

Alberta Education ESL Proficiency Benchmarks Tracking Sheets: Grades 4–6

Student Name:	Grade 4 Year: Teacher:	Grade 5 Year: Teacher:	Grade 6 Year: Teacher:
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LISTENING—Grades 4–6										
Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary <small>(knowledge of words and their meaning)</small>	Understands a few words (approximately 4000), including: <ul style="list-style-type: none"> utility words descriptive words related to familiar objects and actions, with visual support. 		Understands some words (approximately 6000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words related to familiar topics, with visual support. 		Understands more words (approximately 7500), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words related to familiar topics, with visual support. 		Understands a range of words (approximately 15,000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words synonyms and antonyms related to curricular content. 		Understands a broad range of words (approximately 25,000), including: <ul style="list-style-type: none"> synonyms antonyms adjectives adverbs words with multiple meanings related to curricular content. 	
Linguistic Syntax <small>(knowledge of word order and sentence structure)</small>	Understands: <ul style="list-style-type: none"> simple commands and phrases with visual support and demonstrations. 		Understands: <ul style="list-style-type: none"> three-step commands and phrases simple sentences on familiar topics, with visual support. 		Understands: <ul style="list-style-type: none"> multi-step instructions detailed sentences on familiar topics, with visual support. 		Understands: <ul style="list-style-type: none"> multi-step instructions complex sentences on familiar topics, with minimal support. 		Understands: <ul style="list-style-type: none"> detailed instructions complex and compound sentences on unfamiliar topics, independently. 	
Strategic Questioning <small>(knowledge of ways to seek information)</small>	Responds to: <ul style="list-style-type: none"> short, simple questions on familiar topics. 		Responds to literal questions using: <ul style="list-style-type: none"> “what” “where” “when” “who” “how many” on familiar topics. 		Responds to: <ul style="list-style-type: none"> open-ended questions on familiar topics. 		Responds to: <ul style="list-style-type: none"> open-ended questions on unfamiliar topics. 		Responds to: <ul style="list-style-type: none"> hypothetical questions inferential questions on unfamiliar topics. 	

Date the descriptor when the English language learner has consistently demonstrated it in a variety of subject areas. **Note:** English language proficiency (ELP) develops within seven years (on average). Each English language learner progresses at a different rate. Some English language learners may experience some regression when the academic language requirements become more complex as they progress through the grades. Attach a new tracking tool to the existing one so that the student’s progression or recession is tracked.

LISTENING—Grades 4–6

Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Strategic Clarification (knowledge of ways to confirm understanding)	Communicates: <ul style="list-style-type: none"> understanding or misunderstanding using: familiar expressions. 		Demonstrates listening for: <ul style="list-style-type: none"> new words using: familiar clarification phrases. 		Demonstrates listening for: <ul style="list-style-type: none"> key words by asking: familiar clarification questions. 		Demonstrates listening for: <ul style="list-style-type: none"> key concepts by asking: a range of clarification questions. 		Demonstrates listening for: <ul style="list-style-type: none"> important information by asking: specific questions. 	
Socio-linguistic (awareness of social and cultural factors influencing the way language is used)	Understands: <ul style="list-style-type: none"> familiar greetings known gestures tone of voice. 		Understands <ul style="list-style-type: none"> familiar social expressions. 		Understands a variety of: <ul style="list-style-type: none"> social expressions slang. 		Understands common: <ul style="list-style-type: none"> colloquial expressions idiomatic expressions. 		Understands: <ul style="list-style-type: none"> idiomatic expressions humour cultural references. 	
Discourse (knowledge of how ideas are organized and connected)	Understands: <ul style="list-style-type: none"> familiar commands the gist of conversations short phrases connected with “and” and “then” in familiar social interactions and classroom routines. 		Understands: <ul style="list-style-type: none"> main ideas of simple sentences connected with: common conjunctions time markers sequence markers on familiar topics. 		Understands: <ul style="list-style-type: none"> main ideas some details clauses in related sentences connected with: common conjunctions time markers sequence markers on unfamiliar topics. 		Understands: <ul style="list-style-type: none"> main ideas specific details clauses and sentences in paragraphs connected with a variety of: conjunctions time markers sequence markers on unfamiliar topics. 		Understands: <ul style="list-style-type: none"> main ideas specific details complex sentences in related paragraphs connected by a variety of: cohesive devices in academic explanations. 	
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	Identifies the initial sounds in: <ul style="list-style-type: none"> words word boundaries in familiar social interactions and classroom routines. 		Recognizes: <ul style="list-style-type: none"> impact of tone on speech in familiar social interactions and classroom routines. 		Recognizes: <ul style="list-style-type: none"> rhymes cognates minimal pairs common contractions in texts on familiar topics. 		Responds to: <ul style="list-style-type: none"> reduced speech contractions in texts on familiar topics. 		Responds to: <ul style="list-style-type: none"> rapid speech in texts on familiar topics. 	

SPEAKING—Grades 4–6

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary (knowledge of words and their meaning)	Uses a few words (approximately 4000), including: <ul style="list-style-type: none"> • utility words • descriptive words to express basic understanding or communicate immediate needs and preferences. 		Uses some words (approximately 6000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words to convey understanding of familiar topics. 		Uses more words (approximately 7500), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of curricular concepts. 		Uses a range of words (approximately 15,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of curricular concepts. 		Uses a broad range of words (approximately 25,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of abstract concepts. 	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Uses: <ul style="list-style-type: none"> • nouns • simple present tense verbs • some plurals with errors and omissions.		Uses: <ul style="list-style-type: none"> • subject pronouns • present and regular past tense verbs • plurals • prepositions • adjectives • adverbs with word-choice and word-placement errors.		Uses: <ul style="list-style-type: none"> • object pronouns • irregular verb tenses • irregular plurals • prepositions with some usage errors.		Uses: <ul style="list-style-type: none"> • possessive pronouns • irregular verb tenses • irregular plurals • prepositions • word forms with occasional errors.		Uses: <ul style="list-style-type: none"> • a variety of verb tenses • subject–verb agreement • a variety of word forms with increasing accuracy. 	
Linguistic Syntax (knowledge of word order and sentence structure)	Uses: <ul style="list-style-type: none"> • familiar patterned phrases • familiar patterned sentences. 		Forms positive and negative: <ul style="list-style-type: none"> • statements • questions • commands. 		Adds detail to positive and negative: <ul style="list-style-type: none"> • statements • questions • commands. 		Creates longer detailed sentences with clauses.		Varies sentence structures.	
Strategic (knowledge techniques to overcome language gaps)	Participates in familiar classroom routines using: <ul style="list-style-type: none"> • repeated words • familiar phrases and questions. 		Communicates with peers and teachers using: <ul style="list-style-type: none"> • known phrases • simple routine questions. 		Interacts using: <ul style="list-style-type: none"> • known expressions • message replacement • questions to confirm understanding. 		Interacts using: <ul style="list-style-type: none"> • circumlocution • personal connections • questions to gather more information. 		Initiates and sustains communicative tasks by: <ul style="list-style-type: none"> • elaborating • commenting • restating • asking clarifying questions. 	

SPEAKING—Grades 4–6										
Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
<p>Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)</p>	<p>Uses familiar:</p> <ul style="list-style-type: none"> expressions gestures <p>to interact in familiar social and classroom contexts.</p>		<p>Uses common:</p> <ul style="list-style-type: none"> expressions slang idioms <p>when interacting with peers and adults.</p>		<p>Uses:</p> <ul style="list-style-type: none"> familiar slang phrasal verbs <p>in appropriate contexts.</p>		<p>Adjusts speech:</p> <ul style="list-style-type: none"> in formal and informal situations <p>when interacting with peers and adults.</p>		<p>Uses:</p> <ul style="list-style-type: none"> culturally based idioms appropriately <p>when engaging in a range of conversational situations.</p>	
<p>Discourse (knowledge of how ideas are organized and connected)</p>	<p>Connects words in phrases and/or short simple sentences with:</p> <ul style="list-style-type: none"> “and” and “then.” 		<p>Connects ideas in sentences with:</p> <ul style="list-style-type: none"> conjunctions time markers sequence markers. 		<p>Connects ideas in related sentences using a variety of:</p> <ul style="list-style-type: none"> conjunctions time markers sequence markers. 		<p>Connects ideas in more complex sentences with:</p> <ul style="list-style-type: none"> a variety of cohesive devices. 		<p>Connects ideas on the same topic to create a logical flow using:</p> <ul style="list-style-type: none"> transition words. 	
<p>Pronunciation (ability to produce comprehensible speech)</p>	<p>Imitates some:</p> <ul style="list-style-type: none"> English sounds <p>in:</p> <ul style="list-style-type: none"> familiar routines <p>although pronunciation errors may interfere with meaning.</p>		<p>Approximates:</p> <ul style="list-style-type: none"> English rhythm stress intonation <p>in:</p> <ul style="list-style-type: none"> familiar social and classroom routines <p>although pronunciation errors may interfere with meaning.</p>		<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate rhythm appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>although errors may still occur.</p>		<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>with occasional errors.</p>		<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation intonation <p>with increasing accuracy in:</p> <ul style="list-style-type: none"> unrehearsed situations where dialogue is spontaneous (accented speech is expected and accepted). 	

READING—Grades 4–6

Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary <small>(knowledge of words and their meaning)</small>	Understands a few words (approximately 4000), including: <ul style="list-style-type: none"> utility words descriptive words. 		Understands some words (approximately 6000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words. 		Understands more words (approximately 7500), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words. 		Understands a range of words (approximately 15,000), including: <ul style="list-style-type: none"> words with multiple meanings some synonyms and antonyms a variety of subject-specific words a variety of academic words. 		Understands a broad range of words (approximately 25,000), including: <ul style="list-style-type: none"> words with multiple meanings synonyms and antonyms word forms related to subject-specific vocabulary. 	
Linguistic Syntax <small>(knowledge of word order and sentence structure)</small>	Understands: <ul style="list-style-type: none"> short patterned sentences on familiar topics. 		Understands: <ul style="list-style-type: none"> simple sentences titles headings captions. 		Understands: <ul style="list-style-type: none"> simple detailed sentences in short paragraphs. 		Understands: <ul style="list-style-type: none"> descriptive paragraphs with: varied sentence structure. 		Understands: <ul style="list-style-type: none"> related paragraphs with: complex and compound sentences. 	
Strategic Decoding <small>(ability to read words by sounding them out)</small>	Identifies: <ul style="list-style-type: none"> sight words Decodes by: <ul style="list-style-type: none"> chunking letters. 		Decodes: <ul style="list-style-type: none"> word families consonant blends long- and short-vowel sounds. 		Decodes: <ul style="list-style-type: none"> consonant clusters vowel digraphs. 		Decodes: <ul style="list-style-type: none"> root words prefixes suffixes. 		Decodes: <ul style="list-style-type: none"> multi-syllabic words. 	
Strategic Comprehension <small>(ability to apply techniques and tools to construct meaning)</small>	Relies on: <ul style="list-style-type: none"> labelled diagrams illustrations to understand new words.		Relies on: <ul style="list-style-type: none"> pictures familiar phrases patterned sentences context shared experiences to make meaning.		Uses: <ul style="list-style-type: none"> rereading predicting self-correction to comprehend texts on familiar topics.		Uses: <ul style="list-style-type: none"> word analysis context cues self-monitoring to comprehend texts on familiar topics.		Uses: <ul style="list-style-type: none"> inferencing revising thoughts concluding to comprehend texts on unfamiliar topics.	

READING—Grades 4–6

Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Socio-linguistic <small>(awareness of social and cultural factors influencing the ways language is used)</small>	Understands the purposes of: <ul style="list-style-type: none"> • fiction genre • nonfiction genre. 		Understands: <ul style="list-style-type: none"> • literal meaning of simple texts on familiar topics. 		Understands: <ul style="list-style-type: none"> • purposes of a variety of genres. 		Understands: <ul style="list-style-type: none"> • common social expressions • figurative language in texts on familiar topics. 		Understands a variety of: <ul style="list-style-type: none"> • social expressions • common cultural references in texts on familiar and unfamiliar topics. 	
Discourse <small>(knowledge of how ideas are organized and connected)</small>	Understands: <ul style="list-style-type: none"> • simple sentences and clauses on familiar topics connected with: • “and” and “then.” 		Understands: <ul style="list-style-type: none"> • simple sentences and clauses on familiar topics connected with: • conjunctions • time markers • sequence markers. 		Understands: <ul style="list-style-type: none"> • main ideas • details of related sentences and clauses connected with: <ul style="list-style-type: none"> • conjunctions • time markers • sequence markers. 		Understands: <ul style="list-style-type: none"> • main ideas • details of paragraphs connected with: <ul style="list-style-type: none"> • conjunctions • conjunctive adverbs • time markers • sequence markers. 		Understands: <ul style="list-style-type: none"> • related paragraphs connected with: • a variety of cohesive devices • devices that indicate comparison and contrast. 	
Fluency <small>(ability to read smoothly, accurately and with appropriate expression)</small>	Reads: <ul style="list-style-type: none"> • word-by-word • with pausing to refer to visuals. 		Reads: <ul style="list-style-type: none"> • with some phrasing • by sounding out words, pausing to refer to visuals • by rereading. 		Reads: <ul style="list-style-type: none"> • with some expression • substituting unknown words with familiar words • with some self-correction. 		Reads: <ul style="list-style-type: none"> • with expression • with attention to common punctuation • making meaningful substitutions. 		Reads consistently: <ul style="list-style-type: none"> • with expression • with attention to most punctuation • with self-correction. 	

WRITING—Grades 4–6

Writing Samples	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary (knowledge of words and their meaning)	Uses a few words (approximately 4000), including: <ul style="list-style-type: none"> utility words descriptive words related to familiar topics and personal experiences. 		Uses some words (approximately 6000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words related to familiar objects, actions and topics. 		Uses more words (approximately 7500), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words related to curricular concepts. 		Uses a range of words (approximately 15,000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words with increased understanding of curricular concepts. 		Uses a broad range of words (approximately 25,000), including: <ul style="list-style-type: none"> words with multiple meanings a variety of word forms. 	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Writes familiar: <ul style="list-style-type: none"> nouns verbs in present tense plurals prepositions with usage errors and omissions.		Writes: <ul style="list-style-type: none"> nouns verbs in present, past and continuous tense pronouns prepositions articles adjectives adverbs with word-choice and word-placement errors.		Writes: <ul style="list-style-type: none"> a range of grammar structures demonstrating some control of: word order plurals tenses subject–verb agreement. 		Writes: <ul style="list-style-type: none"> a range of grammar structures demonstrating more control of: word order plurals tenses subject–verb agreement. 		Writes: <ul style="list-style-type: none"> grammatical structures such as: embedded pronouns irregular plurals a variety of word forms a variety of verb tenses with increasing accuracy. 	
Linguistic Syntax (knowledge of word order and sentence structure)	Writes to: <ul style="list-style-type: none"> complete simple patterned sentences label pictures and diagrams in response to visual cues and shared experiences.		Writes: <ul style="list-style-type: none"> simple detailed sentences compound sentences. 		Writes: <ul style="list-style-type: none"> complex sentences simple paragraphs. 		Writes: <ul style="list-style-type: none"> a variety of simple and compound sentences ideas in logical sequence detailed paragraphs. 		Writes: <ul style="list-style-type: none"> connected complex sentences cohesive, well-developed texts with supporting detail. 	

WRITING—Grades 4–6

Writing Samples	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
<p>Strategic (knowledge techniques to overcome language gaps)</p>	<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> • copying words and phrases • spelling sight words from memory • spelling from charts, lists and other visuals. 		<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> • spelling unfamiliar words, which reflect learner’s own pronunciation • capitalizing the beginnings of sentences • putting periods at the end of sentences. 		<p>Uses familiar strategies, such as using:</p> <ul style="list-style-type: none"> • words with similar sounds • memory devices • sentence frames • word lists • a personal dictionary <p>to:</p> <ul style="list-style-type: none"> • spell familiar words • write ideas • complete patterned sentences • use punctuation accurately. 		<p>Uses common strategies, such as using:</p> <ul style="list-style-type: none"> • familiar vocabulary • known phrases • common expressions • cognates • templates <p>to:</p> <ul style="list-style-type: none"> • find new words • spell irregularly spelled words • distinguish homophones and homonyms • increase use of punctuation. 		<p>Uses a variety of strategies, such as using:</p> <ul style="list-style-type: none"> • circumlocution • word substitution • format samples • visual dictionary • bilingual dictionary • punctuation modelled in books <p>to:</p> <ul style="list-style-type: none"> • add descriptions to writing • make better word choices • confirm spelling • improve accuracy of punctuation. 	
<p>Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)</p>	<p>Writes:</p> <ul style="list-style-type: none"> • words • phrases <p>to express:</p> <ul style="list-style-type: none"> • ideas • thoughts • feelings and needs with support. 		<p>Produces texts using:</p> <ul style="list-style-type: none"> • familiar words • familiar phrases • sentence frames <p>to:</p> <ul style="list-style-type: none"> • complete forms • create graphic organizers • label diagrams. 		<p>Produces texts using:</p> <ul style="list-style-type: none"> • new words • models • writing plan templates <p>to:</p> <ul style="list-style-type: none"> • sort relevant from irrelevant information to complete graphic organizers • answer questions • complete journals • write personal responses, stories, presentations, letters and expository texts. 		<p>Produces:</p> <ul style="list-style-type: none"> • texts for specific purposes using: • templates • samples, story plans or graphic organizers with minimal support. 		<p>Produces:</p> <ul style="list-style-type: none"> • expository texts • narrative texts <p>using:</p> <ul style="list-style-type: none"> • knowledge of culturally appropriate forms and styles • story plans or graphic organizers independently. 	

WRITING—Grades 4–6

Writing Samples	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
<p>Discourse (knowledge of how ideas are organized and connected)</p>	<p>Connects words using:</p> <ul style="list-style-type: none"> • “and.” <p>Produces:</p> <ul style="list-style-type: none"> • simple sentences. 		<p>Connects ideas in:</p> <ul style="list-style-type: none"> • simple sentences using: • familiar conjunctions • time markers • sequence markers. 		<p>Connects ideas in:</p> <ul style="list-style-type: none"> • related sentences using: • conjunctions • time markers • sequence markers. 		<p>Connects sentences into:</p> <ul style="list-style-type: none"> • a cohesive paragraph using: • conjunctions • time markers • sequence markers. 		<p>Connects ideas in:</p> <ul style="list-style-type: none"> • a three-paragraph narrative or expository composition using: • a variety of cohesive devices • some transition words. 	
<p>Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)</p>	<p>Forms letters and numbers with attention to:</p> <ul style="list-style-type: none"> • spacing • line • direction. <p>Spells:</p> <ul style="list-style-type: none"> • sight words accurately. 		<p>Edits for:</p> <ul style="list-style-type: none"> • basic punctuation • spelling of familiar and sight words. 		<p>Edits sentences for:</p> <ul style="list-style-type: none"> • end punctuation • commas separating items in a list • simple tenses • regular spelling. 		<p>Edits sentences for:</p> <ul style="list-style-type: none"> • placement of apostrophes and quotation marks • a variety of tenses • common irregularly spelled words. 		<p>Edits paragraphs for:</p> <ul style="list-style-type: none"> • common punctuation • subject–verb agreement • tense • sequence of ideas. 	