

Aspect	LEVEL 1 (Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening	<ul style="list-style-type: none"> • understanding limited • requires significant wait time before responding • may follow simple spoken instruction accompanied by teacher gestures • may respond when teacher prompts 	<ul style="list-style-type: none"> • understands simple concrete words, phrases, and sentences, with repetition • requires wait time to respond to questions • may understand simple questions and answers • may have difficulty following what is said, even when spoken slowly • requires extensive support with understanding content/academic language 	<ul style="list-style-type: none"> • begins to understand idioms and figurative language, with support • requires less wait time to respond • understands some teacher/student discussion • understands familiar language, spoken at a normal pace • needs support with understanding content/academic language • requires support with understanding complex sentence structures 	<ul style="list-style-type: none"> • understands colloquial expressions, idioms and figurative language, with support • requires minimal wait time to respond • understands most classroom discussion • requires some support with understanding content/academic language • understands a variety of complex sentence structures
Speaking	<ul style="list-style-type: none"> • has a limited vocabulary of concrete objects, single words and/or phrases • repeats words • uses halted and fragmented speech; often includes L₁ words and phrases • is unable to pronounce some English sounds • begins to communicate personal and survival needs • is often silent 	<ul style="list-style-type: none"> • uses limited vocabulary, omitting words and word endings • speaks hesitantly, rephrases and searches for words, and uses circumlocution • incorporates L₁ structures in English discourse (code switching) • poor pronunciation may impede communication • asks and responds to simple questions; retells a story or experience • begins to participate in small group and pair discussions; may be silent 	<ul style="list-style-type: none"> • uses expanded vocabulary, including content-specific language, colloquial, idiomatic and figurative language, with support • may use circumlocution • incorporates fewer L₁ structures in English discourse • - pronunciation, grammar, and/or word omission errors occasionally impede communication - begins to self-correct • able to give short presentations • participates in small group discussions, and attempts large group discussions 	<ul style="list-style-type: none"> • uses varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language, with support • uses words appropriately • approximates English discourse patterns • pronunciation rarely interferes with communication • able to make longer content-based presentations • participates in classroom discussions, with support
Reading	<ul style="list-style-type: none"> • sounds out and reads simple words • is developing strategies to aid comprehension (e.g., sight words, vocabulary review) • begins to derive understanding from illustrations, graphics and print • begins to locate details in simple text and answer literal questions • begins to retell simple narrative previously read 	<ul style="list-style-type: none"> • begins to read simple text independently • is developing strategies to aid comprehension (e.g., context clues and transition words) • begins to understand explicit ideas but may not notice or understand implied information • begins to understand simple content-based materials and can answer literal questions • is beginning to predict and interpret 	<ul style="list-style-type: none"> • begins to read a variety of materials (fiction, non-fiction, internet) • is developing strategies to aid inferential comprehension • understands some explicit ideas and may begin to notice or understand implied information • understands more complex text • requires support to predict and interpret • is able to connect easier reading material to personal experience via class discussion, response journals • given modelling and prompting, begins to take notes and summarize 	<ul style="list-style-type: none"> • begins to read complex text, involving critical or inferential reading, with support • is developing strategies to aid critical and evaluative comprehension • understands most of the explicit ideas but still may need assistance with understanding implied information • begins to identify main ideas and key points of grade level texts • begins to identify patterns of text organization to extract information, with support • continues to require support to predict, evaluate and interpret • begins to connect more complex reading material to personal experiences (via discussions, debates, persuasive writing, research) • beginning to take notes and summarize text independently

Writing

	LEVEL 1 (Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Meaning ✓ ideas ✓ information ✓ detail	<ul style="list-style-type: none"> topics addressed are restricted by limited vocabulary output is short; no elaboration 	<ul style="list-style-type: none"> attempts to express ideas on a range of topics central idea is apparent, but possible topic hopping, awkward phrasing and incomplete elaboration word omission obscures meaning 	<ul style="list-style-type: none"> with support, may develop writing with central idea with modelling, may attempt precise meaning using concrete descriptive details, examples, and explanations word omission may obscure meaning language mixing may persist 	<ul style="list-style-type: none"> expresses ideas with more elaboration, including abstract thought attempts to connect content with own ideas using content-specific vocabulary, although reader may need to infer links in thought progression word omission rarely obscures meaning language mixing sometimes evident
Style / Vocabulary ✓ variety ✓ impact ✓ clarity	<ul style="list-style-type: none"> limited and repetitious vocabulary 	<ul style="list-style-type: none"> simple vocabulary with occasional descriptive words makes incorrect word choices 	<ul style="list-style-type: none"> increased use of descriptive and specialized vocabulary, and figurative language may make incorrect word choices with modelling, begins to use idiomatic expressions 	<ul style="list-style-type: none"> vocabulary is usually precise and matches genre of writing circumlocution may persist with support, may make use of metaphoric and idiomatic language produces some personal writing in which writer's voice is evident
Form ✓ sequence ✓ organization	<ul style="list-style-type: none"> organization and sequencing of ideas may be unclear or weak may use some conjunctions (and, but, or) 	<ul style="list-style-type: none"> needs support of graphic organizers to write coherent paragraphs begins to use more conjunctions (and, but, or, because, so, since) 	<ul style="list-style-type: none"> begins to divide written work into paragraphs continues to require help with paragraph transitions and unity 	<ul style="list-style-type: none"> begins to write cohesive paragraphs, with supporting details begins to apply essay format includes links between sections or paragraphs, with some errors
Convention ✓ subject-verb agreement ✓ capitalization ✓ punctuation ✓ spelling ✓ prepositions ✓ articles ✓ plurals ✓ etc.	<ul style="list-style-type: none"> may write mostly phrases (fragments) or patterned sentences begins to be aware of writing conventions uses mostly simple present tense 	<ul style="list-style-type: none"> writes simple sentences; run-on sentences and fragments are evident uses writing conventions more consistently, but may omit prepositions, articles and plurals begins to use a variety of verb tenses but with frequent errors makes grammatical and mechanical errors that sometimes diminish or obscure meaning 	<ul style="list-style-type: none"> writes simple and compound sentences; may attempt complex sentences uses writing conventions with greater ease continues to make tense consistency errors literal translation of L₁ thinking obscures L₂ output 	<ul style="list-style-type: none"> uses compound and complex sentences more consistently makes occasional convention/grammar errors uses a wider variety of tenses, gerunds and infinitives more spontaneously and, often, correctly less evidence of literal translation in L₂ output

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

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

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