



English as an Additional Language Practice Guide

September, 2025

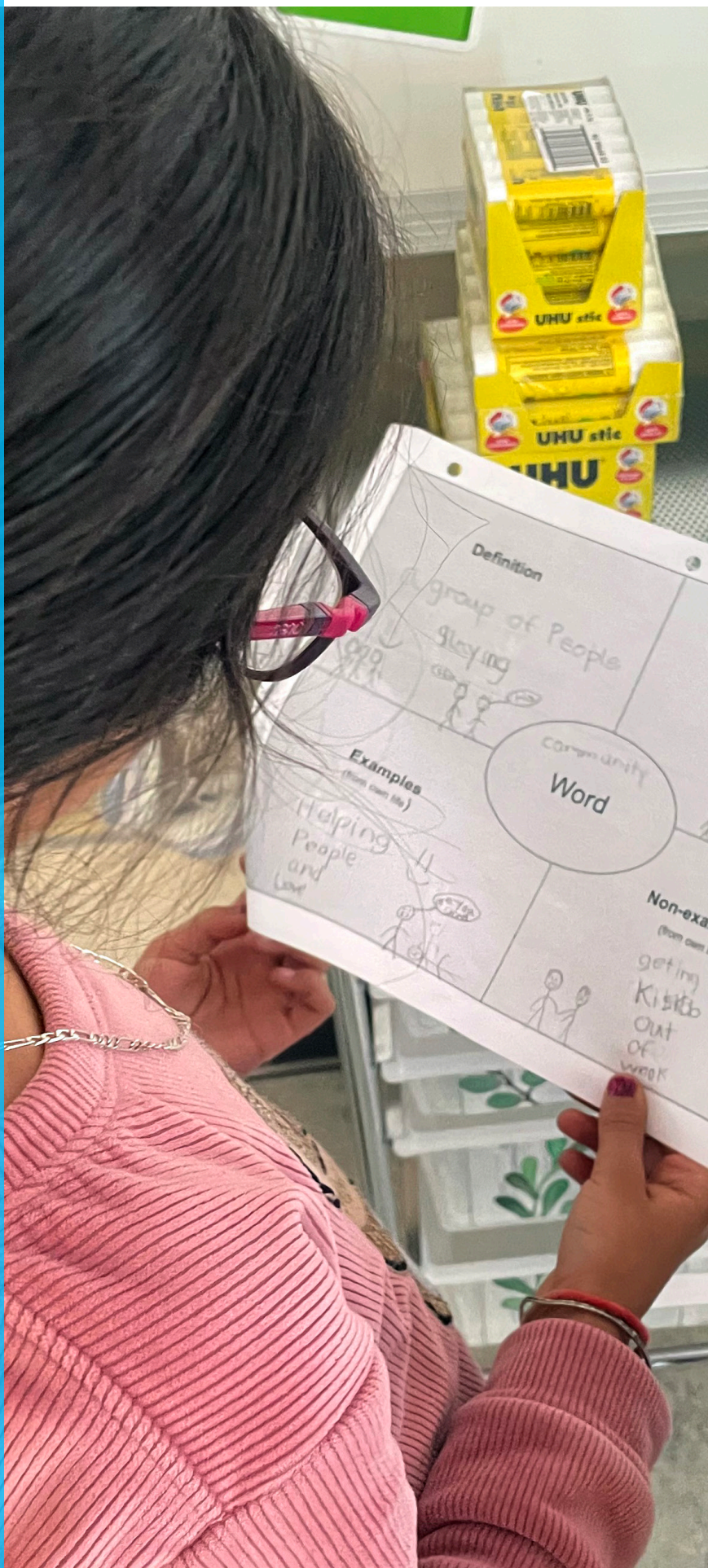
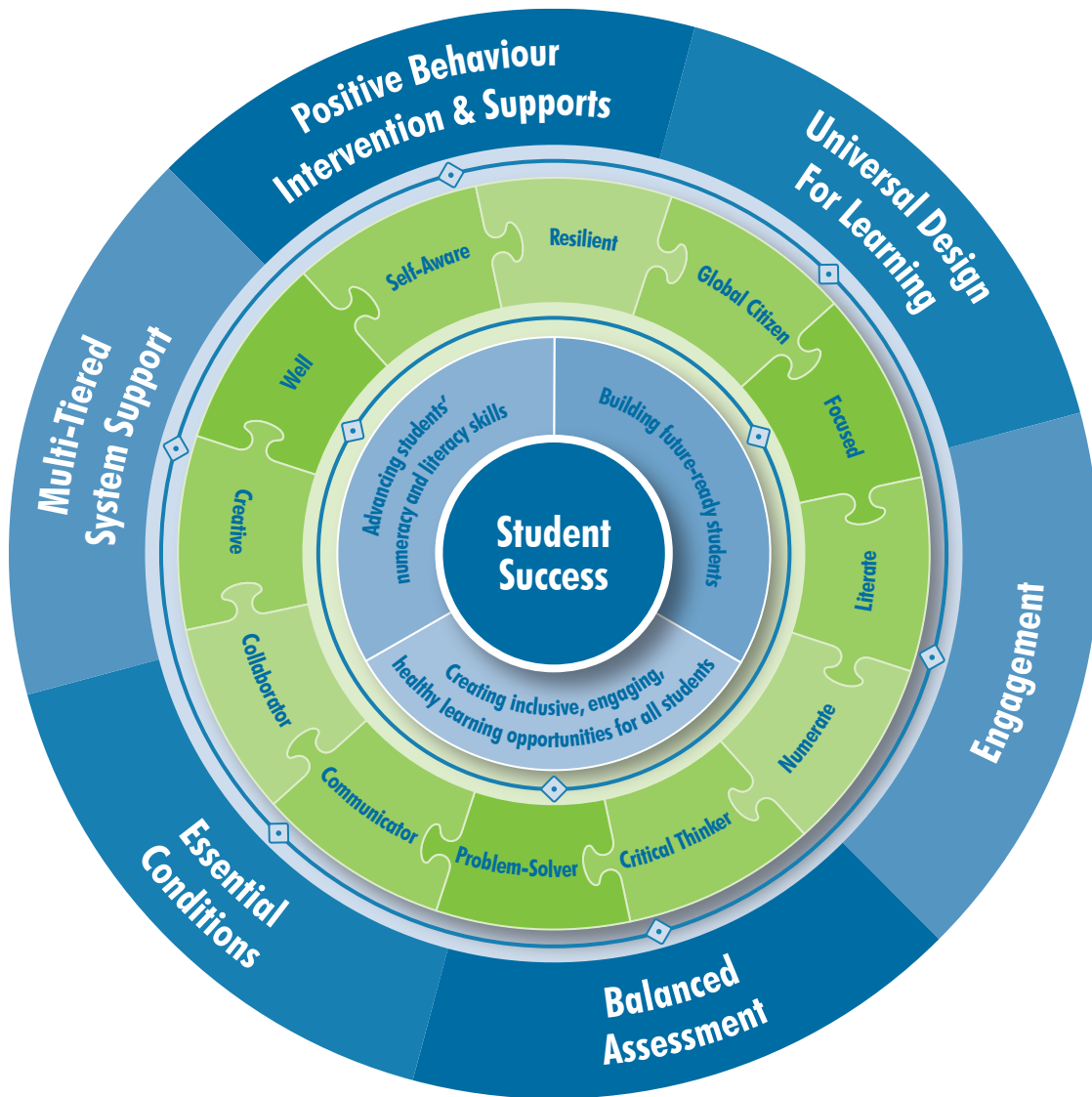


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Learning Model



Introduction

Rocky View Schools (RVS) is dedicated to serving a diverse student population, including those learning English as an Additional Language (EAL) (see [Appendix E](#) for Clarifications of Acronyms). Recognizing the importance of supporting these students, the district emphasizes intentional, responsive instruction to inspire and reward EAL learners, their peers and the educational community. All teachers are considered educators of English language and literacy, ensuring that instruction is tailored to meet individual needs, thus equipping students to meet Alberta's rigorous curriculum. RVS also recognizes that longtime Language Learners (those who have gone beyond five years of funding) may continue to require language supports, and that a wide variety of culturally and linguistically diverse students require Culturally Responsive Teaching practices and considerations.

The success of EAL students in RVS is a collaborative effort involving teachers, support staff, administrators, parents and community. With this collaborative approach, staff build bridges to academic and social-emotional success by employing evidence-based strategies, such as differentiated instruction, Universal Design for Learning and Culturally Responsive Teaching. Targeted supports like teaching language through content curriculum, push-in small group support, EAL Coaching and co-teaching models are implemented to address specific language needs, fostering an environment that celebrates diversity and nurtures belonging.

The vision for EAL learning in RVS is centred on empowering students to be confident communicators in English while valuing their cultural backgrounds and building the capacity of teachers to support language learning through content. This practice guide, along with the companion Website: RVS English as an Additional Language Resource Hub, is a starting point for an equitable and multifaceted approach, integrating best practices in formative assessment, intake, language learning and technology. This concerted effort aims to cultivate an environment where all students have equitable opportunities to excel academically and reach their full potential, irrespective of their language backgrounds, promoting inclusivity and diversity within the educational community.

School-based EAL Coordinator

Every RVS school has a school-based EAL Coordinator identified by school-based Administration. Responsibilities and opportunities include:

- Ensure they are listed as the EAL Coordinator in Dossier and therefore given administrator access. This is granted by a school-based Administrator with [AF140-D](#).
- Report directly to and collaborate with the school-based administration about processes, data, school-based goals and needs.
- New EAL Coordinators may be instructed to complete short PowerSchool courses before gaining admin access in PowerSchool and Dossier.
- Ensure an EAL Benchmark 2.0 is initiated (and completed in at least one strand in either Listening, Speaking, Reading or Writing), in Dossier, for all to-be-coded students: new to the division, Grade 1 and Grade 3 French Immersion (FI) (See [Appendix A](#)), before a code is assigned.
- Ensure office admin staff assign codes in PowerSchool (301, 303) for all EAL students who are new to RVS, Grade 1, and Grade 3 FI, by Sept. 29, 2025.
- Create EAL Benchmarks 2.0 records in Dossier for all new students: in the Student Success Plans tab, toggle All ELL, then click the green + to Create EAL Benchmarks.
- **If students not previously coded with a 301 or 303 code arrive after Sept. 30, wait until the following school year to code them.** Support teachers to create a Benchmark in Dossier, assess language proficiency and deliver targeted instruction and support.
- **Support teachers in completing a Benchmark 2.0 record for every EAL coded student by Nov. 6, 2025.**
- Support teachers in selecting, annotating and storing Evidence of Student learning against the Benchmarks (see [Appendix A](#)). This annotated evidence may be uploaded to Dossier, kept by the teacher, or collected (digitally or on paper) by the school-based EAL Coordinator.
- Approve EAL Benchmark 2.0 in Dossier by Nov. 21, 2025.
- Communicate with school-based administrators about Benchmark completion.
- Collaborate with the school-based admin team and designated **EAL Learning Specialist** to plan for embedded teacher professional learning throughout the school year.
- Collaborate with division EAL Learning Specialist to facilitate EAL Coaching, instructional modelling and shoulder to shoulder support to teachers for assessment for learning, instructional strategies, Culturally Responsive Teaching and technology.
- Disseminating district level EAL information, deadlines and professional learning opportunities to school staff.

RVS EAL Timelines

2025/26 Important Dates	
School-based EAL Coordinators are confirmed by school-based admin.	Sept. 5
As needed, an up-to-date EAL Proficiency Benchmark 2.0 must be initiated (at least one strand completed) by teachers, in Dossier for: <ul style="list-style-type: none"> Students who are new to RVS All Grade 1 students (except FI Grade 1 and 2 students) Grade 3 FI students 	Sept. 29, and as new students enroll
Assign an Alberta Education EAL Code (301 – Foreign Born or 303 – Canadian Born) in PowerSchool for all new students (included above).	Sept. 29
Teachers complete an EAL Benchmark 2.0 for ALL students with an EAL code (301, 303). Teachers must annotate evidence of language proficiency and keep it on file, such as: <ul style="list-style-type: none"> Writing Sample Written Teacher Observations Oral Language Screener 	Nov. 6
Students registered after Sept. 30 should not be coded until the next school year. Benchmarks should be initiated and used to assess proficiency and inform instruction. These benchmarks should be completed within a month of the student's school start date.	Oct. 1 – June 30
Teachers update EAL Benchmarks 2.0 and use the data collected to inform instruction and planning of intentional and explicit language instruction in the context of curriculum.	Ongoing
End of Year Review – EAL Coaches review benchmarks as needed and flag whether students will continue to have an EAL code or exit due to proficiency level. Codes may be removed at the beginning of the following school year.	June

Initial Intake, Language Screening and EAL Code Assignment

Developing school-based family intake and first day plans for students for whom English as an additional language is important as they help to set up all stakeholders for success.

Information to Consider When Welcoming New Families

- Who is welcoming the student and family? Administrator, EAL Coordinator, Learning Support Teacher, Guidance Counsellor, Teacher?
- Who schedules the family intake meeting and tour?
- Does the family require interpretation (see [Appendix D](#))?
- Would the family benefit from community supports or contacting RVIS (see [Appendices D](#) and [E](#))?
- All students have background knowledge, cultural gifts, academic understanding and language skill in their heritage or home language(s) that must be leveraged and respected.
- Some parents may hesitate to share their child's language, developmental or educational histories with their new school.
- Parents may identify that English is the main language spoken at home, even if another language is spoken.
- RVS recommends all families are encouraged to continue participating in their home language(s) and cultural practices.
- The student's home language(s) may differ from the language of instruction at the student's previous school.
- Parents may require interpretation services during intake, for conferences, etc. Translation technology may help, but for accurate in-person or over the phone translation, please see [Appendix D](#), Translation and Interpretation services.
- Learn about cultural holidays or customs important to the family, as well as the child's interests, strengths and areas of need.

A strength-based approach leverages students' language capabilities and background knowledge.

Resources to Consider During Intake

- Contact your RVS EAL Learning Specialist for support
- Rocky View Immigrant Services – Community Services in [Airdrie](#), [Chestermere](#) and [Cochrane](#) (including surrounding areas)
- EAL Toolkit: [Welcoming Families](#)

Information to Consider for Student Intake Screening Assessment

- Who at the school level will do the initial screening? Administrator? EAL Coordinator? Learning Support Teacher? Teacher?
- How long will the student need to settle into their new classroom before feeling safe enough for a language assessment?

Initial student intake screening assessment may include at least one of the following:

- Oral language screening tool ([EAL Toolkit](#))
- A preliminary reading conference with an informal comprehension conversation
- Unedited writing sample (See student writing sample [examples](#))

Contact your designated EAL Learning Specialist for support.

If a language other than English is spoken in the home and the student requires additional language support, the EAL Coordinator/classroom teacher is to complete at least one strand in the EAL Benchmarks 2.0 in Dossier, enter an EAL code in PowerSchool and retain evidence.

Classroom Placement

As a school team, decide on class placement. Questions to consider during placement may include:

- Is there a class with other EAL students with similar language backgrounds?
- Is push-in support possible at your school?
- Are high school students eligible for credits from courses taken in their last school (credit transfer)?
- Are there locally developed courses (high school) to support English language learning needs?
- What is a timely school start date that best suits student, family and school needs? How will this start date and time be communicated to the family?
- Will the student require translation technology? What is available? Are school staff fluent in using these tools? Who might support?
- Are school personnel familiar with the translation page on the [Digital Educational Suite](#)?
 - Contact EAL Learning Specialist for support and implementation.
- Are there students in other classes with similar language backgrounds that might be able to help?

Programming and Best Practices

Reflecting on School Practices – Resources for EAL Coordinators and Administrators

Before beginning a new school year, it is important to know who your students will be, who on staff has experience and what resources are available. This information will help you decide how to organize your school to effectively meet the needs of all students, including EAL learners. Use the following chart to reflect upon your school's readiness to meet the needs of your learners:

Reflecting on School Practices: Organizing for Instruction

<i>1: not evident, 2: emerging, 3: evident</i>	1	2	3
The levels of the <i>Alberta K–12 ESL Proficiency Benchmarks</i> inform organizational decisions.			
Differentiated instructional practices are used with English language learners to support the acquisition of academic language necessary to access curricular content.			
Opportunities are provided for small group instruction for students at Levels 1, 2 and 3 for part of the day.			
Within the larger classroom, English language learners at Levels 1, 2 and 3 receive explicit language instruction appropriate to their proficiency levels.			
School staff collaborates to plan intervention and support for individual students who are having difficulties.			
Appropriate support is provided to students who have a background of limited formal schooling.			
Staff are organized to best meet the needs of English language learners in the classroom.			
Collaborative relationships with relevant community partners have been established to provide support to students and their families.			
Library and classroom materials reflect multiple perspectives and cultural and linguistic diversity.			
Library and classroom materials have curricular resources at a range of reading levels and appropriate interest levels.			
Home language supports, such as dual language materials or translation resources, are available.			
Access is provided to technologies, such as language learning software, text/speech tools and online resources.			

From https://www.learnalberta.ca/content/eslapb/documents/organizing_for_instruction.pdf

Classroom Teachers – Tips for a Smooth and Welcoming First Day of School

Setting up your learner for their first day can promote feelings of safety and connection to the classroom community. Try these tips:

- Pair EAL learners with a supportive peer
- Facilitate connections with other students with similar language or cultural backgrounds
- Provide visual schedule and visual labelling where appropriate (instructions, bathroom card)
- Ensure the student has a tour of the school
- Smile and introduce yourself
- Learn how to pronounce the student's name correctly and consistently
- Meet the student at the office and ensure they find their parents/guardians at the end of the day
- Provide translation technology
- Research a few key phrases and post in a prominent place

See the [EAL Toolkit](#) for more information. Contact your school's EAL Learning Specialist for professional learning and support.

Gathering Classroom Data

Informal and formal assessments inform EAL Benchmarking 2.0 and Instructional Design.

- Ensure triangulation of data – conversations, observations and products
- Be patient if students go through a silent period. Students often acquire receptive skills before expressive modes of communication
- Focus on outcomes – using translation technology, visuals and multiple means of expression to see what the student can do in relation to an outcome
- Use divisional assessments and culturally responsive tools (reading assessments, EAL [Benchmarks](#), [RVS writing assessment](#), conferencing, etc.) over time to ascertain formative data to drive instructional decisions

Organizing Programming – Characteristics of Learners by Level of English Language Proficiency

EAL learners require different organizational structures and instructional supports based on their English Language Proficiency (ELP) levels.

Stages of Language Development

As with all learners, multilingual students arrive with various cultural and educational experiences that will influence their development. Where they lie on this continuum will help determine the appropriate programming for their success.

Characteristics of EAL Learners

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre K – K	A	B	1					
Grade 1	A	B	1	2				
Grades 2 – 3	A	B	1	2	3			
Grades 4 – 6	A	B	1	2	3	4		
Grades 7 – 9	A	B	1	2	3	4	5	
Grades 10 – 12	A	B	1	2	3	4	5	6
	Beginner			Intermediate			Advanced	

EAL learners require different organizational and instructional supports based on their proficiency levels. Understanding possible general characteristics of EAL learners at each level of English language proficiency helps school staff to make decisions about what organizational, instructional and resource options are most appropriate. The following chart shows some possible characteristics of EAL learners working at each of the eight levels of English language proficiency as described in Benchmarks 2.0. Some characteristics are more representative for students at specific grade levels.

See definitions on next page.

Level A	Level B	Level 1	Level 2
<ul style="list-style-type: none"> • New to English • May have interrupted access to education • May have early literacy in their home language • May go through a silent period or cultural adjustment • Limited awareness of school organization or culture 	<ul style="list-style-type: none"> • Little or no exposure to English instruction • May have interrupted access to education • May have emerging literacy in their home language 	<ul style="list-style-type: none"> • May have some prior English instruction • May have received support for English literacy development due to gaps in schooling • May be literate in their home language(s) 	<ul style="list-style-type: none"> • Some previous schooling and prior English instruction • May have been in Canada for some time with academic language gaps • Conversational English close to fluency • Age-appropriate literacy in home language(s) • Grade 1 advanced English level
Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> • May have studied English in home country • Reading aloud fluently • Reading comprehension approaching grade-level with scaffolding, vocabulary instruction and extra time • Grade-level in conversational English • Grades 2 – 3 advanced English level 	<ul style="list-style-type: none"> • May have studied in English for several years (International or Canadian schools) • Academic oral proficiency is approaching fluency • Writing approaching grade-level with scaffolding, vocabulary instruction and extra time • Grades 4 – 6 advanced English level 	<ul style="list-style-type: none"> • Fluency in social and academic listening and speaking • Reading and writing at grade-level in a variety of familiar contexts with scaffolding, direct instruction and extra time • Grades 7 – 9 advanced English level 	<ul style="list-style-type: none"> • Grades 10 – 12 advanced English level • Reading and writing at grade-level in a variety of new academic contexts with explicit instruction to understand low-frequency academic vocabulary in all subject areas, literature and cultural references, word choices and advanced grammatical structures

*Alberta Education EAL Benchmarks 2.0 – [Characteristics of EAL Learners](#)

Learning Design Considerations by Current English Language Proficiency (ELP) Level

All EAL students require curricular and instructional supports in order to access grade level curriculum and engage in authentic, rigorous learning with their peers. For more information, see [Curricular Supports](#), Alberta Education EAL Benchmarks 2.0.

	Emerging Literacy A-1	ELP 2-3	ELP 3-4	ELP 4-6
Optional Tools	<ul style="list-style-type: none"> • Translation technology • Google Read Write • Subtitles/closed caption • Speech translation (like Microsoft Translator) 	<ul style="list-style-type: none"> • Immersive Reader and other picture dictionaries/translator • Google Read Write • Subtitles/closed caption 	<ul style="list-style-type: none"> • Use online dictionaries • E-readers with built-in dictionaries 	<ul style="list-style-type: none"> • Use online dictionaries • E-readers with advanced dictionaries
Potential Accommodations	<ul style="list-style-type: none"> • Allow use of home language • Permit audio, pictorial or video responses instead of writing to show understanding of outcomes 	<ul style="list-style-type: none"> • Translation technology • Pictorial, audio and video responses with a blend of English and preferred language • Oral discussion 	<ul style="list-style-type: none"> • Online dictionaries • E-readers with built-in dictionaries • Oral discussion before and after writing 	<ul style="list-style-type: none"> • Oral discussion before and after writing • Peer editing and revision • Use online dictionaries • E-readers with advanced dictionaries
Supportive Strategies	<ul style="list-style-type: none"> • Use clear, slow speech with visual aids and gestures; incorporate repetition • Visual schedule and instructions • Sharing circles 	<ul style="list-style-type: none"> • Use clear speech with visual aids • Use graphic organizers and sentence frames • Practice note-taking and summarizing 	<ul style="list-style-type: none"> • Use guided reading focused on comprehension • Use graphic organizers, sentence frames and writing conferences 	<ul style="list-style-type: none"> • Use academic discussions, debates and presentations • Graphic organizers before writing and after reading
Ideas For Independent Tasks	<ul style="list-style-type: none"> • Listen to simple stories with repetitive language; follow along with pictures • Buddy system 	<ul style="list-style-type: none"> • Listen to stories with visual aids; summarize key points 	<ul style="list-style-type: none"> • Read and summarize short stories and informational texts with support 	<ul style="list-style-type: none"> • Listen to academic lectures and podcasts; summarize and discuss key points
Working On Words Like	<ul style="list-style-type: none"> • Basic utility words (e.g., eat, drink) • Survival words (e.g., help, stop) 	<ul style="list-style-type: none"> • High-frequency words (e.g., run, jump) • Basic utility words (e.g., open, close) 	<ul style="list-style-type: none"> • Descriptive words (e.g., big, small) • Instructional words (e.g., read, write) 	<ul style="list-style-type: none"> • Advanced academic vocabulary (e.g., hypothesis) • Subject-specific terms (e.g., photosynthesis)

*Source: RVS EAL Team

EAL Best Practices

See the [English as an Additional Language Resource Hub](#) on myRVS for Universal Strategies and Culturally Responsive practices to support EAL learners.

Appendix A:

English as an Additional Language Benchmarks 2.0

The EAL Benchmarks were designed for formative and ongoing use by teachers in the classroom context. All students with an EAL code must have their English Language Proficiency (ELP) assessed using the Alberta Education English as an Additional Language Benchmarks 2.0. RVS teachers record this data in Dossier, with supporting evidence annotated and retained (either digitally or on paper) by the teacher or school-based coordinator for that school year.

EAL Benchmarks 2.0

The [EAL Benchmarks 2.0](#) are designed for teachers to assess English language proficiency (in listening, speaking, reading, writing) in the classroom context.

Strand	1	2	3	4	5	6
Vocabulary	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.
Sentence Structure	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.
Connections and Transitions	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.	Knows and uses a limited number of words and phrases.

The [EAL Benchmarks 2.0 PDF indicators](#), with supporting competencies and resources can be found on the Alberta Education website. This image is meant to be used as learning map/rubric across the strands of listening, speaking, reading and writing.

- The language proficiency assessment data can be used to inform appropriate programming, as well as explicit and intentional instruction for EAL learners in all subject areas.
- Teachers assess English language proficiency using the EAL Benchmarks 2.0 by observing student learning interactions and by using authentic assignments and assessments (adapted for beginner language proficiency levels and differentiated as needed).
- Benchmark indicators identify the next steps in language acquisition across three competencies: vocabulary, sentence structure, and connections and transitions.
- A student is considered to have achieved a proficiency level when they have consistently demonstrated understanding and use of most indicators in that level in a variety of social and academic situations.
- Once a student has demonstrated most of the indicators in a level, they can be described as having achieved that level and are working at the next level.
- Students may work at different proficiency levels in the three competencies (vocabulary, sentence structure, and connections and transitions), and strands (listening, speaking, reading, writing).
- The levels represent a continuum of language proficiency, and teachers should consult with colleagues and use professional judgment in interpreting and applying levels.

Adapted From: [Alberta Education](#)

Who is most responsible for completion?

The EAL Coordinator and administration will determine and communicate which teacher will be most responsible for the Benchmark assessment, as well as the collection and annotation of evidence. It is recommended the teacher most responsible complete the Benchmarks with input from other teachers. Throughout the year, teachers can update Benchmark assessments to reflect students' progress. All teachers have a responsibility to review students' EAL Benchmarks in Dossier to inform intentional language instruction and programming.

Because high schools have two semesters, Benchmark assessments can be updated by a semester two teacher.

Intentional language instruction is the responsibility of all teachers, irrespective of discipline.

Evidence

Alberta Education requires language proficiency assessment to demonstrate a student's need for additional language supports and to inform EAL programming and instruction. EAL Benchmark assessments must be grounded in a body of evidence (consider conversations, observations and products) of students' English language proficiency. Sample evidence of a student's language proficiency must be retained by the teacher to support the Benchmark 2.0 assessment and student's EAL code for the current school year. The following are acceptable forms of evidence:

- Writing samples (such as the RVS Writing Assessment), with annotation against the Benchmarks 2.0
- An Oral Language Screening Assessment
- Teacher anecdotal notes annotated against the Benchmarks 2.0
- Observational notes of student language use and understanding in the classroom

Annotation of a writing sample

For most students, it is suggested that teachers select a writing sample to annotate. Teachers can use three highlighters to highlight where the student has illustrated their writing. E.g. vocabulary, sentence structure, and connections and transitions.

English Language Proficiency Levels

The Alberta Education Benchmarks 2.0 is a single continuum that reflects beginning to advanced language development at developmentally appropriate levels. All students are assessed using the same Benchmark indicators. They are all assessed against three competencies (vocabulary, sentence structure, connections and transitions), across four strands (listening, speaking, reading and writing).

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre K – K	A	B	1					
Grade 1	A	B	1	2				
Grades 2 – 3	A	B	1	2	3			
Grades 4 – 6	A	B	1	2	3	4		
Grades 7 – 9	A	B	1	2	3	4	5	
Grades 10 – 12	A	B	1	2	3	4	5	6
	Beginner			Intermediate			Advanced	

From [Alberta Education](#)

Appendix B: EAL Program Coding

Alberta Education EAL Program Coding

All students with an EAL code must have an up-to-date EAL Proficiency Benchmark 2.0 in Dossier with annotated evidence retained on file.

- **301: Foreign-born students** whose first language is other than English **and** require English language support.
- **302: Visiting students** (ex. International Students) whose first language is not English **and** require English language support.
- **303: Canadian-born students** whose first language is not English **and** require English language support. This may include First Nations, Métis, Inuit, multilingual Hutterite and Mennonite students.

Additional Information

- Pre-K and Kindergarten students are not to be coded and EAL Proficiency Benchmarks do not need to be created for them in Dossier. Please note this also applies to any Kindergarten students who arrive with an EAL code from another district or a preschool program.
- Kindergarten teachers should maintain documentation of language acquisition (e.g., paper copy of Benchmarks 2.0 tracking sheet) that can then be shared with students' Grade 1 teachers to inform placement, benchmarking, instruction and coding, if they meet the requirements.
- Students in FI programs are not coded until Grade 3.
- If a student has exhausted five years of funding and still requires English as an additional language support, leave the appropriate coding in PowerSchool and maintain the use of EAL Proficiency Benchmarks to inform explicit and intentional language instruction.
- Obtaining parent permission for EAL coding is not required, although communication with the family is best practice.
- If a student is registered after Sept. 30, they should not be coded until the following school year. Teachers should maintain documentation of English Language Proficiency using the EAL Benchmarks 2.0 in Dossier.

Removal of an EAL Code

- Coding can be removed if a student has maintained an advanced language proficiency (highest level for that grade level) on all four strands of the EAL Proficiency Benchmarks 2.0 for two consecutive years. EAL coding should be removed once a student no longer requires EAL programming and instructional support.
- Removal of an EAL code must be discussed with your school team and approved by school administrators. If it is determined the EAL code should be removed for a student, the front office team can remove the EAL code. Please contact your EAL Learning Specialist if you require further consultation.
- Communication with the family about code removal is recommended; however, obtaining parental permission to remove EAL coding is not required.

Appendix C: K – Gr. 9 Reporting

Real-time Reporting

Students who are new to English may require modifications of assignments

Report Cards

When to use the EAL indicator

If a student is a beginner (teal band in the image below), and they are not yet demonstrating grade level achievement against the outcomes, despite using scaffolds such as translation technology, alternative means of expression (pictures, explaining orally), and other supports (visuals, graphic organizers, sentence frames), a teacher may select EAL.

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre K – K	A	B	1					
Grade 1	A	B	1	2	3			
Grades 2 – 3	A	B	1	2	3	4		
Grades 4 – 6	A	B	1	2	3	4	5	
Grades 7 – 9	A	B	1	2	3	4	5	6
Grades 10 – 12	A	B	1	2	3	4	5	6
	Beginner		Intermediate			Advanced		

From [Alberta Education](#)

When to use the IE indicator

IE may be used if a student has just arrived in Canada within the last month(s) of school.

Comments should:

- be descriptive of what the student can do.
- include descriptions of the tools, scaffolds, environments, supports and situations that support the student.
- include next steps in language learning. Teachers may refer to the EAL Benchmarks 2.0.

Appendix D: External Agencies, Translation and Interpretive Services

Calgary Catholic Immigration Society (CCIS)

Provides translation and interpretation services at a cost to the school.

- Services can be in-person, by phone or video call. Charges will apply.
 - Submit an [online request](#)
 - Phone: 403-606-6985

Rocky View Immigrant Services

Provides support to families who are newcomers to Canada.

- Families may be permanent residents, temporary foreign workers or refugees
- Can assist families and schools with registration, interpretation, language instruction and access to community support (financial, recreational, spiritual, mental health, food, etc.)
- Hold community events throughout RVS communities
- Locations in Cochrane, Chestermere and Airdrie

Contact RVIS

- Fleeha Ahmad (Airdrie and Cochrane Areas)
 - Email: fahmad@ccisab.ca
 - Tel: 403-604-2377
 - [Airdrie and area website](#)
 - [Cochrane and area website](#)
- Eryn Wahl (Chestermere and Area)
 - Email: ewahl@ccisab.ca
 - Tel: 403-629-7842
 - [Chestermere and area website](#)

MCIS Language Solutions

Provides interpretation services over the phone, charged by the minute. This is not to be used for lengthy conversations or student-led conferences. An interpreter should be hired to come to the school in those instances.

- www.mcislanguages.com
- 1-888-990-9014
- Please contact your EAL Learning Specialist for more information.

Appendix E: Resources

For Schools

Professional Learning

- Calgary Regional Consortia: [PD PLAYLISTS of Resources for Teachers of English Language Learners](#)
- Alberta Regional Professional Development Consortia (ARPDC): [EAL Toolkit](#)
- RVS: [English as an Additional Language Resource Hub](#)

Information

- Alberta Education: [EAL Benchmarks 2.0 Website](#)
- Alberta Teacher's Association: [Working with Students from Immigrant Families](#)
 - See PDF documents: Supporting Ukrainian Newcomer Students, Promoting Success with Arab Immigrant students, Promoting Success with Indian Immigrant Students, Teaching Filipino Immigrant Students, Teaching Pakistani Immigrant Students, Teaching Somali Immigrant Students, Working with Karen Immigrant Students, Working with South Sudanese Students, A Guide for Teachers New to Hutterite Colony Schools.
- Alberta Education: [What Administrators Need to Know About English Language Learners](#)
- Learn Alberta
 - [Supporting English Language Learners](#)
 - [Encouraging the Use of Home Languages](#)
 - [Understanding the Acquisition of English as an Additional Language](#)

For Families

- [Action for Healthy Communities](#) (AHC): a newcomer-serving organization funded through the Government of Canada's Immigration, Refugees, and Citizenship Department (IRCC). All services are free of charge.
- Alberta Health Services
 - [Mental Health Helpline](#) (Translation available for parents and students)
 - [Help in Tough Times](#) (overarching look at all mental health resources available to support the mental health of evacuees, refugees, immigrants as well as for teachers and school staff)
- Government of Alberta: [Support for Ukrainians](#) (provincial services available to Ukrainian evacuees, including information on education in Alberta translated into Ukrainian)
- RockyView Immigrant Services: rural offices of [Calgary Catholic Immigration Society](#)
 - [Airdrie](#)
 - [Chestermere](#)
 - [Cochrane](#)

Appendix F:

Clarification of Acronyms

English as an Additional Language (EAL) – An up-to-date term used by RVS and Alberta Education as it is deemed to be more inclusive of students who may be learning multiple languages in addition to or before English.

English Language Learner (ELL) – Traditionally used to describe the learner rather than the program. This term is used less often as all learners are language learners

English as a Second Language (ESL) – Term traditionally used to describe a range of English programs. This term is used less often than ML or EAL, as English is a third or fourth language for many students. Benchmarks 2.0 uses the term EAL.

English Language Proficiency (ELP) level – (eg. ELP3) as described in the EAL Benchmarks.

Multi-lingual(s) (ML or MLs) – Often seen in literature and describes people who speak multiple languages.

Emergent Bilingual (EB) – Refers to students who are developing language and literacy in their home language while also learning an additional language.