

Aspect	LEVEL 1 (Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening	<ul style="list-style-type: none"> <li>understanding limited</li> <li>requires significant wait time before responding</li> <li>may follow simple spoken instruction accompanied by teacher gestures</li> <li>may respond when teacher prompts</li> </ul>	<ul style="list-style-type: none"> <li>understands simple concrete words, phrases, and sentences, with repetition</li> <li>requires wait time to respond to questions</li> <li>may understand simple questions and answers</li> <li>may have difficulty following what is said, even when spoken slowly</li> <li>requires extensive support with understanding content/academic language</li> </ul>	<ul style="list-style-type: none"> <li>begins to understand idioms and figurative language, with support</li> <li>requires less wait time to respond</li> <li>understands some teacher/student discussion</li> <li>understands familiar language, spoken at a normal pace</li> <li>needs support with understanding content/academic language</li> <li>requires support with understanding complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>understands colloquial expressions, idioms and figurative language, with support</li> <li>requires minimal wait time to respond</li> <li>understands most classroom discussion</li> <li>requires some support with understanding content/academic language</li> <li>understands a variety of complex sentence structures</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>has a limited vocabulary of concrete objects, single words and/or phrases</li> <li>repeats words</li> <li>uses halted and fragmented speech; often includes L<sub>1</sub> words and phrases</li> <li>is unable to pronounce some English sounds</li> <li>begins to communicate personal and survival needs</li> <li>is often silent</li> </ul>	<ul style="list-style-type: none"> <li>uses limited vocabulary, omitting words and word endings</li> <li>speaks hesitantly, rephrases and searches for words, and uses circumlocution</li> <li>incorporates L<sub>1</sub> structures in English discourse (code switching)</li> <li>poor pronunciation may impede communication</li> <li>asks and responds to simple questions; retells a story or experience</li> <li>begins to participate in small group and pair discussions; may be silent</li> </ul>	<ul style="list-style-type: none"> <li>uses expanded vocabulary, including content-specific language, colloquial, idiomatic and figurative language, with support</li> <li>may use circumlocution</li> <li>incorporates fewer L<sub>1</sub> structures in English discourse</li> <li>- pronunciation, grammar, and/or word omission errors occasionally impede communication</li> <li>- begins to self-correct</li> <li>able to give short presentations</li> <li>participates in small group discussions, and attempts large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>uses varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language, with support</li> <li>uses words appropriately</li> <li>approximates English discourse patterns</li> <li>pronunciation rarely interferes with communication</li> <li>able to make longer content-based presentations</li> <li>participates in classroom discussions, with support</li> </ul>
Reading	<ul style="list-style-type: none"> <li>sounds out and reads simple words</li> <li>is developing strategies to aid comprehension (e.g., sight words, vocabulary review)</li> <li>begins to derive understanding from illustrations, graphics and print</li> <li>begins to locate details in simple text and answer literal questions</li> <li>begins to retell simple narrative previously read</li> </ul>	<ul style="list-style-type: none"> <li>begins to read simple text independently</li> <li>is developing strategies to aid comprehension (e.g., context clues and transition words)</li> <li>begins to understand explicit ideas but may not notice or understand implied information</li> <li>begins to understand simple content-based materials and can answer literal questions</li> <li>is beginning to predict and interpret</li> </ul>	<ul style="list-style-type: none"> <li>begins to read a variety of materials (fiction, non-fiction, internet)</li> <li>is developing strategies to aid inferential comprehension</li> <li>understands some explicit ideas and may begin to notice or understand implied information</li> <li>understands more complex text</li> <li>requires support to predict and interpret</li> <li>is able to connect easier reading material to personal experience via class discussion, response journals</li> <li>given modelling and prompting, begins to take notes and summarize</li> </ul>	<ul style="list-style-type: none"> <li>begins to read complex text, involving critical or inferential reading, with support</li> <li>is developing strategies to aid critical and evaluative comprehension</li> <li>understands most of the explicit ideas but still may need assistance with understanding implied information</li> <li>begins to identify main ideas and key points of grade level texts</li> <li>begins to identify patterns of text organization to extract information, with support</li> <li>continues to require support to predict, evaluate and interpret</li> <li>begins to connect more complex reading material to personal experiences (via discussions, debates, persuasive writing, research)</li> <li>beginning to take notes and summarize text independently</li> </ul>

## Writing

	LEVEL 1 (Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
<b>Meaning</b> ✓ ideas ✓ information ✓ detail	<ul style="list-style-type: none"> <li>topics addressed are restricted by limited vocabulary</li> <li>output is short; no elaboration</li> </ul>	<ul style="list-style-type: none"> <li>attempts to express ideas on a range of topics</li> <li>central idea is apparent, but possible topic hopping, awkward phrasing and incomplete elaboration</li> <li>word omission obscures meaning</li> </ul>	<ul style="list-style-type: none"> <li>with support, may develop writing with central idea</li> <li>with modelling, may attempt precise meaning using concrete descriptive details, examples, and explanations</li> <li>word omission may obscure meaning</li> <li>language mixing may persist</li> </ul>	<ul style="list-style-type: none"> <li>expresses ideas with more elaboration, including abstract thought</li> <li>attempts to connect content with own ideas using content-specific vocabulary, although reader may need to infer links in thought progression</li> <li>word omission rarely obscures meaning</li> <li>language mixing sometimes evident</li> </ul>
<b>Style / Vocabulary</b> ✓ variety ✓ impact ✓ clarity	<ul style="list-style-type: none"> <li>limited and repetitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>simple vocabulary with occasional descriptive words</li> <li>makes incorrect word choices</li> </ul>	<ul style="list-style-type: none"> <li>increased use of descriptive and specialized vocabulary, and figurative language</li> <li>may make incorrect word choices</li> <li>with modelling, begins to use idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is usually precise and matches genre of writing</li> <li>circumlocution may persist</li> <li>with support, may make use of metaphoric and idiomatic language</li> <li>produces some personal writing in which writer's voice is evident</li> </ul>
<b>Form</b> ✓ sequence ✓ organization	<ul style="list-style-type: none"> <li>organization and sequencing of ideas may be unclear or weak</li> <li>may use some conjunctions (and, but, or)</li> </ul>	<ul style="list-style-type: none"> <li>needs support of graphic organizers to write coherent paragraphs</li> <li>begins to use more conjunctions (and, but, or, because, so, since)</li> </ul>	<ul style="list-style-type: none"> <li>begins to divide written work into paragraphs</li> <li>continues to require help with paragraph transitions and unity</li> </ul>	<ul style="list-style-type: none"> <li>begins to write cohesive paragraphs, with supporting details</li> <li>begins to apply essay format</li> <li>includes links between sections or paragraphs, with some errors</li> </ul>
<b>Convention</b> ✓ subject-verb agreement ✓ capitalization ✓ punctuation ✓ spelling ✓ prepositions ✓ articles ✓ plurals ✓ etc.	<ul style="list-style-type: none"> <li>may write mostly phrases (fragments) or patterned sentences</li> <li>begins to be aware of writing conventions</li> <li>uses mostly simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>writes simple sentences; run-on sentences and fragments are evident</li> <li>uses writing conventions more consistently, but may omit prepositions, articles and plurals</li> <li>begins to use a variety of verb tenses but with frequent errors</li> <li>makes grammatical and mechanical errors that sometimes diminish or obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>writes simple and compound sentences; may attempt complex sentences</li> <li>uses writing conventions with greater ease</li> <li>continues to make tense consistency errors</li> <li>literal translation of L<sub>1</sub> thinking obscures L<sub>2</sub> output</li> </ul>	<ul style="list-style-type: none"> <li>uses compound and complex sentences more consistently</li> <li>makes occasional convention/grammar errors</li> <li>uses a wider variety of tenses, gerunds and infinitives more spontaneously and, often, correctly</li> <li>less evidence of literal translation in L<sub>2</sub> output</li> </ul>

Please note- These ELL matrices are an abbreviated version of the original ELL Standards that can be found at: <http://www.bced.gov.bc.ca/esl/standards.pdf> (p. 43)

<u>Date (month/day/year)</u>	<u>Teacher Signature</u>	<u>Code (use a different symbol or colour highlight for each year)</u>

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