
Common Framework of Reference (CFR)
**EAL Writing Rubrics and
Student Exemplars: Grades 9-12**

June 2014



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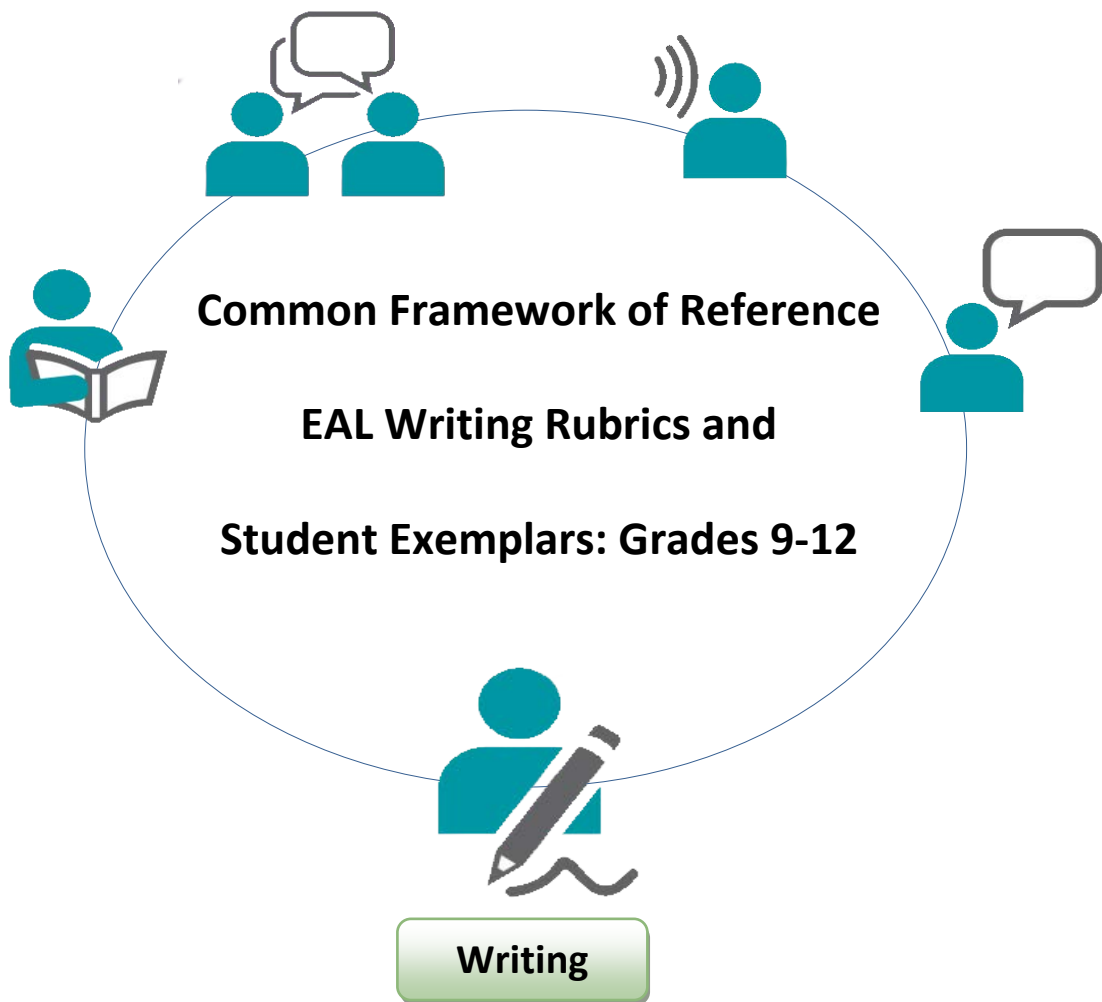


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COMMON FRAMEWORK OF REFERENCE (CFR)

INTRODUCTION

Adoption of the Common Framework of Reference (CFR) as a language reference tool has facilitated ministry collaboration with school divisions on approaches that promote greater consistency with planning, instruction, and assessment of learners with English as an Additional Language (EAL) needs.

The CFR is an international, skill-based language framework that focuses on language use to perform meaningful tasks in authentic contexts. For school-aged children with EAL needs, an authentic context is the *school* and meaningful tasks are associated with *learning outcomes*. For children learning English, the CFR outlines success through a continuum of observable behaviours and descriptors of language progress that are applicable to the context of schooling.

The ministry document ***A Guide to Using the CFR with EAL Learners (2012)*** offers detailed information about each of the six levels of language progress that lead learners to upper levels of proficiency. Learners who do not reach these levels of proficiency will have difficulty achieving the learning outcomes in Saskatchewan curricula.

In addition to six levels of progress, the CFR is organized around five areas of skill development: listening, speaking (spoken production and spoken interaction), reading and writing. This support document, titled ***Common Framework of Reference (CFR): EAL Writing Rubrics and Student Exemplars Grades 9-12***, focuses specifically on skill development in the area of writing. In the document, you will find writing rubrics and exemplars that illustrate how writing progress can be monitored and assessed at each level of the CFR. Student writing samples have been gathered from a cross-section of EAL learners in various grades, with diverse language backgrounds and prior learning experiences. The selected samples offer evidence of writing progress along the six levels of the CFR for EAL (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2) across all grades.

In keeping with the intent of the CFR, English language learning should be viewed as a journey and not a rigid set of fixed descriptors confined by level. Learners often start their journey at A1.1 and move toward increased levels of language proficiency. They can look back at the progress they have made on their journey and plan, with guidance from teachers, parents, peers and others, their route to the next level.

The writing exemplars in this document illustrate that a single sample of writing rarely fits neatly into one level; some writing features may closely resemble those from a previous level or at a higher level. However, a general snapshot of each student’s capabilities with written language can be gleaned through a collection of writing samples gathered over a period of time from several different learning contexts or areas of study.

KEY TERMS

CFR Global Level Descriptors, Writing Exemplars, Prompts and Rubrics are included in this document. Definitions of these terms are given below.

CFR Global Level Descriptors highlight observable language behaviours in social or academic contexts as identified within the five skill areas. The statements describe growing levels of proficiency according to the learner’s performance within ‘real-world’ contexts.

Writing Exemplars demonstrate a student’s writing skills or performance at a particular level of achievement.

Writing Prompts usually contain questions to help students pick a topic for the writing task. An example would be: If you could travel to any place in the world, where would you go and why?

Writing Rubrics offer criteria that describe student performance at various stages of writing proficiency. Rubrics provide guidelines for judging quality and for making expectations explicit.

USE OF RUBRICS AND EXEMPLARS

The rubrics and exemplars included in this document will help teachers and administrators to:

- Establish criteria for assessment that will enable students to reflect on their work and to see where and how to improve their written skills in English;
- Provide a basis for conversations among teachers, parents, and students about assessment processes and the relationship to progress along the CFR scale;
- Facilitate communication with parents regarding their child’s progress with English language learning;
- Promote fair and consistent assessment of learner progress across subject areas through the additional lens of language learning.

Teachers may want to:

- Review and analyze features of the writing samples provided in the document with their students;
- Provide explicit instruction about English writing skills based on the writing samples and skill descriptors provided in the CFR scale;
- Use the rubrics to clarify expectations and as reference points when assessing various types of student writing;
- Use the rubrics and prompts to design comparable writing tasks for their students;
- Create writing rubrics that reflect information provided in this document, as well as local classroom needs (e.g., language transference issues from local dialects).

Administrators may choose to:

- Facilitate school-wide collaboration toward consistent assessment and reporting practices for learners of EAL;
- Arrange for professional learning opportunities that focus on writing rubrics and exemplars for EAL learners at various ages and stages of learning;
- Facilitate sessions for school councils and parent groups using this document as a starting point for topics related to EAL, such as curriculum expectations, use of the CFR, or assessment practices.

OBSERVATIONS ON EXEMPLARS

The student exemplars in the document present an illustrative sampling of the writing skills within a particular level of the CFR framework. While students rarely exhibit writing skills restricted to just one level, there is usually evidence to show that learner strengths are prevalent in one level. This means that the writing skills have been displayed by the student in several written tasks and the teacher can report, with confidence, that the student has written skills at the identified level of the CFR.

The writing samples in the document should be seen in the context in which they were written.

- Each sample represents a snapshot of the student's writing at a particular point in time.
- Different classrooms participated in writing a response to a given prompt. Individual students in these classrooms may or may not have been thoroughly engaged with the prompt.
- The amount of support available to EAL learners varied in each classroom. This is a factor which may have affected the degree of participation in the writing process.
- The writing samples are representative of one writing genre only.

Teachers of EAL learners in Saskatchewan school divisions are encouraged to consider class and school projects for gathering student writing samples that can be added to the samples provided in this document. Teacher groups who participated in the production of exemplars for this document reported that professional sharing and rich discussions involved with the identification of exemplars provided invaluable professional learning opportunities within their school division. This process could easily be replicated in other school divisions.


PART 1: CFR GLOBAL DESCRIPTORS


GRADES 9 – 12



CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT: GRADES 9 – 12

Global level descriptors of language skills across CFR levels for Grades 9 through 12 are provided in the charts that follow.


Level B1.2 in each chart signals the stage at which EAL learner skills and abilities become more closely aligned with those of English speaking peers. For comparative purposes, a chart of year-end grade level expectations for **English Language Arts (ELA)** has been placed next to the global descriptors for EAL learners at Level B1.2. The acronym *wcpm* is used to denote ‘word count per minute’.

| GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT | | | | | | | |
|---|---|--|---|---|--|---|--|
| CFR Levels | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | ELA Grade 9* “Meeting Expectations” |
| Skills | | | | | | | |
| Listening  | Recognizes own name when spoken by another person. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often | Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. | Understands the main points in short simple stories, reports, and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. | Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks | Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements, and television shows (if supported by visuals). There may be a need to repeat particular words and | Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to | Listens purposefully and responds appropriately to a range of oral communications including conversations, discussions, interviews, speeches, and oral directions. Evaluates oral information and ideas recognizing train of thought, main points, and presentation techniques. Selects and uses appropriate strategies to construct meaning |

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| | recognizes spoken words similar to those in known languages. Can identify the names of common colours when heard. | | | slowly and clearly. Can listen to other students' contributions in class, and use these responses as models for their own. | phrases or to replay text. | request clarification. | before listening (e.g., formulating focus questions), during listening (e.g., adjusting rate to the specific purpose and difficulty of text), and after listening (e.g., recalls, summarizes, and reflects). |
| Spoken Interaction  | Provides basic information such as age when requested and can ask another's name. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you). Uses gestures to request information and can express a lack of understanding. | Interacts by answering simple questions with single words or short sentences. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate expressions. | Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry), and questions (e.g., what time is it?). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. | Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for, and offer, simple explanations. Can ask for assistance (e.g., asking for clarification of vocabulary, understanding problems, terminology, rules, etc.). | Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Can ask questions to learn more. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. | Initiates a conversation and can help to sustain it. Can ask spontaneous questions. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. | Uses oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one small groups, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, explaining personal viewpoints, sharing preferences, speaking to extend current understanding, and celebrating special events and accomplishments). |

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| <p>Spoken Production</p>  | <p>Introduces themselves expressing basic personal information such as age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).</p> | <p>Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and provides basic information about familiar things (e.g., favourite subjects; descriptions of their classroom; number, ages, and occupations of their family members). Can name some subject specific vocabulary terms.</p> | <p>Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read.</p> | <p>Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture's celebrations and special events. Can say most numbers (including years) without hesitation.</p> | <p>Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it.</p> | <p>Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., indicate to the rest of the class what is being served in the cafeteria at noon).</p> | <p>Uses oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic reading of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints. Enunciates clearly and carefully, and correctly pronounces words with proper emphasis. Uses volume and presentation techniques appropriate to audience and purpose. Reads grade 9 appropriate text to increase fluency and expression (150 + wcpm orally).</p> |
| <p>Reading</p>  | <p>Recognizes familiar names, words and phrases on signs (e.g., 'Open',</p> | <p>Recognizes words previously encountered as well as short text messages such as</p> | <p>Locates important information in simple text; understands much of what is written</p> | <p>Can understand the important information in everyday visual text (e.g., the</p> | <p>Can understand clear, simple instructions with some visual support (e.g.,</p> | <p>Can scan through straightforward printed text (e.g., magazines, brochures,</p> | <p>Reads and comprehends grade-appropriate text including prose fiction, poetry, and</p> |


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| | <p>'Exit') and very simple instructions if they are supported by images. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</p> | <p>"Happy Birthday" or "back in an hour". Recognizes important information on basic promotional material (e.g., price, date, and time on posters). Can identify key words (e.g., names of people and places) in text.</p> | <p>in short, text dealing with familiar topics of personal interest; follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple, straightforward short story and can identify the story's main characters. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).</p> | <p>weather forecast, advertising material, local brochures, and school newsletters. Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text.</p> | <p>science experiment procedures, school handbook, fire evacuation measures). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams, and illustrations to support reading comprehension.</p> | <p>information on the Internet) and identify the topic as well as whether the information contained might be of interest/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative and expository text, and extract key information from those texts.</p> | <p>plays. Reads independently and demonstrates comprehension of a variety of informational texts including expository essays, historical accounts, news articles, and scientific writing. Demonstrates the behaviours of an effective, active reader including preparing to read by previewing, asking questions, setting purpose, considering what is known and what needs to be known, adjusting rate to specific purpose, making connections, and making inferences based on text and prior knowledge, re-reading, summarizing, and paraphrasing. Reads grade 9 appropriate text to increase fluency (215-260 wcpm silently).</p> |
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| <p>Writing</p>  | <p>Can copy or write own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair).</p> | <p>Can write very simple informal messages (e.g., a text message or note to tell someone when and where to meet). Can write simple descriptions of everyday objects (e.g. a brief description of their home or classroom). Can write brief messages like post cards and birthday greetings.</p> | <p>Can write, either by hand or electronically, simple notes of greeting, good wishes, or invitation. Can copy dates and facts from short, simple text. Begins to use descriptive words, prepositions, and the conjunction, 'and'. Uses simple sentences and expressions to describe common objects and activities. Begins to use the past tense and singular and plural forms of words with growing accuracy.</p> | <p>Can provide descriptions of common objects or familiar places using short, simple sentences. Can write a summary sentence of a text's main points giving one or two details. Communicates information on familiar topics using simple grammatical structures. Begins to use additional parts of speech and an increased range of grammatical structures such as transitional and connecting words and phrases.</p> | <p>Can describe everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with familiar subjects. Can use a writing frame to write short, simple descriptions or explanations. Uses basic punctuation accurately enough to be followed most of the time.</p> | <p>Can list the advantages and disadvantages of things which are of personal concern. Can express in writing personal opinions and provide detailed accounts of feelings and experiences. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.</p> | <p>Creates a variety of personal, literary, and informational communications including poems, stories, personal essays, Writing demonstrates a good sense of audience; a variety of sentence lengths and varied sentence beginnings; and the use of several different conjunctions and sentence types (simple, compound, and complex). Writing applies the conventions of written language including correct spelling, correct punctuation (including use of colon, dash, and hyphen), syntactically complete and correct sentences and legible handwriting.</p> |
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*** NOTE**


Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 9 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics


GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

| CFR Levels | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | ELA Grade 10* “Meeting Expectations” |
|--|--|---|--|--|---|---|--|
| Skills Listening  | <p>Recognizes own name and those of others around them (e.g., teacher, mother, brother, doctor) when spoken by another person. Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand simple information about an object (e.g., the size and colour of a backpack, who it belongs to, and where it is) as well as simple</p> | <p>Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story when it is read slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated vocabulary and terms from specific subject</p> | <p>Understands the main points in short simple stories, reports, and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio texts (e.g., concert announcements, sports scores, weather forecasts)</p> | <p>Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to other students' contributions in class, and use these responses as models for their own. Can</p> | <p>Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcement. Can understand teacher explanations of experiments, processes etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification. Can follow small group discussion between two or more native speakers, if that</p> | <p>Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations,</p> | <p>Listens to and interprets a variety of grade-appropriate literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied. Demonstrates active listening behaviours including: analyzing explicit and implicit messages, viewpoints, and concepts; recognizing overall organization; identifying and analyzing persuasive techniques; using effective note making strategies; preparing and asking relevant questions and responding appropriately; and analyzing the overall effectiveness of the text.</p> |

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| | classroom instructions (e.g., “Stand up, please” if the speaker speaks slowly and clearly, possibly with accompanying gestures. | areas. | provided the message is delivered slowly. | comprehend the main idea of audiovisual or other media presentations on familiar topics. | conversation is unhurried and if the student is familiar with the topic under discussion. | provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom. | |
| Spoken Interaction  | Provides basic information such as age when requested and can ask another’s name. 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. Uses gestures to request information and can express a lack of understanding. | Interacts 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. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and | Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. Can ask how to express something in another language (e.g., how do you say ‘kilómetro ‘in | Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they do at work/school and what they do in their spare time, and can reply to these sorts of questions when asked. Can ask other students to | Sustains 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 repeat what has been said and can convey this information to another. Can interview others if the questions have been prepared beforehand. Can sometimes pose a | Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can ask questions about language forms, vocabulary choices, and structures. Can ask questions about text to extract further meaning. Can ask | Uses oral language to interact purposefully, confidently, and appropriately in a variety of situations including one-to-one, small-group and large-group discussions. Supports the ongoing discourse of the classroom by contributing to the talk; by listening attentively to the offerings of others; and by helping, when necessary, to draw others into the discussion. Participates in small-and large-group discussions, observing the courtesies of group discussion, and demonstrating effective group interaction skills |

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| | | take leave of people using appropriate expressions. | English). | confirm solutions to problems. | further question without having to pause very long to formulate the question. Can offer comments and otherwise contribute in a small group situation. | spontaneous questions. | and strategies including: summarizing, raising questions, seeking clarification, extracting significant points, making connections, and setting agenda. |
| Spoken Production  | Uses a very limited number of grammatical constructions (e.g., “My name is...”). Names some common objects in familiar environments (e.g., classroom materials and commonplace food items). Expresses how they are feeling using simple, standard expressions. | Provides basic information about familiar things (e.g., favourite subjects; descriptions of their home or classroom; number, ages, and occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly, for example, stating name, where they are from, and what school they attend. | Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses. | Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation. Can talk about familiar places, historical figures, and events using simple vocabulary and language | Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in activities. | Speaks 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 clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., can indicate to the | Speaks confidently, clearly, and persuasively to communicate information, ideas, and opinions. Uses oral language to express a range of information and ideas in formal (including prepared talks on familiar topics and researched issues, an interview, an oral reading of prose or poetry, a retelling of a narrative, and an explanation and defence of a personal point of view. Recognize and adjust oral presentation elements effectively (i.e., articulation, pronunciation, volume, tempo, pitch, stress, |

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| | | | | constructions. | | rest of the class what is being served in the cafeteria at noon).Can clearly express feelings and explain the reasons for them. | gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and situation. Creates oral texts that are unified and coherent. |
| Reading  | <p>Understands brief, simple instructions as well as some words and simple sentences in uncomplicated texts, if encountered previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</p> | <p>Recognizes parts of words, prefixes, and suffixes previously encountered as well as short text messages such as “Happy Birthday” or “back in an hour”). Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can adequately understand straightforward forms in order to insert personal information such</p> | <p>Locates important information in simple text (e.g. “keep to the left” or no parking signs). Can understand the gist of short articles and ads in magazines (print and/or electronic) as well as straightforward narratives provided the subjects are familiar. Can follow a set of clear cut instructions or directions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to</p> | <p>Understands the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters. Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with</p> | <p>Uses key words, diagrams, and illustrations to support reading comprehension. Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, and fire evacuation measures).Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Can examine a web site and determine its</p> | <p>Can scan through 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/applicati on. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Can read and understand topical article and reports in which</p> | <p>Reads fluently and comprehends grade-appropriate classical and contemporary literary text(drama, biography, autobiography, essays, prose fiction, poetry, and novels) as well as informational text (letter, diaries, memoranda, electronic communications, magazines, newspapers.) Selects and reads independently from a wide variety of classical and contemporary literary and informational text for both enjoyment and information. Demonstrates the behaviours of an effective, active reader</p> |


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| | | as name, address, date of birth, etc. | illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps). | familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives with illustrations as support. Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases. | purpose. Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle).can distinguish between factual and fictional text. | the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and extract key information from those texts. Can understand most subject specific words. | including: setting purpose; skimming, scanning, and reading closely; identifying and analyzing text structures and element; recognizing allusions and symbols; differentiating fact from opinion and literal from figurative statements; recognizing stylistic devices and techniques, etc. |
| <p>Writing</p>  | Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., | Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet).Can write simple information about themselves (e.g., name, age, address, and | Writes, either by hand or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and expressions to describe such things as their wants and | Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places using short, simple sentences. Can complete a | Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with | Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are of personal concern. Can take notes (or make | Creates a variety of informational (business letter, biographical profile, problem-solution essay, research report) and literary texts (historical persona essay, review, scripts). Attends to various elements of discourse (e.g., purpose, audience, form). Writing demonstrates qualities |


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| | boy, girl, chair).an rite straightforward information about themselves in short sentences or provide that information on a questionnaire. | hobbies).Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words. | preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text. | questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text’s main points giving one or two details. Uses transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order. | familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately enough to be followed most of the time. | other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. Can write short descriptive, narrative, or expository text. | such as: organized ideas smooth transitions, central foci, relevant, I details, and logical conclusions. Applies the conventions of written language including: using sentences that are varied in form (e.g., parallelism, inversion, subordination); writing constructions that show agreement of subject and verb; demonstrating consistency in verb tense and pronoun usage ;and using Canadian spelling conventions |
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*** NOTE**


Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 10 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.

GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

| CFR Levels | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | ELA Grade 11* “Meeting Expectations” |
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| Skills Listening  | <p>Recognizes his/her own name when spoken by another as well as recognizing the names for people around them (e.g., teacher, mother, brother, doctor). Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand simple information such as name, age, and perhaps country of origin, when the information is given slowly and</p> | <p>Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story or a talk on a familiar subject when the speech is delivered slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated vocabulary and</p> | <p>Understands the main points in short simple stories, reports, and audio announcement. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio text (e.g., concert announcements, sports scores, weather forecasts)</p> | <p>Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to other students' contributions in class, and use these responses as models for their own. Can</p> | <p>Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcement. Can understand teacher explanations of experiments, processes etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification. Can follow small group discussion between two or more native speakers, if that</p> | <p>Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations,</p> | <p>Listens to and interpret a variety of grade-appropriate literary and informational texts including spoken instructions, and argumentative and persuasive speeches. Demonstrates critical listening behaviours including: determining the thesis or main idea of a speech and identifying the supporting points; analyzing explicit and implicit messages, viewpoints, themes, and tones; recognizing overall organization including transitional expressions; identifying and analyzing persuasive techniques; identifying key allusions and symbols; and using effective note making strategies. Student analyzes the techniques</p> |

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| | clearly. Understands simple classroom instructions (e.g., “Stand up, please” if the speaker speaks slowly and clearly, possibly with accompanying gestures. Can identify the sound of most letters heard in context. | terms from specific subject areas. | provided the message is delivered slowly. | comprehend the main idea of audiovisual or other media presentations on familiar topics. | conversation is unhurried and if the student is familiar with the topic under discussion. | provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom. | used in oral text as well as comparing different oral presentations on the same idea/issue. |
| Spoken Interaction  | Provides basic information such as age when requested and can ask another’s name. 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. Uses gestures to request information and | Interacts 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. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as | Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. Can ask how to express | Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they do at work, or school, or in their spare time, and they can reply to these sorts of | Sustains 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 repeat what has been said and can convey this information to another. Can interview others if the questions | Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can ask questions about language forms, vocabulary choices, and structures. Can | Speaks to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including interviewing) situations. Demonstrates flexibility in assuming a variety of group roles and takes responsibility for tasks that achieve group goals such as: interacting purposefully and confidently; using questioning and paraphrasing; supporting ideas with examples and reasons; |

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| | can express a lack of understanding. | time and the location of familiar objects. Can meet and take leave of people using appropriate expressions. | something in another language (e.g., how do you say 'kilómetro' in English). | questions when asked. Can ask other students to confirm solutions to problems. | have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question. Can offer comments and otherwise contribute in a small group situation. | ask questions about text to extract further meaning. Can ask spontaneous questions. | and acknowledging the ideas and contributions of individuals in the group. |
| Spoken Production  | Uses a very limited number of grammatical constructions (e.g., "My name is..."). Names some common objects in familiar environments (e.g., classroom materials and commonplace food items). Expresses how they are feeling using simple, standard expressions. | Provides basic information about familiar things (e.g., favourite subjects; descriptions of their home or classroom; number, ages, and occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly, for example, stating | Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses. | Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture's celebrations and special events. Can say most numbers (including years) without hesitation. Can talk about familiar places, | Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in | Speaks 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 clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements | Speaks to present ideas and information in a variety of situations including an interview, a dramatic reading, and introducing and thanking a speaker. Understands language cues and conventions to construct and communicate meaning when speaking. Presents oral presentations that; exhibit a structure appropriate to the context, audience, and purpose; has smooth transitions; makes skillful use of rhetorical |

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| | | name, where they are from, and what school they attend. | | historical figures, and events using simple vocabulary and language constructions. | activities. | using simple words and phrasing (e.g., can indicate to the rest of the class what is being served in the cafeteria at noon). Can clearly express feelings and explain the reasons for them. | devices; and employs appropriate inflection and gestures to communicate ideas effectively. |
| Reading  | Understands brief, simple instructions as well as some words and simple sentences in uncomplicated texts, if encountered previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary. | Recognizes parts of words, prefixes, and suffixes previously encountered as well as short text messages such as “Happy Birthday” or “back in an hour”). Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can adequately understand straightforward | Locates important information in simple text (e.g. “keep to the left” or no parking signs). Can understand the gist of short articles and ads in magazines (print and/or electronic) as well as straightforward narratives provided the subjects are familiar. Can follow a set of clear cut instructions or directions (e.g., a simple recipe, a set of directions), | Understands the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters. Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the | Uses key words, diagrams, and illustrations to support reading comprehension. Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, and fire evacuation measures). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. | Can scan through 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/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Can read | Reads and demonstrates comprehension and appreciation of grade-appropriate informational (including instructional and procedural texts) and literary texts (including fiction, nonfiction, script, poetry and essays). Demonstrates critical reading behaviours including: establishing a purpose for reading; skimming, scanning, and reading closely; identifying the main ideas of informational texts and evaluating these texts for their clarity, simplicity, and |


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| | | forms in order to insert personal information such as name, address, date of birth, etc. | especially if there are pictures or diagrams to illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps). | editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives with illustrations as support. Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases. | Can examine a web site and determine its purpose. Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle).Can distinguish between factual and fictional text. | and understand topical article and reports in which the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and extract key information from those texts. Can understand most subject specific words. | coherence; identifying and analyzing explicit and implicit messages, viewpoints, and concepts; and identifying the ways in which a text's organizational structure and elements support its purpose. Follows instructions and procedures in informational text to perform specific tasks, answer questions, or solve problems. |
| Writing  | Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar | Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet).Can write simple information | Writes, either by hand or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and expressions to | Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places | Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to | Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are | Creates a variety of informational texts including an essay of explanation, an application letter, and an argumentative essay as well as literary texts including a reflective or personal essay, and an analysis of a literary |


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| | objects in a picture or diagram (e.g., boy, girl, chair).an rite straightforward information about themselves in short sentences or provide that information on a questionnaire. | about themselves (e.g., name, age, address, and hobbies).Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words. | describe such things as their wants and preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text. | using short, simple sentences. Can complete a questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text's main points giving one or two details. Uses transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order. | each other. Can summarize simple text dealing with familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately enough to be followed most of the time. | of personal concern. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. Can write short descriptive, narrative, or expository text. | text. Writing demonstrates an understanding of various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informational, and descriptive texts. Understands and applies language cues and conventions (e.g., creates text with clear and coherent organizational patterns; clear and varied sentences; an avoidance of sentence fragments, run-on sentences, excessive co-ordination, and faulty subordination). |
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*** NOTE**


Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 11 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.

GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

| CFR Levels | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | ELA Grade 12* “Meeting Expectations” |
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| Skills Listening  | <p>Recognizes his/her own name when spoken by another as well as recognizing the names for people around them (e.g., teacher, mother, brother, doctor). Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand simple information such as name, age, and perhaps country of origin, when the information is</p> | <p>Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story or a talk on a familiar subject when the speech is delivered slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated</p> | <p>Understands the main points in short simple stories, reports, and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio text (e.g., concert announcements, sports scores, weather forecasts)</p> | <p>Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to other students’ contributions in class, and use these responses as models for</p> | <p>Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcement. Can understand teacher explanations of experiments, processes etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification. Can follow small group discussion between two or more native</p> | <p>Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations,</p> | <p>Listens to and comprehends a variety of grade-appropriate literary and informational texts and develops coherent and plausible interpretations that analyze the perspectives, biases, beliefs, values, identities, and power presented in each text. Demonstrates critical listening behaviours including: identifying the thesis or main idea of a speech and determining the essential elements that elaborate it; analyzing explicit and implicit messages, viewpoints, themes, and tones; recognizing overall organization including transitional expressions;</p> |


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| | <p>given slowly and clearly. Understands simple classroom instructions (e.g., “Stand up, please” if the speaker speaks slowly and clearly, possibly with accompanying gestures. Can identify the sound of most letters heard in context.</p> | <p>vocabulary and terms from specific subject areas.</p> | <p>provided the message is delivered slowly.</p> | <p>their own. Can comprehend the main idea of audiovisual or other media presentations on familiar topics.</p> | <p>speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</p> | <p>provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom.</p> | <p>identifying logical fallacies in oral arguments; distinguishing between emotional appeal and reasoned argument; identifying key allusions and symbols; and using effective note making strategies. Can identify the purpose of a variety of listening tasks and set goals for specific task including: comprehension, facilitation, persuasion, evaluation, etc.</p> |
| <p>Spoken Interaction</p>  | <p>Provides basic information such as age when requested and can ask another’s name. Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace), if the other person</p> | <p>Interacts 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. Makes simple needs understood (e.g., the loan of a</p> | <p>Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for</p> | <p>Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they</p> | <p>Sustains 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 repeat what has been said and can</p> | <p>Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can</p> | <p>Speaks to present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal situations (including discussions and collaborative work) for differing audiences and purposes. Functions both as a group member and a</p> |

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| | speaks slowly and clearly. Uses gestures to request information and can express a lack of understanding. | pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate expressions. | clarification of unknown words and terms. Can ask how to express something in another language (e.g., how do you say 'kilómetro 'in English). | do at work, or school, or in their spare time, and they can reply to these sorts of questions when asked. Can ask other students to confirm solutions to problems. | convey this information to another. Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question. Can offer comments and otherwise contribute in a small group situation. | ask questions about language forms, vocabulary choices, and structures. Can ask questions about text to extract further meaning. Can ask spontaneous questions. | group leader and demonstrates effective group interaction skills and strategies including: monitoring own and others' contributions; building on others' strengths to achieve group goals; collaborating and consulting effectively with others in completing communication tasks. Applies a variety of strategies including formal decision-making techniques and consensus-building skills to solve problems and achieve group goals. Interacts purposefully, confidently, and ethically in a variety of interpersonal school, community, and career-related contexts. |
| Spoken Production | Uses a very limited number of grammatical constructions | Provides basic information about familiar things (e.g., favourite | Describes basic aspects of daily life such as favourite foods | Describes, using simple words, daily events, personal | Describes personal goals and intentions. Can briefly explain | Speaks in a comprehensible and fairly fluent manner using a | Creates and defends an informed critical response to a global issue including a |

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|  | <p>(e.g., “My name is...”). Names some common objects in familiar environments (e.g., classroom materials and commonplace food items). Expresses how they are feeling using simple, standard expressions.</p> | <p>subjects; descriptions of their home or classroom; number, ages, and occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly, for example, stating name, where they are from, and what school they attend.</p> | <p>and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses.</p> | <p>experiences, opinions, likes and dislikes. Can provide some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation. Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</p> | <p>and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in activities.</p> | <p>large number of different words and expressions, though there may be pauses for self-correction. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., can indicate to the rest of the class what is being served in the cafeteria at noon). Can clearly express feelings and explain the reasons for them.</p> | <p>workshop presentation, a debate, and an oral recitation of poetry or a prose passage related to the issue. Speaks to present oral communications that exhibit a logical structure appropriate to context, audience, and purpose, includes smooth transitions, makes skillful use of rhetorical devices, and provides a coherent conclusion. Recognizes and adjusts oral presentation elements effectively (i.e., articulation, pronunciations, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and individual cultural and linguistic background.</p> |
| <p>Reading</p> | <p>Understands brief, simple instructions as</p> | <p>Recognizes parts of words, prefixes, and suffixes</p> | <p>Locates important information in simple text (e.g.</p> | <p>Understands the important information in</p> | <p>Uses key words, diagrams, and illustrations to</p> | <p>Can scan through straightforward printed text (e.g.,</p> | <p>Reads, demonstrates comprehension of, and applies knowledge</p> |



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| <p>well as some words and simple sentences in uncomplicated texts, if encountered previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</p> | <p>previously encountered as well as short text messages such as “Happy Birthday” or “back in an hour”). Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.</p> | <p>“keep to the left” or no parking signs). Can understand the gist of short articles and ads in magazines (print and/or electronic) as well as straightforward narratives provided the subjects are familiar. Can follow a set of clear cut instructions or directions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas (e.g., labels on science equipment and</p> | <p>everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters. Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives with</p> | <p>support reading comprehension. Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, and fire evacuation measures). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Can examine a web site and determine its purpose. Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle). Can distinguish between factual and fictional text.</p> | <p>magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Can read and understand topical article and reports in which the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and extract key information from those texts. Can</p> | <p>from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts. Demonstrates critical reading behaviours including: establishing a purpose for reading; skimming, scanning, and reading closely; identifying the main ideas of informational texts; identifying and analyzing explicit and implicit messages, viewpoints, and concepts; and analyzing the ways in which a text’s organizational structure and elements support its purpose; and discusses and analyzes meaning, ideas, language, and literary quality in a range of contemporary and historical texts. Recognizes satire, parody, and irony.</p> |
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| | | | the legend on maps). | illustrations as support. Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases. | | understand most subject specific words. | Interprets allusions and symbols and symbolic patterns in literary texts. Reads silently with comprehension for a sustained period of time. |
| Writing  | <p>Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair).an rite straightforward information about themselves in short sentences or provide that information on a questionnaire.</p> | <p>Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet).Can write simple information about themselves (e.g., name, age, address, and hobbies).Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words.</p> | <p>Writes, either by hand or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and expressions to describe such things as their wants and preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text.</p> | <p>Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places using short, simple sentences. Can complete a questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text’s main points giving one or two details. Uses</p> | <p>Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately enough to be followed most of the time.</p> | <p>Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are of personal concern. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary</p> | <p>Composes and creates narrative, descriptive, expository, and persuasive writings that include a position paper, an editorial, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses satire and/or irony. Understands and applies language cues and conventions to construct and communicate meaning. Writing demonstrates: clear, concise, varied, and emphatic sentences; appropriate punctuation; language suitable to the subject, audience, purpose,</p> |

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| | | | | transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order. | | related to the issue under examination. Can write short descriptive, narrative, or expository text. | and situation; word choice used for particular purpose and effect.; recognizes and avoids syntactical errors such as sentence fragments, run- on sentences, and unnecessary verb tense shifts or point of view shifts. |
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*** NOTE**

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 12 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.

PART 2: EAL RUBRICS AND WRITING EXEMPLARS
GRADES 9-12

GUIDING COMMENTS: EAL RUBRICS AND WRITING EXEMPLARS

About the rubrics:

- The rubrics are intended to help teachers of EAL learners in high school to determine writing skills and abilities along the CFR scale. However, the other language strands, including listening, spoken interaction, spoken production, and reading, are equally important and must be considered when assessing the progress of learners along the global scale.
- The rubrics are a work in progress, therefore users of this document are encouraged to revise or edit for clarity.
- The syntax category of this document that refers to classes of words and corresponding functions has been adapted from the Ontario Ministry of Education Grades 9 to 12 Curriculum [English as a Second Language and English Literacy Development \(2007\)](#)

Writing samples:

- The level assigned to students in each of the writing samples represents the level in which the student is currently working.

Suggestions for classroom use:

- As teachers assign global levels, they are encouraged to review several pieces of writing as well as their knowledge of student performance in various classes.
- The descriptors within the rubrics will vary so that they are suitable for the writing prompt selected.
- It is recommended that the teacher who spends the most time with the student provide the final assessment of skills and abilities along the CFR scale.

Clarification of terms used in the rubrics:

- **Attempts** means that the student is aware of the concept, showing some evidence of use, with error(s).
- **Uses** means that the student is fairly consistent and accurate with language use.
- **Academic vocabulary** in this context refers to the vocabulary that is based on Greek or Latin roots (e.g., observe, demonstrate, analyze, describe)
- **Content area vocabulary** refers to the vocabulary that is related to a specific subject area (e.g., poem, sum, beaker, guitar)
- **With assistance** means the teacher has provided guidance.
- **With support** includes the use of items such as print materials, a graphic organizer, dictionary, or thesaurus.

A1.1 WRITING RUBRIC: GRADES 9 – 12

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| <p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • writes alphabet independently • shows awareness of sound symbol relationship • copies words learned in class • copies labels on a picture • labels independently diagrams, illustrations or maps using familiar words • uses words of personal relevance (e.g., <i>mom, dad</i>) |
| <p>Sentence structure; punctuation</p> | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – capitalizes proper nouns – capitalizes the first word of a sentence – attempts simple sentences: subject + verb + object or prepositional phrase (e.g., <i>She reads books. She reads in the classroom.</i>) • Punctuation <ul style="list-style-type: none"> – uses final punctuation (e.g., <i>period, question mark, exclamation mark</i>) |
| <p>Form; organization; content</p> | <ul style="list-style-type: none"> • uses left to right directionality • uses a writing utensil correctly • writes on the line • uses correct word separation • copies short, written information • writes patterned, simple sentences on topics of personal relevance, with assistance • can provide personal information on a questionnaire • writes straightforward information about self in phrases (e.g., <i>first and last names</i>) • writing may be in the form of a list • relies on visuals or illustrations to convey meaning in written work • may write L1 words to communicate |
| <p>Grammar</p> | <ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – count and non-count: singular and plural of regular and high-frequency irregular nouns • Verbs <ul style="list-style-type: none"> – be (e.g., I am a boy.) – there is/are – have (e.g., I have a brother.) – can: for ability and permission (e.g., I, can sing. I can go to the party.) – simple present, simple past (regular), simple future tenses • Adjectives <ul style="list-style-type: none"> – possessive: my, your, his, her, its, our, their – high-frequency (e.g., red, small, dark, old, Canadian, square) • Adverbs <ul style="list-style-type: none"> – used to modify adjectives (e.g., very big, really early) – some adverbs of frequency and time (e.g., tomorrow, later, sometimes) • Negation <ul style="list-style-type: none"> – be in simple present (e.g., She is not here/Robert isn't here.) |

- do (e.g., We don't eat that.)
- Prepositions
- of direction (e.g., to, from)
- of time (e.g., at, before, after, on, in)

LEARNER WRITING EXEMPLAR: GRADES 9 – 12 - A1.1

Learner Profile for A 1.1

Daniel is a high school learner whose writing is at the A 1.1 level.

In the writing sample, you will see that Daniel:

- Uses left to right directionality and writes on the lines;
- Shows awareness of sound symbol relationships (exercis=exercise);
- Uses a capital letter for a proper noun (Canada) and mostly uses capitalization for the first word of a sentence;
- Uses correct word separation;
- Writes patterned simple sentences;
- Includes verbs in most sentences, but they are in the simple present and simple past tenses.

His writing indicates proficiency with some A 1.1 descriptors. Daniel should be supported as he continues to work on sentencng structure, the addition of modifiers, and the use of verbs.

How is ~~it~~ different from your school in your home country?

1) Home country we wore uniform but in Canada we wore any clothes

2) Our country school they beat us. In Canada school we be free

3) In our Country no gym in Canada is we have health, we go to gym & make exercis

4) Our country The school in many part, for example one house 3 or 4 class *but in Canada we found all class combine

A1.2 WRITING RUBRIC: GRADES 9 – 12

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| <p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • uses phonetic spelling for most words • labels charts, equipment, diagrams and maps with high frequency academic and content area words • creates and uses personal word lists of familiar or recurring vocabulary (e.g., <i>creates a personal dictionary</i>) • attempts to use high frequency academic words with support (e.g. <i>explain, demonstrate, describe</i>) • attempts to use high frequency content area vocabulary words with support (e.g., <i>fiction, poem, sum, multiply</i>) • attempts to use high frequency affixes (re-, tri-, bi-, un-, -ful, -less, -ly) • uses common descriptive words (e.g., <i>purple, big, square, many/some</i>) |
| <p>Sentence structure; punctuation</p> | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses in-depth capitalization rules (e.g., days of the week, months, titles) – writes complete simple sentences – attempts compound sentences using common conjunctions (e.g., and, but, or, because) – answers questions using simple adverbial phrases (e.g., to the mall, after the movie) • Punctuation <ul style="list-style-type: none"> – uses apostrophes for contractions and possessive forms (e.g., He’s buying a hat. The boy’s hat is red. We don’t like music.) – attempts comma use |
| <p>Form; organization; content</p> | <ul style="list-style-type: none"> • uses basic organization in page layout (e.g., <i>name, date, headings, subheadings, margins</i>) • copies dates and facts from short simple text • relies on patterned sentences to express more detail and answer questions • writes simple questions following a model • writes simple information about self, including likes and dislikes • writes simple messages for personal communication (e.g., <i>text messages or e-mails</i>) • uses parts of the writing process (e.g., <i>pre-writing, rewrite for neatness</i>) with assistance • co-constructs a simple paragraph |
| <p>Grammar</p> | <ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – possessive form of proper nouns (e.g., David’s hat) – articles: a, an, the • Pronouns <ul style="list-style-type: none"> – subject: I, you, he, she, it, we, they – correctly using subject and object: me, you, him, her, it, us, them • Verbs <ul style="list-style-type: none"> – simple past high-frequency irregular verbs (e.g., She came late.) – present progressive (e.g., She is talking.) • Adjectives <ul style="list-style-type: none"> – comparative/superlative (e.g., bigger, bigger than/biggest; dirtier, dirtier than/dirtiest) |

- | | |
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| | <ul style="list-style-type: none">– attempting comparative/superlative forms + more/most (e.g., more beautiful/most intelligent)– a little, a lot of, much, many, some, any, every, all• Adverbs<ul style="list-style-type: none">– too• Negation<ul style="list-style-type: none">– will (e.g., They won't drink milk.)• Prepositions<ul style="list-style-type: none">– of location (e.g., in, on, at, under, on the right/left) |
|--|--|

LEARNER WRITING EXEMPLAR: GRADE 9 – 12 - A1.2

Learner Profile for A 1.2

Rahel is a high school learner whose writing is at the A 1.2 level.

In the writing sample, you will see that Rahel:

- Uses apostrophes for contractions (e.g., it's);
- Uses prepositions (e.g., in, at, of);
- Uses common descriptive words (e.g., terrible, pleasing);
- Writes complete simple sentences;
- Attempts compound sentences using common conjunctions (e.g., but, cause);
- Uses simple adverbial phrases (e.g., to the washroom, in my village).

Rahel shows firm evidence of A 1.2 skills, but she is also starting to display a few more advanced skills such as the use of high frequency affixes (e.g., peaceful, pleasing).

Paragraph about my story

- I am going to talk about my country village where it's a peaceful but also afraid.
- I always like to visit in my pleasing village.
- In the village there are forest almost every where
- I always terrible to be walk alone without no one.
- but the curious is when I went in the washroom I got so scared cause I always thought that someone looked at me or follow me.
- so I always scared to go in the washroom at my village.
- but I always do fun except to go to the washroom.

A2.1 WRITING RUBRIC: GRADES 9 – 12

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| Vocabulary - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • uses accurate spelling for high frequency words • uses high frequency academic vocabulary independently • uses high frequency content area vocabulary independently • uses high frequency affixes and roots (e.g., re-, un-, -ful) • attempts to use low frequency affixes and roots (e.g. <i>Greek and Latin roots –ology, psych-</i>) • uses a variety of descriptive words when writing about familiar subjects (e.g. <i>light blue, large, round, several</i>) • uses words lists of synonyms, homonyms, and antonyms to extend and enrich word choice |
| Sentence structure; punctuation | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses a variety of compound sentences (e.g., and, but, or, because) • Punctuation <ul style="list-style-type: none"> – uses commas for items in a list, in compound sentences to separate clauses, and/or introductory phrases |
| Form; organization; content | <ul style="list-style-type: none"> • organizes writing using multiple text features such as titles and headings (e.g., <i>science experiment, report, note-taking</i>) • writes and responds to questions independently |

| | |
|---------|--|
| | <ul style="list-style-type: none"> • can provide personal information using short texts and diagrams (e.g., <i>directions to their home</i>) • uses simple sentences to describe common objects or familiar places such as their surroundings, their daily activities and the people around them • gives personal opinion with support (e.g., <i>sentence starters using think, know, hope, believe</i>) • uses multiple parts of the writing process (e.g., <i>pre-writing and editing</i>) • writes a simple paragraph with support • organizes information related to a central idea in a short paragraph using introductory, supporting, and concluding sentences • organizes by chronological sequence with support |
| Grammar | <ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – count nouns: singular and plural of low-frequency irregular forms (e.g., half /halves, goose/geese) – gerunds for activities and pastimes (e.g., running, singing) – collective nouns (e.g., team, crowd, group, family, – subject-verb agreement with collective nouns (e.g., The crowd is cheering.) • Pronouns <ul style="list-style-type: none"> – possessive: mine, yours, his, hers, its, ours, theirs – demonstrative: this/these, that/those • Verbs <ul style="list-style-type: none"> – future with <i>going to</i> (e.g., <i>We're going to finish.</i>) – simple past of low-frequency irregular verbs (e.g., <i>leave/left, run/ran,</i>) – <i>there was/were</i> – modals: <i>have to, must, can, need, may and might</i> (e.g., <i>I have to go now. I must stop because I'm tired. He can send e-mails to his friends.</i>) • Adjectives <ul style="list-style-type: none"> – noun + lower frequency adjectives or noun + two adjectives(e.g., <i>shiny</i>) • Adverbs <ul style="list-style-type: none"> – of manner (e.g., verb + adverb: <i>She ate quickly.</i>) – verb + two adverbs (e.g., <i>The teacher talked very slowly in the class.</i>) – of opinion (e.g., <i>obviously, clearly, actually</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – <i>first, second, next, finally, for example, also</i> – conjunctions: <i>so, since, because, because of</i> • Negation <ul style="list-style-type: none"> – <i>be</i> in simple past (e.g., <i>They were not happy. They weren't happy.)</i> • Prepositions <ul style="list-style-type: none"> – with simple/literal phrasal verbs (e.g., <i>take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over</i>) |

LEARNER WRITING EXEMPLAR: GRADE 9 – 12 - A2.1

Learner Profile for A 2.1

Bilal is a high school learner whose writing is at the A 2.1 level.

In the writing sample, you will see that Bilal:

- Uses commas for items in a list (e.g. ...there was a kitchen, living room....);
- Uses accurate spelling for high frequency words;
- Uses a variety of compound sentences (e.g., but, because, and);
- Organizes information related to a central idea in a short paragraph using introductory, supporting, and concluding sentences;
- Uses a variety of descriptive words when writing about a familiar subject (e.g., big, fancy, small, tall, regular, comfortable);
- Uses gerunds for activities and pastimes (e.g., playing, protecting);
- Make use of modals (e.g. ...we would have to....);
- Uses transitional words and phrases (e.g., first, followed by,);
- Uses both possessive (e.g., my, their) and demonstrative (e.g., that) pronouns.

Bilal's writing skills most closely match those of A2.1. His communication could be improved upon with additional attention to words omitted.

Descriptive Paragraph - Home

My neighbourhood back in my country there was a tar road that had single house on both side. Some house were big and fancy some were just small 3 bedroom houses. In the tar road you would kids playing on their frontyards. Teenagers would be playing soccer on the tar roads using 2 brick stones as goal posts and every time a car passed by we would have to remove the bricks and put them back. On my frontyard they used to be small stones instead of a lawn. There was a tall fence that was about 9ft long protecting the house. If you would inside the fence there was a lawn in front of the house which was surrounded by flower pots full of flowers. We lived in a three bedroomed regular house. Inside the house there was a kitchen, living room and 3 bedrooms. When you walked inside you would walk into the kitchen first and then the living room followed by a hallway. The ^{that} had bedrooms on each side and a washrooms. Every time you would walk inside the house you would smell moms cooking. In Zimbabwe there are no basements and the houses are made of bricks. It was my favourite to be because I felt comfortable around my house.

A2.2 WRITING RUBRIC: GRADES 9 – 12

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|--|---|
| <p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • demonstrates knowledge of irregular spelling patterns (e.g., <i>knife, pneumonia</i>) • uses a greater variety of academic and content area vocabulary • uses descriptive words in a variety of contexts, including for academic purposes (e.g. <i>a science experiment, an event in history; Marie Antoinette was <u>terrified</u> when the <u>angry mob</u> approached Versailles.)</i> • uses high and low frequency affixes and roots • attempts word choice enrichment (e.g., <i>use of a thesaurus</i>) |
| <p>Sentence structure; punctuation</p> | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – attempts complex sentences – attempts direct and indirect speech (e.g., <i>“I study English,” said Luis. He said he studies at this school.</i>) • Punctuation <ul style="list-style-type: none"> – uses commas for a variety of purposes – attempts quotation mechanics |
| <p>Form; organization; content</p> | <ul style="list-style-type: none"> • writes notes using a model, template or graphic organizer • uses the 5Ws to explain an aspect of daily life or a current event • can provide personal background information on work, education, and skills (e.g., <i>strengths, weaknesses</i>) • writes texts for a variety of academic purposes (e.g., <i>personal response to a reading, lab report, summary of a historical event</i>) • uses concrete details in writing to support main idea • completes the writing process with assistance <ul style="list-style-type: none"> - uses a planning or pre-writing strategy (e.g., <i>graphic organizer, topic sentence, supporting details</i>) timeline - organizes by chronological sequence - edits own work with assistance |
| <p>Grammar</p> | <ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – plural possessive forms of nouns (e.g. <i>the boys’ pen</i>) – simple use of gerunds: <i>go + ing</i> (e.g., <i>They are going skating.</i>); gerund with verbs of like/dislike (e.g., <i>She hates studying. We love eating.</i>); gerund as subject (e.g., <i>Listening in class is easy.</i>) • Pronouns <ul style="list-style-type: none"> – reflexive: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> – indefinite: <i>some, no, any, every + body/thing</i> • Verbs <ul style="list-style-type: none"> – past progressive (e.g., <i>He was standing in line.</i>); future progressive (e.g., <i>I’ll be looking at the mail.</i>) – consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph) • Adjectives <ul style="list-style-type: none"> – irregular comparative/superlative (e.g., <i>better/(the) best; worse/(the) worst</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – <i>like/unlike, similar to/different from</i> |

LEARNER WRITING EXEMPLAR: GRADE 9 – 12 - A2.2

Learner Profile for A 2.2

Lara is a high school learner whose writing is at the A 2.2 level.

In the writing sample, you will see that Lara:

- Attempts direct speech and quotation mechanics;
- Uses commas for a variety of purposes;
- Uses descriptive vocabulary in a variety of contexts (e.g., overwhelmed, treasure hunt, suspected, “fishy”, terror);
- Uses concrete details;
- Uses gerunds regularly (e.g., sorting, playing, finishing);
- Organizes composition using a chronological sequence;
- Reveals purposeful vocabulary development
- Completes the writing process with assistance.

Lara has written a simple story on a topic with which she is familiar. Her writing shows evidence of purposeful vocabulary enrichment.

Halloween Candy Tragedy

"OH! oh my god! I have no more candies left. Well... Two days until it ^{will be} halloween and it means... unlimited candy!" I was sitting in my room playing with my toys. I live ^{in a suit} in Saskatoon with my parents. My room walls are painted pink and I have ^{a lot of} unlimited number of Gorgeous dolls on my bed. My friends came over, ^{and my} ^{served us with} we had some princess shaped jello as snacks. ^{and} we all ^{planning} planned on our route for halloween trick or treating. After we were done playing they all went ^{to their homes} home and I ^{explained} the entire plan for halloween to Dad.

^{emrived} Sleep of ^{the} this night ^{was} quite short and the next day ^{came} Mom and Dad took me to ^{the} store and ^{we} got bought a snow white costume for the Halloween. we came home and somehow the day was spent. I was waiting for halloween. unpatiently.

After all the waiting finally! Halloween arrived. In the morning after breakfast I got ^{wore my} ready in my costume. I went to school ^{and} we had some candies as treat from our teacher. ^{she also} the teacher took our pictures. I enjoyed the day in school. ^{later in day when I came} I came back home, and after supper my friends came over ^{and} we went for trick or treating. ^{we spend} ~~we went for~~ 2 hours picking candies. This was our lucky halloween, we didnt get tricked. I came back to home with a bag full of different type of Candies and chocobales, ^{and} I was overwhelmed by the Candies! After sorting out the candies I ^{went to} slept sleep.

I had dreams about candies all night. ^{long} I ^{wakees} wake up earlier than usual this morning. ^{just} I didnt wait to eat candy that I have had gathered. I came down ^{stair} to breakfast table and asked for candy so mom said "come have breakfast first, we will talk about candies

after, so I sat down and started to eat my cereals. mom and dad were talking uneasy to me which I suspected that there is something fishy, but I ignored it. I was just too happy to ~~eat~~ ^{eat} the candies.

After finishing the breakfast, finally the moment came, on which I was going to eat candy. But wait... WHAT!!!! mom and dad said they ate all the candies after I slept. I was shocked at first but then I ^{managed to say} said it's oky--- I just want you to be happy and ^{for the moment} get over the situation but I started a treasure hunt in home as I knew they can never eat this much candy in one night. I scanned the entire home. I went through all the closets. now I was getting upset ^{because I couldn't find it there} that all of my candy was gone. at last I went to storage room. It was dark in there, I heard some squeaking noise and then saw something small move in front of me. Because of terror I bumped into a shelf and stood there. the bump caused the shelf to move and the candy bag on top dropped on my head. I was sooooo happy to have my candy back! I went and showed it to mom and dad ~~and they said they just joked with me~~ and shared the success of my treasure hunt with them as they were just ^{fooling} (kidding) with me.

B1.1 WRITING RUBRIC: GRADES 9 – 12

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| <p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • uses a variety of common spelling strategies to spell words accurately • continues to develop academic vocabulary • shows awareness of words with multiple meanings (e.g., “consumer” in <i>Science or Economics</i>) • continues to use a thesaurus |
| <p>Sentence structure; punctuation</p> | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses complex sentences (e.g., <i>While we were working, we saw a dog who seemed lost. As she thought about him, she wondered how his new job would change their lives. Carlos, who studied with Viktor, was standing outside.</i>) |

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| | <ul style="list-style-type: none"> – self corrects common sentence errors (e.g., <i>run-ons and fragments</i>) • Punctuation <ul style="list-style-type: none"> – uses colons before a list (e.g., <i>Bring the following items: pen, pencil, and paper.</i>) – uses quotation mechanics |
| Form; organization; content | <ul style="list-style-type: none"> • writes about story elements with support (e.g., <i>character, setting, may use a graphic organizer</i>) • writes a multi-paragraph composition on a central idea with details in each paragraph • sequences text logically with support (e.g., <i>strongest –weakest arguments, compare-contrast</i>) • completes writing process <ul style="list-style-type: none"> - brainstorming, draft, revisions, editing - edits own work, with support - edits peer writing, with support • produces writing in more than one genre (e.g., <i>report, journal, newspaper</i>) • begins to demonstrate awareness of audience |
| Grammar | <ul style="list-style-type: none"> • Verbs <ul style="list-style-type: none"> – used to (e.g., <i>They used to live in Panama.</i>) – modals: <i>should, could, would</i> (e.g., <i>I should study after school. We could buy that car.</i>) – simple use of infinitives with <i>would like, ask, tell</i> (e.g., <i>I would like to visit Canada. My mother asked me to go to the store.</i>) – conditional statements: probable and unlikely situations (e.g., <i>If it snows, we will wear our boots. If I had a lot of money, I would go on vacation.</i>) • Adjectives <ul style="list-style-type: none"> – <i>other, another, each</i> – <i>both, all, enough + of</i> • Adverbs <ul style="list-style-type: none"> – <i>somewhere, nowhere, anywhere, everywhere</i> • Transition Words and Phrases <ul style="list-style-type: none"> – conjunctions: <i>before, after, when, then, while, both ... and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first</i> – conjunctions: <i>yet, although, since, because of</i> – comparative using <i>as ... as</i> (e.g., <i>My brother is as old as your brother.</i>) <i>as soon as, as well as, nearly as, just as, not quite as, whereas</i> • Negation <ul style="list-style-type: none"> – negation in a variety of tenses (e.g., <i>He hasn't worked. She shouldn't go to bed late.</i>) • Prepositions <ul style="list-style-type: none"> – with (simple figurative) phrasal verbs (e.g., <i>give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down</i>) |

LEARNER WRITING EXEMPLAR: GRADE 9 – 12 - B1.1

Learner Profile for B1.1

Ofelia is a high school learner whose writing is at the B 1.1 level.

In the writing sample, you will see that Ofelia:

- Writes a multi-paragraph composition on a central idea with details in each paragraph;
- Writes conditional statements (e.g., if a student got caught eating, then..../ if a student did not wear his uniform then....);
- Uses a variety of transitional words (e.g., moreover, also, for example, therefore);
- Attempts to use complex sentences;
- Sequences text logically with a compare and contrast structure.

While Ofelia needs to work on improving a few skills, such as the use of verbs in the past tense, her overall writing demonstrates the descriptors at B 1.1.

There are so many differences between schools in Iraq and schools here, in Canada. The time that is spent in the school is less in Iraq than here. Also, the way of teaching and the level of the subjects are harder there. A uniform is required there; and the rules of the schools are different in lots of ways. The way that schools are split are different; there are schools for only guys and schools for only girls. Moreover the grades that attend schools are different than here. Schools are different in Iraq than in Canada; and in ways they are much harder.

The time that is spent in the school is different between the two countries. For example in Iraq school starts at 8:00 am and ends at 12:30 or sometimes at 1:00. But the difference is that there are no breaks between classes. Usually there are 5 or 6 classes a day, and we stay in the same room but teachers come to us. It becomes so hard to concentrate when staying in one room for 4 or 5 hours with loads of studying.

The ways of teaching there are harder than the ways in Canada. For example children in grade one have homework to take home. In Canada, children in elementary schools usually don't have any homework. Also the levels of the subjects are harder in Iraq. For example the things that we learned there in grade 6, they are learned here in grade 9. They put so much pressure on students there which make them work hard and do their best. Also in grade 6, 9, and 12 the final exams are national which means that the teachers have to cover everything in the book. Moreover, the final exam in Iraq is worth a 100%, so failing the final means failing the grade. Also, failing one subject there means failing the whole grade, which means all of the class should be retaken again.

In Iraq, there are so many rules that are not found here. There should be a uniform there and if a student did not wear his uniform then he can not enter the school. No food is allowed during classes, if a student got caught eating then he will go to the principle & will be punished. Also, students should ask before they leave the class. They need to ask the teacher when they need to drink water. Moreover, students can't leave the school once they are in it. There are guards that stand on the doors.

The way that schools are split are different than the Canadian way. There are schools for boys and schools for girls; but that's only for high school. Elementary schools are from grade one to grade six. Middle school and high school are the same buildings. Middle schools are from grade 7 to grade 9 and then high schools are from grade 10 to grade 12. Therefore it can be seen how schools are so different in Iraq and here.

B1.2 WRITING RUBRIC: GRADES 9 – 12

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| Vocabulary - Knowledge of words - Word choice - Word enrichment | <ul style="list-style-type: none"> • continues to use and develop academic vocabulary • uses a variety of words with multiple meanings • continues to use a thesaurus |
| Sentence structure; punctuation | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses a variety of complex sentences (e.g., <i>The ball, which he hit powerfully, flew across the net to Roberto, who had raced to hit it.</i>) • Punctuation <ul style="list-style-type: none"> – uses parentheses (e.g., <i>for additional information</i>) – uses semi-colons – uses colons (e.g. <i>before extended quotations; to replace “for example”; follow a salutation</i>) |
| Form; organization; | <ul style="list-style-type: none"> • takes notes while listening • writes about all story elements (e.g., <i>character, conflict, atmosphere, plot</i>) |

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| content | <ul style="list-style-type: none"> • writes a multi-paragraph composition for academic purposes (e.g., <i>descriptive, narrative, expository, or persuasive</i>) • writes a five paragraph essay • adds details, examples, and explanations to convey meaning • sequences text logically • independently uses writing process • edits own and peer writing • demonstrates awareness of audience • uses a variety of features to create an effective presentation or final product (e.g., <i>technology, color, font</i>) |
| Grammar | <ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – abstract nouns (e.g., <i>advice, information, beauty, knowledge, philosophy, democracy</i>) + <i>a, an, the</i>, or no article (e.g., <i>He had a good knowledge of science. He had knowledge about many things.</i>) • Pronouns <ul style="list-style-type: none"> – relative: <i>who, that, which, whose</i> in defining relative clause (e.g., <i>The man who drives the bus smiles a lot.</i>) • Verbs <ul style="list-style-type: none"> – present and past perfect (e.g., <i>He has just finished.</i>) – simple passive (e.g., <i>The dog was found in the park last Friday.</i>) – conditional statement: cannot be fulfilled (e.g., <i>If I had known that they were celebrating a birthday, I would have brought a cake.</i>) • Adjectives and Adverbs <ul style="list-style-type: none"> – <i>the</i> + adjective (e.g., <i>The small round ball is mine.</i>) – <i>does not confuse adjectives and adverbs</i> – gerund as adjective or as part of a compound noun (e.g., <i>running water, walking stick, diving board</i>) – <i>either, neither</i> • Adverbs <ul style="list-style-type: none"> – of possibility (e.g., <i>probably, possibly, definitely</i>) • Negation <ul style="list-style-type: none"> – with conjunction <i>unless</i> (e.g., <i>Don't spend the money unless you need new clothes.</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – variety of transition words and phrases used correctly and extensively throughout the writing |

LEARNER WRITING EXEMPLAR: GRADE 9 – 12 - B1.2

Learner Profile for B1.2

Abena is a high school learner whose writing is at the B 1.2 level.

In the writing sample, you will see that Abena:

- Writes using the various story elements-character, conflict, atmosphere, plot;
- Adds details, examples, and explanations to convey meaning;
- Sequences text logically;
- Uses a variety of complex sentences;
- Uses more advanced punctuation, including semi-colons;
- Uses relative pronouns (e.g., which, that).

Abena's writing displays competence in a number of areas including verb usage and the use of complex sentence structures. Her overall writing demonstrates the descriptors at B 1.2.

All of the people in our town were very busy at that time. My neighbors, including my Aunt Betty, worked and prepared food for the cafeteria in our school. Pancakes, rice cakes, salads, hotdogs, fruits and various kinds of drinks were the food's that they prepared for all the students in our school. Most of the people in our small town, including me, had no choice but to attend the only elementary school in our town. Rizal Elementary School was almost fifty-nine years old and it is located right beside our house. The only thing that separated the two buildings was a small gravel road. It was the first day of school, June 14th, 2005. I thought that it was going to be a fun and peaceful year, but I was wrong.

Every first day of school since I was in second grade, my best friend Fe and I walked together with our new dresses on, ^{with} new bags and with a big smile on our faces, to the school. We grew up together; that is why you cannot separate the two of us. We were like twins who were very similar in every any kind of way. When I was struggling with my math homework Fe would help me and when she needed help I was always there to help her to the best of my ability. On the weekends we would play, eat, do our homework, and watch the television together. We were very excited to go to school because finally we could use our new school supplies that we bought from the city. We were also excited to meet our old friends and to meet new people. But, when we entered the class together we did not expect that Lizah Calz and her friends would be there. Lizah Calz was the meanest of the mean; she and her friends were the bullies in our school, ^{ever} since I first met her.

Miss Sarah Denock was our adviser, which means that she is going to be our only teacher for the whole school year.

I knew that being a 5th grader under Ms. Denock's ()
roof was not good at all. Ms. Denock lives three blocks from
my house. She is three hundred pounds and when she walks,
you could tell that she is having a hard time maintaining her balance.
The worst thing about her was that Lizah's mom, Mrs. Catz, was
a very close friend of hers. Mrs. Catz, Mr. Denock and some other
teachers in our school were just happy-go-lucky in doing their
jobs. They would just gather in Mrs. Catz's room eating, laughing
and chatting about things that were useless. As they would "cele-
brate" in Mrs. Catz's room, the students would have to write
endless pages of notes. It is what the teachers do to their
students most of the time. This is why I hate most of the teachers,
especially Ms. Denock and Mrs. Catz, as well as her only daughter,
Lizah.

While our teacher is away, Lizah, the class president, would
act like one. She would go out of the room, command the class and
flirt with the boys as long as she wants to. She is such a bully, ()
but nobody tried to report her because her mom is a teacher as well,
a scary teacher it would say. Mrs. Catz is a friend of every teacher
in the school and that is what my fellow classmates feared. They feared that
Ms. Denock would just punish them for reporting Lizah being
such a bully because she thinks that Lizah is such a good
girl who would obey everything she says. This is a total lie
because I know that Ms. Denock feared Mrs. Catz, as well, that is
why she treated Lizah like a princess.

One day Lizah and her friends went overboard in
acting like the teachers. They stole and copied my final project. I spent
most of my time doing it ^{and} making it presentable; I even spent my entire
weekend just to finish my project and now they just took it away
and copied every single ^{piece} of information that I gathered. I was really furious
that time, so I went to the principal's office and reported Lizah and
her friends for bullying me and for bullying my classmates. The principal went
to our classroom, took Lizah away, including her friends. The principal
called Mrs. Catz to talk about the behavior of her daughter. The whole class
= also gathered in the principal's office to report everything Lizah did
to them. When the principal asked Lizah if the reports were true.

she just cried and looked at her mother. Everyone was very surprised unless Mrs. Calz told Lizah that she is very, very disappointed and ashamed to have her as her daughter, we just all sat there and stared at Mrs. Calz; Lizah did the same but cried louder, I could see by her eyes that she did not expect to hear that. Mrs. Calz demanded her to apologize to us so she did. She promised to not be a bully again and to respect each and everyone of us. Her friends apologized too. We all accepted their apologies but told them that if they ^{ever} do it again we will demand for a stronger punishment for them.

Day by day, we noticed that Lizah was changing her behaviour and the way that she treat^{ed} us went from bad to good. She even told us that her mom did not know a single thing that she did and that her mom is not scary; she's just strict and a perfectionist. After that day, we realized that Lizah was not really that mean. After all of the drama that we went through, we had the best year ever.

PART 3: ELA WRITING EXPECTATIONS

GRADES 9 – 12

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS – GRADES 9

ELA 9 students performing at level 4 of the 6 level ELA curriculum rubric create a variety of personal, literary, and informational texts. Their written composition is clear and straightforward. Their work is adequately developed, appropriate to purpose, and shows some awareness of audience. These students demonstrate control over the language elements and techniques. They demonstrate an understanding of writing strategies and the writing process. Minor errors, though noticeable, do not impede understanding.

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| Vocabulary ➤ Knowledge of words ➤ Word choice ➤ Word enrichment | <ul style="list-style-type: none"> • uses words that are appropriate for audience, purpose, and context and captures a particular aspect of intended meaning • uses appropriate language register (e.g., formal, informal, colloquial) • avoids jargon, slang, and clichés • uses emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects) • uses specific words and synonyms for variety • uses common homonyms (e.g., threw/through) and often confused words (e.g., affect/effect) correctly • avoids overused and misused words (e.g., irregardless, anyways, among/between) • considers both the denotative and connotative meaning of words • avoids wordiness, mixed metaphors, or “fancy” words • spells most words correctly using Canadian spellings • checks spelling and verifies usage • uses a variety of strategies and resources to learn the correct spelling of words including knowledge of spelling generalizations • recognizes and uses words figuratively and for imagery • uses new vocabulary appropriately • uses inclusive language that supports and demonstrates respect for people across cultures, genders, ages, and abilities • uses reference tools including dictionaries, thesauri, and handbooks to determine meanings of words |
| Grammar and Syntax | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – ensures that sentences are complete, interesting, and on topic – uses clear sentence structures that contain a verb and its subject (average length of sentences in free writing is 10.2; in rewriting, 9.8) – combines sentences to form compound and complex sentences for variety, interest, and effect – uses complete sentences with appropriate subordination and modification – uses subordination to precisely indicate the relationship between ideas (e.g., because, although, when) and to avoid a string of compound |

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| | <p>sentences</p> <ul style="list-style-type: none"> – makes sentences more precise by reducing a main idea (clause) to a subordinate idea (clause) and reduces, when appropriate, a subordinate clause to a phrase or single word – recognizes that effective co-ordination, subordination, and apposition of ideas makes sentences clear and varied – recognizes and uses parallel structure or balanced sentences for parallel ideas – uses active versus passive verbs – varies sentence beginnings – varies sentence lengths – ensures agreement of subjects, verbs, and pronouns – uses correct pronouns acting as subjects or objects (e.g., <i>he and his brother</i> versus <i>him and his brother</i>....) – places qualifiers correctly within text – uses several different conjunctions – formulates simple, compound, and complex sentences (avoiding run-on sentences and sentence fragments) <ul style="list-style-type: none"> • Punctuation <ul style="list-style-type: none"> – uses effective capitalization – uses effective punctuation including periods, commas, semicolons, dashes, and hyphens |
| <p>Form; organization; content</p> | <ul style="list-style-type: none"> • uses a range of standard forms for texts including paragraphs and multi-paragraph compositions • writes to describe, to narrate, to explain and inform and to persuade • writes clear and focused narrative, descriptive, expository, and persuasive essays (e.g., 1,500 words) • writes responses to texts to demonstrate a comprehensive grasp of the significant ideas of literary texts and support important ideas and viewpoints through accurate and detailed references to the text • experiments with a variety of different text forms (e.g., poetry, précis, short script, advice column, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language) • uses appropriate point of view(including third person) • uses organizational patterns within texts (chronological, enumerative, procedural, problem/solution, cause/effect, comparison/contrast • crafts strong leads, coherent bodies, and effective conclusions • maintains focus and ensures unity and coherence in text from beginning to end • uses effective transition words • includes covering page and list of references when required • uses language and techniques to create a dominant impression, mood, tone, and style |

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| | <ul style="list-style-type: none"> • acknowledge sources (e.g., acknowledge and cite sources accurately) • uses structures and features of text including form/genre, artistic devices (e.g., personification, figurative language such as similes and metaphors, exaggeration, symbolism), elements (e.g., point of view, conflict, theme, supporting arguments) and text features (e.g., credits, headings, diagrams, columns, side bars, pull quotes) • use printing (e.g., for labels on a map) and cursive writing (e.g., for writing a report) appropriate to purpose • writes legibly with appropriate speed and control • arranges and balances words, visuals, and fonts in order to send a clear, coherent message to a specific audience |
| Writing Strategies | <ul style="list-style-type: none"> • demonstrates an understanding of the creating process by planning, creating drafts, revising, and creating a final version • selects and uses appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, thoughts, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) writing activities • reflects and assesses personal writing strengths and needs; develops and pursues writing goals based on this assessment • assesses work for clarity, correctness, and impact |

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS – GRADE 10

ELA 10 students performing at level 4 of the 6 level ELA curriculum rubric compose and create a range of written literary texts (including fictionalized journal entries, a historical persona, a review, and a short script). In addition, they create informational text (including a business letter, a biographical profile, a problem-solution essay, an eye-witness report, and a researched or technical report). They attend to the various elements of discourse inherent in each text type. Their written composition is clear and straightforward with a recognizable focus and an awareness of audience. Ideas are presented coherently and in an order that conveys a clear message. Usage, spelling, punctuation, and capitalization are generally correct.

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| Vocabulary Knowledge ➤ word acquisition ➤ word recognition ➤ word enrichment | <ul style="list-style-type: none"> • Uses the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words. • Uses words precisely, accurately, and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, to use allusion). • Uses words correctly including prepositions (e.g., suited to/suited for), |
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| | <p>homonyms, (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets).</p> <ul style="list-style-type: none"> • Recognizes and uses Canadian spelling conventions and clear pronunciation to aid spelling (e.g., accept, except). • Selects and uses language register (e.g., formal, informal, colloquial) appropriate for the subject, audience, purpose, and context. |
| <p>Syntax/Sentence Structure/ Punctuation</p> | <ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – Uses sentences that are varied in form (including subordination and parallelism, free of misplaced qualifiers and dangling qualifiers. – Writes sentences that show agreement of subject and verb, consistency in verb tense, pronoun agreement, clear pronoun reference, and parallelism. – Writes sentences that average 11.7 words. – Avoids common usage problems including jargon, slang, euphemism, clichés, gobbledygook, and “abuseages” (such as “<i>Me and John....</i>”, “<i>I can’t get no....</i>”, “<i>Like....</i>” – Selects and uses formal written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions. • Punctuation <ul style="list-style-type: none"> – uses effective capitalization – uses effective punctuation including periods, commas, semicolons, dashes, and hyphens |
| <p>Textual</p> <ul style="list-style-type: none"> ➤ Form ➤ Elements ➤ Organization | <ul style="list-style-type: none"> • Selects and uses the mode of discourse (e.g., descriptive, narrative, expository, or persuasive) and text form appropriate for subject, purpose, and audience. • Uses communication elements such as handwriting, consistent font, neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communications. • Writes text that is unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected). • Includes smooth transitional words to sequence from one idea to another. • Creates text with a clear thesis and logical points to support message and arguments; appropriate details to support thesis; coherence, logical progression, and support for ideas; clear patterns of organization; a convincing conclusion. • Organizes information using appropriate forms (e.g., charts, diagrams, outlines). • Documents sources accurately using standard format (such as MLA or APA). • Cites references for all information including summarized and |

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| | <p>paraphrased ideas from other authors.</p> <ul style="list-style-type: none"> Experiments with and explores a variety of written text forms (such as poems, memorandums, legends, letters of complaint, obituaries, brochures) and techniques (such as foreshadowing, imagery, allegory, figurative language, symbolism, point of view, parallelism, hyperbole, literary devices, anecdotes) and explain their appeal. Uses appropriate visual elements (e.g., layout, colour, graphics) to clarify and enhance message. |
| Writing Strategies | <ul style="list-style-type: none"> Selects, uses, and evaluates purposefully a variety of strategies to communicate meaning before (e.g., considering and valuing own observations, thoughts, and opinions as sources for ideas, formulating questions to guide or focus research), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) writing activities. Evaluates their writing effectiveness. Contributes to the creation of rubrics and other assessment and evaluation tools used to assess written products. Selects strategies to enhance growth as a writer. |

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS – GRADE 11

ELA 20 students performing at level 4 of the 6 level ELA curriculum rubric compose and create a range of written literary texts (including a reflective or personal essay and an analysis of a literary text). Students also create a range of informational text (including an extended research essay, an essay involving an explanation of a process or procedure, a letter of application, and an argumentative essay). Students attend to the various elements of discourse inherent in each text type. Their written composition is logical and straightforward, demonstrating control over language elements and techniques. Ideas are presented coherently and in an order that conveys a clear message. Minor mechanical errors do not impede audience understanding.

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| Vocabulary ➤ Knowledge of Words ➤ Word Choice | <ul style="list-style-type: none"> Selects and use language and language registers to build and maintain collaborative relationships and create and sustain an inclusive community. Avoids colloquialisms, slang, euphemisms, clichés, and “abusages” (e.g., Us students...”, “ain’t got no”, “them books”). Selects and uses words that are clear, fresh, economical, and alive (versus overworked words and the use of the “to be” verbs). |
| Conventions | <ul style="list-style-type: none"> Knows and applies Canadian spelling patterns and conventions for familiar |

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| <ul style="list-style-type: none"> ➤ Spelling ➤ Visual Elements | <p>and new vocabulary.</p> <ul style="list-style-type: none"> • Makes written text clear and appealing visually by choosing the appropriate font, borders, colour, space, and visuals that enhance (rather than distract from) the intended message. • Structures drafts using standard forms and predictable structures such as headings, white space, and graphics. • Uses printing (e.g., for labels on a map) and cursive writing (e.g., for writing a report) appropriate to purpose. |
| <p>Grammar and Syntax</p> | <ul style="list-style-type: none"> • Creates and uses clear and varied sentences (e.g., short/ long, statement/questions, commands/ exclamations, loose/periodic/inverted/ parallel/balanced, simple/compound/ complex, front-shifted qualifiers) that link ideas logically and use the active voice as well as utilize appropriate punctuation. • Writes sentences that average 11.7 words. • Recognizes and avoids using sentence fragments, run-on sentences, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication. |
| <p>Ideas</p> | <ul style="list-style-type: none"> • Connects ideas, observations, opinions, and emotions to respond to and create texts. • Produces a range of written text that explores identity, social responsibility, and social action. |
| <p>Organization</p> <ul style="list-style-type: none"> ➤ Sequencing ➤ Coherence ➤ Transitions | <ul style="list-style-type: none"> • Creates texts with clear and coherent organizational patterns including effective beginning, supporting middles, and smooth and logical conclusions. • Writes text that is unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged). • Includes smooth transitional words to sequence from one idea to another. • Creates text with a clear thesis; accurate, appropriate, and convincing details to support thesis; unity, coherence, and emphasis; effective and clear organizational patterns, and a valid and justifiable conclusion. • Organizes information using appropriate forms (e.g., charts, diagrams, outlines). • Organizes and reorganizes information and ideas in a variety of ways (including digital) for different purposes and audiences |
| <p>Form</p> <ul style="list-style-type: none"> ➤ Following Models ➤ Different Genres | <ul style="list-style-type: none"> • Creates a variety of written informational (including an essay of explanation of a process, an application letter and résumé, a research essay using primary and secondary sources, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications. • Creates a wide range of written communications using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, |

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| | <p>expository, persuasive, information, and/or descriptive texts that:</p> <ul style="list-style-type: none"> ➤ develops a thesis, ➤ creates an organizing structure appropriate to the intended audience, purpose, and context, ➤ includes relevant information and excludes the extraneous ➤ clarifies and defends positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning, ➤ uses a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy), ➤ provides a coherent conclusion. <ul style="list-style-type: none"> • Cites sources correctly and documents quotations, paraphrases, and other information using standard format. • Adopts a customary format (including proper salutation, closing, and signature) when writing a letter. • Experiments with and explores a variety of written text forms (e.g., articles, radio dramatization, radio documentary, blog posting) and techniques, and explains their appeal. |
| <p>Writing Strategies</p> | <ul style="list-style-type: none"> • Selects, uses, and evaluates consciously a variety of strategies to communicate meaning when writing and using other forms of representation including: <ul style="list-style-type: none"> ➤ <i>before writing strategies</i> (e.g., activates prior knowledge; identifies purpose, role, audience, form, and possible techniques to use; chooses format/ layout, from a variety of forms for a range of audiences and purposes; generates, focuses, develops, and organizes ideas), ➤ <i>during writing strategies</i> (e.g., shapes and develops ideas into drafts; uses appropriate organizational patterns; experiments with different points of view; acknowledges sources, confers with others), and ➤ <i>after writing strategies</i> (e.g., ensures there is an effective introduction, clear middle, and effectual conclusion; proofreads for language conventions such as paragraphing, sentence structures, word choices, spelling and mechanics; revises using pre-established criteria). • Assess own ability to write, and use other forms of representing effectively. • Establish goals and plans for writing based on self-assessment of achievements, needs, and interests. |

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS – GRADE 12

ELA 30 students performing at level 4 of the 6 level ELA curriculum rubric compose and create communications that are clear and straightforward with a recognizable focus and an awareness of audience. Planning is evident with sufficient details presented coherently and in an order that conveys a clear message. Students understand and make use of a range of appropriate writing strategies with ease. Usage, spelling, punctuation, and capitalization are generally correct and the ideas presented are clear despite any minor mechanical errors.

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| <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Knowledge of Words ➤ Word Choice | <ul style="list-style-type: none"> • Uses language, language register, style, and tone appropriate to the subject, audience, purpose, and situation. • Uses appropriate words to achieve particular purpose and effect in written communication. • Recognizes and avoids “abusage” (e.g., nowheres, anyways, hisself, this here, did good). • Avoids euphemisms, inappropriate and overtaxed metaphors, jargon, wordiness, redundancy, triteness, clichés, and overused words. • Recognizes that Canadian English is marked by certain word choices. • Chooses and uses correctly “proper words in proper places” (e.g., affect/effect, allusion/illusion, canvas/canvass, cast/ caste) to achieve the intended tone and style for both subject matter and audience. |
| <p>Conventions</p> <ul style="list-style-type: none"> ➤ Spelling ➤ Visual Elements | <ul style="list-style-type: none"> • Respects and uses the spelling preferences of different audiences and organizations. • Recognizes that letters are usually the reason for errors--through inversion, omission, doubling, addition or substitution--of frequently misspelled words (e.g., abhor, all right, arctic, census, coherence, discernible). • Uses Canadian spelling and applies Canadian spelling conventions for familiar and new vocabulary. • Applies capitalization to clarify intended meaning. • Uses graphics, visuals, and multimedia to enhance communication. |
| <p>Grammar and Syntax</p> | <ul style="list-style-type: none"> • Uses clear, concise, varied, and forceful (emphatic) sentences and appropriate punctuation in written communication. • Writes sentences that average 13 words. • Uses purposeful and satisfying sentence patterns and punctuation for a variety of purposes. • Recognizes and avoids sentence fragments, run-on sentences, subject-verb disagreement, double negatives, and non-parallelism in formal communication. |

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| Ideas | <ul style="list-style-type: none"> • Writes and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences. • Creates a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action. • Creates a variety of informational (including an inquiry/research paper of approximately 1,500 words and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining. • Composes and creates narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony. • Develops and articulates defensible positions on individual, community, national, and world issues • Demonstrates originality and inventiveness in work. |
| Organization <ul style="list-style-type: none"> ➤ Sequencing ➤ Coherence ➤ Transitions | <ul style="list-style-type: none"> • Creates a range of written (including multimedia) texts that include the following: <ul style="list-style-type: none"> ➤ a clear thesis or main idea, ➤ details that logically and effectively support the thesis/main idea, ➤ a style, voice, format, and organizational pattern appropriate to purpose and audience, ➤ an impression of unity, coherence, and emphasis, ➤ a plausible and effective conclusion. • Uses the features and conventions of different text types (e.g., informational and literary) to ensure written texts are unified, coherent and emphatic. • Uses transitions to show connections in text. |
| Form <ul style="list-style-type: none"> ➤ Following Models ➤ Different Genres | <ul style="list-style-type: none"> • Structures drafts using standard forms and predictable structures (e.g., headings, white space, and graphics) and customary formats (including proper salutations, closing, and signature when writing a letter). • Experiments with different forms and formats (e.g., proposal, script, letter to government officials advocating change) and techniques, and explain their appeal. • Experiments with and explores a variety of written text forms (e.g., chapter of a novel, short story, minutes of a meeting) and techniques (such as satire, tone, mood) and explains their appeal. |
| Writing Strategies | <ul style="list-style-type: none"> • Identifies and uses a variety of skills and strategies in writing and other forms of representing and explains how the skills and strategies |

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| | <p>improve communication.</p> <ul style="list-style-type: none">• Identifies appropriate steps to take to improve comprehension and communication skills.• Selects a variety of products that most clearly reflect own growth and competencies as a communicator, and explain the reasons for the choices.• Select, use, and evaluate deliberately a wide variety strategies to communicate meaning when writing and using other forms of representation including:<ul style="list-style-type: none">➤ <i>before writing strategies</i> (e.g., activates prior knowledge, generates specific ideas and information that might be included, consider and choose/adapt a possible form, consider qualities of effective communication).➤ <i>during writing strategies</i> (e.g., create drafts and experiment with possible products, consider use of cues and conventions, confer with others, reflect, clarify, self-monitor, self-correct, and use a Variety of “fix-up” strategies , experiment with communication features and techniques).➤ <i>After writing strategies</i> (e.g., revise for content and meaning, improve for sentence structure and flow, proofread and revise for mechanics, paragraphing, word choice, spelling and appearance, reflect and consider feedback). |
|--|---|

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APPENDIX A: INTERNATIONAL REFERENCE - CEFR GLOBAL SCALE

| | | |
|---------------------------------------|-----------|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Common European Framework of Reference for Languages: Learning, teaching, assessment (p. 5)

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APPENDIX B: WRITING PROMPTS – GRADES 9 – 12

Prompts were created by a team of secondary level teachers of EAL. This same team of teachers assessed student writing samples using the Secondary Writing Rubrics contained in this document. The rubrics reflect the six levels of writing descriptors contained in the CFR scale.

| Level | Writing Prompt |
|-------|---|
| A1.1 | <p><i>Writing Context: This sample was created using a prompt designed by the secondary teacher team for this assessment task.</i></p> <p>“Using as much detail as you can, write about the school that you attended in your home country. What are the similarities and the differences between your former school and your present school?”</p> |
| A1.2 | <p><i>Writing Context: This sample is a writing assignment that was given as part of a high school EAL course.</i></p> <p>“Can you remember a specific time that you felt terrified? Is there a memory that you have that makes you laugh when you think about it? Write a short composition (2-5 paragraphs) about a personal experience that affected you in some specific way. Use as many descriptive words as you can to help the reader see and feel what happened.”</p> |
| A2.1 | <p><i>Writing Context: This sample is a writing assignment that was given as part of a high school EAL course.</i></p> <p>“Write a description of your home in your first country. Use as many senses as you can and create a clear mental image for the reader about what your home was like.”</p> |
| A2.2 | <p><i>Writing Context: This sample was created from a creative writing assignment in an English Language Arts course.</i></p> <p>“Write a short story that focuses on a childhood incident (event), at least 5 paragraphs long (1-2 pages). Base your story on a childhood memory, which can be your own or one you know about. If you don’t have a childhood memory, borrow one from a classmate or make one up (you can use a real memory and add fictional details). Write the story in the first person (the narrator is a character in the story) or in the 3rd person (where the storyteller is not part of the story).”</p> |
| B1.1 | <p><i>Writing Context: This sample was created using a prompt designed by the secondary teacher team for this assessment task.</i></p> <p>“Using as much detail as you can, write about the school that you attended in your home country. What are the similarities and the differences between your former school and your present school?”</p> |
| B1.2 | <p><i>Writing Context: This sample was created from a creative writing assignment in an English Language Arts course.</i></p> <p>“Write a short story that focuses on a childhood incident (event), at least 5 paragraphs long (1-2 pages). Base your story on a childhood memory, which can be your own or one you know about. If you don’t have a childhood memory, borrow one from a classmate or make one up (you can use a real memory and add fictional details). Write the story in the first person (the narrator is a character in the story) or in the 3rd person (where the storyteller is not part of the story).”</p> |

The following information may assist with the process of assessing student writing:

Encourage educators to collaborate over the language teaching, learning, and assessment of a group of EAL learners so that a common understanding of the CFR language level of each learner will emerge.

An example of collaboration on EAL learner progress is given below.

- *Teachers work in pairs to assess EAL students they both teach. Together they examine and discuss the appropriate Global Descriptors (i.e., Elementary, Middle, or Secondary Level) identifying which descriptors match each student’s language competence. A conversation could sound like this:
“Miguel’s listening skills are certainly at a level A2.2. I don’t believe he has any problem fulfilling those listening descriptors.”
“I agree. I also think that he demonstrates A2.2 competence in both of the oral categories. The reading descriptors, however, at A2.2 are beyond him right now.”
“You’re right. Level A2.1 reading competence descriptors are a good match for his ability.”
“What about the writing? I believe when he takes his time, his work is better described as A2.2. What do you think? Let’s take a closer look at the features of Miguel’s writing once again.”*
- *Writing samples are gathered for EAL learners by the social studies, mathematics, science, and ELA teachers from classroom assignments. These samples can become part of the assessment discussion between the collaborating teacher pair.*
- *The teachers share information on the overall English language proficiency of the students with other teachers who work with these learners.*
- *Teachers also share their observations with the student. They discuss the student’s self-assessed (Can Do) instrument and confirm and/or adjust their assessment.*

Reprinted from [A Guide for Using the Common Framework of Reference \(CFR\) with English as an Additional Language \(EAL\) Learners](#). Saskatchewan Ministry of Education. 2012. p.10.

APPENDIX C: WRITING RUBRICS DISPLAY CHARTS (11 x 17 SIZE)

| | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|--|--|---|--|---|--|
| Vocabulary Knowledge <ul style="list-style-type: none"> word acquisition word recognition word enrichment | <ul style="list-style-type: none"> writes alphabet independently shows awareness of sound symbol relationship copies words learned in class copies labels on a picture labels independently diagrams, illustrations or maps using familiar words uses words of personal relevance (e.g., <i>mom, dad</i>) | <ul style="list-style-type: none"> uses phonetic spelling for most words labels charts, equipment, diagrams and maps with high frequency academic and content area words creates and uses personal word lists of familiar or recurring vocabulary (e.g., <i>creates a personal dictionary</i>) attempts to use high frequency academic words with support (e.g. <i>explain, demonstrate, describe</i>) attempts to use high frequency content area vocabulary words with support (e.g., <i>fiction, poem, sum, multiply</i>) attempts to use high frequency affixes (re-, tri-, bi-, un-, -ful, -less, -ly) uses common descriptive words (e.g., <i>purple, big, square, many/some</i>) | <ul style="list-style-type: none"> uses accurate spelling for high frequency words uses high frequency academic vocabulary independently uses high frequency content area vocabulary independently uses high frequency affixes and roots (e.g., re-, un-, -ful) attempts to use low frequency affixes and roots (e.g. <i>Greek and Latin roots – ology, psych-</i>) uses a variety of descriptive words when writing about familiar subjects (e.g. <i>light blue, large, round, several</i>) uses words lists of synonyms, homonyms, and antonyms to extend and enrich word choice | <ul style="list-style-type: none"> demonstrates knowledge of irregular spelling patterns (e.g., <i>knife, pneumonia</i>) uses a greater variety of academic and content area vocabulary uses descriptive words in a variety of contexts, including for academic purposes (e.g. <i>a science experiment, an event in history, for example, Marie Antoinette was terrified when the angry mob approached Versailles.</i>) uses high and low frequency affixes and roots attempts word choice enrichment (e.g., <i>use of a thesaurus</i>) | <ul style="list-style-type: none"> uses a variety of common spelling strategies to spell words accurately continues to develop academic vocabulary shows awareness of words with multiple meanings (e.g., “<i>consumer</i>” in <i>Science or Economics</i>) continues to use a thesaurus | <ul style="list-style-type: none"> continues to use and develop academic vocabulary uses a variety of words with multiple meanings continues to use a thesaurus |
| Syntax <ul style="list-style-type: none"> Sentence Structure Punctuation | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> capitalizes proper nouns capitalizes the first word of a sentence attempts simple sentences: subject + verb + object or prepositional phrase (e.g., <i>She reads books. She reads in the classroom.</i>) Punctuation <ul style="list-style-type: none"> uses final punctuation (e.g., <i>period, question mark, exclamation mark</i>) | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> uses in-depth capitalization rules (e.g., <i>days of the week, months, titles</i>) writes complete simple sentences attempts compound sentences using common conjunctions (e.g., <i>and, but, or, because</i>) answers questions using simple adverbial phrases (e.g., <i>to the mall, after the movie</i>) Punctuation <ul style="list-style-type: none"> uses apostrophes for contractions and possessive forms (e.g., <i>He’s buying a hat. The boy’s hat is red. We don’t like music.</i>) attempts comma use | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> uses a variety of compound sentences (e.g., <i>and, but, or, because</i>) Punctuation <ul style="list-style-type: none"> uses commas for items in a list, in compound sentences to separate clauses, and/or introductory phrases | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> attempts complex sentences attempts direct and indirect speech (e.g., “<i>I study English,</i>” said Luis. <i>He said he studies at this school.</i>) Punctuation <ul style="list-style-type: none"> uses commas for a variety of purposes attempts quotation mechanics | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> uses complex sentences (e.g., <i>While we were working, we saw a dog who seemed lost. As she thought about him, she wondered how his new job would change their lives. Carlos, who studied with Viktor, was standing outside.</i>) self corrects common sentence errors (e.g., <i>run-ons and fragments</i>) Punctuation <ul style="list-style-type: none"> uses basic punctuation accurately enough to be followed most of the time uses colons before a list (e.g., <i>Bring the following items: pen, pencil, and paper.</i>) uses quotation mechanics | <ul style="list-style-type: none"> Sentence Structure <ul style="list-style-type: none"> uses a variety of complex sentences (e.g., <i>The ball, which he hit powerfully, flew across the net to Roberto, who had raced to hit it.</i>) Punctuation <ul style="list-style-type: none"> uses parentheses (e.g., <i>for additional information</i>) uses semi-colons uses colons (e.g. <i>before extended quotations; to replace “for example”; follow a salutation</i>) |
| Syntax <ul style="list-style-type: none"> Classes of Words & Their Function | <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> count and non-count: singular and plural of regular and high-frequency irregular nouns Verbs | <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> possessive form of proper nouns (e.g., <i>David’s hat</i>) articles: <i>a, an, the</i> Pronouns <ul style="list-style-type: none"> subject: <i>I, you, he, she, it, we, they</i> | <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> count nouns: singular and plural of low-frequency irregular forms (e.g., <i>half /halves, goose/geese</i>) gerunds for activities and pastimes (e.g., <i>running,</i> | <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> plural possessive forms of nouns (e.g. <i>the boys’ pen</i>) simple use of gerunds: <i>go + ing</i> (e.g., <i>They are going skating.</i>); gerund with verbs of like/dislike (e.g., <i>She hates</i> | <ul style="list-style-type: none"> Verbs <ul style="list-style-type: none"> used to (e.g., <i>They used to live in Panama.</i>) modals: <i>should, could, would</i> (e.g., <i>I should study after school. We could buy that car.</i>) | <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> abstract nouns (e.g., <i>advice, information, beauty, knowledge, philosophy, demo- cracy</i>) + <i>a, an, the,</i> or no article (e.g., <i>He had a good knowledge of science. He had knowledge</i> |

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| <ul style="list-style-type: none"> - be (e.g., <i>I am a boy.</i>) - there is/are - have (e.g., <i>I have a brother.</i>) - can: for ability and permission (e.g., <i>I can sing. I can go to the party.</i>) - simple present, simple past (<i>regular</i>), simple future tenses • Adjectives <ul style="list-style-type: none"> - possessive: my, your, his, her, its, our, their - high-frequency (e.g., <i>red, small, dark, old, Canadian, square</i>) • Adverbs <ul style="list-style-type: none"> - used to modify adjectives (e.g., <i>very big, really early</i>) - some adverbs of frequency and time (e.g., <i>tomorrow, later, sometimes</i>) • Negation <ul style="list-style-type: none"> - be in simple present (e.g., <i>She is not here/Robert isn't here.</i>) - do (e.g., <i>We don't eat that.</i>) • Prepositions <ul style="list-style-type: none"> - of direction (e.g., <i>to, from</i>) - of time (e.g., <i>at, before, after, on, in</i>) | <ul style="list-style-type: none"> - correctly using subject and object: <i>me, you, him, her, it, us, them</i> • Verbs <ul style="list-style-type: none"> - simple past high-frequency irregular verbs (e.g., <i>She came late.</i>) - present progressive (e.g., <i>She is talking.</i>) • Adjectives <ul style="list-style-type: none"> - comparative/superlative (e.g., <i>bigger, bigger than/biggest; dirtier, dirtier than/dirtiest</i>) - attempting comparative/superlative forms + more/most (e.g., <i>more beautiful/most intelligent</i>) - a little, a lot of, much, many, some, any, every, all • Adverbs <ul style="list-style-type: none"> - too • Negation <ul style="list-style-type: none"> - will (e.g., <i>They won't drink milk.</i>) • Prepositions <ul style="list-style-type: none"> - of location (e.g., <i>in, on, at, under, on the right/left</i>) | <ul style="list-style-type: none"> - <i>singing</i>) - collective nouns (e.g., <i>team, crowd, group, family,</i> - subject-verb agreement with collective nouns (e.g., <i>The crowd is cheering.</i>) • Pronouns <ul style="list-style-type: none"> - possessive: <i>mine, yours, his, hers, its, ours, theirs</i> - demonstrative: <i>this/these, that/those</i> • Verbs <ul style="list-style-type: none"> - future with <i>going to</i> (e.g., <i>We're going to finish.</i>) - simple past of low-frequency irregular verbs (e.g., <i>leave/left, run/ran.</i>) - <i>there was/were</i> - modals: <i>have to, must, can, need, may and might</i> (e.g., <i>I have to go now. I must stop because I'm tired. He can send e-mails to his friends.</i>) • Adjectives <ul style="list-style-type: none"> - noun + lower frequency adjectives or noun + two adjectives(e.g., <i>shiny</i>) • Adverbs <ul style="list-style-type: none"> - of manner (e.g., verb + adverb: <i>She ate quickly.</i>) - verb + two adverbs (e.g., <i>The teacher talked very slowly in the class.</i>) - of opinion (e.g., <i>obviously, clearly, actually</i>) • Transition Words and Phrases <ul style="list-style-type: none"> - <i>first, second, next, finally, for example, also</i> - conjunctions: <i>so, since, because, because of</i> • Negation <ul style="list-style-type: none"> - <i>be</i> in simple past (e.g., <i>They were not happy. They weren't happy.)</i> • Prepositions <ul style="list-style-type: none"> - with simple/literal phrasal verbs (e.g., <i>take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over</i>) | <ul style="list-style-type: none"> - <i>studying. We love eating.</i>); gerund as subject (e.g., <i>Listening in class is easy .</i>) • Pronouns <ul style="list-style-type: none"> - reflexive: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> - indefinite: <i>some, no, any, every + body/thing</i> • Verbs <ul style="list-style-type: none"> - past progressive (e.g., <i>He was standing in line.</i>); future progressive (e.g., <i>I'll be looking at the mail.</i>) - consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph) • Adjectives <ul style="list-style-type: none"> - irregular comparative/superlative (e.g., <i>better/(the) best; worse/(the) worst</i>) • Transition Words and Phrases <ul style="list-style-type: none"> - <i>like/unlike, similar to/different from</i> | <ul style="list-style-type: none"> - simple use of infinitives with <i>would like, ask, tell</i> (e.g., <i>I would like to visit Canada. My mother asked me to go to the store.</i>) - conditional statements: probable and unlikely situations - (e.g., <i>If it snows, we will wear our boots. If I had a lot of money, I would go on vacation.</i>) • Adjectives <ul style="list-style-type: none"> - <i>other, another, each</i> - <i>both, all, enough + of</i> • Adverbs <ul style="list-style-type: none"> - <i>somewhere, nowhere, anywhere, everywhere</i> • Transition Words and Phrases <ul style="list-style-type: none"> - conjunctions: <i>before, after, when, then, while, both ... and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first</i> - conjunctions: <i>yet, although, since, because of</i> - comparative using <i>as ... as</i> (e.g., <i>My brother is as old as your brother.</i>) - <i>as soon as, as well as, nearly as, just as, not quite as, whereas</i> • Negation <ul style="list-style-type: none"> - negation in a variety of tenses (e.g., <i>He hasn't worked. She shouldn't go to bed late.</i>) • Prepositions <ul style="list-style-type: none"> - with (simple figurative) phrasal verbs (e.g., <i>give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down</i>) | <ul style="list-style-type: none"> - <i>about many things.</i>) • Pronouns <ul style="list-style-type: none"> - relative: <i>who, that, which, whose</i> in defining relative clause (e.g., <i>The man who drives the bus smiles a lot.</i>) • Verbs <ul style="list-style-type: none"> - present and past perfect (e.g., <i>He has just finished.</i>) - simple passive (e.g., <i>The dog was found in the park last Friday.</i>) - conditional statement: cannot be fulfilled (e.g., <i>If I had known that they were celebrating a birthday, I would have brought a cake.</i>) • Adjectives and Adverbs <ul style="list-style-type: none"> - <i>the + adjective</i> (e.g., <i>The small round ball is mine.</i>) - <i>does not confuse adjectives and adverbs</i> - gerund as adjective or as part of a compound noun (e.g., <i>running water, walking stick, diving board</i>) - <i>either, neither</i> • Adverbs <ul style="list-style-type: none"> - of possibility (e.g., <i>probably, possibly, definitely</i>) • Negation <ul style="list-style-type: none"> - with conjunction <i>unless</i> (e.g., <i>Don't spend the money unless you need new clothes.</i>) • Transition Words and Phrases <ul style="list-style-type: none"> - variety of transition words and phrases used correctly and extensively throughout the writing |
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| <p>Textual</p> <ul style="list-style-type: none"> • Form/ • Elements • Organization | <ul style="list-style-type: none"> • uses left to right directionality • uses a writing utensil correctly • writes on the line • uses correct word separation • copies short, written information • writes patterned, simple sentences on topics of personal relevance, with assistance • can provide personal information on a questionnaire • writes straightforward information about self in phrases (e.g., <i>first and last names</i>) • writing may be in the form of a list • relies on visuals or illustrations to convey meaning in written work • may write L1 words to communicate | <ul style="list-style-type: none"> • uses basic organization in page layout (e.g., <i>name, date, headings, subheadings, margins</i>) • copies dates and facts from short simple text • relies on patterned sentences to express more detail and answer questions • writes simple questions following a model • writes simple information about self, including likes and dislikes • writes simple messages for personal communication (e.g., <i>text messages or e-mails</i>) • uses parts of the writing process (e.g., <i>pre-writing, rewrite for neatness</i>) with assistance • co-constructs a simple paragraph | <ul style="list-style-type: none"> • organizes writing using multiple text features such as titles and headings (e.g., <i>science experiment, report, note-taking</i>) • writes and responds to questions independently • can provide personal information using short texts and diagrams (e.g., <i>directions to their home</i>) • uses simple sentences to describe common objects or familiar places such as their surroundings, their daily activities and the people around them • gives personal opinion with support (e.g., <i>sentence starters using think, know, hope, believe</i>) • uses multiple parts of the writing process (e.g., <i>pre-writing and editing</i>) • writes a simple paragraph with support • organizes information related to a central idea in a short paragraph using introductory, supporting, and concluding sentences • organizes by chronological sequence with support | <ul style="list-style-type: none"> • writes notes using a model, template or graphic organizer • uses the 5Ws to explain an aspect of daily life or a current event • can provide personal background information on work, education, and skills (e.g., <i>strengths, weaknesses</i>) • writes texts for a variety of academic purposes (e.g., <i>personal response to a reading, lab report, summary of a historical event</i>) • uses concrete details in writing to support main idea • can write down the key words during an oral presentation • completes the writing process with assistance <ul style="list-style-type: none"> - uses a planning or pre-writing strategy (e.g., <i>graphic organizer, topic sentence, supporting details</i>) - organizes by chronological sequence - edits own work with assistance | <ul style="list-style-type: none"> • writes about story elements with support (e.g., <i>character, setting, may use a graphic organizer</i>) • writes a multi-paragraph composition on a central idea with details in each paragraph • sequences text logically with support (e.g., <i>strongest –weakest arguments, compare-contrast</i>) • completes writing process <ul style="list-style-type: none"> - brainstorming, drafting, revising, editing - edits own work, with support - edits peer writing, with support • produces writing in more than one genre (e.g., <i>report, journal, newspaper</i>) • begins to demonstrate awareness of audience | <ul style="list-style-type: none"> • takes notes while listening • writes about all story elements (e.g., <i>character, conflict, atmosphere, plot</i>) • writes a multi-paragraph composition for academic purposes (e.g., <i>descriptive, narrative, expository, or persuasive</i>) • writes a five paragraph essay • adds details, examples, and explanations to convey meaning • sequences text logically • uses writing process independently • edits own and peer writing • demonstrates awareness of audience • uses a variety of features to create an effective presentation or final product (e.g., <i>technology, color, font</i>) |
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