Alberta Education ESL Proficiency Benchmarks Tracking Sheets: Grades 1–3

Student Name:	Grade 1 Year: Teacher:	Grade 2 Year: Teacher:	Grade 3 Year: Teacher:

LISTENING—Grades 1–3

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 (knowledge of words and their meaning)	Understands a few words (i.e., approximately 1500), including: • utility words related to familiar objects with visual support.		Understands some words (i.e., approximately 2000), including: • utility words • descriptive words with visual support.		Understands more words (i.e., approximately 4000), including: • utility words • descriptive words • subject-specific words.		Understands a range of words (i.e., approximately 7500), including: • utility words • descriptive words • subject-specific words. • academic words.		Understands a broad range of words (i.e., approximately 10,000), including: • utility words • descriptive words • subject-specific words. • academic words.	
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: • commands • simple phrases associated with familiar routines with visual support.		Understands: • two-step commands • two-step phrases • simple sentences on familiar topics with visual support.		Understands: • three-step commands • detailed sentences on familiar topics with visual support.		Understands: • multi-step directions • complex sentences on familiar topics with minimal support.		Understands: • multi-step directions • complex sentences • compound sentences on unfamiliar topics with minimal support.	
Strategic Questioning (knowledge of ways to seek information)	Understands: • simple directives • "yes/no" questions • "either/or" questions accompanied by visual support.		Understands literal questions using: • "what" • "when" • "where" • "who" • "how many."		Understands critical thinking questions using: • "what" • "when" • "where" • "who" • "how many."		Understands open-ended questions requiring: • explanation • elaboration • comparison.		Understands hypothetical questions using: • "If …?" • "What if ...?" • "Would you ...?" • "How ...?"	

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.

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)	Requests clarification using: • gesturing • mimicking • single words.		Requests clarification using: • familiar phrases.		Requests clarification using: • simple questions.		Clarifies understanding by asking: • specific questions.		Asks questions to get: • more information to extend knowledge during a class discussion.	
Socio-linguistic (awareness of social and cultural factors influencing the way language is used)	Understands: • familiar social expressions.		Understands: • familiar language • expressions used in classroom and school contexts.		Recognizes: • differences in formality of speech in familiar contexts.		Recognizes: • differences in formality of speech in unfamiliar contexts.		Understands: • common idioms • cultural references.	
Discourse (knowledge of how ideas are organized and connected)	Understands: • a few words in related sentences about familiar topics with visual support.		Understands: • the gist of sentences and phrases connected with: • "and" and "then" with visual support.		Understands: • main ideas in texts on unfamiliar topics connected with: • common conjunctions • time markers • sequence markers.		Understands: • main ideas • some details of texts on unfamiliar topics connected with: • common conjunctions • time markers • sequence markers.		Understands: • detailed explanations of unfamiliar topics connected with a variety of: • conjunctions • time markers • sequence markers.	
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	Recognizes: • most English phonemes (sounds). Listens for: • recognizable words.		Identifies: • initial sounds in words. Distinguishes: • word boundaries.		Understands: • familiar reduced speech. Distinguishes: • minimal pairs.		Understands: • familiar rapid speech. Distinguishes: • words that rhyme.		Understands: • rapid speech from unfamiliar speakers. Distinguishes: • word forms.	

SPEAKING—Grades 1–3										
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 (knowledge of words and their meaning)	Uses a few words (i.e., approximately 1500), including: • utility words • descriptive words encountered in class.		Uses some words (i.e., approximately 2000), including: • utility words • descriptive words.		Uses more words (i.e., approximately 4000), including: • utility words • descriptive words • subject-specific words.		Uses a range of words (i.e., approximately 7500), including: • utility words • descriptive words • subject-specific words.		Uses a broad range of words (i.e., approximately 10,000), including: • utility words • descriptive words • subject-specific words as an understanding of concepts expands.	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Uses: • pronouns • adjectives • adverbs • nouns • verbs with word-order errors and word-ending omissions.		Uses: • pronouns • plurals • nouns • verbs with overgeneralization of: • -s endings • -ed endings.		Uses: • pronouns • adjectives • adverbs • nouns • verbs with some agreement and tense errors.		Uses: • irregular plurals • nouns • verb-word forms with occasional errors.		Adjusts word forms for: • appropriate tense • agreement with increasing accuracy.	
Linguistic Syntax (knowledge of word order and sentence structure)	Uses: • one or more words • memorized phrases.		Uses: • simple sentences.		Uses positive and negative: • questions • statements • commands.		Adds more detail to: • questions • statements • commands.		Uses: • simple • compound • complex sentence structures.	
Strategic (knowledge techniques to overcome language gaps)	Interacts using: • first language • memorized phrases • copied phrases. Relies on: • visual prompts • gestures.		Interacts spontaneously with peers and adults using: • familiar phrases.		Communicates using strategies, such as: • circumlocution • providing examples • providing opposites.		Initiates and sustains a conversation with peers and adults by: • commenting • making a personal connection • questioning.		Initiates and sustains communicative tasks by: • paraphrasing • commenting • making a personal connection • questioning.	

SPEAKING—Grades 1–3

Glossary	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Uses familiar: • greetings • courtesy phrases • gestures to interact in familiar social contexts.		Uses some common: • expressions • gestures to interact in familiar social and classroom contexts.		Uses common: • expressions • slang • idioms when interacting with peers and adults.		Uses: • common phrasal verbs in appropriate contexts.		Adjusts speech: • in formal and informal situations when interacting with peers and adults.	
Discourse (knowledge of how ideas are organized and connected)	Combines one or more words and connects words with: • "and."		Connects words in phrases and/or short simple sentences with: • common conjunctions.		Connects ideas in sentences with: • conjunctions • time markers.		Connects ideas in related sentences with: • conjunctions • time markers • sequence markers.		Connects ideas in more complex sentences with: • a variety of cohesive devices.	
Pronunciation (ability to produce comprehensible speech)	Imitates some: • English sounds in: • familiar routines although pronunciation errors may interfere with meaning.		Approximates: • English rhythm • stress • intonation in: • familiar social and classroom routines although pronunciation errors may interfere with meaning.		Uses: • comprehensible pronunciation • appropriate rhythm • appropriate intonation in: • familiar and rehearsed activities although errors may still occur.		Uses: • comprehensible pronunciation • appropriate intonation in: • familiar and rehearsed activities with occasional errors.		Uses: • comprehensible pronunciation • intonation with increasing accuracy in: • unrehearsed situations where dialogue is spontaneous (accented speech is expected and accepted).	

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Linguistic Vocabulary (knowledge of words and their meaning)	Understands a few words (i.e., approximately 1500), including: • utility words • descriptive words associated with environmental print and classroom words and labels. Names letters of the alphabet. Acquires some sight words.		Understands some words (i.e., approximately 2000), including: • utility words • descriptive words • subject-specific words.		Understands more words (i.e., approximately 4000), including: • utility words • descriptive words • subject-specific words.		Understands a range of words (i.e., approximately 7500), including: • words with multiple meanings. Applies contextual guessing to understand texts.		Understands a broad range of words (i.e., approximately 10,000), including: • most subject-specific words. Applies word knowledge to understand texts.	
Linguistic Syntax (knowledge of word order and sentence structure)	Identifies: • objects • actions in simple sentences.		Understands elements of: • simple sentences.		Understands: • detailed sentences.		Understands that word order impacts: • meaning.		Understands that word order impacts: • tone • mood • emphasis.	
Strategic Decoding (ability to read words by sounding them out)	Recognizes most: • sound/symbol relationships.		Uses: • phonemic awareness to: • identify sight words • decode using beginning sounds.		Uses: • phonemic awareness to decode: • ending sounds • consonant blends • digraphs • simple word families.		Uses: • phonemic awareness • chunking to decode: • long and short vowels in medial positions • more complex word families.		Uses: • phonemic awareness • chunking to decode: • vowel blends • r-controlled vowels • two- or three-syllable words.	
Strategic Comprehension (ability to apply techniques and tools to construct meaning)	Matches: • words • pictures to make meaning.		Relies on: • labelled diagrams • illustrations to understand new words.		Relies on: • familiar phrases • patterned sentences • shared experiences to predict meaning.		Uses: • contextual cues • visual cues to comprehend texts on familiar topics.		Uses: • rereading • self-correction • prediction • word analysis • visual cues to comprehend texts on unfamiliar topics.	

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Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Understands • shared reading experiences.		Understands: • simple texts literally.		Understands that texts can have: • literal meaning • figurative meaning.		Understands the figurative meaning of some: • simple phrasal verbs • similes.		Understands simple cultural references, such as: • idioms • metaphors • humour.	
Discourse (knowledge of how ideas are organized and connected)	Understands: • simple patterned sentences on familiar topics.		Understands: • simple sentences connected with: • common conjunctions • prepositions • time markers on familiar topics.		Understands: • main ideas of related sentences connected with: • conjunctions • time markers on familiar topics.		Understands: • main ideas • some details of related sentences connected with: • conjunctions • time markers • sequence markers on familiar topics.		Understands: • main ideas • details of paragraphs connected with: • a variety of cohesive devices on unfamiliar topics.	
Fluency (ability to read smoothly, accurately and with appropriate expression)	Reads: • letter-by-letter to sound out words.		Reads: • word-by-word • with pausing to refer to visuals.		Reads: • with some phrasing • with some rereading • sounding out words.		Reads: • with some expression • by substituting unknown words with familiar words • with some self-correction.		Reads: • with expression • with attention to common punctuation • making meaningful substitutions.	

WRITING—Grades 1–3										
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 (i.e., approximately 1500), including: • sight words • a few utility words • a few descriptive words related to familiar objects and personal experiences.		Uses some words (i.e., approximately 2000), including: • utility words • descriptive words • subject-specific words related to familiar objects, actions and topics.		Uses more words (i.e., approximately 4000), including: • utility words • descriptive words • subject-specific words related to curricular concepts.		Uses a range of words (i.e., approximately 7500), including: • synonyms • words with multiple meanings related to curricular concepts.		Uses a broad range of words (i.e., approximately 10,000), including: • utility words • descriptive words • subject-specific words • academic words related to curricular concepts.	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Writes: • nouns • verbs in present tense • prepositions to complete: • sentence frames.		Writes: • nouns • verbs in simple past tense • prepositions • plurals with tense errors and omissions.		Writes: • nouns • verbs in irregular past and continuous tenses • prepositions • pronouns • articles • adjectives • adverbs with usage errors.		Writes: • a range of grammar structures demonstrating some control of: • word order • plurals • tenses • subject–verb agreement.		Writes: • a range of grammar structures demonstrating more control of: • word order • plurals • tenses • subject–verb agreement.	
Linguistic Syntax (knowledge of word order and sentence structure)	Writes: • simple phrases • patterned sentences with support.		Writes: • simple sentences • patterned sentences independently.		Writes: • simple detailed sentences • compound sentences.		Writes: • complex sentences • simple paragraphs.		Writes: • a variety of sentence types • detailed paragraphs.	
Strategic (knowledge techniques to overcome language gaps)	Copies words with increasing accuracy.		Attempts to spell familiar words.		Invents spelling that reflects learner's own pronunciation.		Spells words according to: • pronunciation • knowledge of common spelling patterns.		Spells challenging words using strategies, such as: • phonic memory • visual memory.	

WRITING—Grades 1–3										
Writing Samples	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Copies: • group-generated texts • pattern sentences with little or no understanding of audience and purpose.		Copies: • group-generated texts. Completes: • pattern sentence frames with some understanding of topic, audience and purpose.		Creates texts using: • appropriate templates to express cultural norms. Completes: • graphic organizers • writing plan templates with support.		Creates texts on specific topics using: • templates as a guide. Completes: • graphic organizers • writing plan templates with some support.		Creates appropriate texts demonstrating a sense of: • topic • purpose • style • register.	
Discourse (knowledge of how ideas are organized and connected)	Connects: • two or more words. Substitutes: • words in patterned sentences with support.		Connects words in simple sentences with: • "and" or "then."		Connects ideas in short, related sentences with: • conjunctions • time markers.		Connects ideas in sentences using a range of: • conjunctions • time markers • sequence markers.		Produces sequenced and organized texts using: • a variety of cohesive devices effectively.	
Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)	Edits: • sight words for spelling with direct support.		Edits for: • capitals at the beginning of sentences • periods at the end of sentences • spelling of familiar words with some support.		Edits for: • capitals • end of sentence punctuation • commas in a list • regular spelling independently.		Edits sentences for: • common punctuation • simple tenses • regular spelling.		Edits sentences for: • regular punctuation • a variety of tenses • common irregularly spelled words.	