
A Guide to Using the Common Framework of Reference (CFR)

Appendix B: CFR Charts for the Elementary Level

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Pilot Stage

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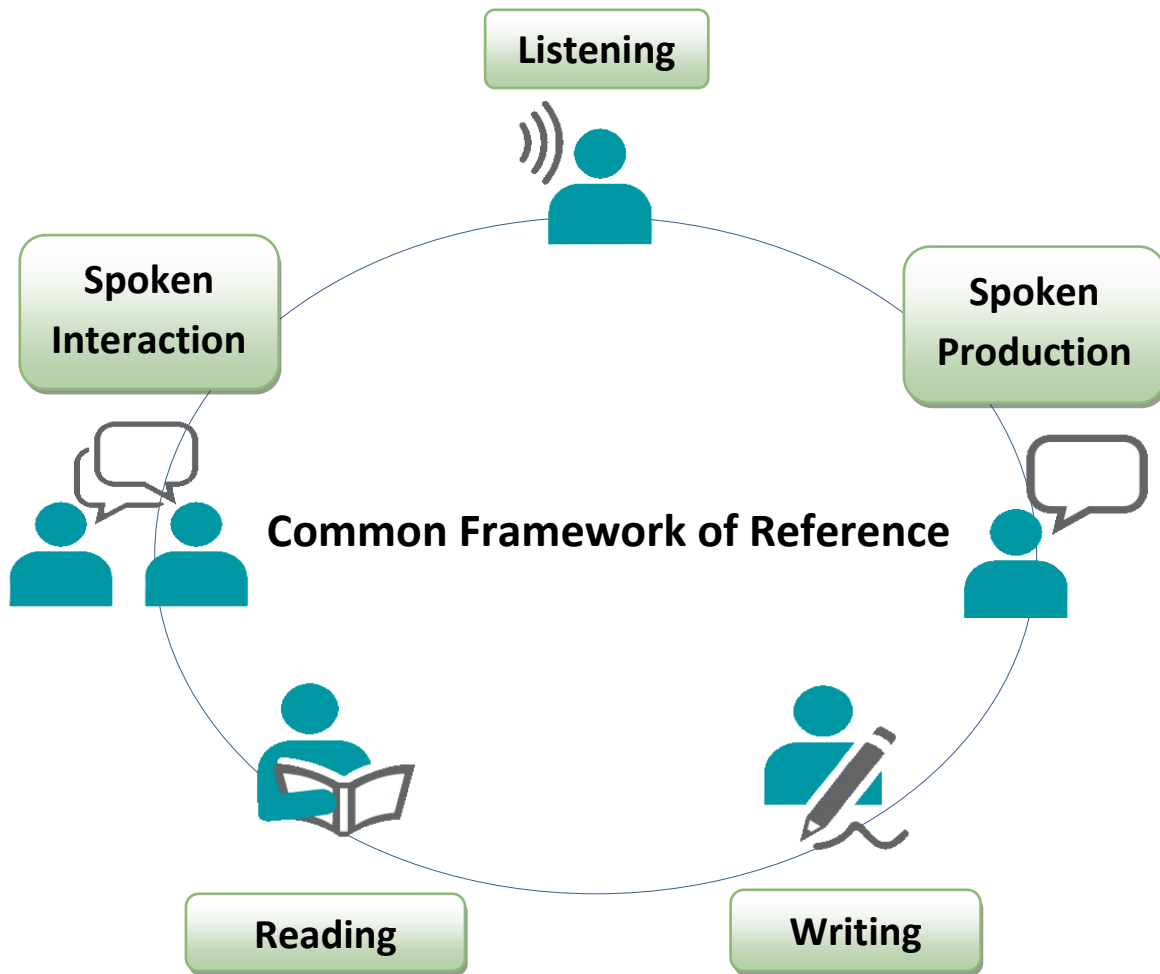
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APPENDIX B

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Note: Descriptors with checkmarks refer to the ways in which language progress can be observed and assessed within the classroom. An example from the Can Do Self-Assessment Scale would be: *I can understand simple calculations using 'plus', 'minus', and 'times'.*

APPENDIX B: SASKATCHEWAN CFR CHARTS



CFR GLOBAL SCALE







ELEMENTARY (GRADES 1-5) CFR GLOBAL SCALE

ELEMENTARY LEARNER AT A1

 Elementary A1.1 Listening	 Elementary A1.2 Listening
<ul style="list-style-type: none"> • Can recognize his/her name when it is spoken by another person. • Can understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry). • Can recognize and understand the words for people around them (e.g., teacher, mother, brother, doctor). • Can often recognize spoken words similar to the languages with which they are familiar (e.g., sweater (suéter), blouse (blusa), and boots (botas) for a Spanish speaker). • Can understand simple questions which directly concern them such as their name and where they are from. • Can understand simple classroom instructions, such as «Stand up, please», «Come here», or «Close the door, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures. • Can understand simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly. • Can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures. • Can understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace. • Can identify the sound of most letters in context. • Can identify the names of common colours when heard. 	<ul style="list-style-type: none"> • Can understand what is being said provided people speak slowly and carefully, and with significant pauses. • Can understand numbers, times and other pieces of short information, if given slowly and clearly. • Can understand and follow basic instructions from peers for playing games in the playground. • Can recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person). • Can understand some words and expressions when others are talking about themselves, their family or their classroom, provided the speech is clear and slow. • Can understand what is being said about the colour, size, and ownership of items (e.g., lunch bag, pencil case) if information is spoken clearly and slowly. • Can understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. ✓ Can understand simple calculations using 'plus' and 'minus' and, depending on the age of the student, 'times'. ✓ Can recognize numbers and shapes when spoken and, depending on age of the student, some mathematical terms. ✓ Can recognize the names of some sports and the accompanying equipment.



Elementary A1.1 Listening	Elementary A1.2 Listening
	<ul style="list-style-type: none"> ✓ Can understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. ✓ Can listen to instructions for games and follow teacher’s or students’ modeling of the activity.





 Elementary A1.1 Spoken Interaction	 Elementary A1.2 Spoken Interaction
<ul style="list-style-type: none"> • Can provide his/her name and ask others for theirs. • Can point to an object and ask what it is. • Can express a lack of understanding. • Can use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you). • Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace) if the other person speaks slowly and clearly. • Can ask for something when pointing or gesturing supports the request. 	<ul style="list-style-type: none"> • Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. • Can answer simple questions using individual words, expressions, or short sentences. • Can indicate time (e.g., day, time of day, month). • Can ask the location of a familiar object (e.g., where is the chair?). Can also answer this type of question if asked clearly. • Can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material) and can offer these items to others. • Can express how they are feeling and also inquire as to how others feel. • Can ask other people their names, where they live, things they own. • Can express the size and name the colour of familiar objects. Can also ask others about these qualities. • Can meet and take leave of people using appropriate expressions. • Can make introductions of self. • Can communicate the day, month, and season as well as ask others about these matters. <p>✓ Can ask for assistance with vocabulary.</p>

 Elementary A1.1 Spoken Production	 Elementary A1.2 Spoken Production
<ul style="list-style-type: none"> • Can express how he/she is feeling using simple, standard expressions. • Can express basic personal information such as name, age, and possibly country of origin. • Can name some common objects in familiar environments (e.g., pieces of clothing and commonplace food items). 	<ul style="list-style-type: none"> • Can introduce themselves very briefly, for example, state their name, where they are from, and what school they attend. • Can express preferences. • Can provide basic information about familiar things (e.g., favourite toys, ages of their brothers and sisters, names of pets). • Can name the main body parts (e.g., ears, nose, hands, feet). • Can briefly talk about weekend plans or holiday celebrations.
 Elementary A1.1 Reading	 Elementary A1.2 Reading
<ul style="list-style-type: none"> • Can recognize some words and straightforward sentences in simple texts, if these words have been previously encountered. 	<ul style="list-style-type: none"> • Can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols. • Can recognize previously encountered words and parts of words. • Can recognize short text messages as well as short greetings (e.g., “get well soon”, “happy birthday”). <ul style="list-style-type: none"> ✓ Can understand short text in picture books and illustrated material. ✓ Can read simple, short text, word by word and pick out the main information. ✓ Can identify key words (e.g., names of people or places) in textbooks. ✓ Can use illustrations to recognize text topic. ✓ Can follow familiar mathematical examples in the textbook.
 Elementary A1.1 Writing	 Elementary A1.2 Writing
<ul style="list-style-type: none"> • Can copy or print/write own name. • Can print/write simple words with assistance. • Can copy or print/write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house). 	<ul style="list-style-type: none"> • Can print/write very simple informal messages (e.g., a note on a postcard or a note to wish a friend a happy birthday). • Can print/write simple information about themselves (e.g., name, age, favourite things).



Elementary A1.1 Writing	Elementary A1.2 Writing
	<ul style="list-style-type: none"> • Can print/write simple descriptions of everyday objects (e.g., a brief description of their home or a pet). <ul style="list-style-type: none"> ✓ Can copy or print/write words being learned in class. ✓ Can fill in gapped text using a word list of familiar words.



ELEMENTARY LEARNER AT A2

 Elementary A2.1 Listening	 Elementary A2.2 Listening
<ul style="list-style-type: none"> • Can understand the main points in simple, clear, and short audio announcements and messages. • Can understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to get from X to Y). • Can understand others' expression of feelings (e.g., whether they are indicating they are happy/sad, well/ill). • Can extract important information from audio texts (e.g., there will be an indoor recess because of the cold temperature) provided the message is delivered clearly. • Can understand phrases and high frequency vocabulary related to areas of personal interest. • Can catch the main point in short, clear, simple messages and communications. <ul style="list-style-type: none"> ✓ Can understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic. ✓ Can understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly and clearly. ✓ Can understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud. 	<ul style="list-style-type: none"> • Can generally comprehend the general idea of overheard conversations. • Can understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an announcement of a bus delay, an intercom announcement at school). • Can understand an audio advertisement if it is delivered clearly and concerns a product of interest to the student. • Can understand the dialogue of a movie or cartoon when the visuals provide contextual support. • Can generally identify changes in the topic of discussion if people speak slowly. <ul style="list-style-type: none"> ✓ Can listen to other students' contributions in class, and use these responses as models for their own. ✓ Can understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests). ✓ Can understand simple mathematical processes when explained. ✓ Can understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline). ✓ Can get the main idea of a short text when read aloud clearly and slowly. ✓ Can get the main idea of an age-appropriate audio-visual presentation. ✓ Can follow verbal instructions for a game when spoken clearly and slowly.



 Elementary A2.1 Spoken Interaction	 Elementary A2.2 Spoken Interaction
<ul style="list-style-type: none"> • Can express common greetings such as, “happy birthday”, “happy new year”. • Can express common feelings (e.g., “I am cold”; “I am hungry”, “I am thirsty”). • Can participate in a short telephone conversation prepared for in advance. • Can ask straightforward questions in familiar situations (e.g., asking the location of an item, asking for directions, asking for the time) and understand the responses. • Ask others about what they like to eat or drink. • Can exchange information about everyday matters using simple vocabulary (e.g., favourite sports, names of pets, holiday plans). • Can ask others simple questions concerning their homes (village/town) or their interests. • Can make and accept apologies. <ul style="list-style-type: none"> ✓ Can ask for assistance in understanding textbook problems. ✓ Can ask for clarification of unknown words and expressions. ✓ Can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”). 	<ul style="list-style-type: none"> • Can ask for a word to be spelled out and can spell out names or words themselves. • Can ask appropriate questions during a conversation to ensure the other person understands them. • Can ask someone to repeat themselves or say something a different way. • Can take part in simple social interactions asking people what they do at school and what they like to do in their spare time. Can reply to these sorts of questions themselves when asked. • Can ask for information (e.g., how to get to a location) as well as offer simple explanations to others. <ul style="list-style-type: none"> ✓ Can ask other students to confirm solutions to problems.
 Elementary A2.1 Spoken Production	 Elementary A2.2 Spoken Production
<ul style="list-style-type: none"> • Can indicate personal strengths and weaknesses. • Can describe their home, how to how to get there, and possibly the length of time spent in travelling there. • Can describe basic aspects of their day by day life, such as favourite foods and daily activities. • Can talk briefly about familiar topics, such as favourite sports and pets. 	<ul style="list-style-type: none"> • Can describe, using simple words, a daily event at home or school. • Can describe, using simple words, their opinion of a situation or event. • Can provide a simple description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar). • Can provide a short, simple account of something experienced (e.g., a class trip, a party, a game they played).



Elementary A2.1 Spoken Production	Elementary A2.2 Spoken Production
<ul style="list-style-type: none"> ✓ Can talk about a familiar topic in a short presentation, prepared in advance. 	<ul style="list-style-type: none"> • Can express what they like and/or dislike about something with which they are familiar (e.g., a song, a book, a particular place) and can provide some brief indication of reasons for their opinions. • Can provide some information concerning their culture’s celebrations and special events. ✓ Can say most numbers (including the year) without hesitation. ✓ Can describe simple mathematical processes (e.g., “You add two to three and get five.”). ✓ Can produce a summary of a short story expressed in a simple sequence of events.

 Elementary A2.1 Reading	 Elementary A2.2 Reading
<ul style="list-style-type: none"> • Can follow a set of clear-cut instructions (e.g., for a simple craft project), especially if there are pictures or diagrams to illustrate the most important steps. • Can understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. • Can locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice). ✓ Can read and understand texts written in simple language using common words and/or words recognized from other known languages. ✓ Can understand most of what occurs in a well-structured short story and can identify the story’s main characters. 	<ul style="list-style-type: none"> • Can distinguish and understand the important information in everyday visual text (e.g., signs around the school, the weather forecast, sports scores). • Can use everyday reference material (e.g., catalogue, yellow pages). • Can follow instructions for using everyday equipment (e.g., vending machines). • Can understand the main information in short articles and reports (e.g., a list of school rules) if they deal with familiar subjects. • Can understand the main points in a straightforward personal communication if the topic is familiar. • Can use the alphabet to find particular items in lists (e.g., a telephone book). ✓ Can read patterned and predictable text. ✓ Can understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).



 Elementary A2.1 Writing	 Elementary A2.2 Writing
<ul style="list-style-type: none"> • Can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks. • Can print/write, either by hand or electronically, an informal invitation to others their age, reply to such an invitation or confirm/cancel/change an invitation. • Can write short sentences expressing wants and preferences. • Can write, with the help of illustrations, an explanation of where they live and how to get there. • Can use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. • Can prepare simple reminders or notes for personal use (e.g., diary, journal, homework book). <ul style="list-style-type: none"> ✓ Can write an introduction or conclusion to a story given some assistance. ✓ Can copy dates and facts from short, simple text. ✓ Can label charts, diagrams, and maps. 	<ul style="list-style-type: none"> • Can provide descriptions of common objects or familiar places using short, simple sentences. • Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party or celebration, an accident, a daily routine). Can include concrete details such as what, where, and when. • Can exchange useful information with friends in emails or short notes. • Can write a simple letter or thank-you note. <ul style="list-style-type: none"> ✓ Can tell a simple story (e.g., the best holiday ever or life in the future). ✓ Can use simple grammatical structures. ✓ Can write straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’. Can use important connecting words to indicate chronological order (e.g., ‘then’, ‘after’, ‘later’). ✓ Can devise a timeline for a topic. ✓ Can write a summary sentence of a text’s main ideas. ✓ Can write about classroom learnings in a diary or journal. ✓ Can fill in missing facts, names, and subject specific terms in gapped texts. ✓ Can write down key words and phrases during an oral presentation.

ELEMENTARY LEARNER AT B1



 Elementary B1.1 Listening	 Elementary B1.2 Listening
<ul style="list-style-type: none"> • Can understand when people speak at normal speed on familiar topics, although there may be a need to repeat particular words and phrases. • Can understand clear audio announcements (e.g., morning message over the school intercom). • Can follow the main idea of audio text if the topic is familiar and the text can be replayed. • Can understand the main points of even a relatively long discussion if it concerns a familiar topic, and if the people involved use Standard English and do not speak too quickly. • Can understand the most important information on a television program when visuals support the message. • Can understand many media programs dealing with subjects of interest if the people talk slowly and clearly. <ul style="list-style-type: none"> ✓ Can understand some colloquial expressions related to the classroom, and to sports and games. ✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by board and/or textbook illustrations, and there is an opportunity for clarification. ✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and student is familiar with the vocabulary of the topic under discussion. 	<ul style="list-style-type: none"> • Can understand the main point and the important details of audio recordings provided standard language is used and the topic is one of interest. • Can understand the main points in a relatively long conversation the student overhears. <ul style="list-style-type: none"> ✓ Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic. ✓ Can understand teacher explanations of experiments, processes, instructions, etc. especially when supported by board and/or textbook illustrations. ✓ Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification. ✓ Can understand a short film on a familiar topic. ✓ Can understand the main points of stories and other text read aloud in the classroom.



 Elementary B1.1 Spoken Interaction	 Elementary B1.2 Spoken Interaction
<ul style="list-style-type: none"> • Can have simple telephone conversations with a known audience. • Can explain to a teacher where they are having difficulty. • Can express opinions on familiar subjects and ask for others' opinions. 	<ul style="list-style-type: none"> • Can indicate that something is causing a problem and also explain why. • Can initiate a conversation and help to keep it going. • Can ask spontaneous questions.

Elementary B1.1 Spoken Interaction	Elementary B1.2 Spoken Interaction
<ul style="list-style-type: none"> • Can sustain a conversational exchange with a peer in the classroom when the topic is familiar though there may be some difficulty in understanding and being understood from time to time. • Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to think about it. • Can repeat what has been said and convey this information to another. <ul style="list-style-type: none"> ✓ Can offer comments and otherwise contribute in a small group situation. ✓ Can ask questions about mathematical procedures. 	<ul style="list-style-type: none"> • Can participate in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. <ul style="list-style-type: none"> ✓ Can actively participate in group work, expressing opinions and making suggestions. ✓ Can ask questions about mathematical and scientific procedures. ✓ Can ask questions about vocabulary choices, word order, sentence structure, and language forms. ✓ Can ask questions about text for clarity or information.

 Elementary B1.1 Spoken Production	 Elementary B1.2 Spoken Production
<ul style="list-style-type: none"> • Can briefly explain and justify her/his points of view, ideas, and plans. • Can describe personal goals and intentions. <ul style="list-style-type: none"> ✓ Can retell a simple story read /heard in class. ✓ Can describe what is occurring in a film or book, and share a personal opinion about it. ✓ Can verbally indicate willingness to participate in sports and games, and join in discussion of team performance. 	<ul style="list-style-type: none"> • Can clearly explain how something is done or used (e.g., how to behave at an assembly, how to take out a library book) • Can make announcements using simple words and phrasing (e.g., present information about the daily schedule to visitors). • Can clearly express feelings and opinions, and explain the reasons for them. • Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. • Can present an argument clearly enough to be understood most of the time. • Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle). Can respond to clear questions regarding the presentation. • Can talk in some detail about similarities and differences between their current residence and their place of origin.

Elementary B1.1 Spoken Production	Elementary B1.2 Spoken Production
	<ul style="list-style-type: none"> ✓ Can contribute personal understandings of observations, experiments, etc. and express personal opinions about various texts being studied in class. ✓ Can talk about solutions to mathematics and science problems in everyday language.

 Elementary B1.1 Reading	 Elementary B1.2 Reading
<ul style="list-style-type: none"> • Can identify and understand the important information in simple, clearly drafted print materials, such as school handouts or newsletters provided there are a limited number of abbreviations and colloquialisms. • Can understand the purpose of a website. • Can understand most short instructions (e.g., safety regulations on the playground or gym). • Can understand clear, simple instructions with some visual support (e.g., instructions on a craft project). • Can understand straightforward letters and messages. <ul style="list-style-type: none"> ✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. ✓ Can use key words, diagrams, and illustrations to support reading comprehension. 	<ul style="list-style-type: none"> • Can look at straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest or applicable. • Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied. <ul style="list-style-type: none"> ✓ Can read and follow directions for experiments and other classroom projects. ✓ Can understand subject specific words. ✓ Can understand most vocabulary in narrative text. ✓ Can distinguish between fictional and factual text.


 Elementary B1.1 Writing	 Elementary B1.2 Writing
<ul style="list-style-type: none"> • Can describe everyday places, objects, or events (e.g., a magic show at school, a field trip to a farm) using complete sentences that are connected to each other. • Can express what has been learned, how it has been learned, and learning goals for the future. • Can write a report on an important personal experience (e.g., moving to a new home, getting a pet). 	<ul style="list-style-type: none"> • Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct in the school). • Can take notes (or make other representations) when listening. • Can present, in simple sentences, a personal opinion on an issue provided there is knowledge of specific vocabulary related to the issue under examination. • Can recount a personal experience.


Elementary B1.1 Writing	Elementary B1.2 Writing
<ul style="list-style-type: none"> • Can write simple, short descriptions of personal experiences without assistance. ✓ Can summarize simple text dealing with familiar subjects. ✓ Can use a writing frame to write short, simple descriptive or expository texts. ✓ Can work through examples from science or mathematics resources. 	<ul style="list-style-type: none"> • Can describe objects of interest (e.g., a video game, a toy, a favourite sport), explaining the advantages and disadvantages involved. ✓ Can give a brief written description of an experiment, a process, or a concept. ✓ Can write about reactions to class work and experiments in a learning journal. ✓ Can write a short summary of narrative or expository text including audiovisual productions. ✓ Can write short descriptive, narrative, or expository text. ✓ Can write personal letters describing feelings, experiences, and reactions.


CAN DO SELF-ASSESSMENT SCALE


ELEMENTARY (GRADES 1-5) CFR CAN DO SELF-ASSESSMENT SCALE


ELEMENTARY LEARNER AT A1.1

 Elementary A1.1 Can Do Statements for Listening Skills
I can recognize my name when spoken by another person.
I can understand basic greetings, farewells, and common expressions of politeness like 'hello', 'goodbye', and 'sorry'.
I can identify words for people around me such as teacher, mother, brother, doctor.
I can often recognize English words which are similar to words in my known language(s).
I can understand simple questions about me such as my name, address, and country of origin.
I can understand when others give me simple information such as their name, age, and where they are from.
I can understand simple classroom instructions, such as "Stand up, please", "Come here", or "Close the door, please" when said slowly and clearly, possibly with accompanying gestures and pictures.
I can understand simple information about an object (for example, the size and colour of a ball, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
I can understand words, names, and numbers previously learned when I hear them in a short, simple recording delivered at a slow pace.
I can identify the sounds of most letters in context.
I can identify the names of common colours when I hear them.


 Elementary A1.1 Can Do Statements for Spoken Interaction Skills
I can give my name and ask others for their names.
I can point to an object and ask what it is.
I can let another person know when I do not understand.
I can use one or two learned expressions of greeting, farewell, and politeness such as 'hello', 'goodbye', 'please', and 'thank you'.
I can respond to clear, simple questions about familiar things such as my name, age, and birthplace using a learned language pattern.
I can ask for something if I may point and use gestures.


	Elementary A1.1 Can Do Statements for Spoken Production Skills
	I can say how I am feeling.
	I can name some common objects around me such as a desk, a door, and my favourite foods.
	I can state basic information such as my name, age, address, and the country I am from.
	I can use some basic language structures learned in class such as “My name is...”, “I come from ...”, “I live at...”

	Elementary A1.1 Can Do Statements for Reading Skills
	I can recognize some words and straightforward sentences in simple texts if I have seen them before.
	I can understand short and simple instructions if I have seen them before in the same (or very similar) form.


	Elementary A1.1 Can Do Statements for Writing Skills
	I can copy or print/write my own name.
	I can print/write simple words and sentences with assistance.
	I can copy or print/write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house).


ELEMENTARY LEARNER AT A1.2


 Elementary A1.2 Can Do Statements for Listening Skills
I can understand what is being said if the person speaks slowly and carefully.
I can understand numbers, times, and other pieces of short information if spoken slowly and clearly.
I can understand and follow basic instructions from friends for playing games in the playground.
I can identify basic phrases that show position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person).
I can understand some words and expressions when others are talking about me, my family, or my classroom if their speech is clear and slow.
I can understand what is being said about the colour, size, and ownership of familiar objects such as a lunch bag or pencil case, if the information is spoken clearly and slowly.
I can understand the most important information in a simple talk, provided I already know about the subject and the talk is accompanied by pictures or drawings.
✓ I can understand simple calculations using 'plus', 'minus', and 'times'.
✓ I can recognize numbers and shapes when spoken aloud as well as some math terms.
✓ I can understand most of a short story when it is read slowly and clearly, and has pictures or drawings with it.
✓ I can recognize the names of some sports and the equipment used in those sports.
✓ I can listen to instructions for games and follow teacher or students when they show me how to do something.


 Elementary A1.2 Can Do Statements for Spoken Interaction Skills
I can exchange a few words with others in basic situations if they are willing to repeat, speak slowly, or maybe say something a different way.
I can answer simple questions using individual words, expressions, or short sentences.
I can ask where a familiar object is as well as answer this type of question, if asked.
I can make simple needs understood (e.g., ask for the loan of a pencil or other classroom material). I can offer these items to others as well.
I can express how I am feeling and also inquire how others feel.
I can communicate the size and name the colour of objects familiar to me. I can also ask others about these qualities.
I can meet and say goodbye to people using correct expressions.

Elementary A1.2 Can Do Statements for Spoken Interaction Skills	
	I can introduce myself.
	I can indicate time (e.g., date, time of day, season). I can also ask others about 'time'.
	I can ask others their names, where they live, and about the things they have.
	✓ I can ask for help with vocabulary.


	Elementary A1.2 Can Do Statements for Spoken Production Skills
	I can introduce myself stating my name, where I am from, and what school I attend.
	I can provide basic information about things familiar to me, such as my favourite toys, the ages of my brothers and sisters, or the names of my pets.
	I can name the main parts of the body (for example, the ears, nose, hands and feet).
	I can point out things I like and dislike.
	I can briefly talk about weekend plans or holiday celebrations.


	Elementary A1.2 Can Do Statements for Reading Skills
	I can understand words and expressions on signs when everyday language is used and signs are possibly accompanied by symbols.
	I can understand words and parts of words I have seen before.
	I can recognize short text messages and greetings (e.g., "back in an hour" "happy birthday").
	✓ I can understand short text in picture books and other print material.
	✓ I can pick out the main information from simple, short text if I read word by word.
	✓ I can identify key words in textbooks such as the names of people or places.
	✓ I can use pictures to make out the topic of textbooks and other print material.
	✓ I can follow familiar mathematical examples in my textbook.


	Elementary A1.2 Can Do Statements for Writing Skills
	I can print/write short messages such as post cards and birthday greetings.
	I can print/write simple information about myself such as my name, age, address, and my favourite things.
	I can print/write simple descriptions of everyday objects like the colour of my house or a brief description of my pet.


	Elementary A1.2 Can Do Statements for Writing Skills
	✓ I can copy or print/write words that are being learned in class.
	✓ I can fill in the blanks using a list of familiar words.


ELEMENTARY LEARNER AT A2.1

 Elementary A2.1 Can Do Statements for Listening Skills
I can understand the main points in most simple, clear, and short audio announcements and messages.
I can understand short, clear, and simple instructions and explanations when spoken slowly (for example, how to get from X to Y).
I can understand other people when they indicate they are happy or sad, well or ill, etc.
I can identify important information from audio texts (e.g., there will be an indoor recess because it is so cold) if the message is spoken clearly.
✓ I can understand the most important points in a basic talk or presentation which has drawings and/or diagrams if I knew something about the topic before.
✓ I can understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.
✓ I can understand the main points in a short, simple story or a report if I knew something about the topic before and it is told clearly and slowly.


 Elementary A2.1 Can Do Statements for Spoken Interaction Skills
I can express common greetings such as “happy birthday” or “happy new year”.
I can express common feelings such as, “I am cold”, “I am hungry”, “I am thirsty”.
I can participate in a short telephone conversation if I have prepared for it.
I can ask straightforward questions in familiar situations such as asking where something is or asking the time, and I can understand the response.
I can ask other people what they like to eat or drink.
I can exchange information about everyday events using simple vocabulary (e.g., favourite sports, names of pets, holiday plans).
I can ask other people simple questions about the places where they have lived or their interests.
I can make and accept apologies.
✓ I can ask for help in understanding textbook problems.
✓ I can ask for help in understanding unknown words and expressions.
✓ I can ask how to express something in another language (e.g., “How do you say ‘kilómetro’ in English?”).


	Elementary A2.1 Can Do Statements for Spoken Production Skills
	I can indicate my strengths and weaknesses.
	I can describe my home, how to get there, and possibly the length of time it takes to get there.
	I can describe basic aspects of my daily life such as my favourite foods and activities.
	I can talk briefly about familiar topics such as favourite sports and animals.
	✓ I can talk about something familiar to me in a short presentation, prepared in advance.


	Elementary A2.1 Can Do Statements for Reading Skills
	✓ I can follow a set of clear instructions (e.g., for a simple craft project) especially if there are pictures or diagrams to show me the important steps.
	✓ I can understand much of what is written in short, simple texts on subjects I know something about and am interested in.
	✓ I can locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice).
	✓ I can read and understand material written in simple language which uses common words and/or words I recognize from languages I know.
	✓ I can understand most of a short story and can identify the story's main characters.
	✓ I can understand the main ideas of short articles and ads written on a familiar topic.


	Elementary A2.1 Can Do Statements for Writing Skills
	I can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks.
	I can print/write, either by hand or electronically, an informal invitation to people my age, reply to such an invitation, or confirm/cancel/change an invitation.
	I can write short sentences expressing my wants and favourite things.
	I can print/write, with the help of drawings, a description of where I live and how to get there.
	I can write about things such as my surroundings, my daily activities, and people around me.
	I can prepare simple reminders or notes for personal use such as a diary or a journal.
	✓ I can write an introduction or conclusion to a story if I have some help.
	✓ I can copy dates and facts from short, simple text.
	✓ I can label charts, diagrams, and maps.


ELEMENTARY LEARNER AT A2.2


 Elementary A2.2 Can Do Statements for Listening Skills
I can get a general understanding of what people are talking about when I overhear their conversation.
I can understand straightforward audio messages such as an announcement of a bus delay or an intercom announcement, if these messages are spoken slowly and clearly.
I can understand a commercial that I hear if the person speaks clearly and the message concerns a product or service of interest to me.
I can generally understand the dialogue of a movie, television program, or cartoon when the pictures are there to help me understand.
I can generally identify changes in the topic of discussion if people are speaking slowly.
✓ I can listen to other students' contributions in class, and use these responses as models for my own responses.
✓ I can understand a presentation on a topic when I am familiar with the topic and the report is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person my age on a topic of interest).
✓ I can understand simple technical explanations if they are given slowly and there is the opportunity for me to ask questions (e.g., how to use different types of equipment, how to set up a simple science experiment, how to create a timeline).
✓ I can get the main idea of a short text when it is read clearly and slowly.
✓ I can get the main idea of an audio-visual presentation.
✓ I can follow verbal instructions on how to play a game as long as the instructions are spoken clearly and slowly.

 Elementary A2.2 Can Do Statements for Spoken Interaction Skills
I can ask for a word to be spelled out, and I can spell out common names and words when asked.
I can ask the right questions during a conversation to make sure the other person understands me.
I can ask someone to say something more clearly or to repeat themselves.
I can take part in simple social interactions asking people what they like to do at school and what they do in their spare time. I can reply to these sorts of questions when asked.
I can ask for information such as how to get somewhere, as well as offer simple explanations to others.
✓ I can ask other students if my solutions to problems are correct.


	Elementary A2.2 Can Do Statements for Spoken Production Skills
	I can briefly describe a daily event at home or school.
	I can briefly describe my opinion of an event (e.g., “That was a great field trip” or “I did not enjoy the concert”). I can also provide some reasons for my opinion.
	I can give a brief description of a familiar object such as a pet.
	I can talk briefly about something I have experienced.
	I can talk a little about my culture’s holidays and special events.
	✓ I can give a summary of events in a short story.
	✓ I can describe simple math procedures (e.g., “You add two to three to get five.”).
	✓ I can say most numbers including the date without hesitating.


	Elementary A2.2 Can Do Statements for Reading Skills
	✓ I can pick out and understand the most important information in everyday reading material (e.g., signs around the school, sports scores in the newspaper).
	✓ I can follow printed instructions for using everyday equipment such as a vending machine.
	✓ I can use everyday reference material like a catalogue or the yellow pages.
	✓ I can use the alphabet to find particular items in lists (e.g., the telephone book).
	✓ I can understand the main points in a straightforward personal communication such as a letter or an email message, if the topic is familiar.
	✓ I can understand printed text when it uses sentence patterns I have seen before.
	✓ I can understand the main points in short articles and reports, if they deal with familiar subjects.
	✓ I can understand short instructions which have step-by-step pictures (e.g., simple science experiments, instructions for art pictures.).


	Elementary A2.2 Can Do Statements for Writing Skills
	I can write brief descriptions of common objects, events, or familiar places.
	I can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. I can include concrete details such as what, where, and when.
	I can exchange useful information with friends in emails or short notes.
	I can write a simple letter or thank-you note.
	✓ I can write a very simple story such as the best holiday ever or my life in the future.

	Elementary A2.2 Can Do Statements for Writing Skills
	✓ I can make a timeline for a topic.
	✓ I can write a summary sentence of a text's main ideas.
	✓ I can write in my diary or journal about what I have learned.
	✓ I can fill in the blanks with missing information such as facts, names, and terms.


ELEMENTARY LEARNER AT B1.1


 Elementary B1.1 Can Do Statements for Listening Skills
I can understand when people speak at a normal speed on topics about which I know something. Sometimes I need them to repeat particular words.
I can understand short, clear announcements such as the morning message over the school intercom.
I can follow the main idea of recordings if the topic is familiar to me and if it can be replayed, as necessary.
I can understand the main points of even a long conversation if it is about something familiar to me and the speakers use basic English and do not speak too quickly.
I can understand most of a television or other media program when the topic is of interest to me, there are visuals to support the meaning, and people talk slowly and clearly
✓ I can understand some informal or slang expressions related to the classroom, and to sports and games.
✓ I can understand teacher explanations of experiments, processes, etc. when given slowly with diagrams and I have the chance to ask questions.
✓ I can follow small group discussions between two English speakers, if they take their time and I am familiar with the topic they are discussing.

 Elementary B1.1 Can Do Statements for Spoken Interaction Skills
I can have simple telephone conversations with people I know.
I can explain to my teacher where I am having problems.
I can have a fairly long conversation with someone in my classroom when the topic is familiar to me although there may be some difficulties in being understood once in awhile.
I can express an opinion on a familiar topic and ask other people for their opinions as well.
I can interview others if I prepare the questions ahead of time. Sometimes I ask a question that I just thought about.
I can repeat what has been said and pass this information on to another person.
✓ I can offer comments and add to a small group discussion.
✓ I can ask questions about math and science procedures.


 Elementary B1.1 Can Do Statements for Spoken Production Skills
I can briefly explain my point of view, ideas, and plans.


Elementary B1.1 Can Do Statements for Spoken Production Skills	
	I can describe my goals and intentions.
✓	I can retell a simple story I have read or heard in class.
✓	I can describe what is occurring in a film or book, and indicate my personal opinion about it.
✓	I can state my willingness to join in sports and games, and discuss things like a team's performance.


	Elementary B1.1 Can Do Statements for Reading Skills
	I can identify and understand the important information in print materials such as school handouts or newsletters if there are not too many abbreviations and colloquialisms.
	I can understand the purpose of a web site.
	I can understand straightforward letters and messages.
	I can understand most short instructions with some drawings or pictures (e.g., safety regulations on the playground or in the gym).
✓	I can understand printed material of different lengths as long as the words used are familiar and/or are about things in which I am interested.
✓	I can use key words, diagrams, and illustrations to help me understand what I am reading.

	Elementary B1.1 Can Do Statements for Writing Skills
	I can describe everyday places, objects, or events (e.g., a magic show at school, a field trip to a farm) using complete sentences that are connected to each other.
	I can express what I have learned, how I learned it, and my learning goals for the future.
	I can print/write simple, short descriptions about my personal experiences without needing help. I can describe an event using simple, correctly structured sentences.
	I can print/write a report on an important personal experience such as moving to a new home, getting a pet, or joining a school club.
✓	I can summarize simple writing which deals with a familiar topic.
✓	I can use a writing frame to print/write short, simple descriptions or explanations.
✓	I can work through examples from my science and math textbooks.


ELEMENTARY LEARNER AT B1.2


 Elementary B1.2 Can Do Statements for Listening Skills
I can understand the main point and the important details of sound recordings, if basic language is used and the topic is of interest to me.
I can understand the main points in a fairly long conversation I have overheard.
✓ I can understand clear and organized classroom talks and presentations, as long as I know something about the topic.
✓ I can understand teacher explanations of how to do things (e.g., a science experiment), especially when there are pictures to help me.
✓ I can follow classroom talk between two or more English speakers. Only once in a while do I need to ask for help understanding.
✓ I can understand a short film on a familiar topic.
✓ I can understand the main points of stories and other writing when they are read aloud.


 Elementary B1.2 Can Do Statements for Spoken Interaction Skills
I can let another person know when something is causing a problem and explain why it is a problem.
I can ask spontaneous questions.
I can start a conversation and help to keep it going.
I can take part in long conversations with peers on subjects of common interest, if others make an effort as well.
✓ I can actively engage in group work, giving my opinion and making suggestions.
✓ I can ask questions about how to do procedures in subjects such as math and science.
✓ I can ask about language forms, vocabulary choices, and organizational structures.
✓ I can ask questions about text to learn more.

 Elementary B1.2 Can Do Statements for Spoken Production Skills
I can clearly explain how something is done or used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
I can make announcements using simple words and phrasing (e.g., present the morning's program to visitors).
I can clearly express my feelings and explain the reasons for them.
I can express an opinion on different topics associated with everyday life and issues such as giving a short talk on bullying in school.

Elementary B1.2 Can Do Statements for Spoken Production Skills	
	I can speak fairly smoothly, though I may pause to correct myself. I am usually understood by others.
	I can use a fairly large number of different words and expressions.
	I can present an argument clearly enough to be understood most of the time.
	I can provide clear instructions to explain a process with which I am familiar such as how to look after a pet, how to bake a cake, or how to repair a bicycle. I can answer questions when asked about these instructions.
	I can talk in some detail about similarities and differences between where I live now and my previous home.
	✓ I can talk about solutions to math and science problems in everyday language.
	✓ I can add my thoughts and opinions to the topics being studied in class.
	✓ I can offer an opinion about a piece of writing being studied in class.

	Elementary B1.2 Can Do Statements for Reading Skills
	I can look at basic printed material such as newspapers, magazines, brochures, and information on the Internet and identify the topic as well as whether the information contained might be of interest or use to me.
	✓ I can read and understand basic, factual text on subjects related to my interests and/or what we are studying in class.
	✓ I can read and understand current articles and reports in which the authors are presenting and defending a particular point of view.
	✓ I can read and follow directions for experiments and other classroom projects.
	✓ I can understand subject-specific words.
	✓ I can understand most words in stories and reports.
	✓ I can tell whether a piece of writing has been written to inform, to entertain, to prove a point, etc.

	Elementary B1.2 Can Do Statements for Writing Skills
	I can list the advantages and disadvantages of things related to me such as the rules and regulations in my school.
	✓ I can describe an object of interest to me such as a digital game, a fashion fad, or a particular sport and explain why I like it.

	Elementary B1.2 Can Do Statements for Writing Skills
	✓ I can present, in simple sentences, an opinion on subjects if I know the words used with the topic.
	✓ I can take notes when listening to a presentation.
	✓ I can write a letter expressing my opinion and giving details of my feelings and experiences.
	✓ I can write about a personal experience.
	✓ I can write a summary of a story or another piece of writing including audiovisual effects.
	✓ I can write about an experiment, a process, or a concept being studied.