

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 <ul style="list-style-type: none"> Ideas & information Use of detail Strategies 	<ul style="list-style-type: none"> Express ideas through listing familiar words & phrases, labelling, & shared writing; meaning may be difficult to discern Present single idea or random unrelated ideas with no elaboration or detail to support meaning Use strategies such as oral dictation, first language, copying, word banks, picture prompts, & graphic organizers to produce text 	<ul style="list-style-type: none"> Express some logical ideas using lists & copying or adapting text; meaning is somewhat comprehensible Provide limited related details to support meaning Use strategies such as repetitive patterns, repetition, modelled forms, formulaic structures, sentences starters, & graphic organizers to produce text 	<ul style="list-style-type: none"> Express a main idea in simple text that is partially developed; meaning is generally comprehensible Provide a few related details to support meaning Use strategies such as graphic organizers, templates, writing plans, models, & knowledge of sentence patterns to produce & revise text 	<ul style="list-style-type: none"> Express a focused idea in more complex text with some elaboration & clarification; meaning is usually comprehensible Provide some relevant supporting details to enhance meaning Use strategies such as graphic organizers, templates, models, writing conferences, checklists, & rubrics to produce text 	<ul style="list-style-type: none"> Express & sustain a clear & focused main idea with some depth & coherence Provide some relevant & specific details & examples to support, clarify, & enhance meaning Use a variety of strategies such as pre-writing plans, writing conferences, models & templates, guidelines, & rubrics to produce & revise text
Style <ul style="list-style-type: none"> Word choice (diction, precise language) Sentence fluency (rhythm, flow, variety) Voice (phrasing, tone, purpose, awareness of audience) 	<ul style="list-style-type: none"> Use some high-frequency vocabulary related to familiar topics & personal experiences Complete simple patterned sentences, & use single words & phrases Write for limited purposes modelled on familiar forms & repetitive patterns 	<ul style="list-style-type: none"> Use some vocabulary including high-frequency, descriptive, & subject-specific vocabulary related to familiar objects, actions, & topics Produce simple & compound sentences; often repetitive Write for limited purposes using graphic organizers & models; some evidence of individuality evident in pictures used to support text 	<ul style="list-style-type: none"> Use more vocabulary including high-frequency, descriptive, academic, & subject-specific words, & familiar words with multiple meanings Produce simple, compound, & some complex sentences with little variety Write for an expanding range of purposes using organizers & models showing an emerging sense of individuality 	<ul style="list-style-type: none"> Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, including some homophones & homonyms Produce a variety of simple, compound, & complex sentences Write for a variety of purposes with a voice that reflects individuality & attempts to engage reader 	<ul style="list-style-type: none"> Choose from a broad range of academic & content vocabulary with more precision including words with multiple meanings, & a variety of word forms Produce connected sentences demonstrating a variety of lengths & patterns Write for a variety of purposes with a voice that attempts to engage & impact the reader

ELL Matrix: Intermediate (4-7) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> Organization & Sequencing Connections & transitions Awareness of forms/genre (linguistic & structural features) 	<ul style="list-style-type: none"> Organize ideas in random order with no introduction or conclusion Connect words using “and” to produce simple sentences Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases 	<ul style="list-style-type: none"> Organize some related ideas together with a simple or vague introduction & no conclusion; sequence may be inconsistent & may include drawings Connect sentences using “and” & simple time markers 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 	<ul style="list-style-type: none"> Organize related ideas together in a simple paragraph with a predictable introduction & conclusion; sequence is generally logical Connect ideas in related sentences using common conjunctions, & time & sequence markers Produce examples of a some genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose 	<ul style="list-style-type: none"> Organize ideas in a multi-paragraph composition with a clear introduction & formulaic conclusion; sequence is logical Connect sentences into a cohesive paragraph using a variety of conjunctions, & time & sequence markers Produce increasingly long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose 	<ul style="list-style-type: none"> Organize ideas in a multi-paragraph composition with a purposeful introduction & conclusion; sequence is logical Connect ideas in a composition using a variety of cohesive devices & some transition words Produce long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose
Conventions <ul style="list-style-type: none"> Capitals & Punctuation Spelling Grammatical elements & syntax 	<ul style="list-style-type: none"> Form or copy letters & words with attention to spacing, line, & direction Spell some sight words accurately Use familiar nouns, present tense verbs, plurals, & prepositions with errors & omissions 	<ul style="list-style-type: none"> Use capitals at the beginning of sentences & periods at the end of sentences Spell a range of familiar words accurately & use invented spelling as necessary Use nouns, present, past, & continuous tense verbs, pronouns, prepositions, & articles with errors 	<ul style="list-style-type: none"> Use capitals, periods, & commas Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns Use adjectives & adverbs, & demonstrate some control of word order, plurals, & tenses 	<ul style="list-style-type: none"> Use capitals, periods, & commas, & some quotation marks, apostrophes, & hyphens Use common & irregular spellings with increasing accuracy Use a range of grammatical structures showing more control of word order, plurals, tenses, & subject-verb agreement 	<ul style="list-style-type: none"> Use mostly accurate punctuation Spell many challenging words with accuracy 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	<ul style="list-style-type: none"> Draw, label, and copy models <i>e.g. Copies own name from letter models</i> <i>e.g. Draws and labels a picture of the water cycle</i> Intersperse first language Write and complete patterned sentences <i>e.g. Inserts words such as "pen", "door", "book" in "This is a ____"</i> <i>e.g. "my father is in China" "he is smart"</i> 	<ul style="list-style-type: none"> Write some short phrases and repetitive sentences <i>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"</i> Use some basic strategies to label and complete sentences <i>e.g. Uses sentences starters to write "there are two dogs", "there is one black cat"</i> 	<ul style="list-style-type: none"> Express ideas by writing simple sentences, with a few related details to support ideas <i>e.g. "I have a great family. We go to the lake. We like swimming."</i> Use a few strategies to write sentences and short paragraphs <i>e.g. Uses a graphic organizer on the topic "I am able to..." to write a series of sentences on abilities</i> 	<ul style="list-style-type: none"> Express ideas related to a topic, with relevant supporting details <i>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."</i> Use varied strategies to write multiple sentences and paragraphs <i>e.g. Uses a completed Venn diagram to write a paragraph comparing bats and birds</i> 	<ul style="list-style-type: none"> Express ideas and many specific details and examples related to purpose in a variety of contexts <i>e.g. Writes a paragraph about what makes a person happy, with details and examples</i> Use a wide range of strategies to write complete paragraphs on a topic <i>e.g. Uses a completed writing plan to write a paragraph about global warming</i>
Style • Word choice • Sentence fluency • Voice	<ul style="list-style-type: none"> Use mostly common and familiar words <i>e.g. "mother", "green", "walk", "good"</i> Write some basic short sentences <i>e.g. "I like school."</i> Use a string of simple and repetitive sentences <i>e.g. "The teacher is nice. I like her."</i> 	<ul style="list-style-type: none"> Use some common and subject-specific words <i>e.g. "backpack", "walking", "fast", "temperature"</i> Use simple sentences and some compound sentences <i>e.g. "I like school in Canada."</i> <i>e.g. "The bear has big claws."</i> 	<ul style="list-style-type: none"> Use numerous common and subject-specific words, and some descriptive words <i>e.g. "flew", "metal", "less than", "gravity", "butterfly"</i> Use simple sentences and compound sentences <i>e.g. "The black bear has sharp claws and runs fast."</i> 	<ul style="list-style-type: none"> Use a variety of common, academic, subject-specific, and descriptive words <i>e.g. "steering", "aluminum", "roll", "invent"</i> Use compound and complex sentences <i>e.g. "The grizzly bear has sharp dangerous claws and runs after its prey."</i> 	<ul style="list-style-type: none"> Choose from a wide variety of academic, subject-specific, and descriptive words <i>e.g. "equation", "predict", "unusual"</i> <i>e.g. "load", "unload", "loading", "payload"</i> Use a variety of sentence types, attempting to engage the reader <i>e.g. "The ferocious grizzly bear with its sharp dangerous claws swiftly attacked its prey."</i> Experiment with writing paragraphs

ELL Quick Scale: Intermediate (4-7) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> Organization Connections & transitions Genre 	<ul style="list-style-type: none"> Connect a string of words and short phrases <i>e.g. "Cows make milk"</i> Organize some ideas using words and/or drawings <i>e.g. Describes their daily routine through drawing a bed, their breakfast, a school bus, then their classroom</i> 	<ul style="list-style-type: none"> Use simple connecting words and time markers <i>e.g. "Joe and Sarah smile. Then Joe and Sarah sing."</i> Organize ideas with drawings and key words and phrases, using a predictable beginning and end <i>e.g. Tells a story about a raven stealing the sun through drawings and some key phrases</i> 	<ul style="list-style-type: none"> Use some connecting words and time and sequence markers <i>e.g. "First, they get water. Second, they boil water. Third, they make tea."</i> Organize sentences in a paragraph with a sense of beginning, middle, and end information Write with some awareness of genre <i>e.g. "The raven flew toward the sun because the sky was dark."</i> 	<ul style="list-style-type: none"> Use a range of connecting words and time and sequence markers <i>e.g. "In the morning", "next", "as well", "therefore", "In conclusion"</i> Organize a series of paragraphs, with a clear introduction, middle, and conclusion Write with an increasing awareness of genre <i>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."</i> 	<ul style="list-style-type: none"> Use a variety of connecting and transition words accurately <i>e.g. "not only... but", "either... or", "however", "Furthermore"</i> Organize and develops ideas effectively, providing an effective introduction, middle and conclusion Write with an awareness of a variety of genres <i>e.g. "The legend of the raven has a long history in the storytelling of Aboriginal people..."</i>
Convention <ul style="list-style-type: none"> Capitals & punctuation Spelling Grammar 	<ul style="list-style-type: none"> Use basic nouns and 'simple' present tense <i>e.g. "he is here", "they go home."</i> Spell some sight words and use invented spelling of unfamiliar words <i>e.g. Spells some common and familiar words such as "all", "good", "she", "there"</i> <i>e.g. "scool" for 'school', "difrint" for 'different'</i> Leave spaces between words and lines 	<ul style="list-style-type: none"> Begin to use some grammatical structures, including some 'simple' tenses <i>e.g. "They baked and I ate.", "The train is late.", "I want a cookie and cake."</i> Use accurate spelling for some familiar words <i>e.g. Spells some familiar words such as "after", "just", "some", "thank"</i> Begin to use capitals and periods 	<ul style="list-style-type: none"> Use some different grammatical structures, including some plurals, 'simple' tenses, articles, and prepositions <i>e.g. Correctly order subject-verb-object in "The cow eats grass, hay and corn."</i> <i>e.g. Uses a variety of articles ("the", "a", "an") and prepositions ("inside", "across", "before")</i> Use some accurate spelling for unknown words <i>e.g. Spells "fight", "berries", "bottle"</i> Use capitals, periods, and sometimes commas 	<ul style="list-style-type: none"> Use a variety of grammatical structures, including plurals, tenses, adjectives, and adverbs <i>e.g. "The girls went to the bakery when it opened."</i> <i>e.g. Uses a variety of adjectives ("active", "general", "kind") and adverbs ("extremely", "only", "often")</i> Spell most words with common rules accurately <i>e.g. Spells "kitchen", "strain", "know"</i> Use commas, capitals, and other common punctuation independently 	<ul style="list-style-type: none"> Use a wide range of grammatical structures with control, including plurals and a variety of tenses <i>e.g. "She had been watching the beaver for some time when it turned and smiled."</i> <i>e.g. "Because the soup and stew were too cold, I warmed them in the microwave."</i> Spell many challenging words <i>e.g. Spells "government", "foilage", "colleague"</i> Use varied punctuation with increasing accuracy