Intermediate (Grade 4 to Grade 7)

I am able to…

The girls went to the bakery, when it opened.

The black bear has sharp claws
foliage and runs fast.

They baked and I ate. colleague

Furthermore

ELL Matrix: **Intermediate (4-7) Writing**

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)
Meaning • Ideas & information	• Express ideas through listing familiar words & phrases, labelling, & shared writing; meaning may be difficult to discern	• Express some logical ideas using lists & copying or adapting text; meaning is somewhat comprehensible	• Express a main idea in simple text that is partially developed; meaning is generally comprehensible	• Express a focused idea in more complex text with some elaboration & clarification; meaning is usually comprehensible	• Express & sustain a clear & focused main idea with some depth & coherence
• Use of detail	• Present single idea or random unrelated ideas with no elaboration or detail to support meaning	• Provide limited related details to support meaning	• Provide a few related details to support meaning	• Provide some relevant supporting details to enhance meaning	• Provide some relevant & specific details & examples to support, clarify, & enhance meaning
• Strategies	• Use strategies such as oral dictation, first language, copying, word banks, picture prompts, & graphic organizers to produce text	• Use strategies such as repetitive patterns, repetition, modelled forms, formulaic structures, sentences starters, & graphic organizers to produce text	• Use strategies such as graphic organizers, templates, writing plans, models, & knowledge of sentence patterns to produce & revise text	• Use strategies such as graphic organizers, templates, models, writing conferences, checklists, & rubrics to produce text	• Use a variety of strategies such as pre-writing plans, writing conferences, models & templates, guidelines, & rubrics to produce & revise text
Style • Word choice (diction, precise language)	• Use some high-frequency vocabulary related to familiar topics & personal experiences	• Use some vocabulary including high-frequency, descriptive, & subject-specific vocabulary related to familiar objects, actions, & topics	• Use more vocabulary including high-frequency, descriptive, academic, & subject-specific words, & familiar words with multiple meanings	• Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, including some homophones & homonyms	• Choose from a broad range of academic & content vocabulary with more precision including words with multiple meanings, & a variety of word forms
• Sentence fluency (rhythm, flow, variety)	• Complete simple patterned sentences, & use single words & phrases	• Produce simple & compound sentences; often repetitive	• Produce simple, compound, & some complex sentences with little variety	• Produce a variety of simple, compound, & complex sentences	• Produce connected sentences demonstrating a variety of lengths & patterns
• Voice (phrasing, tone, purpose, awareness of audience)	• Write for limited purposes modelled on familiar forms & repetitive patterns	• Write for limited purposes using graphic organizers & models; some evidence of individuality evident in pictures used to support text	• Write for an expanding range of purposes using organizers & models showing an emerging sense of individuality	• Write for a variety of purposes with a voice that reflects individuality & attempts to engage reader	• Write for a variety of purposes with a voice that attempts to engage & impact the reader

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form • Organization & Sequencing	• Organize ideas in random order with no introduction or conclusion	• Organize some related ideas together with a simple or vague introduction & no conclusion; sequence may be inconsistent & may include drawings	• Organize related ideas together in a simple paragraph with a predictable introduction & conclusion; sequence is generally logical	• Organize ideas in a multi-paragraph composition with a clear introduction & formulaic conclusion; sequence is logical	• Organize ideas in a multi-paragraph composition with a purposeful introduction & conclusion; sequence is logical
• Connections & transitions	• Connect words using "and" to produce simple sentences	• Connect sentences using "and" & simple time markers	• Connect ideas in related sentences using common conjunctions, & time & sequence markers	• Connect sentences into a cohesive paragraph using a variety of conjunctions, & time & sequence markers	• Connect ideas in a composition using a variety of cohesive devices & some transition words
• Awareness of forms/ genre (linguistic & structural features)	• Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases	• Produce some examples of a few basic genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose	• Produce examples of a some genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose	• Produce increasingly long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose	• Produce long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose
Conventions • Capitals & Punctuation	• Form or copy letters & words with attention to spacing, line, & direction	• Use capitals at the beginning of sentences & periods at the end of sentences	• Use capitals, periods, & commas	• Use capitals, periods, & commas, & some capitals, periods, & commas, & some quotation marks, apostrophes, & hyphens	• Use mostly accurate punctuation
• Spelling	• Spell some sight words accurately	• Spell a range of familiar words accurately & use invented spelling as necessary	• Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns	• Use common & irregular spellings with increasing accuracy	• Spell many challenging words with accuracy
• Grammatical elements & syntax	• Use familiar nouns, present tense verbs, plurals, & prepositions with errors & omissions	• Use nouns, present, past, & continuous tense verbs, pronouns, prepositions, & articles with errors	• Use adjectives & adverbs, & demonstrate some control of word order, plurals, & tenses	• Use a range of grammatical structures showing more control of word order, plurals, tenses, & subject-verb agreement	• Use a broad range of grammatical structures including embedded pronouns, irregular plurals, & various verb tenses with increasing accuracy

ELL Quick Scale: **Intermediate (4-7) 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 simple words and phrases to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use some academic vocabulary with some detail to create simple sentences and short paragraphs.	The student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail.
Meaning • Ideas & information • Detail • Strategies	• Draw, label, and copy models 　*e.g. Copies own name from letter models* 　*e.g. Draws and labels a picture of the water cycle* • Intersperse first language • Write and complete patterned sentences 　*e.g. Inserts words such as "pen", "door", "book" in "This is a ___ "* 　*e.g. "my father is in China" "he is smart"*	• Write some short phrases and repetitive sentences 　*e.g. Uses the sentence frame "I like to..." to write "I like to play in the snow", "I like to walk in the park"* • Use some basic strategies to label and complete sentences 　*e.g. Uses sentences starters to write "there are two dogs", "there is one black cat"*	• Express ideas by writing simple sentences, with a few related details to support ideas 　*e.g. "I have a great family. We go to the lake. We like swimming."* • Use a few strategies to write sentences and short paragraphs 　*e.g. Uses a graphic organizer on the topic "I am able to..." to write a series of sentences on abilities*	• Express ideas related to a topic, with relevant supporting details 　*e.g. "Soccer is an exciting sport played everywhere. There are two teams and twenty-two players. The players are skilled. People like to watch the game."* • Use varied strategies to write multiple sentences and paragraphs 　*e.g. Uses a completed Venn diagram to write a paragraph comparing bats and birds*	• Express ideas and many specific details and examples related to purpose in a variety of contexts 　*e.g. Writes a paragraph about what makes a person happy, with details and examples* • Use a wide range of strategies to write complete paragraphs on a topic 　*e.g. Uses a completed writing plan to write a paragraph about global warming*
Style • Word choice • Sentence fluency • Voice	• Use mostly common and familiar words 　*e.g. "mother", "green", "walk", "good"* • Write some basic short sentences 　*e.g. "I like school."* • Use a string of simple and repetitive sentences 　*e.g. "The teacher is nice. I like her."*	• Use some common and subject-specific words 　*e.g. "backpack", "walking", "fast", "temperature"* • Use simple sentences and some compound sentences 　*e.g. "I like school in Canada."* 　*e.g. "The bear has big claws."*	• Use numerous common and subject-specific words, and some descriptive words 　*e.g. "flew", "metal", "less than", "gravity", "butterfly"* • Use simple sentences and compound sentences 　*e.g. "The black bear has sharp claws and runs fast."*	• Use a variety of common, academic, subject-specific, and descriptive words 　*e.g. "steering", "aluminum", "roll", "invent"* • Use compound and complex sentences 　*e.g. "The grizzly bear has sharp dangerous claws and runs after its prey."*	• Choose from a wide variety of academic, subject-specific, and descriptive words 　*e.g. "equation", "predict", "unusual"* 　*e.g. "load", "unload", "loading", "payload"* • Use a variety of sentence types, attempting to engage the reader 　*e.g. "The ferocious grizzly bear with its sharp dangerous claws swiftly attacked its prey."* • Experiment with writing paragraphs

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form • Organization • Connections & transitions • Genre	• Connect a string of words and short phrases *e.g. "Cows make milk"* • Organize some ideas using words and/or drawings *e.g. Describes their daily routine through drawing a bed, their breakfast, a school bus, then their classroom*	• Use simple connecting words and time markers *e.g. "Joe and Sarah smile. Then Joe and Sarah sing."* • Organize ideas with drawings and key words and phrases, using a predictable beginning and end *e.g. Tells a story about a raven stealing the sun through drawings and some key phrases*	• Use some connecting words and time and sequence markers *e.g. "First, they get water. Second, they boil water. Third, they make tea."* • Organize sentences in a paragraph with a sense of beginning, middle, and end information • Write with some awareness of genre *e.g. "The raven flew toward the sun because the sky was dark."*	• Use a range of connecting words and time and sequence markers *e.g. "In the morning", "next", "as well", "therefore", "In conclusion"* • Organize a series of paragraphs, with a clear introduction, middle, and conclusion • Write with an increasing awareness of genre *e.g. "When the raven swooped down to take the box, it reminds me of the time a seagull took my French fry at the beach."*	• Use a variety of connecting and transition words accurately *e.g. "not only... but", "either... or", "however", "Furthermore"* • Organize and develops ideas effectively, providing an effective introduction, middle and conclusion • Write with an awareness of a variety of genres *e.g. "The legend of the raven has a long history in the storytelling of Aboriginal people..."*
Convention • Capitals & punctuation • Spelling • Grammar	• Use basic nouns and 'simple' present tense *e.g. "he is here", "they go home."* • Spell some sight words and use invented spelling of unfamiliar words *e.g. Spells some common and familiar words such as "all", "good", "she", "there"* *e.g. "scool" for 'school', "difrint" for 'different'* • Leave spaces between words and lines	• Begin to use some grammatical structures, including some 'simple' tenses *e.g. "They baked and I ate.", "The train is late.", "I want a cookie and cake."* • Use accurate spelling for some familiar words *e.g. Spells some familiar words such as "after", "just", "some", "thank"* • Begin to use capitals and periods	• Use some different grammatical structures, including some plurals, 'simple' tenses, articles, and prepositions *e.g. Correctly order subject-verb-object in "The cow eats grass, hay and corn."* *e.g. Uses a variety of articles ("the", "a, "an") and prepositions ("inside", "across", "before")* • Use some accurate spelling for unknown words *e.g. Spells "fight", "berries", "bottle"* • Use capitals, periods, and sometimes commas	• Use a variety of grammatical structures, including plurals, tenses, adjectives, and adverbs *e.g. "The girls went to the bakery when it opened."* *e.g. Uses a variety of adjectives ("active", "general", "kind") and adverbs ("extremely", "only", "often")* • Spell most words with common rules accurately *e.g. Spells "kitchen", "strain", "know"* • Use commas, capitals, and other common punctuation independently	• Use a wide range of grammatical structures with control, including plurals and a variety of tenses *e.g. "She had been watching the beaver for some time when it turned and smiled."* *e.g. "Because the soup and stew were too cold, I warmed them in the microwave."* • Spell many challenging words *e.g. Spells "government", "foilage", "colleague"* • Use varied punctuation with increasing accuracy

ELL Matrix: **Intermediate (4-7) Reading**

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)
Strategies • Word attack skills	• Use pictures, labelled diagrams, familiar phrases, & patterned sentences to read unfamiliar words & text	• Use context & text features to read unfamiliar words & text	• Use strategies such as re-reading, predicting, & self-correcting to read unfamiliar words & text	• Use a range of strategies such as word analysis, context cues, knowledge of text structure, skimming & scanning, transition words, & self-monitoring to read unfamiliar words & text	• Use a range of strategies such as drawing inferences, revising thoughts, & drawing conclusions to read unfamiliar words & text
• Decoding	• Identify sight words & letter sounds	• Decode word families, consonant blends, & long & short vowel sounds	• Decode consonant clusters & digraphs	• Decode common morphemes such as root words, prefixes, & suffixes	• Decode multi-syllable words
• Fluency	• Read word-by-word, with frequent pausing to refer to visuals	• Read with some phrasing by sounding out words, referring to visuals, & re-reading	• Read with expression while substituting unknown words with familiar words & using some self-correction	• Read with expression, attend to common punctuation, & make meaningful substitutions	• Read consistently with expression, attend to most punctuation, & self-correct most errors

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension • Vocabulary	• Understand a limited range of vocabulary including a few high-frequency & descriptive words related to concrete objects & actions	• Understand some vocabulary including high-frequency, descriptive, & academic words related to familiar or personally-relevant concepts	• Understand more vocabulary including high-frequency, descriptive, academic, & subject specific words, & some words with multiple meanings related to familiar, personally-relevant, & content-based concepts	• Understand a range of vocabulary including high-frequency, descriptive, academic, & subject-specific words, & words with multiple meanings related to academic content	• Understand a wide range of vocabulary including academic & subject-specific words, words with multiple meanings, & word formations related to academic content
• Main ideas & details	• Understand the gist of short patterned sentences • Identify key information presented in simple sentences with words connected by "and" & "then"	• Understand the gist of simple sentences, titles, headings, & captions • Identify some main ideas/events presented in simple sentences & clauses, & connected by conjunctions, & time & sequence markers	• Understand the gist of simple & detailed sentences in short paragraphs • Identify main ideas/events & details of related sentences connected by conjunctions, & time & sequence markers	• Understand the gist of descriptive paragraphs with varied sentence structure • Identify main ideas/events & supporting details of paragraphs connected by conjunctions, adverbs, & time & sequence markers	• Understand the gist of related paragraphs containing complex & compound sentences • Identify main ideas/ events & supporting details of related paragraphs connected by a variety of cohesive devices (compare & contrast, classification, cause & effect)
• Retelling & organizing information	• Retell some main events by sequencing pictures	• Retell main events by sequencing pictures or using key words & phrases	• Retell most events in sequence	• Retell & describe events in correct sequence	• Retell events in sequence with some explanation as to how they are related
• Locating & recording information	• Record limited information about familiar topics in a book using a graphic organizer & a word/ picture bank	• Record some information about familiar topics using a graphic organizer	• Record & organize some relevant information using a graphic organizer & begin to make simple notes following a model	• Record & organize increasingly relevant information using a range of graphic organizers or simple notes	• Record & organize information using a self-selected/ created graphic organizer
• Drawing inferences	• Make simple inferences from visual text	• Begin to make some simple inferences based on explicit information	• Make simple inferences based on explicit information	• Make & substantiate basic inferences from explicit & some implicit information	• Make & substantiate basic inferences & conclusions from explicit & implicit information
• Interpretations & socio-cultural elements	• Understand literal meaning of short, simple, repetitive text	• Understand literal meaning of simple text & some basic social expressions in text on familiar topics	• Understand frequently occurring social expressions & some figurative, idiomatic, & colloquial language on familiar topics	• Understand explicit social expressions & varied figurative, idiomatic, & colloquial language in text on familiar & unfamiliar topics	• Understand common metaphors, cultural references, & a range of common social expressions (idioms, euphemisms, colloquialisms)
• Knowledge of genres (structure & features)	• Understand the difference between fiction & non-fiction	• Understand the purpose & structure of a basic narrative or expository text on familiar topics	• Understand & identify the purpose & some discriminating features of a wide range of basic genres such as procedures, descriptive reports, sequential explanations, simple arguments, summaries	• Understand & identify the purpose & associated linguistic & structural features of an expanding range of genres	• Understand & identify the overall purpose, structure, & major language features (including academic expressions) of a wide variety of genres such as biographical & historical accounts, descriptive reports, & content-based & causal explanations

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Opinions & reactions • Connections (to other information, experiences, knowledge)	• Give simple, unsubstantiated reactions or opinions • Sometimes make simple concrete text-to-self connections	• Give simple reactions or opinions using a frame or model • Make some simple concrete text-to-self connections (between new information & prior knowledge)	• Offer simple opinions with minimal justification • Make simple text-to-self connections	• Offer simple opinions & reactions with some justification • Make increasingly insightful text-to-self & text-to-text connections	• Offer opinions & reactions with some specific justification • Make & explain connections (including text-to-world connections) that require some inference or insight

ELL Quick Scale: **Intermediate (4-7) Reading**

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 begin to recognize some common words and phrases, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple text and make personal connections to text.	The student can use some strategies to decode unfamiliar words and text, 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
• Word attack skills
• Fluency
	• Begin to connect letters and words to print
	    e.g. Connects the letters "p" and "g" to the sounds /p/ and /g/
	• Recognize and identify some common words and sight words
	    e.g. Recognizes high-frequency words like "shirt", "small", "window", "smart", "boat"
	• Use pictures to help make meaning
	    e.g. Looks at a picture of a river and connects it to the word "river"
	• Read word-by-word with support
	    e.g. Pauses momentarily between words and letter combinations in "th...at ...tree... is... gr...een"
		• Recognize some new words based on common word families and word roots
		    e.g. "can", "plan", "than", "ran"
		    e.g. "move", "mover", "moving", "moved"
		• Identify an increasing number of sight words
		    e.g. Identifies words such as "who", "what", "know", "because"
		• Read with some phrasing
		    e.g. "Once-upon-a-time..."
			• Use knowledge of letter combinations to read unknown words
			    e.g. Uses knowledge of 'wr' in "write" to read "wreck"
			• Use strategies such as re-reading and predicting, and begin to self-correct
			    e.g. "That didn't make sense. I need to read it again."
			• Make meaningful substitutions
			    e.g. Predicts 'home' for 'house' as an acceptable substitution
			• Read with some attention to punctuation
			    e.g. Sometimes pauses at periods and commas
				• Use context clues and knowledge of prefixes and suffixes to read unknown words
				    e.g. "symmetric" and "asymmetrical", "react" and "reaction"
				• Use knowledge of text to self-monitor and predict words
				    e.g. "The habits of the polar bear..... no, that is the habitat of the polar bear..."
				• Read with some expression and self-correct for meaning
				    e.g. Raises voice at end of question
					• Use a wide range of strategies to successfully read long words and unknown words
					    e.g. Predicts the unfamiliar word "permafrost" by using knowledge of the phrase "permanently frozen"
					• Read smoothly with expression
					    e.g. Groups connected words into meaningful phrases, emphasizing the 'content' words in "The growing needs of humans have destroyed many animal habitats."

Comprehension
• Vocabulary
• Main ideas
• Genre
• Retelling
• Inferences
• Interpretations
	• Recognize letters and words in everyday life
	    e.g. Recognizes classroom and school words such as "window", "smart", "soft"
	• Understand main idea of text with visuals and some support to build background knowledge
	    e.g. Understands the main storyline of a short story about friendship by following the pictures and some of the simple text
	• Understand literal meaning of some short, simple text
	    e.g. Understand the meaning of "Thanksgiving is in the fall."
	• Show awareness of how print and books work
	    e.g. Opens a book from the correct side and knows to read from left to right on a page
		• Understand some common words and 'content' words
		    e.g. "country", "large/small", "population"
		• Understand literal meaning of simple text
		    e.g. Understands the overall meaning of "Canada is a large country but has a relatively small population."
		• Retell simple text to show understanding of main idea
		    e.g. Puts pictures and text in order to show understanding of the process of photosynthesis
		• Begin to make simple inferences
		    e.g. Understands that the sentence, "He put on his coat, hat and mittens..." means it is likely cold outside
			• Understand a variety of common words and 'content' words
			    e.g. "identify", "calm", "renewable resources"
			• Record and organize relevant information from text to demonstrate understanding
			    e.g. "This paragraph is about dogs. Three facts about dogs are..."
			• Understand the purpose of some different kinds of text
			    e.g. Distinguishes between fiction and non-fiction through reading phrases such as "once upon a time..." and "he was born in 1998"
			• Make some inferences
			    e.g. Infers that the sentence, "Her heart beat fast and she began to sweat..." could mean she was nervous or frightened
				• Understand a range of words, including some with several meanings
				    e.g. Understands that "point" can mean 'using your finger to show', 'a geometric term,' or '4.7 [four point seven]'
				• Begin to read a variety of different types of text with understanding
				    e.g. Reads a one-page biography, understanding the passing of time and different stages in the person's life
				• Locate specific information in a text to demonstrate understanding
				    e.g. Scans a poem written by an Aboriginal writer to find words that relate to caring for the environment
					• Understand a wide range of words, including some academic and literary language
					    e.g. Understands the implications of 'signal words' such as "as a result of", "because", "on the contrary"
					• Begin to distinguish the purpose and features of a variety of text
					    e.g. Understands that a poem often contains figurative meaning, but a news article contains mostly facts and opinions
					• Understand common metaphors and cultural references in text
					    e.g. Understands the implied meaning of phrases such as "Canada, the melting pot" and "the classroom was a zoo"

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Connections • Opinions & reactions	• Express a like or dislike for a simple text *e.g. In response to a text on common foods, expresses a preference for cheese*	• Make personal connections to text through words or pictures *e.g. Describes favourite games in response to a short story about children playing soccer*	• Provide reasons for personal connections to text *e.g. "People need to stop driving cars and take the bus to stop global warming so polar bears can have a place to live."*	• Provide reasons for opinions about text *e.g. From a story about a large family, describes why they need a large vehicle* • Make personal connections and connections between different texts *e.g. Sees the similarities between an Aboriginal folk tale and a folk story from their home culture*	• Make thoughtful connections with self, other texts and the world *e.g. "The author is trying to convince us that global warming does not exist. I disagree because..."* *e.g. Connects a news article about 'orcas living in captivity' to a poem about 'confinement'*

ELL Matrix: **Intermediate (4-7) Oral Language**

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)
Meaning • Vocabulary • Word choice • Expressing & understanding idea	**EXPRESSIVE**				
	• Understand a limited vocabulary of 'survival', common, & basic descriptive words • Understand familiar commands, simple phrases, & the gist of conversations in familiar, social, & classroom contexts	• Understand some vocabulary including common, descriptive, & subject-specific words, as well as more than one meaning of some familiar words • Understand the main ideas on familiar topics presented in simple sentences & linked by common conjunctions, & time & sequence markers	• Understand more vocabulary including common, descriptive, academic, & subject-specific words, as well as multiple meanings of familiar words • Understand the main ideas & some details presented in sentences linked by common conjunctions, & time & sequence markers	• Understand a range of vocabulary including more common, descriptive, academic, & subject-specific words, & words with multiple meanings • Understand main ideas & specific details presented in longer discourse, & linked by conjunctions, & time & sequence markers	• Understand a broad range of vocabulary including academic & subject-specific words • Understand most main ideas & specific details on academic topics, presented in complex sentences containing a variety of cohesive devices
	EXPRESSIVE				
	• Use limited vocabulary including 'survival', common, & descriptive words • Connect familiar words into short phrases or simple sentences using basic conjunctions	• Use some vocabulary including common, descriptive, & subject-specific words • Connect ideas in simple sentences using basic conjunctions, & time & sequence markers	• Use more vocabulary including common, descriptive, subject-specific, & academic words • Connect ideas with some appropriate detail in related sentences using a variety of conjunctions, & time & sequence markers	• Use a range of vocabulary including common, descriptive, subject-specific, & academic words with some precision • Connect ideas & some relevant details in more complex discourse using a variety of cohesive devices	• Use a broad range of vocabulary including common, descriptive, subject-specific, & academic words with precision • Connect related ideas & specific supporting details in complex discourse using a variety of cohesive devices
Form • Grammar (plurals, possessives, verb tense endings) • Syntax (sentence structures, word order) • Phonology • Fluency (intonation, word stress, rhythm)	**RECEPTIVE**				
	• Understand key words & basic phrases on familiar topics • Understand the distinction between individual sounds, words, & familiar phrases in speech spoken at a slower rate	• Understand simple sentences on familiar topics • Distinguish rhymes, cognates, minimal pairs, syllables, common contractions, & longer phrases in speech spoken at a slower rate	• Understand detailed sentences on familiar topics • Understand short passages spoken at a natural rate	• Understand complex sentences on familiar & some unfamiliar topics • Understand most extended speech spoken at a natural rate with pauses	• Understand varied & complex language structures with academic vocabulary on most unfamiliar topics • Understand some rapid speech on unfamiliar topics
	EXPRESSIVE				
	• Use isolated words or phrases, & familiar patterned phrases & sentences • Use simple present tense, nouns, pronouns, & some plurals with errors & omissions • Use some English sounds & rhythm with some pronunciation errors that may interfere with meaning	• Form affirmative & negative statements, questions, offers, & commands • Use simple prepositions, pronouns, adverbs, plurals, & simple tense verb forms with errors • Use English sounds, rhythm, intonation, & stress; pronunciation errors may interfere with meaning	• Form more detailed affirmative & negative statements, questions, & commands • Use pronouns, irregular plurals, & tenses with some errors • Use comprehensible pronunciation, rhythm, & intonation for familiar or rehearsed activities; pronunciation errors may still occur	• Form longer detailed sentences with some clauses • Use pronouns, prepositions, irregular plurals & verbs, & word forms with occasional errors • Use comprehensible pronunciation & appropriate intonation in familiar or rehearsed activities with occasional errors	• Form varied sentences including simple, compound, & complex • Use a variety of verb tenses, subject-verb agreement, & word forms with increasing accuracy • Use comprehensible pronunciation & intonation for unrehearsed situations involving spontaneous dialogue

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use • Functions of language (social & academic) • Strategies • Social/ cultural conventions	**RECEPTIVE**				
	• Understand a limited range of spoken text • Understand short & simple questions on familiar topics • Demonstrate understanding of familiar greetings, expressions, basic gestures, & tone of voice • Follow classroom routines & simple one-step instructions	• Understand a small range of spoken text • Understand literal questions ("yes/no"; what, where, when, who, how many) on familiar topics • Demonstrate understanding of common social expressions & some simple idioms • Follow a sequence of three instructions related to familiar routines	• Understand a narrow range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions about familiar topics • Demonstrate understanding of a variety of colloquial language, idiomatic expressions, & phrasal verbs • Follow simple multi-step instructions	• Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions about unfamiliar topics • Demonstrate understanding of a wider range of colloquialisms, idioms, & phrasal & modal verbs • Follow more detailed multi-step instructions	• Understand a wide range of spoken text in terms of purpose, structure, & organization • Understand hypothetical & inferential questions • Demonstrate understanding of more idiomatic expressions, humour, & cultural references • Follow detailed multi-step instructions independently most of the time
	EXPRESSIVE				
	• Use language to communicate basic needs, wants, & feelings, & respond to simple questions • Use basic greetings & formulaic expressions to interact in routine social & classroom contexts • Use gestures, first language, individual words, repetition, memorized phrases, & familiar questions to interact	• Use language for a limited range of purposes, including to recount, describe, explain, & retell • Use common expressions & slang to purposefully interact in social & classroom contexts • Use known phrases & expressions, learned words, & simple literal questions to interact	• Use language for a narrow range of purposes, including to give opinions, negotiate, recount, retell, describe, & problem-solve • Use familiar slang, phrasal verbs, & some idiomatic & humorous language in appropriate contexts • Use known expressions, substitutions, & questions to interact & check understanding	• Use language for an expanding range of purposes, including to compare & contrast, summarize, describe, explain, & classify • Use a variety of phrasal verbs, colloquial, idiomatic, & humorous language for effect in appropriate contexts • Use strategies such as circumlocution, paraphrasing, & asking clarifying questions	• Use academic language for a broad range of purposes, including to compare & contrast, conclude, show cause & effect, analyze, & problem-solve • Use a variety of culturally-based idioms, colloquialisms, & phrasal & modal verbs appropriately in a variety of contexts • Use strategies such as paraphrasing, elaborating, commenting, & asking clarifying questions to gain information, initiate, & sustain interactions

ELL Quick Scale: **Intermediate (4-7) Oral Language**

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 understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning • Vocabulary • Understanding & expression of ideas	• Understand short, simple sentences on familiar topics *e.g. Follows actions like "raise your hand", "look at me", "line up"* • Understand some common words related to school, self and family *e.g. Points to and says words such as "book", "apple", "nose"* • Express some personal information *e.g. Says "hello", "my name is…", "I like…"*	• Understand and use routine classroom phrases *e.g. "May I go to the washroom?", "turn to page 5"* • Express a variety of words about self, home and interests *e.g. "I like basketball and soccer", "My room has…", "My friend is…"*	• Understand familiar phrases and academic tasks *e.g. "Line up beside the wall"* • Express some words and phrases to describe and speak about academic content *e.g. "We need lots of vegetables", "the dictionary on the table…"* *e.g. When familiar with topic, uses words like "referee", "penalty", "goal" in context*	• *Understand some complex tasks and academic language* *e.g. "Compare these two types of government"* • *Express a range of words and phrases to describe and speak about academic content* *e.g. Expresses variations of words like "more/less quickly", "very/pretty difficult"* *e.g. Uses academic phrases in context like "I made a connection…", "I wonder…"*	• Understand complex phrases and grade-appropriate academic content *e.g. "Simplify the fractions"* • Express a wide range of conversational and academic words and phrases *e.g. "Global warming is a problem because we have too much pollution."* • Use different words with similar meanings *e.g. Recognizes difference between "run" and "jog"*
Form • Grammar • Syntax • Phonology • Fluency	• Understand and use simple memorized phrases *e.g. "how are you?", "thank you", "you're welcome."* • Recognize and single out familiar words in speech *e.g. Recognizes the word 'recess' in "Let's get ready for recess."* • Express simple sounds in the form of songs or chants *e.g. Sings along to "Happy Birthday"*	• Understand and use simple and familiar patterned phrases *e.g. "I want…", "I need…", "my favourite _____ is…"* • Understand and use some nouns, pronouns, verbs and connecting words *e.g. "It's red and green", "move it over there"* • Use rhythm in familiar songs or phrases *e.g. Chants "It's raining, it's pouring …" with appropriate rhythm*	• Understand and use correct word order (subject-verb-object) *e.g. "I love hockey but they play soccer."* • Connect ideas to make short sentences *e.g. "I'm Anis and I like sea otters"* • Begin to recognize differences in word endings *e.g. Distinguishes different word endings such as "boy" & "boys", "play" & "played"* • Use some rhythm and intonation independently *e.g. Shows appropriate pacing and volume*	• Understand and use some negative phrases and subject-verb agreement *e.g. "I would love to go there but I can't!"* • Connect ideas to make long sentences *e.g. "We have to hurry because we're late…"* • Recognize differences in several similar sounding words *e.g. "boring" & "bored", "walked" & "walker"* • Use a variety of rhythm and intonation *e.g. Shows appropriate tone, volume, pacing and emphasis in saying, "Yesterday I went to the mall and I got a new backpack."*	• Understand and use accurate subject-verb agreement and word forms *e.g. "I can't run because I hurt my foot while I was playing basketball."* • Connect ideas effectively and efficiently by using a variety of sentence structures *e.g. "In conclusion, there are many distinguishing features in fiction and non-fiction books."* • Use natural and appropriate rhythm and intonation *e.g. Uses different variations in tone, pacing, and emphasis to communicate*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)

Use
• Social
• Academic
• Cultural
• Strategies
	• Respond to simple yes/no questions
	    e.g. "Are you in Grade 6?" – "No"
	• Respond to and repeat simple commands
	    e.g. "Stand up"
	    e.g. Sits with a partner when asked
	• Respond to and use familiar social greetings and gestures
	    e.g. "How are you?"
		• Respond to simple choice questions
		    e.g. "Would you like white or blue?" – "blue, please"
		• Respond to simple instructions and commands
		    e.g. "Eyes on me"
		• Respond to some common social expressions, cues and slang
		    e.g. "Sorry I'm running late" – "No worries"
		• Watch others and recognize key words to participate in activities and conversations
		    e.g. Shares with a partner their favourite soccer team
			• Respond to "what", "when" and "who" questions
			    e.g. "When is your birthday?" – "On Tuesday"
			• Respond to common instructions and commands
			    e.g. "Put away your books and take out a pencil."
			• Express simple opinions and reasons to participate in classroom conversations
			    e.g. Justifies their choice of favourite soccer team in a discussion
				• Respond to "how", "why" and "tell me about" questions
				    e.g. "Why are you here?" – "Because I forgot my book and I need to..."
				• Respond to multi-step instructions and commands
				    e.g. "Make groups of 3 and fill in some of the chart with markers"
				• Use some academic language to participate in conversations and academic discussions
				    e.g. Explains to a partner the difference between urban and rural communities
					• Respond to some hypothetical or reasoning questions
					    e.g. "What would you do if you found $300?" – "I would buy a lot of turkeys to share..."
					• Respond to long or complex directions
					    e.g. "We're going to do silent reading now, so find your book and sit down in a spot to read quietly by yourself."
					• Use common idioms, cultural language and humour
					    e.g. "Can I have a lift?", "It's easy peasy"
					• Use academic language and questions to engage in a range of discussions
					    e.g. Uses persuasive language to convince a classmate to always recycle