

ELL Quick Scale: Primary (1-3) Writing

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. **At the given level of language proficiency, this student can:**

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can use or copy a string of letters and simple words to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use simple vocabulary with some descriptive words to create simple sentences.	The student can use a range of vocabulary and some connections to communicate personal ideas.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Meaning	<ul style="list-style-type: none"> • Copy models and substitute words in patterned sentences e.g. <i>Copies own name from letter models</i> • Draw and label with single words e.g. <i>Draws a picture of a bear eating berries to express the idea</i> e.g. <i>Labels pictures of a cat, paper, and a plate, or labels pictures of their family and home</i> • Intersperse first language 	<ul style="list-style-type: none"> • Write some repetitive phrases e.g. <i>"He is short.", "He is smart.", "He is happy.", "He is there."</i> • Label with short phrases e.g. <i>Labels pictures that show different actions such as a woman walking, a boy sitting, and a baby smiling</i> • Use visual strategies to complete sentences e.g. <i>Uses the sentence frame "I love..." to write a list of favourite foods</i> 	<ul style="list-style-type: none"> • Express some ideas by listing or writing simple sentences e.g. <i>"My family has my brother, sister, dad and grandma."</i> • Provide a few basic details to support ideas e.g. <i>"In summer I swim in the cold lake."</i> • Use visual strategies to write a sentence e.g. <i>Uses a word wall related to clothes to write, "she wears a warm coat and boots"</i> 	<ul style="list-style-type: none"> • Express ideas related to a topic e.g. <i>"On the soccer field there are two teams and twenty-two players."</i> • Provide several details or examples e.g. <i>"My fish is little and it is very small. It is bright blue and makes bubbles."</i> • Use visual strategies to write multiple sentences e.g. <i>Uses a completed Venn diagram to write a few sentences describing bats and birds</i> 	<ul style="list-style-type: none"> • Express ideas and opinions related to purpose, with specific details or examples e.g. <i>Writes a few sentences about what a person needs to be happy, with some specific examples</i> • Use visual strategies to write a complete paragraph e.g. <i>Uses a completed writing plan to write a paragraph about Terry Fox</i>
Style	<ul style="list-style-type: none"> • Use a few common and familiar words e.g. <i>"cup", "see", "sun"</i> • Write two or three word phrases e.g. <i>"It is nice" "they run"</i> • Use some patterned phrases e.g. <i>"I like pizza", "I like bread"</i> 	<ul style="list-style-type: none"> • Begin to use some subject-specific words e.g. <i>"shoulder", "cute", "country"</i> • Use some simple sentences and patterned sentences e.g. <i>"Who is he", "There are three bowls."</i> 	<ul style="list-style-type: none"> • Use numerous common and subject-specific words e.g. <i>"level", "vegetable", "lift"</i> • Use some simple and compound sentences e.g. <i>"The baker and the policeman are friends."</i> 	<ul style="list-style-type: none"> • Use a variety of common and subject-specific words e.g. <i>"sign", "frustrated", "hidden", "predict"</i> • Write some complex sentences e.g. <i>"A bat flies, but not a dog."</i> 	<ul style="list-style-type: none"> • Use a wide variety of academic and subject-specific words e.g. <i>"population", "sequence", "rude"</i> • Write a variety of sentence types e.g. <i>"Though they prefer watching funny movies, they decided to watch an action movie and liked it."</i> • Begin to write a basic paragraph
<ul style="list-style-type: none"> • Word choice • Sentence fluency • Voice 					

ELL Quick Scale: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Form</p> <ul style="list-style-type: none"> • Organization • Connections & transitions • Genre 	<ul style="list-style-type: none"> • Connect two or more words e.g. "Cats drink milk" • Organize some ideas through drawings and some key words and phrases e.g. <i>Describes their daily routine through drawings and key words related to their toothbrush, a bed, then their school building</i> 	<ul style="list-style-type: none"> • Use basic connecting words in simple sentences e.g. <i>Joe and Sarah need help. I eat. Then I do homework.</i> • Organize some ideas loosely in personal or descriptive sentences e.g. <i>Re-tells a well-known children's story using short sentences and key words</i> 	<ul style="list-style-type: none"> • Use some connecting words and time words e.g. <i>First they get water. Second they boil water. Third they make tea.</i> • Organize some ideas in personal or descriptive sentences e.g. <i>The paper is on the table. There are three pieces of paper...</i> 	<ul style="list-style-type: none"> • Use a range of connecting words and time words e.g. <i>"not only... but", "either... or", "the next day"</i> • Organize and develop text with several logical stages e.g. <i>The three papers sit next to me on the table. They look important because of the large red letters...</i> 	<ul style="list-style-type: none"> • Use a variety of connecting words and time words accurately e.g. <i>"not only... but", "either... or", "the next day"</i> • Organize and develop text with several logical stages e.g. <i>The three papers sit next to me on the table. They look important because of the large red letters...</i>
<p>Convention</p> <ul style="list-style-type: none"> • Capitals & punctuation • Spelling • Grammar 	<ul style="list-style-type: none"> • Spell a few common words and begin to use invented spelling e.g. <i>"culrs" for 'colours', "iz" for 'is'</i> • Leave spaces between words • Copy some sight words e.g. <i>Copies and spells some common and familiar words such as "all", "and", "two", "can", "here"</i> 	<ul style="list-style-type: none"> • Write some basic sentences independently e.g. <i>"They will sing.", "The train is late."</i> • Use invented spelling and some accurate spelling for common words e.g. <i>Spells some familiar words such as "all", "have", "like", "now"</i> • Use capitals and periods with support 	<ul style="list-style-type: none"> • Begin to use some grammatical structures, including some articles, prepositions, and pronouns e.g. <i>Correctly orders subject-verb-object in "The cow eats grass, hay, and flowers"</i> • Uses some articles ("the", "a", "an"), prepositions ("on", "in", "under"), and pronouns ("he", "she", "it", "they") • Use accurate spelling for many regular words e.g. <i>Spells "look", "read", "went"</i> • Use some commas and other common punctuation with support 	<ul style="list-style-type: none"> • Use a variety of grammatical structures, including some adjectives and adverbs e.g. <i>"The mall is open, so the girl goes there."</i> • Uses some adjectives ("pretty", "new", "red") and adverbs ("very", "some", "always") • Use accurate spelling for most regular words and some irregular words e.g. <i>Spells "right", "tough", "fire"</i> • Use commas, capitals and other common punctuation 	<ul style="list-style-type: none"> • Use a range of grammatical structures e.g. <i>"Tom cried because the ball hit him, and I said "sorry"."</i> • Uses some challenging words with increasing accuracy e.g. <i>"Because it was cold, I put on my coat."</i> • Spell some challenging words with increasing accuracy e.g. <i>Spells "quiet", "beautiful", "different"</i> • Use varied punctuation independently

ELL Matrix: Primary (1-3) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension <ul style="list-style-type: none"> Vocabulary Main ideas & details Retelling & organizing information Locating & recording information Drawing inferences Interpretations & socio-cultural elements Knowledge of genres (structure & features) 	<ul style="list-style-type: none"> Understand environmental print, symbols, icons, classroom words & labels, letters of the alphabet, & some sight words Comprehend simple patterned sentences Sequence a short familiar text using visuals Locate some information using picture clues Understand that written & visual text contains a message or command, or gives information Show awareness of how text & books work (front to back sequence, top-to-bottom, directionality) 	<ul style="list-style-type: none"> Understand some vocabulary including high-frequency, descriptive, & subject-specific words Comprehend simple sentences containing prepositions & time markers Sequence pictures to retell a story or information process Locate & record minimal, accurate information, when given cues Understand the literal meaning of simple text Identify the structure of a basic narrative or procedural text 	<ul style="list-style-type: none"> Understand more vocabulary including high-frequency, descriptive, subject-specific, & some academic words Comprehend the main idea of compound sentences containing coordinating conjunctions & time markers Retell the sequence of a story, steps, or content-area process Locate & record some information using categories or a provided graphic organizer, with some errors Make a simple inference Understand the literal meaning & sometimes the figurative meaning of simple text Identify organization of a text, including structure & prominent features of several basic genres such as narrative, recount, procedure, report 	<ul style="list-style-type: none"> Understand a range of vocabulary, including words with multiple meanings Comprehend the main idea & some details in complex sentences containing subordinating conjunctions & time & sequence markers Retell main events or key content ideas in sequence using some detail inferences Locate, record, & organize some information using a provided graphic organizer, with occasional errors Make a few simple inferences Understand the figurative meaning of some simple phrasal verbs & similes Identify the purpose & structure of some basic genres such as labelling, story, procedure, description 	<ul style="list-style-type: none"> Understand a wide range of vocabulary including most subject-specific words & some academic words Comprehend the main idea & supporting details in paragraphs connected by a variety of cohesive devices Retell main events or key content ideas using some relevant details & inferences Locate, record, & organize information accurately using a provided graphic organizer Make accurate inferences about characters & events Understand simple cultural references including age-appropriate idioms, metaphors, & humour Identify the purpose, structure, & range of features distinguishing basic genres
Response & Analysis <ul style="list-style-type: none"> Opinions & reactions Connections (to other information, experiences, knowledge) 	<ul style="list-style-type: none"> Express a preference for a text with non-verbal responses Provide personal response by drawing a picture 	<ul style="list-style-type: none"> Clearly express a preference for a text Make a simple personal connection through words & pictures 	<ul style="list-style-type: none"> Clearly express a preference for a text, & begin to give reasons Sometimes make simple concrete text-to-self connections 	<ul style="list-style-type: none"> Offer simple opinions with some justification Make simple concrete text-to-self & text-to-text connections 	<ul style="list-style-type: none"> Offer simple opinions with justification Make text-to-text & text-to-world connections spontaneously

ELL Quick Scale: Primary (1-3) Reading

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if a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. **At the given level of language proficiency, this student can:**

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple words and make personal connections to text.	The student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies	<ul style="list-style-type: none"> Begin to connect letters and words to print e.g. Connects the letter "h" to the sound /h/ Recognize some common words and sight words e.g. Points to each word as it is spoken in "I like to swim" Recognizes common words like "I", "the", "is", "at", "me", "like" 	<ul style="list-style-type: none"> Identify initial and ending sounds in some words e.g. Uses knowledge of the "s" letter and /s/ sound to predict the words "snake stares" Use pictures to help make meaning e.g. Looks at a picture in a book to read a word (picture of a dog, the word is "dog") Read word-by-word with support e.g. Reads "she... ran... out... the... d... oor..." 	<ul style="list-style-type: none"> Recognize some new words based on common word families and word roots e.g. Uses knowledge of the words "lunch" and "dog" to read the words "punch" and "fog" Sees "writing" or "writer" and reads by relating them to the familiar "write" Begin to read in meaningful phrases e.g. Reads "all-the-time" and "around-the-corner", connecting the individual words into a phrase 	<ul style="list-style-type: none"> Use a variety of strategies to read unfamiliar words e.g. Divides the word "editorial" into "edit...or...ial" and uses knowledge of the word "edit" in order to read it Read with some expression and self-correct for meaning e.g. "He had a... truck on his head... I mean toque, he had a toque on his head" 	<ul style="list-style-type: none"> Use a wide range of strategies to successfully read unfamiliar words and text e.g. Predicts the unfamiliar word "collapses" in "The tower of blocks collapses when the baby pushes it." Read smoothly with expression e.g. Groups connected words into meaningful phrases, emphasizing the 'content' words in "The two sides have to be equal."
Comprehension	<ul style="list-style-type: none"> Recognize letters and words in everyday life e.g. Recognizes the letters on an alphabet chart Recognizes the word "stop", having seen it on a stop sign Use visuals to understand most of the meaning in text e.g. Understands the main storyline of a story by following pictures Show awareness of how books work e.g. Opens a book from the correct side and knows to read from left to write on a page 	<ul style="list-style-type: none"> Understand some common words and a few 'content' words e.g. "wear", "socks", "yellow", "dress" Understand literal meaning of some simple text e.g. Understands that "the trees were moving in the wind" means that the trees were visibly moving because it was windy Retell a simple text to show understanding of main idea e.g. Reads key words and puts pictures in order to show understanding of the life cycle of a butterfly 	<ul style="list-style-type: none"> Understand many common and 'content' words e.g. "light bulb", "flat", "temperature" Understand the main idea in some short stories and non-fiction e.g. Reads and understands the general storyline of a short story about bedtime Begin to make simple inferences e.g. Understands that "the moon looks very bright" means it is likely nighttime 	<ul style="list-style-type: none"> Understand a range of words, including some words related to academic content e.g. Understands that "bark" can mean 'the sound a dog makes', or 'the skin of a tree' "community", "habitat" Begin to read a variety of different types of text with understanding e.g. Reads a one-page biography, understanding the different stages in the person's life Locate specific information in a text to demonstrate understanding e.g. Scans a poem about 'summer' to find words that relate, such as "swimming", "sun lotion", "watermelon" 	<ul style="list-style-type: none"> Understand a wide range of words, including some academic language e.g. Understands 'science' words like "environment", "conservation", "prey" Begin to recognize the purpose and features of a variety of text e.g. Understands that a "Table of Contents" is to help the reader locate information and contains a list of headings summarizing content

ELL Quick Scale: Primary (1-3) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Response & Analysis</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Express a like or dislike for a simple text <i>e.g. Points to own hat that is red (favourite colour), in response to a sentence describing red and blue hats</i> 	<ul style="list-style-type: none"> • Make a simple personal connection to text through words or pictures <i>e.g. Draws a picture to show some favourite school activities in response to a short story about what a child likes to do in school</i> 	<ul style="list-style-type: none"> • Begin to provide some reasons for personal connections to text <i>e.g. Responds to a 'talking animals' story by describing when they talk to the animals in the woods outside their own home</i> 	<ul style="list-style-type: none"> • Begin to provide reasons for opinions about text <i>e.g. From a story about a large family, describes why they do not personally want ten siblings</i> • Make personal connections and connections between different texts <i>e.g. Sees the similarities between two characters in an Aboriginal story and a folk story from their home culture</i> 	<ul style="list-style-type: none"> • Independently make connections with new text and the world, with some elaboration <i>e.g. Describes how a text about 'the life cycle of a butterfly' compares to another text about 'the life cycle of a frog'</i>