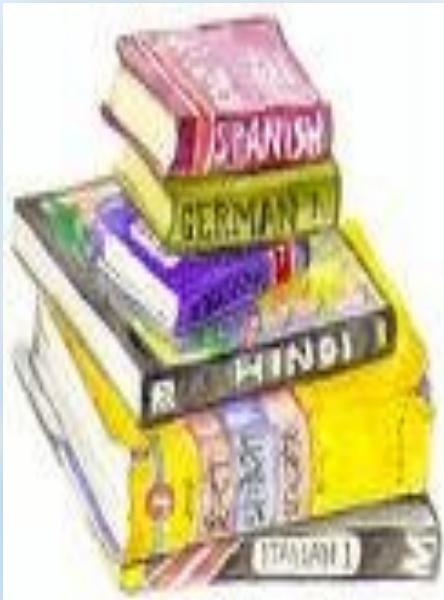


Bienvenidos a la Escuela Primaria en Columbia Británica

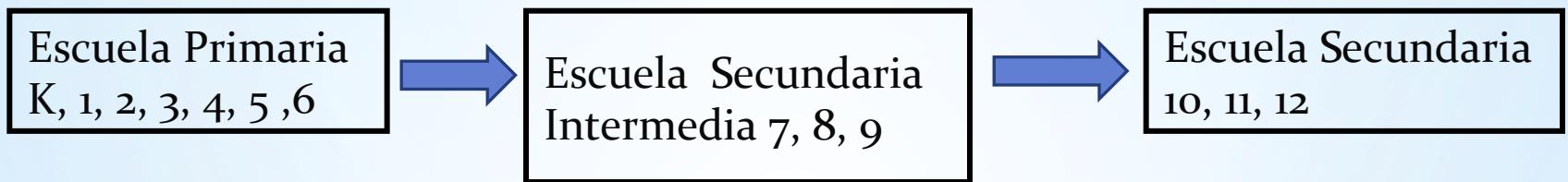


¿Cómo es la Escuela Primaria en C.B. igual o diferente de otros sistemas educativos?



Sistemas Educativos

➤ En otros países y regiones de BC



➤ En varias regiones de BC



¿Cuál es la MEJOR escuela para mi hijo/a?

- La escuela del barrio o vecindario
- Todos van juntos a la escuela



La colocación del estudiante se basa en su edad

Para el año escolar 2019-2020:

<u>Año de Nacimiento</u>	<u>Colocación</u>
2014	Kindergarten
2013	Grado 1
2012	Grado 2
2011	Grado 3
2010	Grado 4
2009	Grado 5
2008	Grado 6
2007	Grado 7

¿Cuándo podrá mi hijo avanzar al siguiente grado?

- Los niños avanzan de grado de acuerdo a su edad, no su habilidad
- Los niños que necesitan más tiempo para aprender el currículum, igual van al próximo grado con niños de su edad.
- Los profesores están entrenados para apoyar el aprendizaje de cada niño individualmente.
- Los Profesores de Apoyo otorgan ayuda adicional a estudiantes que lo necesitan

¿ Cómo es el aprendizaje en BC comparado con otros países? ¿ Es igual o diferente?

➤ El aprendizaje se da de muchas maneras:

- Con trabajo individual
- Con trabajo en grupo o en par en la clase
- Terminando las actividades fuera de la escuela solo o en grupo
- Con viajes de estudios en terreno
- Con trabajo escrito
- A través de la conversación
- Participando en actividades
- A través de juegos individuales o en grupos



Kindergarten

- Programa de día completo
- Enfocado en aprender a través del juego
 - Motiva la curiosidad, la exploración y el descubrimiento
 - Desarrolla habilidades sociales y enseña a resolver problemas
- Aprendizaje enfocado en habilidades sociales y conceptos básicos



Grados 1-3 (Primaria)

- Aprendizaje basado en temas, usando varios recursos, no sólo libros o textos
- Construyendo lenguaje oral y vocabulario [30-60%]
- Los estudiantes generalmente tienen una profesora base
- Enfoque en desarrollo personal en cinco áreas:
 - desarrollo intelectual
 - desarrollo físico
 - desarrollo social
 - desarrollo artístico
 - desarrollo emocional



Grados 4-7 (Intermedio)

- Los estudiantes generalmente tienen más de un profesor
- Comienzan a usar libros de texto, pero no es la única forma de obtener información
- Mayor énfasis en las habilidades de lectura y escritura
- Lenguaje oral y trabajo en grupo continúa siendo muy importante
- Se espera que los estudiantes tomen responsabilidad de su propio aprendizaje y conducta



¿Por qué hay algunos estudiantes que en su clase tienen compañeros de otros grados?

- En Vancouver existen límites de estudiantes por clase, diferente a otros países.
- Cuando existen clases sin suficientes alumnos, se pueden completar con estudiantes de otros grados para reducir costos del Distrito (esto sucede más en las escuelas Primarias)
- Algunos programas crean intencionalmente clases con estudiantes de diferentes grados o edades.
- Una clase combinada o dividida está hecha de estudiantes de dos grados con una profesora enseñando los dos currículos.
- Los estudiantes de clases combinadas no son dejados atrás porque los resultados de aprendizaje son apropiados para cada grado para todos los estudiantes.

Nota Importante

- Todas las clases (de sólo un grado o combinadas) tienen una variedad de estudiantes en diferentes etapas de desarrollo de sus habilidades y aptitudes
 - Los profesores reconocen y responden a las necesidades individuales de cada estudiante (enseñanza diferencial y de aprendizaje)



¿Cuáles son los beneficios de una clase combinada?

- Los estudiantes desarrollan habilidades de liderazgo y de confianza en sí mismos
- Motiva amistades entre diferentes grados y aumenta una conducta social adecuada
- Motiva y desarrolla sentidos de responsabilidad y de tener una actitud positiva
- Le da más oportunidades para experimentar



Tareas

¿Tendrá mi hijo tareas?

¿Cuál es el propósito de las tareas?

¿Cuántas tareas tendrán?

➤ Las tareas tienen muchos propósitos incluyendo:

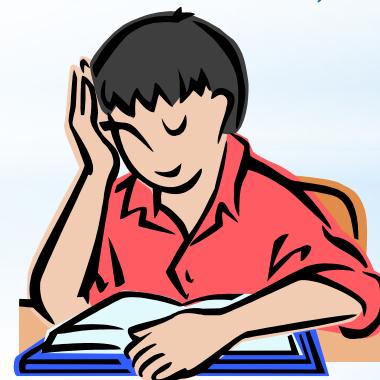
- Prepararse para aprender al día siguiente
- Práctica y aumento de la comprensión de lo que se ha aprendido
- Más fluidez en lectura y escritura
- Más vocabulario y conocimiento
- Práctica para trabajar individualmente o en grupo



Tareas

➤ Algunos ejemplos de tareas incluyen:

- Terminar las tareas asignadas en la clase
- Lectura en voz alta o en silencio
- Ver programas específicos en TV o en internet para obtener más información sobre un tema determinado que se está estudiando
- Tareas de escritura
- Trabajo en un proyecto con un compañero
- Recolectar información de varias fuentes, como de la biblioteca o del internet



Tareas

Ministry of **Education**



- El Ministerio de Educación pone límites de cuántas tareas se deben asignar a un niño cada día
- Estos límites están de acuerdo con la edad del niño



¿Recibirá mi niño ayuda con el idioma Inglés?

- TODOS los estudiantes están en su grado de acuerdo a la edad que tienen
- Si necesita apoyo con el Inglés, éste se entrega de la siguiente forma:
 - grupos focales pequeños [fuera de la clase]
 - apoyo en la clase
 - otras variaciones de acuerdo a las necesidades de la escuela o del estudiante
- La cantidad de apoyo que se entrega depende de la necesidad individual de cada estudiante
- La profesora de apoyo ELL y la profesora de la clase trabajarán juntas en desarrollar un programa apropiado para el niño



¿Cuánto tiempo necesitará ayuda de ELL mi hijo?

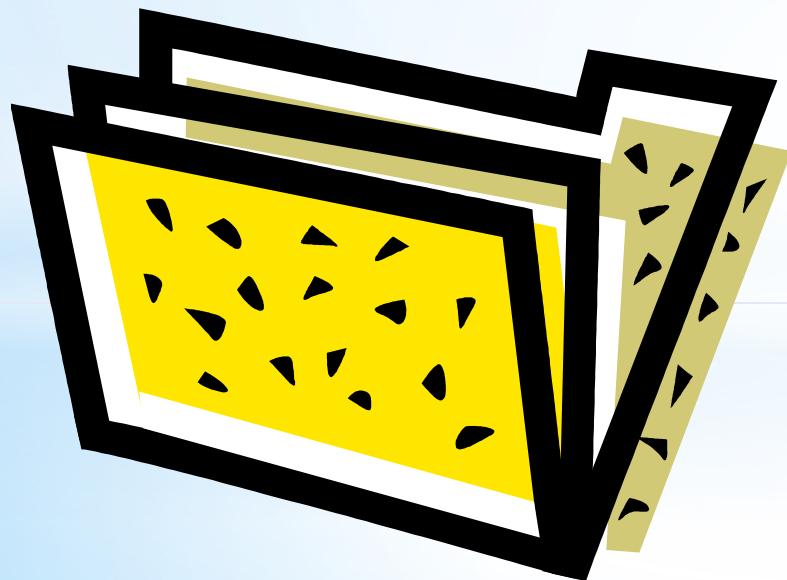
- Puede tomar hasta 2 años aprender las habilidades básicas de comunicación del idioma Inglés
- Puede tomar muchos años adquirir un manejo académico de otro idioma
- Puede tomar cerca de siete años aprender el lenguaje de los libros de texto



7 Years



¿Cómo determinan los profesores en qué nivel de Ingles estará mi hijo ?



Informe/Rúbrica de evaluación del idioma inglés (ELAR, por sus siglas en inglés) – Periodo ___ : muestra K-1

Apoyo:

Nivel de inglés alcanzado	NIVEL 1		NIVEL 2 En desarrollo	NIVEL 3 En expansión	NIVEL 4 En fortalecimiento
	Emergente	Principiante			
LENGUAJE ORAL Nivel –	<ul style="list-style-type: none"> <input type="checkbox"/> entiende muy poco inglés <input type="checkbox"/> puede preferir callarse <input type="checkbox"/> habla más que todo en el idioma de su familia <ul style="list-style-type: none"> <input type="checkbox"/> sigue a los demás estudiantes en las rutinas de la clase <input type="checkbox"/> depende del lenguaje corporal y las señales visuales para comunicarse 	<ul style="list-style-type: none"> <input type="checkbox"/> el entendimiento exige repetición, señales visuales y tiempo de procesamiento <input type="checkbox"/> repite con frecuencia lo que dicen otros <input type="checkbox"/> responde a preguntas repetidas o predecibles con estrategias de lenguaje corporal como gestos <ul style="list-style-type: none"> <input type="checkbox"/> sigue la rutina cotidiana establecida, si es orientado <input type="checkbox"/> puede no ser capaz de pronunciar muchos de los sonidos del inglés 	<ul style="list-style-type: none"> <input type="checkbox"/> le cuesta entender las lecciones en el aula <input type="checkbox"/> expresa necesidades básicas <input type="checkbox"/> participa en el habla en coro 	<ul style="list-style-type: none"> <input type="checkbox"/> entiende las lecciones y charlas en el aula, con apoyo adicional <input type="checkbox"/> participa en conversaciones sociales, lecciones orales y charlas en clase con apoyo del maestro <input type="checkbox"/> habla con vacilación, recapitulando y buscando las palabras 	<ul style="list-style-type: none"> <input type="checkbox"/> entiende las lecciones académicas con apoyo mínimo <input type="checkbox"/> entiende y participa en conversaciones sociales y charlas en clase con apoyo mínimo <input type="checkbox"/> expresa opiniones e ideas
LECTURA Nivel –	<ul style="list-style-type: none"> <input type="checkbox"/> mira y entiende ilustraciones e imágenes <input type="checkbox"/> demuestra conciencia de cómo los libros y el material impreso funcionan 	<ul style="list-style-type: none"> <input type="checkbox"/> reconoce algunas letras del alfabeto y números <input type="checkbox"/> participa en la lectura en coro <input type="checkbox"/> demuestra conciencia de símbolos y señales del entorno <input type="checkbox"/> escucha ativamente los cuentos leídos en voz alta 	<ul style="list-style-type: none"> <input type="checkbox"/> capaz de identificar todas las letras <input type="checkbox"/> capaz de encontrar a qué sonido corresponde la consonante inicial en palabras conocidas <input type="checkbox"/> recita de memoria libros conocidos con texto repetitivo <input type="checkbox"/> usa las pistas en ilustraciones para relatar acontecimientos en un cuento 	<ul style="list-style-type: none"> <input type="checkbox"/> reconoce algunas relaciones de sonidos y letras <input type="checkbox"/> intenta pronunciar palabras haciendo el sonido de cada una de las letras y reconoce palabras de alta frecuencia <input type="checkbox"/> lee y entiende independientemente libros familiares con texto repetitivo muy simples <input type="checkbox"/> lee en voz alta y empieza a desarrollar estrategias para entender mejor 	<ul style="list-style-type: none"> <input type="checkbox"/> usa la lectoescritura (fonética-phonics) para pronunciar un número creciente de palabras haciendo el sonido de cada una de las letras <input type="checkbox"/> reconoce muchas palabras de alta frecuencia <input type="checkbox"/> lee y entiende independientemente una variedad de libros apropiados para su año escolar <input type="checkbox"/> lee en voz alta con la fluidez apropiada para su año escolar
ESCRITURA Nivel –	<ul style="list-style-type: none"> <input type="checkbox"/> intenta hacer letras o formas parecidas a las letras <input type="checkbox"/> usa dibujos u otros conceptos visuales para comunicar significado 	<ul style="list-style-type: none"> <input type="checkbox"/> copia letras, números, palabras y frases de un modelo <input type="checkbox"/> el copiar, demuestra conciencia de la convención de escribir de izquierda a derecha <input type="checkbox"/> escribe su propio nombre en letras de imprenta <input type="checkbox"/> posee algunas palabras en su vocabulario 	<ul style="list-style-type: none"> <input type="checkbox"/> escribe una letra para representar una palabra basándose en el sonido de la letra <input type="checkbox"/> pone leyendas en sus propios dibujos <input type="checkbox"/> combina dibujo y escritura en letras de imprenta para crear un cuento, con el dibujo aportando la mayor parte del significado <input type="checkbox"/> usa un vocabulario limitado o repetitivo <input type="checkbox"/> demuestra conciencia de las convenciones de la escritura <input type="checkbox"/> coloca espacios entre las palabras 	<ul style="list-style-type: none"> <input type="checkbox"/> recita la ortografía de las palabras tal como suenan <input type="checkbox"/> recita la ortografía de algunas palabras de alta frecuencia <input type="checkbox"/> redacta oraciones simples, con cierta dificultad con el orden, las terminaciones de las palabras y la puntuación <input type="checkbox"/> vocabulario en desarrollo pero a veces forzado o inapropiado <input type="checkbox"/> usa el concepto de secuencia para organizar la redacción <input type="checkbox"/> con algo de apoyo es capaz de desarrollar los elementos de un cuento 	<ul style="list-style-type: none"> <input type="checkbox"/> capaz de correctamente recitar la ortografía de palabras con sonidos similares (cat, hat) <input type="checkbox"/> capaz de correctamente recitar la ortografía de muchas palabras de alta frecuencia <input type="checkbox"/> usa una variedad limitada de oraciones con pocos errores mecánicos <input type="checkbox"/> usa vocabulario adecuado al propósito y puede ser capaz de usar algo de vocabulario especializado <input type="checkbox"/> sus ideas están relacionadas, conectadas lógicamente y en secuencia lógica <input type="checkbox"/> capaz de completar marcos de redacción (carta, cuento, cuaderno)

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	<ol style="list-style-type: none"> shows awareness of how books work: front to back sequence, left to right direction of print - recognizes some alphabet letters and numbers - sings/says the alphabet relates oral language to print (knows that print language represents meaning) shows awareness of environmental symbols and signs actively listens to stories read aloud 	<ol style="list-style-type: none"> recites familiar pattern books from memory - recognizes all alphabet letters - = uppercase = lowercase - (K) recognizes numbers from 1-__ - (Gr 1) recognizes numbers from 1-__ - matches initial consonant sounds and letters in familiar words - begins to recognize high frequency words uses picture cues to retell story events participates in choral reading 	<ol style="list-style-type: none"> independently reads and understands very simple pattern books recognizes some sound/letter relationships - begins to sound out words - recognizes some high frequency words begins to develop some strategies to assist comprehension begins to read aloud 	<ol style="list-style-type: none"> reads and understands a variety of easy books at/near grade level uses phonics to sound out words - recognizes and sounds out a growing number of words - recognizes many high frequency words uses some strategies to read independently reads aloud with near grade level fluency
Writing	<ol style="list-style-type: none"> attempts to make letters or letter-like forms copies from a model relies on drawings or other visuals to convey meaning demonstrates awareness of left to right convention when copying has few vocabulary words 	<ol style="list-style-type: none"> begins to write a letter to represent a word based on letter sounds copies letters, numbers, words or phrases independently begins to label own drawings combines drawing and printing to create a story; the drawing conveys most of the meaning uses limited or repetitious vocabulary - begins to be aware of writing conventions (capitalization, punctuation) - begins to put spaces between words 	<ol style="list-style-type: none"> begins to spell words phonetically using more letters to represent each word spells some high frequency words begins to write simple sentences, may have difficulty with word order, omits words or word endings; run-on sentences are common combines drawing and printing; both support the meaning may use some specialized vocabulary usually uses sequence to organize writing; frequent use of "and", "but", "then" begins to develop story elements (plot, character, setting) 	<ol style="list-style-type: none"> uses phonics spelling spells word families (e.g., cat, hat) begins to use a limited variety of sentences with some errors combines drawing and printing; the printing conveys most of the meaning uses vocabulary that is appropriate to purpose but is sometimes awkward (meaning, style) ideas are related, logically connected and sequenced; is generally able to present a main idea with supporting detail able to complete writing frames (e.g., letter, story, journal) demonstrates some editing and proof-reading skills (writing checklist) makes fewer mechanical errors; the errors seldom detract from meaning

School Year	CT / RT Initials	Code	Date

Matrices (Grades 2 - 7)Name: _____
SIS: _____
(if applicable)School: _____
Date: _____

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening	<ol style="list-style-type: none"> understands little English understanding requires repetition, visual cues, and processing time begins to follow other students in class routines comprehends parts of lessons that include extensive visual and oral support limited listening skills 	<ol style="list-style-type: none"> understands simple sentences in a conversation, but requires repetition requires less wait time and repetition before responding follows simple directions with prompts and repetition understands short oral lessons that include visual support developing listening skills 	<ol style="list-style-type: none"> understands more complex sentences with repetition and rephrasing takes little wait time to respond follows a series of directions with prompts understands grade level lessons with support expanding listening skills 	<ol style="list-style-type: none"> understands more complex sentences, with minimal support rarely takes wait time to respond successfully follows directions at grade level, most of the time understands content of grade level academic lessons with minimal teacher guidance is able to listen and add to group discussions
Speaking	<ol style="list-style-type: none"> begins to name concrete and functional objects expresses basic needs begins to respond to questions with yes/no, or with one or two words speaks little or no English pronunciation interferes with being understood low voice volume may not enunciate clearly 	<ol style="list-style-type: none"> vocabulary of functional words is growing begins to take part in social conversations and some class lessons asks and answers simple questions speaks hesitantly, rephrasing and searching for words pronunciation can interfere with being understood compensates for limited vocabulary by using known vocabulary and/or awkward wording grammar errors frequently interfere with communication developing voice volume enunciation developing 	<ol style="list-style-type: none"> uses growing vocabulary with some errors in usage participates hesitantly in classroom discussions, with teacher guidance is usually able to ask questions for clarification speaks with some hesitations pronunciation sometimes interferes with meaning sometimes uses awkward wording grammar errors sometimes interfere with communication expanding voice volume enunciation expanding 	<ol style="list-style-type: none"> uses social and content specific vocabulary, with support, at grade level participates hesitantly in social conversations and small group discussions is able to ask questions for clarification rarely hesitates when speaking occasionally makes pronunciation errors, but they do not interfere with meaning rarely uses awkward wording grammar errors do not interfere with communication clear voice volume clear enunciation

School Year	CT / RT Initials	Code	Date

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	<ol style="list-style-type: none"> 1. recognizes letters and numbers 2. begins to use phonics to sound out simple words 3. begins to recognize a few high-frequency sight words 4. attempts to read by using pictures to support meaning 5. participates in choral reading but has little understanding 	<ol style="list-style-type: none"> 1. ----- 2. oral reading demonstrates use of some decoding skills 3. has a growing vocabulary of sight words 4. is beginning to use reading strategies to assist comprehension 5. reads familiar and patterned material 	<ol style="list-style-type: none"> 1. ----- 2. uses decoding skills and a variety of reading strategies, with teacher guidance 3. has acquired <u>basic</u> sight vocabulary for grade level 4. reads and understands easy fiction 5. reads and understands simple content-area material 	<ol style="list-style-type: none"> 1. ----- 2. with assistance, uses varied reading strategies to aid understanding 3. has acquired most grade level sight vocabulary 4. reads and understands most fiction at/near grade level, with support 5. reads and understands non-fiction near grade level, with support 6. requires support to read, interpret and evaluate a variety of reading material 7. is increasingly able to find details in texts at/near grade level
Writing	<ol style="list-style-type: none"> 1. relies on drawings and labels to convey meaning 2. – can copy alphabet letters or words - can copy pattern sentences 3. begins to use invented spelling based on letter sounds 4. uses repetitive and limited vocabulary 5. produces limited output 6. intended meaning of unsupported writing is often unclear 	<ol style="list-style-type: none"> 1. ----- 2. writes simple sentences with limited variation in verb tense 3. uses conventional spelling for commonly used words 4. compensates for limited vocabulary by using circumlocutions 5. writing exercises require extra time 6. – begins to apply rules of writing and grammar, with many errors - writing contains sentence fragments, run-ons 7. begins to organize and sequence ideas, with teacher guidance 	<ol style="list-style-type: none"> 1. ----- 2. begins to use a variety of sentence structures appropriate for grade level, with some errors 3. is learning to use rules of spelling 4. uses more varied vocabulary 5. often needs extra time to write tests and assignments 6. – applies rules of writing and grammar taught in class, with fewer errors - sometimes uses awkward wording 7. can organize and develop ideas with teacher guidance 	<ol style="list-style-type: none"> 1. ----- 2. uses a variety of sentence structures, with some errors 3. has learned most of the rules of spelling at/near grade level 4. vocabulary is at/near grade level expectation 5. rarely needs extended time for written assignments 6. – applies rules of writing and grammar; errors do not detract from meaning - seldom uses awkward wording 7. begins to write more clearly with some organization

School Year	CT / RT Initials	Code	Date

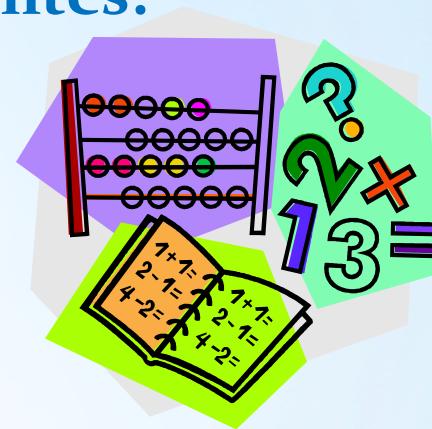
¿Cómo evalúan los profesores el avance en el aprendizaje de mi hijo? Recibirá mi hijo calificaciones de letras? Cómo se determinan las calificaciones de letras?

- Los estudiantes reciben Informes de Notas, 3 veces en el año escolar
- Las calificaciones de letras no se entregan a todos en los grados de primaria
- Los niños de grado K a 3 no reciben calificaciones de letras
- Los estudiantes en grados 4 a 7 reciben calificaciones de letras
- Algunos estudiantes no reciben calificaciones de letras
 - Estudiantes que tienen bajas habilidades de Inglés
 - Estudiantes que tienen necesidades de aprendizaje



Las calificaciones de letra pueden basarse en varios tipos de trabajos que desarrollan los estudiantes:

- participación en la clase
- tareas y responsabilidades diarias
- exámenes informales
- exámenes formales
- ejemplos de trabajo de estudiantes
- proyectos
- tareas
- trabajo de grupo



REPORT INSERT – ELL (Grades 2-7): Levels of Progress Toward English Language Acquisition (English Version)

Student's Name: _____	School Year: _____	Support ELL Reception ELC (Centre) In-Class	Times per Week
ELL Resource Teacher: _____	Grade: _____ Division: _____	1 st 2 nd 3 rd Report	_____

Emerging/Beginning: Student is starting to learn English (receives extensive help)

Developing: Student is beginning to communicate in simple English with frequent grammatical errors (receives a lot of help)

Expanding: Student can communicate ideas in English with errors in grammar (receives some help)

Consolidating: Student is approaching grade-level proficiency in English (receives some help)

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening * Students for whom none of the descriptors apply are at pre-emergent level. This progress report is not applicable <input type="checkbox"/> pre-emergent	1. understands little English 2. understanding requires repetition, visual cues, and extensive processing time 3. begins to follow other students in class routines 4. comprehends parts of lessons	1. understands simple sentences in a conversation, but requires repetition 2. requires less wait time and repetition before responding 3. follows simple directions with prompts and repetition 4. understands short oral lessons	1. understands more complex sentences with repetition and rephrasing 2. takes little wait time to respond 3. follows a series of directions with prompts 4. understands grade level lessons with support	1. understands more complex sentences, with minimal support 2. rarely takes wait time to respond 3. successfully follows directions at grade level, most of the time 4. understands content of grade level academic lessons with minimal teacher guidance
Speaking <input type="checkbox"/> pre-emergent	1. begins to name concrete and functional objects 2. expresses basic needs 3. begins to respond to questions with yes/no, or with one or two words 4. speaks little or no English 5. pronunciation interferes with being understood	1. vocabulary of functional words is growing 2. begins to take part in social conversations and some class lessons 3. asks and answers simple questions 4. speaks hesitantly, rephrasing and searching for words 5. pronunciation can interfere with being understood 6. compensates for limited vocabulary by using known vocabulary and/or awkward wording 7. grammar errors frequently interfere with	1. uses growing vocabulary with some errors in usage 2. participates hesitantly in classroom discussions, with teacher guidance 3. is usually able to ask questions for clarification 4. speaks with some hesitations 5. pronunciation sometimes interferes with meaning 6. sometimes uses awkward wording 7. grammar errors sometimes interfere with	1. uses social and content specific vocabulary, with support, at grade level 2. participates hesitantly in social conversations and small group discussions 3. is able to ask questions for clarification 4. rarely hesitates when speaking 5. occasionally makes pronunciation errors, but they do not interfere with meaning 6. rarely uses awkward wording 7. grammar errors do not interfere with

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	<ul style="list-style-type: none"> 1. recognizes letters and numbers 2. begins to use phonics to sound out simple words 3. begins to recognize a few high-frequency sight words 4. attempts to read by using pictures to support meaning 5. participates in choral reading but has little understanding 	<ul style="list-style-type: none"> 1. 2. oral reading demonstrates use of some decoding skills 3. has a growing vocabulary of sight words 4. is beginning to use reading strategies to assist comprehension 5. reads familiar and patterned material 	<ul style="list-style-type: none"> 1. 2. uses decoding skills and a variety of reading strategies, with teacher guidance 3. has acquired <u>basic</u> sight vocabulary for grade level 4. reads and understands easy fiction 5. reads and understands simple content-area material 	<ul style="list-style-type: none"> 1. 2. with assistance, uses varied reading strategies to aid understanding 3. has acquired most grade level sight vocabulary 4. reads and understands most fiction at/near grade level, with support 5. reads and understand non-fiction near grade level, with support 6. requires support to read, interpret and evaluate a variety of reading materials 7. is increasingly able to find details in texts at/near grade level
Writing	<ul style="list-style-type: none"> 1. relies on drawings and labels to convey meaning 2. - can copy alphabet letters or words - can copy pattern sentences 3. begins to use invented spelling based on letter sounds 4. uses repetitious and limited vocabulary 5. produces limited output 6. intended meaning of unsupported writing is often unclear 	<ul style="list-style-type: none"> 1. 2. writes simple sentences with limited variation in verb tense 3. uses conventional spelling for commonly used words 4. compensates for limited vocabulary 5. writing exercises require extra time 6. - begins to apply rules of writing and grammar, with many errors - writing contains sentence fragments, run-ons 7. begins to organize and sequence ideas, with teacher guidance 	<ul style="list-style-type: none"> 1. 2. begins to use a variety of sentence structures appropriate for grade level, with some errors 3. is learning to use rules of spelling 4. uses more varied vocabulary 5. often needs extra time to write tests and assignments 6. - applies rules of writing and grammar taught in class, with fewer errors - sometimes uses awkward wording 7. can organize and develop ideas with teacher guidance 	<ul style="list-style-type: none"> 1. 2. uses a variety of sentence structures, with some errors 3. has learned most of the rules of spelling at/near grade level 4. vocabulary is at/near grade level expectation 5. rarely needs extended time for written assignments 6. applies rules of writing and grammar 7. begins to write more clearly with some organization

Areas requiring further attention/development:

- | | |
|--|---|
| <input checked="" type="checkbox"/> English use in class | <input checked="" type="checkbox"/> spelling and punctuation |
| <input checked="" type="checkbox"/> participation in class | <input checked="" type="checkbox"/> rules of grammar |
| <input checked="" type="checkbox"/> following written instructions | <input checked="" type="checkbox"/> sentence structure and word order |
| | <input checked="" type="checkbox"/> proofreading work |
| | <input checked="" type="checkbox"/> writing complete sentences |



School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE LEARNER REPORT

Strategies to improve English, support integration, and build confidence:

WHAT	HOW
reading fluency	- read magazines, books, and other types of printed text
oral reading	- read aloud, retell stories, choral read
oral English	- join school clubs, team sports, community centre activities, speak English to friends
study skills	- set up a consistent time and quiet place to complete homework and to study

Additional comments:

Note:

- The fastest gains are often between Level 1 and Level 2.
- Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding
- It is very common to remain at Levels 3 and 4 for more than one year

Recommendations:

- Continued ELL support is needed
- No further ELL support is needed at this time

Renfrew

School Year: 2011 - 2012

Term 2

Student: Sample 2-7

Grade 5

Division 5

BCeSIS# 666666

Classroom teacher: Lam

ELL Resource Teacher: J Lam

ELL Teacher's signature

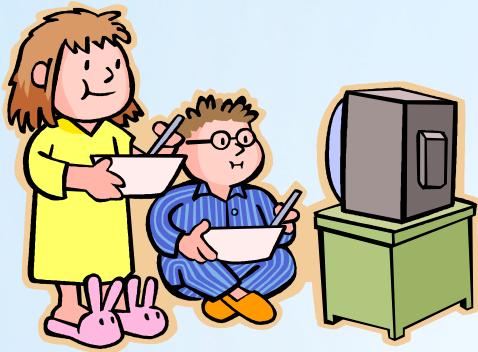
Administrator's signature

English Language Assessment Rubric/Report (ELAR) - Term 2: Sample 2-7

Support:

English Level Achieved	Emerging	LEVEL 1 Beginning	LEVEL 2 Developing	LEVEL 3 Expanding	LEVEL 4 Consolidating
ORAL LANGUAGE Level -	<ul style="list-style-type: none"> <input type="checkbox"/> understands very little English <input type="checkbox"/> follows other students in class routines <input type="checkbox"/> speaks almost no English <input type="checkbox"/> relies on body language and visual cues to communicate 	<ul style="list-style-type: none"> <input type="checkbox"/> understands simple words, phrases, sentences and instructions <input type="checkbox"/> understands parts of simple oral lessons with support <input type="checkbox"/> communicates basic needs <input type="checkbox"/> participates in choral speaking <input type="checkbox"/> responds with yes/no or single word utterances <input type="checkbox"/> speaks with hesitation <input type="checkbox"/> can name concrete objects <input type="checkbox"/> developing a vocabulary of functional words <input type="checkbox"/> pronunciation can interfere with being understood 	<ul style="list-style-type: none"> <input type="checkbox"/> understands simple sentences in a conversation with repetition <input type="checkbox"/> understands simple short oral lessons <input type="checkbox"/> follows one direction at a time if given clearly <input type="checkbox"/> asks and responds to simple questions <input type="checkbox"/> speaks using short phrases <input type="checkbox"/> speaks with some hesitation, rephrasing, searching for words <input type="checkbox"/> uses simple grammar <input type="checkbox"/> uses limited vocabulary, awkward wording <input type="checkbox"/> pronunciation sometimes interferes with being understood 	<ul style="list-style-type: none"> <input type="checkbox"/> understands more complex sentences in a conversation with some repetition <input type="checkbox"/> understands most content and academic language with support <input type="checkbox"/> follows a series of directions with prompts <input type="checkbox"/> is usually able to ask questions for clarification, with some hesitations <input type="checkbox"/> retells stories and recounts events with some support <input type="checkbox"/> participates hesitantly in class discussions with support <input type="checkbox"/> applies rules of grammar most of the time <input type="checkbox"/> uses adequate vocabulary <input type="checkbox"/> pronounces most English words clearly 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates effectively in social and classroom settings <input type="checkbox"/> understands grade level academic content with minimal support <input type="checkbox"/> successfully follows directions at grade level <input type="checkbox"/> is able to ask and answer questions for clarification <input type="checkbox"/> makes longer content-based presentations <input type="checkbox"/> is able to listen to and add to group discussions <input type="checkbox"/> uses a variety of grammatical structures <input type="checkbox"/> uses varied vocabulary appropriate for a given context <input type="checkbox"/> speaks with near native fluency
READING Level -	<ul style="list-style-type: none"> <input type="checkbox"/> recognizes letters and numbers <input type="checkbox"/> shows an awareness of how books and print work <input type="checkbox"/> participates in choral reading but has little understanding <input type="checkbox"/> attempts to read by using pictures to support meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies most letters and matches print with corresponding oral sounds <input type="checkbox"/> uses phonics to sound out simple words <input type="checkbox"/> recognizes a few high-frequency sight words <input type="checkbox"/> uses picture clues to predict story events 	<ul style="list-style-type: none"> <input type="checkbox"/> oral reading demonstrates use of some decoding skills <input type="checkbox"/> has a growing vocabulary of sight words <input type="checkbox"/> reads a variety of familiar and patterned material <input type="checkbox"/> uses reading strategies to assist comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> reads and understands fully a variety of 'easy' texts <input type="checkbox"/> has acquired basic sight vocabulary near grade level <input type="checkbox"/> identifies main ideas and key points of text near grade level <input type="checkbox"/> predicts, evaluates and interprets reading materials with support 	<ul style="list-style-type: none"> <input type="checkbox"/> reads and comprehends a variety of texts at/near grade level independently <input type="checkbox"/> has acquired grade level sight vocabulary <input type="checkbox"/> reads and draws inferences from text independently <input type="checkbox"/> predicts, evaluates, and interprets a variety of reading materials with little support
WRITING Level -	<ul style="list-style-type: none"> <input type="checkbox"/> copies letters, numbers, and patterned sentences from a model <input type="checkbox"/> prints own name <input type="checkbox"/> uses drawing to convey meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> uses invented spelling based on letter sounds <input type="checkbox"/> combines drawing and printing to create meaning <input type="checkbox"/> writes mostly phrases (fragments), with support <input type="checkbox"/> requires more time to produce written work <input type="checkbox"/> has a limited vocabulary <input type="checkbox"/> intended meaning of unsupported writing is often unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> writes simple sentences with limited variation in verb tense <input type="checkbox"/> uses conventional spelling for commonly used words <input type="checkbox"/> continues to make errors in verb tenses/word choice <input type="checkbox"/> applies rules of writing and grammar with many errors <input type="checkbox"/> uses repetitive vocabulary <input type="checkbox"/> organizes and sequences ideas with teacher guidance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates a variety of sentence structures <input type="checkbox"/> spells high frequency words accurately <input type="checkbox"/> often needs extra time to write tests and assignments <input type="checkbox"/> applies the rules of writing and grammar with few errors <input type="checkbox"/> uses varied vocabulary appropriately <input type="checkbox"/> writes a cohesive paragraph independently 	<ul style="list-style-type: none"> <input type="checkbox"/> uses a variety of sentence structures appropriate for grade level <input type="checkbox"/> has learned the rules of spelling at grade level <input type="checkbox"/> develops ideas with appropriate transitions <input type="checkbox"/> uses appropriate writing conventions <input type="checkbox"/> uses varied and complex vocabulary that is appropriate for the purpose <input type="checkbox"/> writes multiple organized paragraphs with little support

¿Qué puedo hacer para ayudar a mi hijo a tener éxito en la escuela?



Continúe usando y desarrollando su primera lengua

Queremos invitarlos a que usted y su familia continúen usando su primera lengua en casa. Si los estudiantes son buenos lectores y escriben bien en su primera lengua, estas habilidades se transferirán a la lectura y a la escritura en Inglés.



Leer en su primera lengua
escuela

Promueve

El aprendizaje del Inglés en la
escuela



Involúcrese en la educación de su hijo/a en la escuela



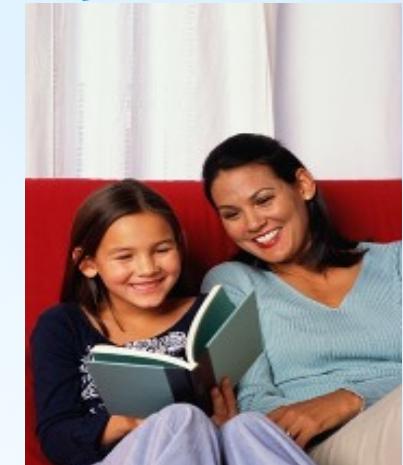


- **Participe con sus hijos en actividades o eventos de la escuela**
- **Asista a las asambleas**
- **Fomente las actividades después de la escuela**
- **Participe en el Consejo de Padres (Parent Advisory Committee (PAC))**
- **Participe en las Conferencias de profesores**
- **Visite las salas de clase y la escuela**
- **Haga voluntariado en la escuela**
- **Lea o haga leer a su hijo su agenda, diarios, formularios, etc.**
- **Tome interés en lo que su hijo aprende**

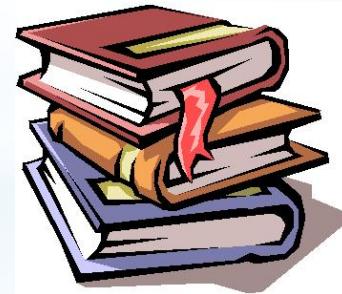


➤ Haga preguntas

- Pregúntele a su hijo sobre sus tareas o trabajos en la clase
- Haga que su hijo le resuma una idea o un capítulo de un libro



❖ Esto lo puede hacer en su idioma



- Permite a su hijo llamar a otros compañeros para discutir sus tareas
- Seguidamente se requiere trabajo en grupo para proyectos



- Invita a amigos que hablen Inglés a jugar o a hacer tareas

Apoye a sus hijos/as



Visite la Biblioteca

- Visite la Biblioteca Pública con su hijo
- Saque libros en Inglés o bilingües
- Participe en programas para familias en la Biblioteca Pública
- Lea junto a su hijo libros en línea



Elija libros que sean apropiados

- Lectura de libros en el nivel apropiado



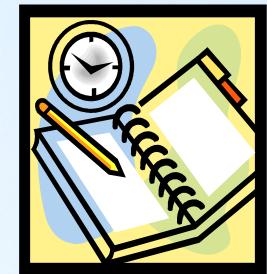
Motive a su hijo a que lea a diario

- Lean juntos
(libros en su idioma también)
- Lea material variado
(libros, revistas, diarios, novelas gráficas)
- Haga un tiempo y busque un lugar tranquilo para leer regularmente (sin distracciones, sin música, y con la televisión apagada)



En Casa

- Tenga un lugar tranquilo en su casa donde su hijo pueda hacer sus tareas
- Tenga un horario fijo para hacer las tareas regularmente, “horario de tareas”
- Tenga un horario fijo y regular para acostarse, a una hora apropiada



TV y Computadora



- Limite la televisión, los juegos de video y el uso de la computadora
- Permita un poco de televisión en Inglés y un poco en su primera lengua.



- Los niños deberían ver un programa de televisión en Inglés cada semana.
- Pídale a su hijo/a que le resuma el programa que vio (que diga qué le gustó y lo que vio)

❖ **NO permita que haya televisión o computadora en el cuarto del estudiante.**

En la Comunidad



- Participe en actividades en los Centros Comunitarios que involucren el idioma Inglés (escuchar & hablar) (cocina, patinaje, programas de verano, artesanías/manualidades etc..)
- Participe en actividades de grupo (Scouts, Girl Guides, programas de verano, soccer, softball...)



Interactúe con sus hijos/as



➤ Jueguen juntos

(juegos de cartas, basquetbol, bicicleta, natación, video/juegos en computadora, etc.)



➤ Visiten lugares juntos, donde los niños puedan leer, escuchar y hablar Inglés (Science World, Acuario, Museo Espacial, Programas para Familias, Festivales Comunitarios, Galería de Arte, etc...)



➤Aprendan juntos

- Lean juntos, haga que su hijo lea un libro en Inglés
- Practiquen hablar Inglés



Anime a sus hijos/as



Celebre a sus hijos



- * Ayude a sus hijos a sentirse bien cuando están aprendiendo, de esa manera se sentirán bien de ellos mismos
- * Celebre sus logros
- * Reconozca sus esfuerzos



Sea entusiasta

Demuestre a sus hijos que aprender es entretenido y divertido



Motive a sus hijos a responder positivamente en la escuela

De el mensaje de que las tareas no son aburridas



Sea un ejemplo para su hijo

Lea material variado

- Libros, diarios y revistas



Aprenda Inglés

- Tome algunas clases de Inglés
- Practiquen el Inglés juntos

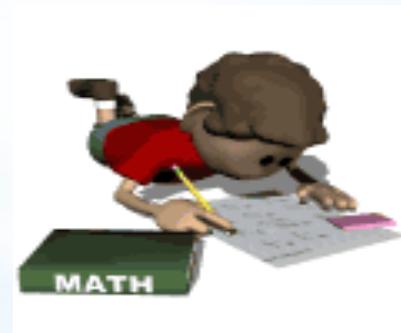
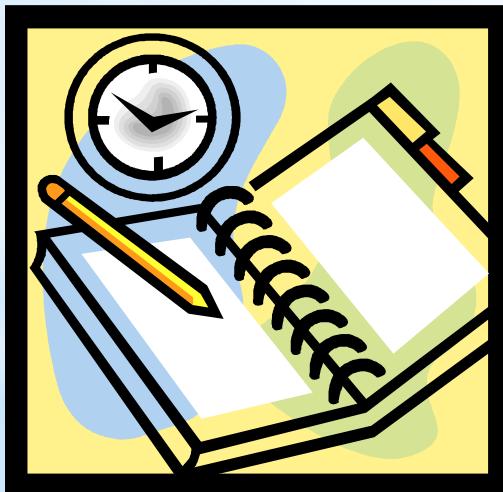


Busque un hobby o interés

- Comparta su hobby con sus hijos
- Motívelos a tener sus propios hobbies

Sea Paciente

Recuerde que aprender una nueva lengua requiere
TIEMPO



Recuerde:

- Puede tomar hasta dos años aprender habilidades básicas de comunicación en Inglés
- Puede tomar años lograr un buen nivel académico en otro idioma
- Puede tomar hasta siete años aprender el lenguaje de los textos escolares



7 AÑOS

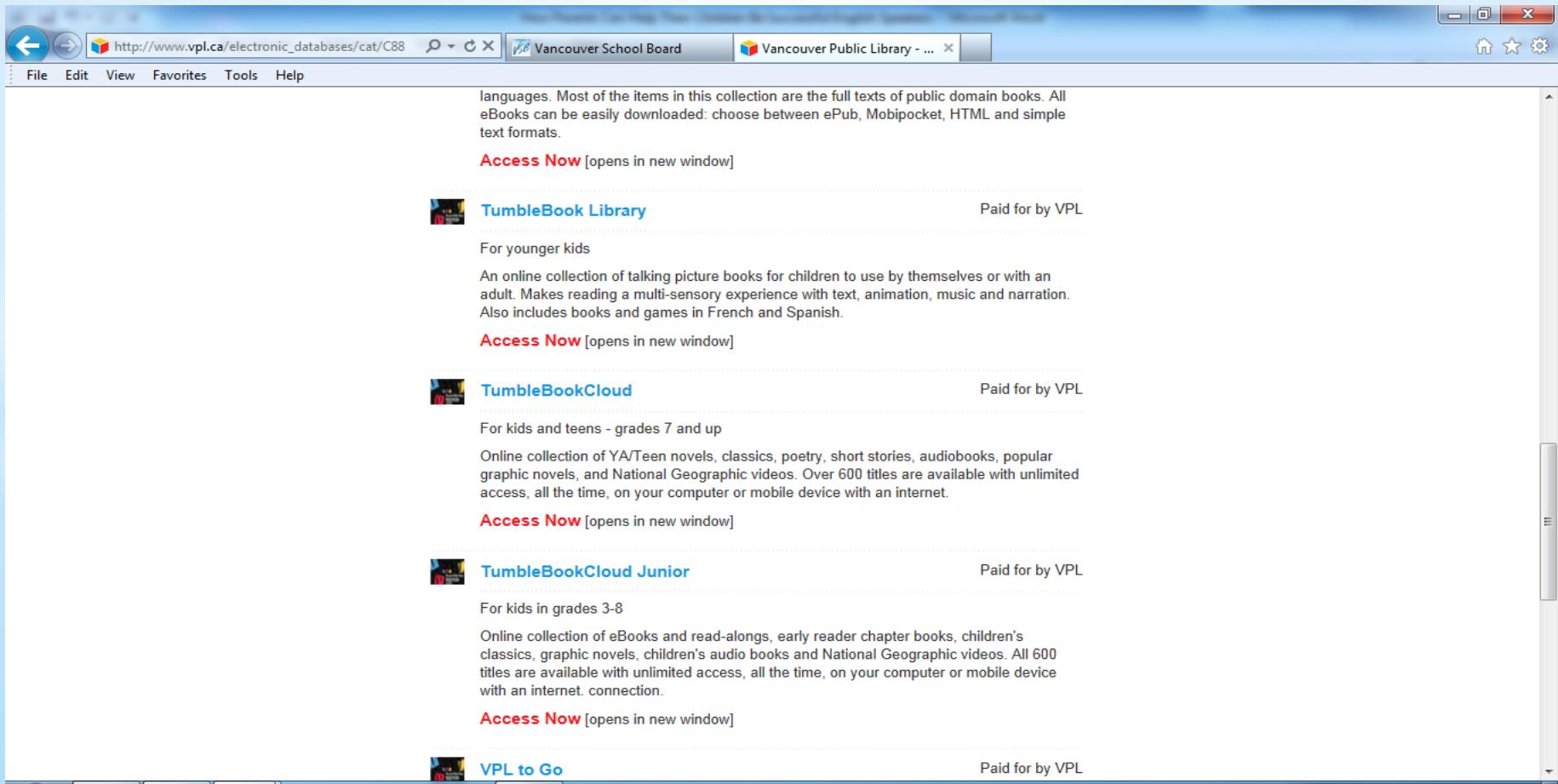


Online Resources:

Tumblebooks: Telus TV channel 88

http://www.vpl.ca/electronic_databases/cat/C88

You will need a Vancouver Public Library card to sign in.



The screenshot shows a web browser window with the following details:

- Address Bar:** http://www.vpl.ca/electronic_databases/cat/C88
- Tab:** Vancouver School Board
- Tab:** Vancouver Public Library - ...
- Menu Bar:** File, Edit, View, Favorites, Tools, Help
- Content Area:**
 - TumbleBook Library:** Paid for by VPL. For younger kids. An online collection of talking picture books for children to use by themselves or with an adult. Makes reading a multi-sensory experience with text, animation, music and narration. Also includes books and games in French and Spanish. [Access Now](#)
 - TumbleBookCloud:** Paid for by VPL. For kids and teens - grades 7 and up. Online collection of YA/Teen novels, classics, poetry, short stories, audiobooks, popular graphic novels, and National Geographic videos. Over 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet. [Access Now](#)
 - TumbleBookCloud Junior:** Paid for by VPL. For kids in grades 3-8. Online collection of eBooks and read-alongs, early reader chapter books, children's classics, graphic novels, children's audio books and National Geographic videos. All 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet connection. [Access Now](#)
 - VPL to Go:** Paid for by VPL

Starfall

<http://www.starfall.com/>

The screenshot shows the homepage of Starfall.com. At the top, there are several promotional banners: 'The Starfall Store Quality Educational Products', 'Learn about our Kindergarten Curriculum' (featuring a footprint icon), and 'We're pleased to announce Starfall Pre-K!'. The main navigation menu includes 'File', 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. The address bar shows the URL 'http://www.starfall.com/'. A tab for 'Vancouver School Board' is also visible. The main content area is divided into four main sections: 1. ABCs (with a green arrow button), 2. Learn to Read (with a green arrow button), 3. It's Fun to Read (with a green arrow button), and 4. I'm Reading (with a green arrow button). Each section has a small image and a brief description. To the right of these sections are more links: 'more' (with a bear and rainbow icon), 'more' (with a castle icon), 'more' (with a gingerbread man icon), 'Calendar' (with a calendar icon), and '100th DAY!' (with a snowman icon). Below these are icons for 'Groundhog', 'Clover', 'Flower', 'Valentine', 'Word Hunt', and 'Earth Day'. The bottom of the page features a large text block about the website's history and mission.

The Starfall Store Quality Educational Products

Learn about our Kindergarten Curriculum

We're pleased to announce Starfall Pre-K!

Starfall.com Where children have fun learning to read!

File Edit View Favorites Tools Help

1 ABCs Let's get ready to read

2 Learn to Read Zac the Rat and other tales

3 It's Fun to Read About Me, Art Gallery, Magic + more!

4 I'm Reading Plays, Nonfiction, Comics + more!

more

more

more

Calendar

100th DAY!

Groundhog

Clover

Flower

Valentine

Word Hunt

Earth Day

Starfall.com opened in September of 2002 as a free public service to teach children to read with phonics. Our systematic phonics approach, in conjunction with phonemic awareness practice, is perfect for preschool, kindergarten, first grade, second grade, special education, homeschool, and English language development (ELD, ELL, ESL). Starfall is an educational alternative to other entertainment choices for children.

In May of 2009, we released the [Starfall Kindergarten Reading and Language Arts Curriculum](#). Our method of instruction motivates children in an atmosphere of imagination and enthusiasm, provides opportunities for child-directed instruction, and supports English language learners and struggling readers learning alongside their peers. Please visit [The Starfall Store](#) for other low-cost phonics journals and

Vancouver School Board: Webcat Library Catalogue

<http://webcat.vsb.bc.ca>

webcat.vsb.bc.ca

Search Elementary Databases eBooks/Video Links Library Français School Libraries My Account

Basic Advanced (Power) History

You're searching: Vancouver School Board

Basic Search

Select a keyword or browse index from the drop-down box, enter your search term(s) and click the red arrow. For more options click on the Advanced link in the bar above.

Search: Keyword / Mot-clé 

For information or help you can email: catstaff@vsb.bc.ca

Horizon Information Portal 3.21_4846



webcat.vsb.bc.ca

Search Elementary Databases eBooks/Video Links Library Français School Libraries My Account

Databases, eBooks and Links

Login My List - 0 Help

Resources for the young student

Databases for younger students

Early database users



BookFlix



Children's Digital Library



Culturegrams



Kids Search Database

NoveList K-8 Plus



Searchasaurus

Starfall



World Book Kids

eBooks for younger students

Books Online 4 Kids

International Children's Digital Library
Project Gutenberg
Story Nory
World Book EBook centre

Links for younger students

Selected links 4 kids

CBC Learning English Site
CG Kids Atlas
National Science Digital Library
News4Youth
Read and Recommend Blog
Student Link Canada
World Digital Library

You will need to ask your school librarian for the:

Username:

Password:

For information or help you can email: catstaff@vsb.bc.ca

Learn English Kids

<http://learnenglishkids.britishcouncil.org/en/>

English

LearnEnglish Teens TeachingEnglish LearnEnglish

BRITISH COUNCIL

LearnEnglish Kids

home kids games listen & watch read & write make Speak & Spell grammar little kids parents

Home > home



Play a game
Listen to a song
Learn a word
Read a story
Practise writing

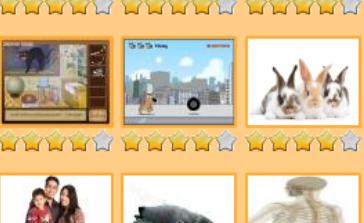
Search

User login
Username or e-mail:
Password:
[Create new account](#) [Request new password](#)

Welcome
LearnEnglish Kids has lots of free online games, songs, stories and activities for children to have fun and learn English too.

Kids
You can become a member, make your own cool character and enter competitions. When you are a member you can comment across the site and answer questions in your turn to practise your reading and writing.

Games Songs Stories



Parents
Find information about helping your child to learn English.
[Go to parents](#)

Teachers
Find out how you can use LearnEnglish

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed>

Parents and Teachers

Vocabulary Games

<http://www.vocabulary.co.il/>



Vocabulary Can Be Fun!

Free Vocabulary Learning Games

Analogy Games
Antonym Games
Compound Word Games
Context Games
Contraction Games
English Language Games
Foreign Language Games
Hangman Games
Hig Pig Games
Homophone Games
Idioms Games
Latin Learning Games
Literature Games
Oxymoron Games
Parts of Speech Games
Phonics Games
Prefix Games
Root Word Games
SAT Games
Spelling Games
Suffix Games
Syllable Games
Synonym Games
Typing Games
Word Play Games

Having fun? Learning? Tell your friends!



Vocabulary Learning Resources

One Thousand Free English Vocabulary Building Games

The Fun Way to Build Vocabulary Skills!

English Language Games • Foreign Language Games • Literature Games
AdChoices ► ► Vocabulary ► Math Games ► Word Games ► Skill Game

[Online Curriculum](#)

[Writing Classes, 2nd-12th](#)

[VocabularySpellingCity](#)

[LetsHomeschoolHighschool](#)

Most Popular Vocabulary Games



Unscramble



HangMouse



WordSearch



Letter Blocks



Build Words



Match Game



Crosswords



Slang Game



ESL Homophones



Line Match
ESL Suffix Meaning



Fill it in!
English Spanish Vocabulary



Memory Match
Latin English Phrase Match



Vocabulary Quiz



Arachnid Falls



alpha|bet
Syllable Video



Typing Challenge
Typing Adventure



THE
\$270
LAPTOP
FROM
GOOGLE



Buy now

Learning English Vocabulary

Vocabulary.co.il is a leading vocabulary website worldwide with the best flash online