

ELL Matrix: Secondary (8-12) 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"> Convey meaning by writing some familiar words, memorized phrases, patterned phrases, & drawings; meaning may be difficult to discern Provide limited elaboration or detail to support meaning Use strategies such as oral dictation, first language, word banks, picture prompts, translators, & copying to produce text | <ul style="list-style-type: none"> Express a main idea in simple text that is partially developed; meaning is somewhat comprehensible Provide some general details to support meaning Use strategies such as modelled forms, repetitive patterns, repetition, translators, formulaic structures, & dictionaries to produce text | <ul style="list-style-type: none"> Express a focused idea with some elaboration; meaning is generally comprehensible Provide some general & relevant details to support meaning Use strategies such as pre-writing plans, multiple sources, frameworks, models, knowledge of sentence patterns, & dictionaries to produce & revise text | <ul style="list-style-type: none"> Express focused & developed ideas relevant to the purpose; meaning is usually comprehensible Provide some specific & appropriate details to enhance meaning Use strategies such as pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text | <ul style="list-style-type: none"> Develop & emphasize focused ideas with some depth & complexity; meaning is consistently comprehensible Provide relevant & specific details & examples to support, clarify, & enhance meaning Use strategies such as pre-writing plans, multiple sources, analyzing models, teacher & peer conferences, & referring to 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 mostly high-frequency, descriptive, & subject-specific words that have personal relevance Use simple declarative, negative, & questions sentences using frames, models, or patterns Use repetitive, basic language, & familiar words & phrases | <ul style="list-style-type: none"> Use more vocabulary including high-frequency, descriptive, & subject specific words Use simple sentences & simple compound sentences Use simple, conversational language in text for a few different purposes | <ul style="list-style-type: none"> Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates Use a variety of compound & complex sentences Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice | <ul style="list-style-type: none"> Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, & words with multiple meanings Use a variety of sentence structures that include embedded ordines & phrases Use some clear & varied descriptive, expressive, technical, & figurative language Use a growing sense of voice, tone, & register to develop text appropriate to purpose & audience | <ul style="list-style-type: none"> Choose deliberately from a broad range of vocabulary to convey precise meaning in complex & abstract texts Choose appropriate sentence structures to suit the purpose, audience, & style of writing Use a wide range of clear & varied language appropriate to purpose, & to create effect Use knowledge of voice, tone, & register to develop a variety of texts appropriate to the purpose & audience more effectively |

ELL Matrix: Secondary (8-12) 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"> Begin to provide some organizational framework for simple texts supported by sentence frames & templates as necessary Connect ideas in simple sentences using common conjunctions, & time & sequence markers 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"> Provide an introduction, middle, & conclusion in a basic paragraph Connect ideas using common conjunctions, & time & sequence markers supported by templates & models as necessary Produce brief examples of a few basic personal, informational, & imaginative 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"> Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose | <ul style="list-style-type: none"> Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose | <ul style="list-style-type: none"> Provide a purposeful introduction, cohesive middle, & effective conclusion in a well-developed composition Organize ideas in a variety of extended texts suitable to purpose & audience using a wide range of cohesive devices Produce increasingly long & complex examples of a variety of personal, informational, & imaginative genres (arguments, causal explanations, reports, narratives, poetry), combining information from multiple sources when necessary |
| Conventions <ul style="list-style-type: none"> Capitals & punctuation Spelling Grammatical elements & syntax Editing | <ul style="list-style-type: none"> Use some periods & capitalization of names & words at the beginning of sentences Use regular spelling patterns to spell some familiar words Use familiar nouns, pronouns, basic prepositions, & verbs with tense errors & omissions Begin to edit sentences for basic punctuation & spelling of familiar words | <ul style="list-style-type: none"> Use periods, capitalization, & some commas in lists Spell a range of familiar words accurately & use invented spelling as necessary Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous & simple past tenses, & irregular verbs in continuous & simple past tenses, with errors Edit & revise paragraphs for some word choice, punctuation, & regular spelling | <ul style="list-style-type: none"> Use capitalization & commas, & some apostrophes, quotation marks, & hyphens Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons | <ul style="list-style-type: none"> Use most punctuation with increasing accuracy Use common & irregular spellings with increasing accuracy Use phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy Edit & revise essays for word choice, fragments, run-ons, & most punctuation conventions & grammatical structures | <ul style="list-style-type: none"> Use sophisticated punctuation with accuracy Spell many challenging words with accuracy Use many grammatical structures with accuracy, such as conditionals, passive voice, & relative clauses Edit & revise extended text for word choice, coherence, punctuation, grammatical structures, voice, tone, audience, & purpose |

ELL Quick Scale: Secondary (8-12) 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 uses some simple words and/or repetitive phrases to communicate. | The student uses basic vocabulary to create simple sentences or a paragraph. | The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas. | The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions. | The student uses a broad range of precise, descriptive, subject specific, and academic vocabulary with clear and coherent details in multi-paragraph compositions. |
| Meaning <ul style="list-style-type: none"> Ideas & information Detail Strategies | <ul style="list-style-type: none"> Draw, label, and intersperse first language <i>e.g. Draws and labels a picture of the microscope</i> Use simple and memorized phrases with little elaboration <i>e.g. Writes a string of key words about their dreams for the future</i> Use some basic strategies to write some words related to a topic <i>e.g. Uses a word bank and the sentence frame "I can..." to write a list of abilities</i> | <ul style="list-style-type: none"> Express main idea with some general details and brief examples <i>e.g. "Today I went with my friend to the cafeteria."</i> Communicate in a way that is somewhat understandable Use a few strategies to write sentences <i>e.g. Uses the sentence starter "They will..." to write "They will go to the museum. They will see animal bones. They will have fun."</i> | <ul style="list-style-type: none"> Elaborate on main idea with some relevant details and examples <i>e.g. "I have a great family. We enjoy going to the lake and we like swimming."</i> <i>e.g. "Today I went with my friends to the cafeteria to eat pizza."</i> Communicate in a way that is generally understandable Use varied strategies to write sentences and short paragraphs <i>e.g. Uses a completed mind map to write a few sentences on the causes of World War I</i> | <ul style="list-style-type: none"> Express ideas related to a topic, with relevant supporting details and examples <i>e.g. "Soccer is an exciting sport played worldwide. There are two teams and twenty-two players on the field. The players are skilled and people love to watch the game."</i> Communicate in a way that is understandable Use a range of strategies to write multiple sentences and paragraphs <i>e.g. Uses a completed Venn Diagram to write about a comparison of two characters</i> | <ul style="list-style-type: none"> Express ideas related to a purpose, with specific details and examples <i>e.g. Writes a series of paragraphs about what makes a person happy, with specific details and examples</i> Communicate in a way that is consistently understandable Use a wide range of strategies to write complete paragraphs on a topic <i>e.g. Uses a completed writing plan to write several complete paragraphs about global warming</i> |
| Style <ul style="list-style-type: none"> Word choice Sentence fluency Voice | <ul style="list-style-type: none"> Use mostly common and familiar words and phrases <i>e.g. "father", "laugh", "normal"</i> Write a string of simple memorized phrases or sentences <i>e.g. "I like this school. My teacher is nice. She is happy."</i> | <ul style="list-style-type: none"> Use some common and subject-specific words, and begin to use some descriptive words and phrases <i>e.g. "hurry", "weird", "fitness"</i> Write simple sentences and some compound sentences <i>e.g. "I like school in Canada."</i> <i>e.g. "All the teachers are nice to me."</i> <i>e.g. "My science class is hard because of the words."</i> | <ul style="list-style-type: none"> Use numerous common, academic, and subject-specific words, and some academic words <i>e.g. "compete", "curious", "explain"</i> Write some compound and complex sentences <i>e.g. "The teachers are kind and helpful."</i> Experiment with using expressive language <i>e.g. "I have seen the principal in the cafeteria a million times."</i> | <ul style="list-style-type: none"> Use a variety of academic, subject-specific, and descriptive words <i>e.g. "classify", "furious", "photosynthesis"</i> Write with a variety of sentence types and clauses <i>e.g. "When I saw the principal, I waved."</i> Use some expressive and figurative language, attempting to engage the reader <i>e.g. "I think I did very well on my Physics 11 test. The questions on velocity were a piece of cake."</i> | <ul style="list-style-type: none"> Use a wide variety of precise academic, subject-specific, and descriptive words <i>e.g. "pitch", "significance", "convey", "dash"</i> <i>e.g. "active", "activate", "activity", "actively"</i> Write with a variety of sentence types to suit purpose and style <i>e.g. "I most likely aced my Physics 11 test because the questions on velocity and force were easy to calculate."</i> Use creative, expressive and figurative language to engage the reader <i>e.g. "Their heads were spinning from all the new information."</i> |

ELL Quick Scale: Secondary (8-12) 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 using simple connecting words <i>e.g. "I smile and laugh.", "Then I sing."</i> Organize ideas using some drawings, words, and/or short phrases <i>e.g. Describes their day through writing key words and drawing a bed, breakfast, then a bus</i> | <ul style="list-style-type: none"> Use some connecting words <i>e.g. "First they get water and then they boil water. Finally they make tea."</i> Write some loosely organized sentences in a short paragraph <i>e.g. "Yesterday it rained. I am happy because it is sunny today. I hope tomorrow will be sunny."</i> Write with an awareness of a few genres | <ul style="list-style-type: none"> Use several connecting words <i>e.g. "last term", "in fact", "while"</i> Write an introduction and predictable conclusion in several paragraphs <i>e.g. Writes a short descriptive paragraph on a character from a classic play with a simple introduction and conclusion</i> | <ul style="list-style-type: none"> Use a range of cohesive devices <i>e.g. "therefore", "eventually", "if... then"</i> Write an effective introduction, and a clear middle and conclusion in well-developed paragraphs Write an increasing awareness of genre <i>e.g. Writes a persuasive paragraph on the consequences of drugs with a clear introduction, middle and conclusion</i> | <ul style="list-style-type: none"> Use a wide range of cohesive devices with precision in a variety of different texts <i>e.g. "not only... but", "likewise", "especially", "in summary"</i> Provide a purposeful introduction, well-developed middle, and effective conclusion Write with an awareness of a wide variety of genres <i>e.g. Writes for a mock editorial article on 'what makes a good leader' with an introduction, several middle paragraphs, and a conclusion</i> |
| Convention <ul style="list-style-type: none"> Capitals & punctuation Spelling Grammar Editing | <ul style="list-style-type: none"> Begin to use some basic nouns, pronouns, and 'simple' tense verbs <i>e.g. "Canada is big", "they go to school."</i> Use some invented spelling and regular spelling of familiar words <i>e.g. "prpul" for 'purple', "fite" for 'fight'</i> <i>e.g. Spells some common and familiar words such as "any", "first", "off", "very"</i> Sometimes use capitals and periods Begin to edit | <ul style="list-style-type: none"> Begin to use some grammatical structures, including some plurals and 'simple' tenses <i>e.g. "They will bake."</i> <i>e.g. "The train is late. It is slow."</i> <i>e.g. "I made two cards." "There were some papers."</i> Use accurate spelling for familiar words <i>e.g. Spells some familiar words such as "better", "grow", "small", "together"</i> Use capitals, periods, and sometimes commas Edit and revise some simple text | <ul style="list-style-type: none"> Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions <i>e.g. Correctly order subject-verb-object in "The cow ate grass, hay, and corn."</i> <i>e.g. Uses articles ("the", "a", "an"), and some prepositions ("below", "toward", "since")</i> <i>e.g. "She has said..."; "She had said..."</i> Spell most words with common rules <i>e.g. Spells "because", "needle", "glasses"</i> Use some common punctuation accurately Begin to edit and revise complex text | <ul style="list-style-type: none"> Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs <i>e.g. "Yesterday, the girls went to the bakery when it opened – they bought cinnamon buns."</i> <i>e.g. Uses a variety of adjectives ("healthy", "important", "recent") and adverbs ("both", "least", "honestly")</i> <i>e.g. "She has been saying..."; "He had gone..."</i> Attempt to spell some challenging words <i>e.g. Spells "plaid", "microphone", "tier"</i> Use common punctuation accurately and experiment with other punctuation Edit and revise complex text | <ul style="list-style-type: none"> Use a wide range of grammatical structures with accuracy, including a variety of plurals and tenses <i>e.g. "At the stadium, Tom cried because the ball hit him; the pitcher apologized immediately."</i> <i>e.g. "Because the soup was still entirely frozen, I put it in the microwave."</i> <i>e.g. "She will have been reading for..."</i> Spell challenging words with increasing accuracy <i>e.g. Spells "cardigan", "homonym", "embarrassed"</i> Use most punctuation with accuracy Edit and revise extended complex text |