibly and appropriately • uses content-specific language, with supplemental instruction
<ul style="list-style-type: none"> • requires support with understanding complex sentence structures • may require additional time when responding to complex or unfamiliar language • understands familiar language spoken at a normal pace • understands some teacher/student discussion • understands some social conversation with peers 	<ul style="list-style-type: none"> • uses varied sentence structures • pronunciation, grammar, and/or word omission errors occasionally may make output difficult to understand • begins to self-correct • uses language of classification, description, and comparison, with supplemental instruction • usually able to ask for clarification • participate in discussions in small groups and pairs in a safe and supportive environment • begins to participate in large-group discussions 	<ul style="list-style-type: none"> • understands a variety of complex sentence structures • understands many colloquial expressions • understands most social conversation • understands most classroom discussion 	<ul style="list-style-type: none"> • occasionally makes pronunciation, grammar, and word omission errors, but meaning is generally clear • uses a variety of grammatical constructions, with teacher prompts • engages in most social conversation with peers • participates in classroom discussion, with support • requires support to use language appropriately for purposes and audiences

- usually engages in social conversation with peer

Glossary

circumlocution	a roundabout expression, using many words where a few would do; for ELL students, in the absence of needed vocabulary, circumlocution may be a strategy for referring to an object or action by using a multi-word description or definition of the missing vocabulary item (e.g., “There are many prickly trees [cactus] in the desert.”)
codeswitching ¹	a type of verbal behaviour commonly observed in bilingual individuals that involves shifting from one grammatical system to another within a single utterance; for example, a Spanish-English bilingual might begin an utterance in English and end in Spanish, “I put the forks en las mesas” (see also language mixing)
content-area vocabulary	words or phrases specific to a particular subject area and required to understand the information or concepts associated with that subject area
echo reading	a literacy acquisition technique in which the student, following along in a book, repeats material read aloud by the teacher, one sentence or phrase at a time; in repeating, the student attempts to mimic the pronunciation, phrasing, tone, etc.
figurative language	metaphorical, not literal; expressing one thing in terms normally denoting another
genre	a category of literary composition characterized by a particular style, form, or content
idiom	a phrase whose meaning does not lie in the literal meaning of the words, but derives from a figurative understanding (e.g., “dressed to the nines,” “pig in a poke”); idioms are specific to a particular language and cannot be literally translated into another
interlanguage ²	frequently evident in ELL learners; an internal language system that consists of combinations of English rules, the students’ native language rules, and ad hoc rules adapted from either or both languages; this hybrid language system (which is transitional and constantly changing) results in the production of English as a second language that is not like the English of native speakers but only approximates it
language mixing	using forms or words drawn from one language to express in a second language thoughts that native speakers of the second language would normally express in a very different way; see also codeswitching
literate	able to read and write in at least one language
modals	a type of verb used in combination with another verb to express intentionality (e.g., “I will go to Vancouver tomorrow); will, should, may, could, would, ought are modal verbs
preliterate	having no ability to read or write in any language and very little awareness of the conventions of reading and writing, (e.g., in English, text is read from right to left, letters indicate a sound, letters are combined to create words)
recount	to relate in detail; narrate

semi-literate

having a limited ability to read or write, though not necessarily in English, and some awareness of the conventions of reading and writing, (e.g., in English, text is read from left to right, letters indicate a sound, letters are combined to create words)

¹ – E.V. Hamayan and J.S. Damico, *Limiting Bias in the Assessment of Bilingual Students* (Austin, Texas: Proed, 1991), p. 63.

² – *ibid.*, pp. 61-62.