
Common Framework of Reference (CFR) EAL Writing Rubrics and Student Exemplars: Grades 1-8

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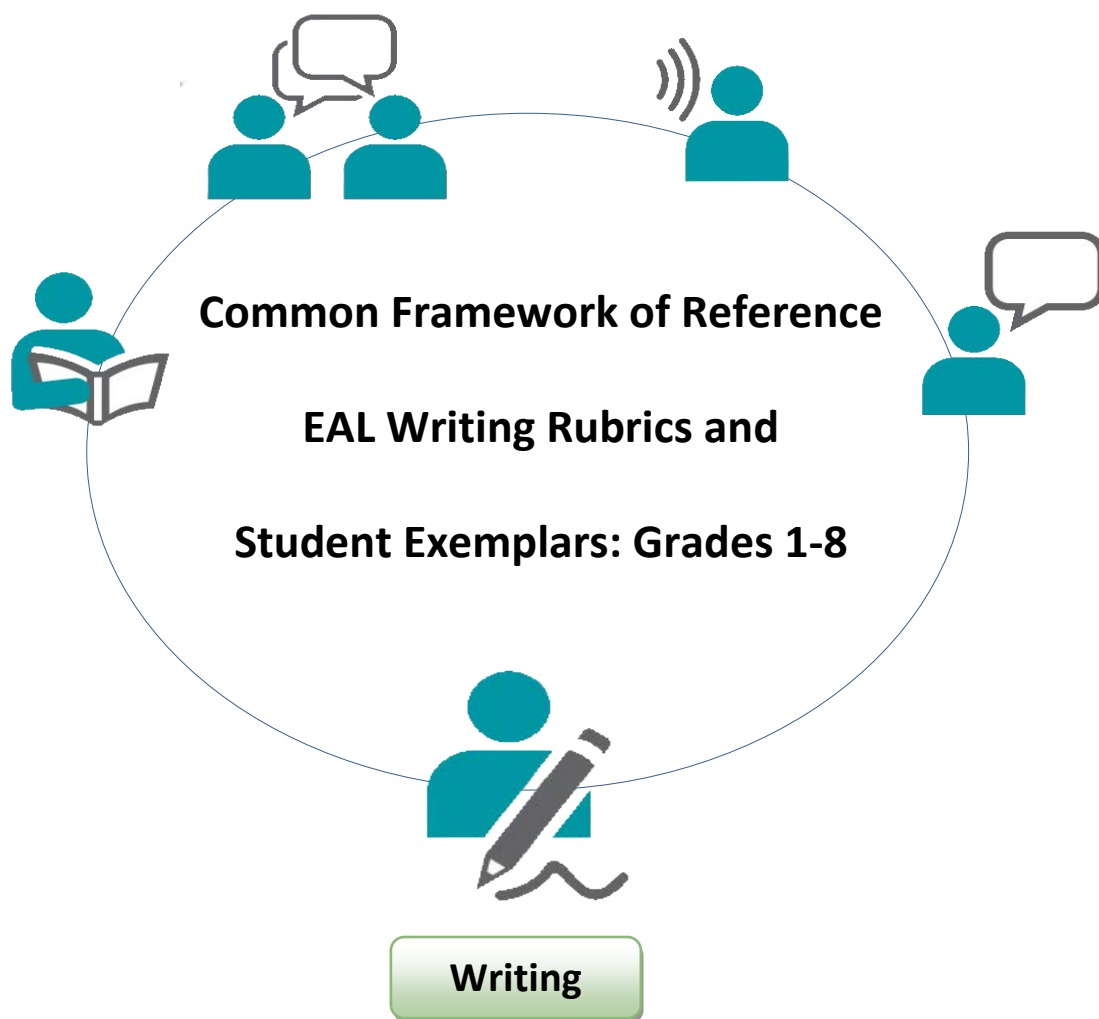


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COMMON FRAMEWORK OF REFERENCE (CFR)

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 1-8***, 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



CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT: GRADES 1 – 8


The pages that follow provide global level descriptors of language skills across CFR levels for Grades 1 – 8.


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 represent ‘word count per minute’.

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly.	Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses.	Understands the main points in clear and simple messages and instructions. Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, and dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Generally recognize changes in the topic of discussion.	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 phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and responds appropriately to a range of oral communications including a book read aloud, a person speaking, and oral directions of four to six simple steps. Retells key points and sequences (who, what, when, where, and why).
Spoken Interaction	Provides basic information such as age when requested and can	Interacts by answering simple questions with single words or	Expresses common greetings (e.g., Happy Birthday), feelings	Takes part in simple social interactions asking someone to	Participates in simple phone calls with a known person or a	Initiates conversation and can help to sustain it. Participates in	Communicates ideas and understanding to class. Participates in small

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT



CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills							
	ask another’s name. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as time and the location of familiar objects.	(e.g., I am cold, I am hungry, I am sorry), and questions (e.g., what time is it?). Exchanges information about everyday events using simple vocabulary.	repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for, and offer, simple explanations.	conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	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.	group work. Practises turn-taking.
Spoken Production							
	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g.,	Describes basic aspects of daily life such as favourite foods, how to get to their homes, and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward	Speaks clearly and audibly about ideas, experiences, preferences, questions, and conclusions, using expression and dramatization when appropriate. Reads according to the punctuation and is beginning to use phrasing. Reads at a reasonable rate with

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills	familiar environments (e.g., pieces of clothing and commonplace food items).	clothing, pets).				questions.	fluent pacing.
Reading 	Recognizes familiar names, words and phrases on signs (e.g., ‘Open’, ‘Exit’) and very simple instructions if they are supported by images.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written 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.	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar.	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.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Reads and comprehends grade-appropriate text including narratives, informational text, scripts, and poems. Uses eye tracking most of the time. Uses visual cues such as colour, size, and shape to construct meaning from text.


GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills							
Writing 	Uses a basic vocabulary repertoire of isolated words and phrases. Prints their own name. Copies/prints names of familiar objects, and conveys meaning through drawings. Aware of left to right directionality and has some awareness of sound to symbol relationships.	Produces simple descriptions of everyday objects, and can write (print) simple informal messages as well as label diagrams. Attempts to use capital letters and punctuation as well as lines on their papers. Produces simple sentences in the present tense using familiar, learned patterns.	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.	Communicates information on familiar topics using simple grammatical structures. Begins to use additional parts of speech and an increased range of grammatical structures.	Has sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Begins to use content area vocabulary.	Produces simple connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans.	Demonstrates control over many elements of language and communication. Is producing (by the end of June), simple, complete sentences demonstrating an understanding of word order, upper and lower case, spacing, and basic punctuation. Creates clear compositions in a variety of genres. Is editing and adding detail to their work.

*** 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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.



GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly.	Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses.	Understands the main points in clear and simple messages and instructions. Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	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 phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates comprehension by retelling (with support from the text) the key literal and inferential ideas (messages) and important details heard in both small and large group situations. Follows oral directions and demonstrations.
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of other people. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please).	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as time and the location of familiar	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?). Can exchange information about everyday events using simple vocabulary.	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.	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. Repeats what has been said and can convey	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in	Engages in partner, group, and class discussions initiating and sustaining a conversation with a number of exchanges.

GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills	Uses gestures to request information and can express a lack of understanding.	objects.			this to another. Expresses opinions on familiar topics and asks others for their opinions.	group work, expressing opinions and making suggestions.	
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly 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).	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., clothing, pets).	Describes basic aspects of daily life such as favourite foods, how to get to their homes, and the appearance of their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward questions.	Recounts stories and experiences; gives directions, and reports on a topic in sequence with clarity and appropriate detail. Offers opinions and provides reasons.
Reading	Recognizes familiar names, words and phrases on signs (e.g., ‘Open’, ‘Exit’)	Recognizes words previously encountered as well as short text	Locates important information in simple text; understands much	Reads patterned and predictable text. Understands everyday visual	Understands text of various lengths as long as the words used are	Reads and understands straightforward factual text on	Reads grade appropriate literary and informational


GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills 	and very simple instructions if they are supported by images.	messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	of what is written in short text dealing with familiar topics of personal interest; and 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.	text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar.	familiar and/or concern areas of interest. Uses key words, diagrams, and illustrations to support reading comprehension.	subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	text both silently and orally demonstrating comprehension by relating and retelling key events and ideas in sequence with specific details as well as discussing <i>how</i> , <i>why</i> , and <i>what if</i> questions. Reads at a reasonable rate (70-100 <i>wcpm</i> orally; 95-145 silently) with fluent pacing on practiced texts.
Writing 	Uses a basic vocabulary repertoire of isolated words and phrases. Prints own name. Copies/prints names of familiar objects, and conveys meaning through drawings.	Produces simple descriptions of everyday objects, and can write (print) simple informal messages as well as label diagrams. Attempts to use capital letters and punctuation as	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	Communicates information on familiar topics using simple grammatical structures. Begins to use additional parts of speech and an increased range of grammatical	Has sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the	Produces simple connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans.	Writes stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear sentences and paragraphs of at least six sentences. Includes some



GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills	Aware of left to right directionality and has some awareness of sound to symbol relationships.	well as lines on their papers. Produces simple sentences in the present tense using familiar, learned patterns.	tense as well as singular and plural forms of words with growing accuracy.	structures.	communication is usually clear. Begins to use content area vocabulary.		dialogue in narratives. Prints legibly to form letters and words of consistent size, shape, and spacing.

*** 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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.


GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures.	Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly.	Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	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 phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates a good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Identifies the main ideas. Retells, and describes specific details in heard texts. Follows instructions and multi-step oral directions.
Spoken Interaction	Provides basic information such as age when requested and can ask another’s	Interacts by answering simple questions with single words or short sentences.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I	Takes part in simple social interactions asking someone to repeat themselves	Participates in simple phone calls with a known person or a conversational	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with	Engages in partner, group, and class discussions initiating and sustaining a

GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills 	name. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, the time of day, and the location of familiar objects.	am hungry, I am sorry), and questions (e.g., when the bus is to arrive?). Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	or asking appropriate questions to ensure the other person understands them. Can ask for, and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	conversation with a number of exchanges.
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., clothing, pets).	Describes basic aspects of daily life such as favourite foods, how to get to their homes, and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Justifies point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward questions. Explains clearly how something is done or used.	Communicates thoughts, feelings, and ideas reasonably clearly. Delivers brief recitations and oral presentations about familiar experiences or interests, which are generally organized and focused on a central idea. Reads orally with appropriate


GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills	environments (e.g., pieces of clothing and commonplace food items).						fluency, accuracy, and expression.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; and follows a set of clear, written instructions especially with the support of visuals. Understands most of what happens in a simple, straightforward short story and can identify the story’s main characters.	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book).	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.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Retells and sequences ideas and events from grade appropriate literary and informational texts text identifying and describing specific details. Reads just-right text at a reasonable rate (80-110 <i>wcpm</i> orally; 120-170 silently) rereading when meaning is not clear.
Writing	Writes the alphabet independently	Beginning, with support, to use subject area	Begins to use descriptive words, prepositions, and	Briefly describes an aspect of daily life, an event, or a	Expresses themselves on most familiar	Produces simple connected text on topics which are	Demonstrates control over many elements of



GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
 Skills	and, with assistance, some simple words. Copies/prints their name and the names of familiar objects. May convey meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write/print a patterned sentence.	vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Produces simple descriptions of everyday objects, simple informal messages, as well as label diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. Produces simple sentences in the present tense using familiar, learned patterns.	transitional words. Begins to use the past tense and the singular and plural forms of words with growing accuracy. Uses straightforward sentences and expressions to describe such things as their physical surroundings, daily activities, and the people around them.	personal experience including some concrete details. Begins to use additional parts of speech and an increased range of grammatical structures.	topics of interest. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary is capable of writing in a number of genres.	familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans. Writes brief descriptions of a process using appropriate transitional language.	language and communication. Communicates ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure (if appropriate to the form) and the use of interesting detail.

*** 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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**


GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures.	Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly.	Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	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 phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Retells, and describes specific details in heard texts. Follows instructions and multi-step oral directions.
Spoken Interaction	Provides basic information such as age when requested and can ask another’s	Interacts by answering simple questions with single words or short sentences.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I	Takes part in simple social interactions asking someone to repeat themselves	Participates in simple phone calls with a known person or a conversational	Initiates conversation and can help to sustain it. Participates in relatively lengthy	Engages in partner, group, and class discussions by interacting with others to share


GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills 	name. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects.	am hungry, I am sorry), and questions (e.g., what time do we go to the gym?) Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	or asking appropriate questions to ensure the other person understands them. Can ask for, and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	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. Asks spontaneous questions.	ideas and opinions, ask for support, complete tasks, and explain concerns or problems.
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in	Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., clothing, pets).	Describes basic parts of daily life such as favourite foods, how to get to their homes, and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward	Communicates clear and straightforward messages with a recognizable focus and an awareness of audience. Adequately develops ideas and content through details and examples. Reads orally with appropriate fluency, accuracy, and

GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills	familiar environments (e.g., pieces of clothing and commonplace food items).					questions. Explains clearly how something is done or used.	expression.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written 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.	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book).	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.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Retells and sequences ideas and events from grade appropriate literary and informational texts text identifying and describing specific details. Reads grade-appropriate text silently at 135-185 <i>wcpm</i> and orally (with fluency, accuracy, pacing, intonation, and expression) at 100-140 <i>wcpm</i> . Adjusts reading rates to the complexity of materials and purposes for reading.
Writing	Writes the	Beginning, with	Begins to use	Briefly describes	Expresses	Produces simple	Demonstrates


GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills							
	<p>alphabet independently and, if provided assistance, some simple words. Copies/prints their name and the names of familiar objects. May convey meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With support, they can write/print a patterned sentence.</p>	<p>support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Produces simple descriptions of everyday objects, simple informal messages. As well, they can label diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. Produces simple sentences in the present tense using familiar, learned patterns.</p>	<p>descriptive words, prepositions, and transitional words. Begins to use the past tense and the singular and plural forms of words with growing accuracy. Uses straightforward sentences and expressions to describe such things as their surroundings, daily activities, and the people around them.</p>	<p>an aspect of daily life, an event, or a personal experience including some concrete details. Beginning to use additional parts of speech and an increased range of grammatical structures.</p>	<p>themselves on most familiar topics of interest. Errors occur, but the intent of the communication is usually clear. Beginning to use academic vocabulary and are capable of writing in a number of genres.</p>	<p>connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans. Writes brief descriptions of a process using appropriate transitional language.</p>	<p>control over many elements of language and communication. Organization and form are appropriate and ideas are generally presented coherently. Makes appropriate and varied word choices and varies sentence structure. Uses a writing process to produce descriptive, narrative, and expository compositions.</p>

GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words or expressions (e.g., thank you, excuse me) and simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple instructions in class, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages.</p>	<p>Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly. Understands most of a story when it is read slowly and clearly and is accompanied with visuals.</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly.</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, and dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>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 phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions.</p>	<p>Listens and demonstrates a good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Retells, and sequences ideas and events from oral texts. Describes the main topic and specific details in heard text. Follows instructions and multi-step oral directions.</p>

Spoken Interaction 	<p>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). Uses gestures to request information and can express a lack of understanding.</p>	<p>Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as how they are feeling, time of day, and the location of familiar objects. Meets and takes leave of people using appropriate expressions.</p>	<p>Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry), and questions (e.g., when does the bus arrive? how much is that?). Participates in a short telephone conversation, with some prior preparation. Can speak about everyday events using simple vocabulary. Makes and accepts apologies.</p>	<p>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. Asks for a word to be spelled out and can spell out names or simple words themselves.</p>	<p>Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation.</p>	<p>Initiates conversation and can help to sustain it. 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. Asks spontaneous questions.</p>	<p>Fulfills role as group member and respects and responds sensitively to the ideas, opinions, and interpretations of others.</p>
Spoken Production 	<p>Expresses basic personal information such as name, age, and country of origin. Expresses how they are feeling using simple, standard expressions.</p>	<p>Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend</p>	<p>Describes basic parts of daily life such as favourite foods, how to get to their homes, and the appearance of their pets. Can indicate personal strengths and</p>	<p>Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture's</p>	<p>Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class</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. Describes</p>	<p>Participates in a variety of oral presentations. Presentations are clear and thoughtful. Uses clear and correct pronunciation and enunciation. Demonstrates an</p>


	Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages, and occupations of their family members).	weaknesses.	celebrations and special events. Can say most numbers (including years) without hesitation.	and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	incidents, expresses feelings, and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	awareness of audience and uses level of language appropriate to purpose.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; and 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	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers	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. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	Reads and demonstrates comprehension of a range of contemporary and classical grade-appropriate fiction and non-fiction. Offers appropriate and thoughtful responses with reasonable evidence to support responses. Reads grade-appropriate texts silently (150-200 <i>wcpm</i>) for extended periods of time. Reads orally at 110-150 <i>wcpm</i> . Can adjust reading rate to purpose and

			characters. Understands the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	and vending machines).			text demands.
Writing 	<p>Writes the alphabet independently and, with assistance, some simple words. Writes their own name, copies/writes names of familiar objects, and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, can write a patterned sentence and fill in a questionnaire about themselves.</p>	<p>Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences, including</p>	<p>Uses straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singulars and plural word forms, prepositions, and transitional words.</p>	<p>Describes common objects or familiar places using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.</p>	<p>Begins to have sufficient vocabulary to express themselves on most familiar topics of interest. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.</p>	<p>Writes about familiar topics using comparison and contrast; describes objects of interest including the advantages and disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and</p>	<p>A Grade Five student meeting curricular expectations demonstrates control over the elements of communication and language. Students write in a variety of formats, both expository and literary. Communications are adequately developed and appropriate to audience and purpose. Errors that are made do not interfere with communication.</p>


		questions, in the present tense using familiar, learned patterns.				spelling.	
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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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade's curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**



GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages. Can identify the names</p>	<p>Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly. Understands most of a story when it is read slowly and clearly and is accompanied with visuals.</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>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 phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</p>	<p>Listens purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, explanations, reports, and opinions. Selects and uses appropriate strategies to construct meaning before, during, and after listening. Identifies speaker’s viewpoint and purpose; restates or summarizes major points and supporting details; draws conclusions.</p>


GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills	of common colours when heard.						
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of another. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). 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 known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day, and the location of familiar objects. Meets and takes 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 the bus arriving? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	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. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation	Initiates conversation and can help to sustain it. 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. Asks spontaneous questions.	Uses oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing, sharing, and comparing ideas and opinions, completing tasks and contributing to group success).
Spoken Production	Expresses basic personal information such	Introduces themselves providing basic	Describes basic parts of daily life such as favourite	Describes, using simple words, daily events, personal	Describes a variety of familiar subjects related to interests	Speaks in a comprehensible and fairly fluent	Uses oral language appropriately to express a range of

GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills 	as name, 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).	information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages, and occupations of their family members). Can name some specific vocabulary terms.	foods, how to get to their homes, and their pets. Can indicate personal strengths and weaknesses.	experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization. Speaks clearly and expressively in classroom presentations adjusting voice, tone, and language to a variety of situations.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands	Locates important information in simple text; understands much of what is written in short text dealing with	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key	Reads and understands straightforward factual text on subjects related to personal interests and/or	Reads and demonstrates comprehension of a variety of visual and digital texts. Selects and uses appropriate


GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills	encountered.	signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text.	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 understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	words, diagrams, and illustrations to support reading comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	strategies to construct meaning before, during, and after reading. Explores the form and function of texts read. Reads grade appropriate texts to increase fluency (120-160 <i>wcpm</i> orally; 160-210 <i>wcpm</i> silently) and expression. Adjusts reading rate to purpose and text demands.
Writing 	Writes the alphabet independently and, with assistance, some simple words. Writes own name,	Begins, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be	Uses straightforward sentences and expressions to describe such things as their surroundings, their	Describes common objects or familiar places using short, straightforward sentences. They are using important	Begins to have sufficient vocabulary to express themselves on most familiar topics of interest	Writes about familiar topics using comparison and contrast; describes objects of interest including the	A Grade Six student performing at Level 4 of the 6 point ELA curriculum rubric writes compositions that are clear and straightforward.


GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills	copies/writes names of familiar objects, and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.	connected by a topic. Produces simple descriptions of everyday objects, simple informal messages, as well as labels in diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.	daily activities, and the people around them. They are using descriptive words, singulars and plural word forms, prepositions, and transitional words.	connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.	to them. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.	advantages and disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.	The compositions are adequately developed, appropriate to purpose, and show some awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, may be noticeable, but do not impede communication.

*** 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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.



GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages. Can identify the names of common colours</p>	<p>Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly. Understands the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. Understands most of a story when it</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>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 phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</p>	<p>Listens critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, and messages presented in the media). Selects and uses appropriate strategies to construct meaning before, during, and after listening. Displays active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, and</p>

GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills	when heard.	is read slowly and clearly and is accompanied with visuals.					making notes).
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of another. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). 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 known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day, and the location of familiar objects. Meets and takes leave of people using appropriate expressions. Can make introductions of self and others.	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 does the bus arrive? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	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. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation.	Initiates conversation and can help to sustain it. 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. Asks spontaneous questions.	Uses oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing, sharing, and comparing ideas and opinions, completing tasks and contributing to group success).


GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
Spoken Production 	Expresses basic personal information such as name, 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).	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages, and occupations of their family members). Can name some specific vocabulary terms.	Describes basic parts of daily life such as favourite foods, how to get to their homes, and their pets. Can indicate personal strengths and weaknesses.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time	Uses oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization. Speaks clearly and expressively in classroom presentations adjusting voice, tone, and language to a variety of situations.
Reading 	Recognizes some words and straightforward sentences in simple text if these	Recognizes words previously encountered as well as short text messages such as	Locates important information in simple text; understands much of what is written	Reads patterned and predictable text. Understands everyday visual text such as signs	Understands text of various lengths as long as the words used are familiar and/or	Reads and understands straightforward factual text on subjects related	Reads and demonstrates comprehension of a variety of visual and digital texts. Selects

GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills	words have been previously encountered.	“Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text. Recognizes important information on promotional material (e.g., price, date, and time on posters).	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 understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	concern areas of interest. Uses key words, diagrams, and illustrations to support reading comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	to personal interests and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	and uses appropriate strategies to construct meaning before, during, and after reading. Explores the form and function of texts read. Reads grade appropriate texts to increase fluency (120-160 <i>wcpm</i> orally; 160-210 <i>wcpm</i> silently) and expression. Adjusts reading rate to purpose and text demands.
Writing	Writes the alphabet independently and, with	Begins, with support, to use subject area vocabulary and	Uses straightforward sentences and expressions to	Describes personal experiences, common objects or familiar places	Begins to have sufficient vocabulary to express	Writes about familiar topics using comparison and contrast;	A Grade Seven student performing at Level 4 of the 6 point ELA


GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT



CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
	<p>assistance, some simple words. Writes (or prints) their own name, copies/writes names of familiar objects, and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, writes a patterned sentence and fills in a questionnaire about themselves.</p>	<p>descriptive words. Ideas are beginning to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.</p>	<p>describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singulars and plural word forms, prepositions, and transitional words.</p>	<p>using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.</p>	<p>themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.</p>	<p>describes objects of interest including the advantages and disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.</p>	<p>curriculum rubric writes compositions that are clear and straightforward, adequately developed, appropriate to purpose, and shows an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.</p>


*** 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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**

GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families, and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes</p>	<p>Understands simple directions, questions, announcements, and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times, and other pieces of short information if given slowly and clearly. Understands the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>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 phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</p>	<p>Listens critically from a wide variety of oral texts to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values and biases, stereotypes, or prejudices. Selects and uses appropriate strategies to construct meaning before, during, and after listening. Displays the behaviours of an effective and active listener including adapting listening and focus to purpose and situation, determining whether fact or</p>

	spoken words similar to those in known languages. Can identify the names of common colours when heard.	drawings. Understands most of a story when it is read slowly and clearly and is accompanied with visuals.					opinion is being expressed, and seeking clarification when meaning is not clear.
Spoken Interaction 	Provides basic information such as name and age when requested and can ask others for that information. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please). 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 known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day, and the location of familiar objects. Meets and takes leave of people using appropriate expressions. Can make introductions of self and others.	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 lunch? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	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. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation.	Initiates conversation and can help to sustain it. 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. Asks spontaneous questions.	Uses oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group situations (expressing feelings and viewpoints and contributing to group harmony).
Spoken Production	Expresses basic personal	Introduces themselves	Describes basic parts of daily life	Describes, using simple words,	Describes a variety of familiar subjects	Speaks in a comprehensible and	Uses oral language appropriately to

	<p>information such as name, 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>providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages, and occupations of their family members). Can name some specific vocabulary terms.</p>	<p>such as favourite foods, how to get to their homes, and their pets. Can indicate personal strengths and weaknesses.</p>	<p>daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture's celebrations and special events. Can say most numbers (including years) without hesitation.</p>	<p>related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.</p>	<p>fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings, and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.</p>	<p>effectively express information and ideas of complexity in formal and informal situations including presenting oral responses to texts; focused oral presentations (with introductions, bodies, transitions and conclusions); poetry recitations; dramatic readings; speeches; mini-debates; and meetings. Uses volume and presentation techniques appropriate to audience and purpose.</p>
<p>Reading</p> 	<p>Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.</p>	<p>Recognizes words previously encountered as well as short text messages such as "Happy Birthday". Understands signs/posters which use everyday</p>	<p>Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; follows a set of clear, written</p>	<p>Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written</p>	<p>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>Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most</p>	<p>Reads, responds, and demonstrates comprehension of a variety of visual and digital texts. Selects and uses appropriate strategies to construct meaning before, during, and after reading.</p>

		language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text. Recognizes important information on promotional material (e.g., price, date, and time on posters).	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 understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	subject specific words.	Understands how an author organized text to achieve unity and coherence. Reads grade appropriate texts to increase fluency (140-180 <i>wcpm</i> orally; 180-230 <i>wcpm</i> silently) and expression.
Writing 	Writes the alphabet independently and, with assistance, some simple words. Writes (or prints) their own name, copies/writes names of familiar objects, and conveys meaning through drawings.	Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams.	Uses straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. Uses descriptive words, singulars and plural word forms, prepositions, and	Describes personal experiences, common objects or familiar places using short, straightforward sentences. Using important connecting words, transitions, and more varied sentence types. Attempting more advanced types of	Begins to have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Writes in a number of genres and uses some vocabulary	Writes about familiar topics using comparison and contrast; describes objects of interest including the advantages and disadvantages involved; and present a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language.	A Grade Eight student performing at Level 4 of the 6 point ELA curriculum rubric writes compositions that are clear and straightforward. The compositions are adequately developed, appropriate to purpose, and show an awareness of audience. The

	Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, writes a patterned sentence and fills in a questionnaire about themselves.	Attempts to use capital letters and punctuation. Produces simple sentences, including questions, in the present tense using familiar, learned patterns.	transitional words.	punctuation.	from those genres.	Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.	student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.
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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. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade's curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**

**PART 2 – CFR WRITING DESCRIPTORS,
EAL RUBRICS, AND EXEMPLARS**

GRADES 1 – 8

GLOBAL WRITING DESCRIPTORS: GRADES 1-2

A 1.1 - Grades 1-2

Grades 1-2 students at A 1.1 have a limited vocabulary repertoire of isolated words and phrases. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of left to right directionality and have some awareness of sound to symbol relationships.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Prints/copies simple words with assistance. ✓ Writes (prints) words of personal significance (e.g., mother, father).
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Makes marks on paper with a range of writing materials. ✓ Holds writing tools effectively. ✓ Writes the alphabet with reasonable accuracy. ✓ Demonstrates some awareness of sound-symbol relationship. ✓ May represent words with the word's first letter(s).
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ May be some separation between words.
GRAMMAR AND SYNTAX	
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ May convey meaning through personal drawing.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Uses left to right directionality.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Can copy or print own name. ✓ Can copy labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house, etc.).

A 1.2 - Grades 1-2

Grades 1-2 students at A 1.2 can produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Writes (prints) simple descriptions of everyday objects (e.g., a brief description of their home or pet) using a very limited number of descriptive words. ✓ Fills in gapped text using a word list of familiar words.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Represents sound-symbol relationships with some accuracy. ✓ Prints some simple sight words (e.g., and, the) with assistance. ✓ Attempts to represent simple words phonetically, particularly beginning and ending consonants.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Attempts the use of capital letters and periods. ✓ Leaves spaces between most words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes (prints) in the simple, present tense given a sentence frame (e.g., I like games). ✓ Attempts the use of singulars and plurals.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) very simple informal messages (e.g., a note on a postcard or a note to wish a friend a happy birthday). ✓ Writes (prints) simple information about themselves (e.g., their name and age). ✓ Labels personal drawings with familiar words (e.g., dog, house, etc.).
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Usually attempts to make use of the paper's lines. ✓
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Copies or prints words and simple phrases being learned in class. ✓ Prints a simple sentence using a familiar, learned pattern.

A 2.1 - Grades 1-2

Grades 1-2 students at A 2.1 begin to use descriptive words, prepositions, and the conjunction, 'and'. They can use simple sentences and expressions to describe common objects and activities. They are beginning to use the past tense and singular and plural forms of words with growing accuracy.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Begins to use a range of descriptive words when writing about a familiar topic. ✓ Begins to use simple prepositions (e.g., on, in, above, below). ✓ Produces personal word lists of familiar, recurring words. ✓ Writes (prints), with the help of visuals, simple descriptions such as where they live and directions on how to get there.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Writes (prints) a growing number of sight words with increasing accuracy. ✓ Attempts phonetic spelling for entire words.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitalization and final punctuation (e.g., "!" and "?") though with various errors. ✓ Consistently leaves spaces between words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Aware of singular and plural word forms and uses these with some accuracy. ✓ Writes (prints) short sentences on familiar topics in the simple past tense.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) brief, straightforward notes of greeting, invitation, appreciation, and thanks. Can respond to such notes. ✓ Writes (prints) short notes expressing wants and preferences. ✓ Uses simple sentences and expressions to describe such things as surroundings, daily activities, and people around them.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) an introduction and/or conclusion to a story (given assistance). ✓ Begins to use connecting words (e.g., 'and', 'because') as connecting words.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Labels visuals such as pictures, charts, diagrams, and/or maps. ✓ Creates patterned sentences following a given model. ✓ Writes simple questions following a given model. ✓ Begins to use compound sentences.

A 2.2 - Grades 1-2

Grades 1-2 students at A 2.2 can communicate information on familiar topics using simple grammatical structures. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Has enough vocabulary to very briefly describe an aspect of daily life, an event, or a personal experience using simple language (e.g., a daily routine, a party, or a celebration). ✓ Fills in missing facts, names, and subject specific terms in simple gapped text.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of beginning blends. ✓ Spells common, high-frequency words with increasing accuracy.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and final punctuation with increasing accuracy.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses simple grammatical structures. ✓ Begins to use pronouns. ✓ Writes short sentences using irregular past tense verbs (e.g., ate, drank, saw).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Provides some concrete details such as where, what, and when. ✓ Provides descriptions of common objects or familiar places using short, simple sentences. ✓ Writes (prints) a summary sentence of a text's main idea. ✓ Writes (prints) key words during an oral presentation.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) straightforward text using transitional words such as "and", "but" and "because". ✓ Stays on one topic for the most part.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes (prints) a simple note providing information or expressing appreciation. ✓ Writes (prints) straightforward questions. ✓ Writes (prints) very simple stories (e.g., the best holiday ever, what my dog did). ✓ Writes (prints) compound sentences (often overusing "and", "but" and "because"). ✓ Co-constructs a simple paragraph with support.

B 1.1 - Grades 1-2

Grades 1-2 students at B 1.1 have sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.2 students are beginning to use content area vocabulary.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses some content area vocabulary. ✓ Uses prepositions with increased accuracy. ✓ Has sufficient vocabulary to write (print) simple descriptions on a number of familiar topics of interest.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of final blends. ✓ Demonstrates knowledge of digraphs (e.g., 'th', 'wh' and 'ch' sounds) ✓ Spells common words accurately.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates some understanding of word order. ✓ Experiments with verb tenses and inflected endings (-ed, -ing). ✓ Attempts subject-verb agreement. ✓ Uses singular and plural word forms with increasing accuracy.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) short, simple descriptions on subjects of interest. ✓ Writes (prints) short notes asking for or giving simple information. ✓ Writes (prints) simple instructions about familiar procedures with assistance such as a writing frame. ✓ Adds descriptors including adjectives and adverbs.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text with support. ✓ Uses complete sentences connected to each other. ✓ Ideas are generally on one topic.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Summarizes simple, familiar text. ✓ Writes (prints) a short, simple paragraph with support. ✓ Writes (prints) a description of a familiar event, person or object. ✓ Experiments with complex sentences by linking a series of shorter elements into a linear sequence.

B 1.2 - Grades 1-2

Grades 1-2 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Uses subject specific vocabulary on a frequent basis. ✓ Uses prepositions with repeated accuracy.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Edits own work with support. ✓ Uses grade appropriate conventions and spellings for the most part. ✓ Demonstrates knowledge of vowel diphthongs (e.g., 'oo', 'ie', and 'ae' sounds). ✓
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Beginning to use advanced punctuation appropriate to grade level (e.g., commas and apostrophes). ✓ Capitalization of common, familiar words is mostly accurate.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates significant control of word order and the formation of plurals. ✓ Uses multiple verb tenses, inflected endings, and subject verb agreement with increasing accuracy.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Writes about familiar topics using comparisons and contrasts. ✓ Describes objects of interest (e.g., a favourite toy or game).explaining the advantages and disadvantages involved. ✓ Presents, in simple sentences, a personal opinion about an issue or event. ✓ Writes (prints) simple instructions about familiar procedures. ✓ Provides details about story elements (e.g., character, setting) using a graphic organizer.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text. ✓ Begins to use transition words (e.g., "first", "next" and "then".
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes (prints) short summaries of narrative or expository text including audio-visual productions. ✓ Writes (prints) short descriptive, narrative, or expository text. ✓ Writes (prints) personal letters describing feelings, experiences, and reactions. ✓ Recounts personal experiences. ✓ Writes (prints) or makes other representations when listening to a presentation. ✓ Writes complex sentences given support.

EAL WRITING RUBRICS: GRADE 1 – 2

Grades 1-2	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
VOCABULARY - knowledge of words - word choice	-can print/write simple words with assistance -may write words of personal relevance (e.g. mom, dad)	-uses limited descriptive words (e.g. colours, sizes, shapes)	-beginning to use descriptive words when writing about familiar subjects -can use prepositions, with assistance -can produce personal word lists of familiar or recurring vocabulary	-can use descriptive words -might include prepositions, with errors -beginning to use content area vocabulary	-sometimes uses content area vocabulary -uses prepositions with increased accuracy	-often uses content area vocabulary -uses prepositions with accuracy
CONVENTIONS - spelling - phonemic awareness - print knowledge	-can write alphabet independently -knows how to use a writing utensil -awareness of sound-symbol relationship -single letter may represent word (beginning consonant)	-can represent sound-symbol relationships for all letters -can use word families in writing -beginning to use sight words (and, is the) with errors -beginning to use phonetic spelling for most words (beginning and ending consonants)	-uses sight words with greater accuracy -uses phonetic spelling for entire words -demonstrates knowledge of digraphs	-demonstrates knowledge of beginning blends -often spells common words with accuracy	-demonstrates knowledge of final blends -spells common words with accuracy	-edits own work, with support -uses grade/age appropriate conventions with accuracy -spells grade/age appropriate words accuracy
MECHANICS - punctuation - capitalization	-little awareness of punctuation and capitalization rules	-beginning to use capitals and punctuation, with errors	-uses capitalization and punctuation, with some errors	-uses punctuation and capitals with increased accuracy	-uses punctuation and capitals with accuracy	-beginning to use advanced punctuation (commas, apostrophes)

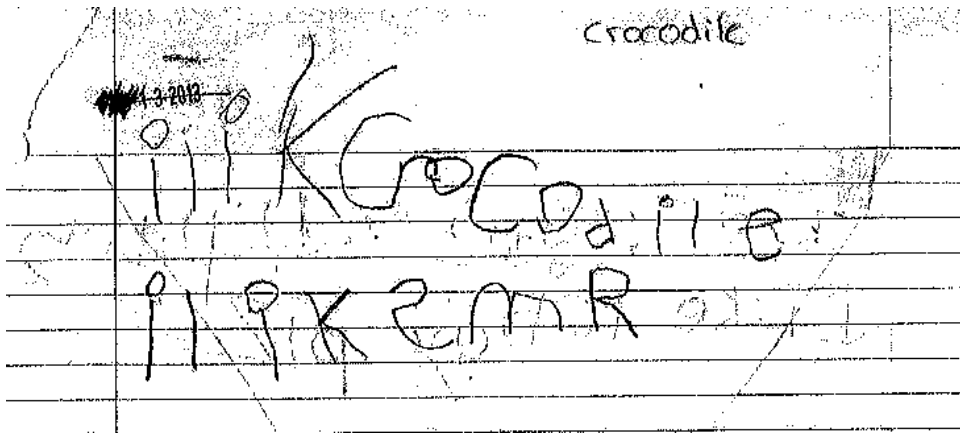
GRAMMAR & SYNTAX		-can write in simple present tense using a sentence frame (e.g. I like <u>apples</u> ; I can <u>jump</u>)	-can use singular and plurals correctly -can write short sentences in simple past tense on familiar topics	-can use simple grammatical structures -can use pronouns, with errors -writes short sentences using irregular past tense verbs	-demonstrates some control of word order, plurals and tenses -experiments with verb tenses, with errors -uses subject-verb agreement with some errors -uses inflected endings (-ed, -ing), with some errors	-demonstrates control of word order, plurals and tenses -uses multiple verb tenses with greater accuracy -uses subject-verb agreement with increasing accuracy -uses inflected endings with accuracy
IDEAS - meaning - details - clarity	-relies on visuals or illustrations to convey meaning -may not attempt to write letters or words -may write L1 words to communicate	-can print/write very simple informal messages -can print/write simple information about themselves -can print/write simple descriptions of everyday objects	-can write short sentences expressing wants and preferences -can write short sentences describing an image -can give personal opinion, using a patterned frame	-can provide descriptions of common objects or familiar places using short, simple sentences -can write a summary sentence of a text's main ideas -includes increasing amount of details	-can describe everyday places, objects or events, using complete sentences that are connected to each other -can write simple, short descriptions of personal experiences -adds details and explanations to convey meaning, with assistance -includes adjectives and adverbs	-can recount a personal experience, with details -can write a short descriptive narrative or expository text -can give a brief, written description of a process -adds details and explanations to convey meaning -can write about story elements (e.g. character, setting) with graphic organizer

ORGANIZATION - sequencing - coherence - transition words	-uses left to right directionality	-beginning to write on the line	-can write on the line -ideas are beginning to be connected by topic	-ideas are often connected by topic	-ideas are on one topic -sequences text, with assistance	-sequences text -beginning to use transition words (e.g. first, next, then)
FORM - follows models - genre of writing - sentence variety	-can copy or print/write own name -can copy or print/write labels on familiar objects in a picture or diagram	-can copy or print/write words being learned in class -can label a diagram or illustration using familiar words from a list -can fill in gapped text using a word list of familiar words -relies on patterned sentences, with assistance	-begins to use 'and' as a connecting word -can label charts, diagrams and maps -uses limited, repetitive phrases -can create patterned sentences following a model -can write simple questions, following a model -can respond to simple questions using a sentence frame	-uses compound sentences, with overuse of conjunctions (and, then) -writes simple questions	-uses complex sentences, with assistance -can produce writing in more than one genre -can complete a simple paragraph, with support	-writes complex sentences, with support -can produce writing in a variety of genres -can complete a simple paragraph, with assistance

LEARNER WRITING EXEMPLARS: GRADE 1 – 2

Learner Profile for EAL A 1.1

Marty is a Grade One student whose writing is at a low level of A 1.1.

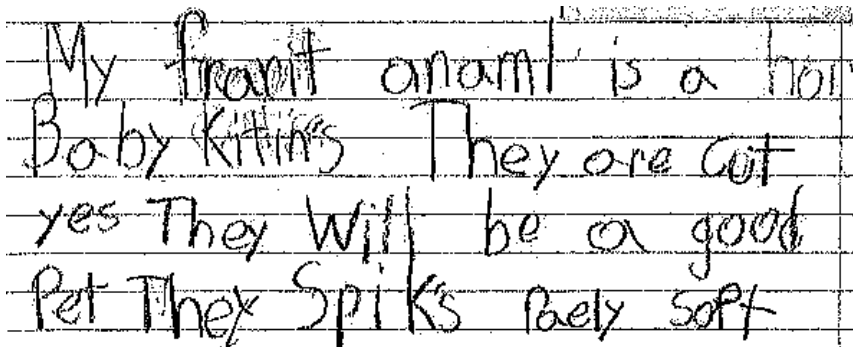


In the writing sample, you will see that Marty:

- Prints with assistance;
- Holds his pencil correctly;
- Has some awareness of sound-symbol relationships;
- Conveys meaning through drawing;
- Uses left to right directionality.

Learner Profile for EAL A1.2

Kashfia is a Grade One student whose writing is at the A 1.2 level.



In the writing sample, you will see that Kashfia:

- Prints simple descriptions of an everyday object using a limited number of descriptive words (cute, baby);

- Represents sound-symbol relationships;
- Attempts to represent simple words phonetically (frarit, animal, spiks);
- Prints some simple sight words (yes, they);
- Leaves spaces between words;
- Uses the lines on the paper;
- Composes a simple sentence using a familiar learned pattern;
- Attempts the use of capitals.

Learner Profile for EAL A 2.1

Moez is a Grade One student whose writing is at a low level of A 2.1.

I Love rapets. rapets ar good at jumps.
rapets doo like to bit a lot. rapets ar
spasat a lot forr pepls. pepis haf rapets at
skool. rapets Love to goo to a Kantr.

In the writing sample, you will see that Moez:

- Is beginning to use a range of descriptive words (good, nice, beautiful);
- Writes a growing number of sight words accurately (animal, like, good, fish);
- Attempts phonetic spelling for entire words (eicy, butellfell, miss);
- Uses final punctuation and capitalization(with some errors);
- Writes/prints simple patterned sentences.


Learner Profile for EAL A 2.2

Siya is a Grade Two student whose writing is at the A 2.2 level.

My favourite animal is laperd and tiger.
Because the laperd is very fast and tiger is
jump very high. Whylikethe laperd and tiger^{why} are
good pet, because the are eat humans.
Why the eat humans. because the he have
to live. I like to much. I want to see
them

tiger

lepard



In the writing sample, you will see that Siya:

- Has sufficient vocabulary to briefly describe an object;
- Spells common, high-frequency words with increasing accuracy;
- Writes/prints straightforward text using transitional words (because);
- Uses final punctuation with increasing accuracy;
- Writes/prints compound sentences.

Learner Profile for EAL B 1.1

Lina is a Grade Two student whose writing is at the B 1.2 level.

The kitten was so soft. A kitten will make a good pet.
The kitten drink the milk. because kitten are nice and
kitten like to play ball. soft kitten like to play with ball.
The kitten was so small and fluffy. kitten like to go for walk.
when the kitten was drink the kitten is very soft and fluffy.
milk it get bigger and bigger. I love kitten because it so soft
and fluffy that's why I love kitten.

In the writing sample, you will see that Lina:

- Has sufficient vocabulary to print a simple description on a topic of interest;
- Spells common words accurately;
- Uses basic punctuation with increasing accuracy;
- Demonstrates some understanding of word order;
- Adds descriptors such as adjectives (small, fluffy, soft);
- Ideas are generally on one topic;
- Prints a description of a familiar object.

Learner Profile for EAL B 1.2

Jamilah is a Grade Two student whose writing is at the B 1.2 level.

Cheata

A cheata is my favorite animal. It has spots all over
 and the spots is yellow all over. A cheata lives in Africa.
 A cheata is carnivore it eats meat. A cheata is fierce and
 fast and cunning. A cheata would not be a good pet because it will eat
 you.

In the writing sample, you will see that Jamilah:

- Uses subject specific vocabulary (Africa, carnivore/carnivore, cunning);
- Uses grade appropriate conventions and spellings for the most part;
- Demonstrates significant control of word order and the formation of plurals;
- Uses subject verb agreement with increasing accuracy;
- Describes objects of interest explaining the disadvantages involved;
- Writes short, descriptive text.

GLOBAL WRITING DESCRIPTORS: GRADES 3-4

A 1.1 - Grades 3-4

Grades 3-4 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write/print a patterned sentence.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Writes/prints simple words with assistance. ✓ Writes (prints) words of personal significance (e.g., mother, father).
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Writes/prints alphabet independently. ✓ Aware of sound-symbol relationships. ✓ Represents word with a single letter (the beginning consonant). ✓ Holds writing tools effectively.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ May be separation between words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses the singulars and plural of words (with significant support).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes/prints simple, patterned phrases and sentences on topics of personal relevance (with support). ✓ Uses visuals and illustrations to express meaning. ✓ May write words in first language in an attempt to communicate.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Uses left to right directionality. ✓ Writes/prints on the paper's lines.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes/prints patterned sentences with assistance. ✓ Copies or writes/prints own name. ✓ Copies or writes/prints labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house, etc.).

A 1.2 - Grades 3-4

Grades 3-4 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Begins to use subject area vocabulary when given assistance. ✓ Begins to use descriptive words (e.g., colours, shapes, sizes) when writing about familiar objects. ✓ Fills in gapped text using a word list of familiar vocabulary. ✓ Labels a diagram or picture using a word list of known words. ✓ Writes (prints) simple descriptions of everyday objects (e.g., a brief description of their home, classroom, or pet).
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Represents sound-symbol relationships. ✓ Uses word families in writing. ✓ Writes/prints some simple sight words (e.g., and, is, the). ✓ Attempts to represent simple words phonetically, particularly beginning and ending consonants. ✓ Spells his/her name and address.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Attempts capital letters and periods. ✓ Leaves spaces between most words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes (prints) in the simple, present tense given a sentence frame (e.g., I like games, I can run). ✓ Attempts the use of singulars and plurals.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) simple informal messages (e.g., a note on a postcard or a note to wish a friend a happy birthday). ✓ Writes (prints) simple information about themselves (e.g., name, age, and some favourite things). ✓ Labels personal drawings with familiar words (e.g., dog, house, etc.).
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) on the lines. ✓ Begins to connect ideas by topic.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Copies or prints words and simple phrases being learned in class. ✓ Writes (prints) a simple sentence using a familiar, learned pattern. ✓ Copies short sentences from the board. ✓ Writes and responds to simple questions using a sentence frame. ✓

A 2.1 - Grades 3-4

Grades 3-4 students at A 2.1 begin to use descriptive words, prepositions, and transitional words. They are beginning to use the past tense and the singular and plural forms of words with growing accuracy. They can use straightforward sentences and expressions to describe such things as their surroundings, daily activities, and the people around them.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses some descriptive words when writing about a familiar topic. ✓ Uses simple prepositions (e.g., on, in, above, below). ✓ Produces personal word lists of familiar, recurring words. ✓ Writes (prints), with the help of visuals, simple descriptions such as where they live and directions on how to get there.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of beginning and final blends (e.g., bl-, -sk). ✓ Attempts phonetic spelling for entire words. ✓ Writes (prints) a growing number of sight words with increasing accuracy. ✓ Begins to edit own work with explicit instruction.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitalization and final punctuation (e.g., "!" and "?") though with various errors. ✓ Leaves spaces between words almost all the time.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses singular and plural word forms. ✓ Writes (prints) short sentences on familiar topics in the simple past tense. ✓ Attempts the use of inflected endings (-ed, -ing).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) brief, straightforward notes of greeting, invitation, appreciation, and thanks. Can respond to such notes. ✓ Writes (prints) short notes expressing wants and preferences. ✓ Writes (prints) with the help of illustrations, an explanation of where they live and how to get there. ✓ Uses straightforward sentences and expressions to describe such things as their surroundings, daily activities, and the people around them.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) an introduction and/or conclusion to a story (given assistance). ✓ Begins to use transition words (e.g., first, next, then) when provided with assistance. ✓ Ideas are on a single topic.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety. 	<ul style="list-style-type: none"> ✓ Labels charts, diagrams, and maps. ✓ Copies dates and facts from short, simple text. ✓ Creates patterned sentences following a model. ✓ Writes (prints) simple questions and responds to simple questions using a sentence frame.

A 2.2 - Grades 3- 4

Grades 3-4 students at A 2.2 can briefly describe an aspect of daily life, an event, or a personal experience including some concrete details. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Has enough vocabulary to very briefly describe an aspect of daily life, an event, or a personal experience using simple language (e.g., a daily routine, a party, or a celebration). ✓ Uses adjectives and adverbs to provide descriptive detail. ✓ Fills in missing facts, names, and subject specific terms in simple gapped text.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Spells common, high-frequency words with increasing accuracy. ✓ Edits own work given assistance. ✓ Demonstrates knowledge of digraphs (e.g., 'th', 'wh' and 'ch' sounds). ✓ Edits own work given support.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Begins to use more advanced punctuation (e.g., commas, apostrophes, contractions, and quotation marks) with explicit instruction. ✓ Uses capitalization and final punctuation with increasing accuracy.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses simple grammatical structures. ✓ Uses pronouns (albeit with errors). ✓ Writes short sentences using irregular past tense verbs (e.g., ate, drank, saw).
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Provides some concrete details such as where, what, and when. ✓ Provides descriptions of common objects or familiar places using short, straightforward sentences. ✓ Writes (prints) a summary sentence of a text's main idea. ✓ Writes (prints) key words during an oral presentation.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) straightforward text using transitional words such as "but" and "because". ✓ Uses important connecting words to indicate chronological order (e.g., then, after, later, etc.). ✓ Develops a timeline for a topic.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes (prints) a simple note providing information or expressing appreciation. ✓ Writes (prints) straightforward questions. ✓ Writes (prints) simple stories (e.g., my best holiday ever, my life in the future). ✓ Writes (prints) compound sentences independently as well as complex sentences when given assistance. ✓ Uses compound sentences, commonly overusing common conjunctions such as 'and' and 'then'.

B 1.1 - Grades 3-4

Grades 3-4 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing in a number of genres.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses some academic vocabulary. ✓ Uses prepositions with increased accuracy. ✓ Has sufficient vocabulary to write (print) simple descriptions on a number of familiar topics of interest.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of common spelling patterns. ✓ Spells common words accurately. ✓ Edits own work with some support.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates some facility with word order. ✓ Demonstrates some facility with plurals. ✓ Experiments with verb tenses and inflected endings (-ed, -ing). ✓ Attempts subject-verb agreement.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) short, simple descriptions on familiar subjects using adjectives and adverbs. ✓ Writes (prints) short notes asking for or giving simple information. ✓ Writes (prints) simple instructions about familiar procedures with assistance such as a writing frame. ✓ Reflects on classroom learnings. ✓ Writes about story elements using a graphic organizer.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text with support. ✓ Ideas are generally on one topic. ✓ Often repeats ideas to compensate for lack of vocabulary.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Produces writing in a number of genres (e.g., summary, report, journal, narrative). ✓ Writes (prints) a description of a familiar event, person, or object. ✓ Writes (prints) a simple paragraph with support. ✓ Writes (prints) complex sentences. ✓ Experiments with complex sentences by linking a series of shorter elements into a linear sequence.

B 1.2 - Grades 3-4

Grades 3/4 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans. They can write brief descriptions of a process using appropriate transitional language.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses subject specific vocabulary frequently. ✓ Uses a growing repertoire of words including words with multiple meanings and different forms. ✓ Uses prepositions accurately.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Edits own work. ✓ Uses grade appropriate conventions and spellings for the most part.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses advanced punctuation appropriate to grade level (e.g., commas, apostrophes). ✓ Capitalizes common, familiar words accurately for the most part.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates considerable control of word order and the formation of plurals. ✓ Uses multiple verb tenses, inflected endings, and subject verb agreement with increasing accuracy.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes about familiar topics using comparisons and contrasts. ✓ Describes objects of interest (e.g., a favourite toy or video game) explaining the advantages and disadvantages involved. ✓ Presents, in simple sentences, a personal opinion about an issue or event. ✓ Writes (prints) simple instructions about familiar procedures. ✓ Provides details about story elements (e.g., character, setting) using a graphic organizer.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text. ✓ Writes brief descriptions of a procedure or process using appropriate transitional language.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Uses a variety of sentence structures including complex sentences. ✓ Writes (prints) short summaries of narrative or expository text including audio-visual productions. ✓ Writes (prints) short descriptive, narrative, or expository text. ✓ Writes (prints) personal letters describing feelings, experiences, and reactions. ✓ Writes (prints) or makes other representations when listening to a presentation.

EAL WRITING RUBRICS: GRADES 3 – 4

Grades 3-4	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Vocabulary - knowledge of words - word choice	-can print/write simple words with assistance -may write words of personal relevance (e.g. mom, dad) -uses limited descriptive words, with support	-beginning to use descriptive words when writing about familiar subjects -beginning to use content area vocabulary, with support	-uses some descriptive words -uses content area vocabulary, with support -can use prepositions, with assistance -can produce personal word lists of familiar or recurring vocabulary	-regularly uses descriptive words -might include prepositions, with errors -uses content area vocabulary	-uses academic vocabulary, with support -uses prepositions with increased accuracy	-uses academic vocabulary -uses a variety of words including words with multiple meanings and word forms -uses prepositions with accuracy
Conventions - spelling - phonemic awareness - print knowledge	-can write alphabet independently -knows how to use a writing utensil -awareness of sound-symbol relationship -single letter may represent word (beginning consonant)	-can represent sound-symbol relationships for all letters -can use word families in writing -beginning to use sight words (and, is, the), with errors -beginning to use phonetic spelling for most words (beginning and ending consonants)	-uses sight words with greater accuracy -uses phonetic spelling for entire words -demonstrates knowledge of digraphs	-demonstrates knowledge of initial and final blends -often spells common words with accuracy -edits own work, with support	-demonstrates knowledge of common spelling patterns -edits own work	-uses grade/age appropriate conventions with accuracy -spells grade/age appropriate words with accuracy
Mechanics - punctuation - capitalization	-little awareness of punctuation and capitalization rules	-beginning to use capitals and punctuation, with errors	-uses capitalization and punctuation, with some errors	-uses punctuation and capitals with accuracy	-beginning to use advanced punctuation	-uses advanced punctuation (commas, apostrophes) with some errors.

Grammar & Syntax	-beginning to use singular and plurals, with assistance	-uses singular and plurals, with some errors -can write in simple present tense using a sentence frame (e.g., I like <u>apples</u> ; I can <u>jump</u>)	-can use singular and plurals correctly -can write short sentences in simple past tense on familiar topics	-can use simple grammatical structures -can use pronouns, with errors -writes short sentences using irregular past tense verbs	-demonstrates some control of word order, plurals and tenses -uses inflected endings (-ed, -ing), with some errors -experiments with verb tenses, with errors -uses subject-verb agreement with some errors	-demonstrates control of word order, plurals and tenses -uses inflected endings with accuracy -uses multiple verb tenses with greater accuracy -uses subject-verb agreement with increasing accuracy
Ideas - meaning - details - clarity	-relies on visuals or illustrations to convey meaning -may not attempt to write letters or words -may write L1 words to communicate -can write patterned, simple sentences on topics of personal relevance, with assistance	-can print/write very simple informal messages -can print/write simple information about themselves -can print/write simple descriptions of everyday objects -writing may not make sense	-describes common objects or familiar places in short, simple sentences -can write short sentences expressing wants and preferences -can give personal opinion, using a patterned frame -intended meaning is not always clear	-can provide descriptions of common objects or familiar places -includes concrete details in writing -includes adjectives and adverbs -can write a summary sentence of a text's main ideas	-can describe everyday places, objects or events -can write simple, short descriptive or expository text, with assistance -summarizes simple text on familiar subjects -adds details and explanations to convey meaning, with assistance -reflects on classroom learnings -can write about story elements (e.g. character, setting) with graphic organizer	-can recount a personal experience, with details -can write a short descriptive, narrative or expository text -describes feelings, experiences, and reactions -can give a brief, written description of a process or concept -writes a short summary of narrative or expository text -adds details, examples and

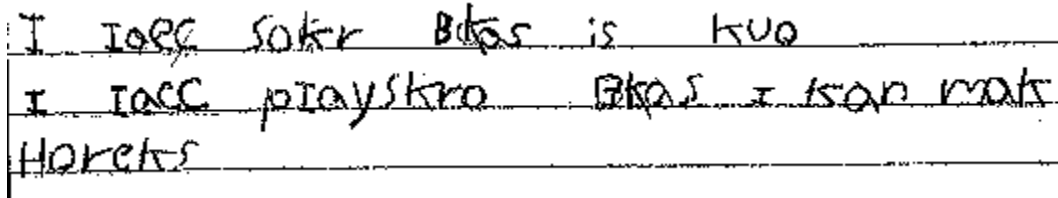
						explanations to convey meaning -lists the advantages and disadvantages of things which are of personal concern (e.g. rules) -presents a personal opinion using familiar vocabulary -can write about setting, characters, problems, events and solution
Organization - sequencing - coherence - transition words	-uses left to right directionality -can write on the line	-ideas are beginning to be connected by topic	-ideas are on one topic -beginning to use transition words (e.g. first, next, then), with assistance	-uses transition words, with assistance -uses connecting words to indicate chronological order -devises a timeline for a topic -student may repeat ideas in order to compensate for lack of vocabulary	-uses transition words -sequences text, with assistance -writing is becoming more concise	-sequences text -writing is concise
Form - follows models - genre of writing - sentence variety	-writes patterned sentences, with support -can copy or print/write own name -can copy or print/write labels on	-writes patterned sentences -begins to use 'and' as a connecting word -can copy or print/write words	-uses compound sentences, with overuse of conjunctions (and, then) -can label charts, diagrams and maps -uses limited,	-uses complex sentences, with assistance -writes a simple paragraph, with assistance -writes simple questions	-writes complex sentences -writes a simple paragraph -can produce writing in more than one genre (e.g. report, journal)	-can write a variety of sentence types -writes a detailed paragraph -can produce writing in a variety of genres

	familiar objects in a picture or diagram	being learned in class -can label a diagram or illustration using familiar words from a list -can fill in gapped text using a word list of familiar words -relies on patterned sentences, with assistance	repetitive phrases -can create patterned sentences following a model -can write simple questions, following a model -can respond to simple questions using a sentence frame	-writes short personal text (e.g. letter, note)	-can complete a simple paragraph, with support	
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LEARNER WRITING EXEMPLARS: GRADE 3 – 4

Learner Profile for EAL A 1.1

Sheree is a Grade Four student whose writing is at a low level of A 1.1.



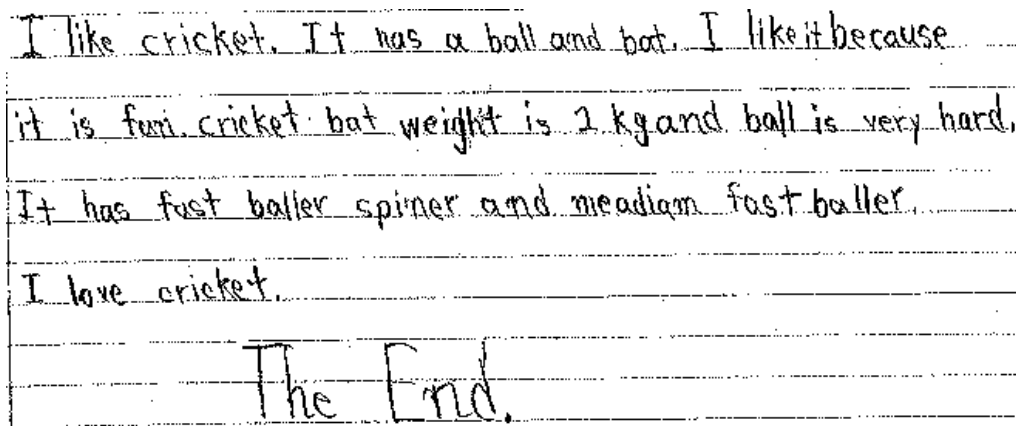
I IACC sokr Bkas is kuo
I IACC playskro Bkas I san mak
Horeks

In the sample, you will see that Sheree:

- Writes/prints simple words with assistance;
- Writes alphabet independently;
- Is aware of sound-symbol relationships;
- Leaves separation between words;
- Uses left to right directionality;
- Writes/prints on paper's lines;
- Writes own name.

Learner Profile for EAL A 1.2

Naheed is a Grade Four student whose writing is at the A 1.2 level.



I like cricket. It has a ball and bat. I like it because
it is fun. cricket bat weight is 2 kg and ball is very hard.
It has fast baller spinner and meadium fast baller.
I love cricket.
The End.

In the sample, you will see that Naheed:

- Is beginning to use descriptive words (hard, fast, medium);
- Writes simple descriptions of everyday objects;
- Writes simple sight words (is, has);
- Represents sound-symbol relationships (meadium);
- Attempts capital letters and periods;
- Writes on the lines;

- Writes a simple sentence using a familiar learned pattern.

Learner Profile for EAL A 2.1

Nayani is a Grade Three student whose writing is at the A 2.1 level.

Tell about your favorite hobby
Sports
Explain why you like it.
Explain how you play it.
My favorite hobby is bike.
I am sit on my bike then
I am go away.
I buy a bike on the store.
My bike is very beautiful.
My Cousins have a little bikes.
and my brother have a bike to.
and then I use all to go.
then I am smart as the people.
My little sister have a bike
to. and then I am and my
brother and sister and my cousins
and then my cousins is
Sar Ersha it is so fun on
the bike and then am a rest on
going. a my bed and I am
glad of my bed and then I
am going a Park.

In the sample, you will see that Nayani:

- Uses some descriptive words when writing about a familiar topic (beautiful, little);
- Attempts phonetic spelling for entire words (cozians, beuteifull);

- Uses capitalization and final punctuation;
- Writes a growing number of sight words accurately;
- Writes straightforward sentences to describe daily activities.

Learner Profile for EAL A 2.2

Leyn is a Grade Four student whose writing is at the A 2.2 level.

How To Play Tether Ball

Did you ever play tether ball?

Tether ball is fun to play.

You can play it with your friends. If you didn't know how to play tether ball this is how you play it. First there should be a circle and it has a line across it. A person or as much you want has to be in that line and if you rap the ball around the pole your the winner. And thats

In the sample, you will see that Leyn:

- Has sufficient vocabulary to briefly describe an aspect of daily life;
- Spells common, high-frequency words with increasing accuracy;
- Is beginning to use more advanced punctuation like the question mark and exclamation point;
- Uses simple grammatical structures;
- Writes a short summary sentence;
- Uses important transitional words (first);
- Writes compound sentences independently.

Learner Profile for EAL B1.1

Adeela is a Grade Four student whose writing is at the B1.1 level.

Tag
Why you like it
I like because it is good for your body. It also gets your body active. There is lots of running involved in it. You feel so good when you are the last one that has not got caught by that person. When you are the last one you win. ♥

How you play
First you need four or five people to play. Then you need a person who will be it. After that the person will stand somewhere. Afterward the four people will stand a little bit far from that person that is it. When he or she is done counting to 10. Then that person will run and try to catch the four people.

In the sample, you will see that Adeela:

- Has sufficient vocabulary to print simple descriptions on a familiar topic of interest;
- Uses capitals and basic punctuation with increasing accuracy;
- Demonstrates some facility with word order;
- Demonstrates some facility with plurals;
- Experiments with tenses and inflected endings (running, counting);
- Sequences text with support;
- Ideas are generally on one topic;

- Writes a simple paragraph with support.

Learner Profile for EAL B 1.2

Anand is a Grade Four student whose writing is at the B 1.2 level.

Compare and Contrast Family

Have you ever wondered what family means to you? Families all over the world have some differences but they also have some things in common. Most importantly, families care for each other and spend valuable time together. However, families come from different countries and have different cultures.

Every family in the world has differences but families also have so much in common. Everyone in a family cares for each other. I help my brother with his work, the same as everyone is helping each other in the picture, which is a way of showing you care. Whenever my sister gets hurt I help her up, give her medicine and I tell her to rest, similar to the family in the picture. As a family, Everyone knows each other well because they spend valuable time together. I usually go to the park and spend some time with my family just like other families in the park. The family in the picture looks like they're happy and listen to each other, just as my family does. We share our daily experiences with each other and usually laugh at what we did.

What do you think makes a family different from other families? People immigrate from different countries and from different families. Some families are the same race, others are inter racial. The father in the picture of the family looks like African-American but all my family is from Asia. People may come from different countries but still they make a nice family. People in a family may look different but still they are a part of family. Families have different cultures and they dress differently. The mother in the picture isn't wearing a scarf but in our family we usually wear scarves.

I will say that families are both similar and different in many ways. In summary, some similarities are family members care for each other and spend valuable time together while ^{the} differences are families come from different countries and have different cultures. What makes your family similar or different from other families?

In the sample, you will see that Anand:

- Uses grade appropriate conventions and spelling for the most part;
- Demonstrates considerable control of word order and the formation of plurals (friends, rules, people);
- Uses multiple verb tenses (is, are playing, will become) and subject verb agreement with increasing accuracy;
- Writes simple instructions about familiar procedures;
- Sequences text;
- Writes brief descriptions using appropriate transitional language (first, second, after that, while);
- Uses a variety of sentence structures.

GLOBAL WRITING DESCRIPTORS: GRADES 5 – 6

A 1.1 - Grades 5-6

Grades 5-6 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/write names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Writes simple words with assistance. ✓ Writes words of personal significance (e.g., mother, father).
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Writes alphabet independently. ✓ Aware of sound-symbol relationships. ✓ Represents word with a single letter (the beginning consonant). ✓ Holds writing tools effectively.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses the singulars and plural of words (with significant support).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes/prints simple, patterned phrases and sentences on topics of personal relevance (with support). ✓ Uses visuals and illustrations to convey meaning. ✓ May write words in first language in an attempt to communicate.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Uses left to right directionality. ✓ Write on the paper's lines.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes patterned sentences with assistance (I see a tree, I see a dog). ✓ Copies or writes own name. ✓ Copies or writes labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house, etc.). ✓ Copies short written text.

A 1.2 - Grades 5-6

Grades 5-6 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Begins to use subject area vocabulary when given assistance. ✓ Begins to use descriptive words (e.g., colours, sizes, shapes) when writing about familiar objects. ✓ Fills in gapped text using a word list of familiar vocabulary. ✓ Labels a diagram or picture using a word list of known words. ✓ Writes simple descriptions of everyday objects (e.g., a brief description of their home, classroom, or family car).
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Represents sound-symbol relationships for all letters. ✓ Uses word families in writing. ✓ Writes/prints some simple sight words (e.g., and, is, the). ✓ Uses capitalization, and final punctuation such as exclamation points, question marks and commas in a list) with some errors. ✓ Attempts to represent simple words phonetically, particularly beginning and ending consonants. ✓ Spells his/her name and address.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Attempts capital letters and some punctuation. ✓ Leaves spaces between most words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes in the simple, present tense given a sentence frame (e.g., I like games, I can run). ✓ Uses subject and then predicate order with some accuracy.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes brief messages (e.g., a note on a postcard or a note to wish a friend a happy birthday). ✓ Writes simple information about themselves (e.g., name, age, address, and interests). ✓ Labels personal drawings with familiar words (e.g., my dog, my house, my locker, etc.).
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes using the lines. ✓ Begins to connect ideas by topic. ✓ Begins to use 'and' as a connecting word. ✓
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Copies or prints words and simple phrases being learned in class. ✓ Writes (prints) a simple sentence using a familiar, learned pattern. ✓ Writes straightforward questions following a model. ✓ Responds to simple questions using a sentence frame. ✓ Copies facts from short, simple texts. ✓ Copies words learned in class. ✓ Fills in a questionnaire with their personal information.

A 2.1 - Grades 5-6

Grades 5-6 students at A 2.1 use straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singular and plural word forms, prepositions, and transitional words.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Uses some descriptive words when writing about a familiar topic. ✓ Uses simple prepositions (e.g., on, in, above, below). ✓ Produces personal word lists of familiar, recurring words. ✓ Writes, with the help of visuals, simple descriptions such as where they live and directions on how to get there.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Writes a growing number of sight words with increasing accuracy. ✓ Uses phonetic spelling for entire words. ✓ Demonstrates knowledge of initial and final blends (e.g., bl-, -sk). ✓ Demonstrates knowledge of digraphs (e.g., 'th', 'wh' and 'ch' sounds).
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitalization and final punctuation (albeit with various errors).
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses singular and plural word forms. ✓ Writes short sentences on familiar topics in the simple past (e.g., I read) and continuous/progressive (e.g., I am reading) tenses.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Writes simple reminders or notes for personal use (e.g., diary, journal, homework book). ✓ Writes, either by hand or electronically, simple notes of greeting, good wishes, invitation, and appreciation. ✓ Writes short sentences expressing beliefs, wants, and preferences. ✓ Writes, with the help of illustrations, an explanation of where they live and how to get there. ✓ Uses straightforward sentences and expressions to describe such things as surroundings, daily activities, and the people around them.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Writes (prints) an introduction and/or conclusion to a story (given assistance). ✓ Begins to use transition words (e.g., first, next, then) when provided with assistance. ✓ Ideas are on a single topic. ✓ May repeat ideas frequently to compensate for a lack of vocabulary. ✓ Organizes text by chronological sequence, given support.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Uses compound sentences, commonly overusing common conjunctions such as 'and' and 'then'. ✓ Labels charts, diagrams, and maps. ✓ Copies dates and facts from short, simple text. ✓ Creates patterned sentences following a model. ✓ Writes simple questions and responds to simple questions. ✓ Constructs a simple paragraph with teacher. ✓ Uses parts of the writing process such as pre-writing with assistance.

A 2.2 - Grades 5-6

Grades 5-6 students at A 2.2 describe common objects or familiar places using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Has enough vocabulary to provide information on an aspect of daily life, an event, or a personal experience using simple language (e.g., I was late for school, what I did in assembly, how we celebrated the New Year in my country of origin). ✓ Uses adjectives and sometimes adverbs to provide descriptive detail. ✓ Uses prepositions of direction and place (e.g., behind, across from, in front of). ✓ Fills in missing facts, names, and subject specific terms in simple gapped text.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of diphthongs (e.g., 'th', 'wh' and 'ch' sounds). ✓ Edits own work given support. ✓ Spells common, high-frequency words with increasing accuracy. ✓ Edits own work given assistance.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy. ✓ Begins to use more advanced punctuation such as commas, apostrophes and quotation marks given support.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses pronouns (albeit with errors). ✓ Writes short sentences using irregular past tense verbs (e.g., ate, drank, saw). ✓ Uses simple grammatical structures accurately.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Provides some concrete details such as where, what, and when. ✓ Provides descriptions of common objects or familiar places using short, straightforward sentences. ✓ Writes a summary sentence of a text's main points giving one or two details. ✓ Writes key words during an oral presentation.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes straightforward text using transitional words such as "and", "but" and "because". ✓ Uses important connecting words to indicate chronological order (e.g., then, after, later, etc.). ✓ Develops a timeline for a topic.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes a simple note providing information or expressing appreciation. ✓ Writes straightforward questions. ✓ Writes simple stories (e.g., the best holiday ever, my life in the future). ✓ Writes (prints) compound sentences independently as well as complex sentences when given assistance. ✓ Writes a simple paragraph when given assistance. ✓ Writes about class work in a learning journal when guided by a writing frame.

B 1.1 - Grades 5-6

Grades 5-6 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing in a number of genres.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses some academic vocabulary. ✓ Uses prepositions with increased accuracy. ✓ Has sufficient vocabulary to write simple descriptions on a number of familiar topics of interest or personal experiences.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of common spelling patterns. ✓ Spells common words accurately. ✓ Edits own work with some support.
MECHANICS <ul style="list-style-type: none"> • Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy. ✓ Uses more advanced punctuation such as commas, apostrophes, and quotation marks, albeit with errors.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates some facility with word order. ✓ Demonstrates some facility with plurals. ✓ Experiments with verb tenses. ✓ Attempts subject-verb agreement.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes short, simple descriptions on familiar subjects using adjectives and adverbs. ✓ Writes short notes asking for or giving simple information. ✓ Writes simple instructions about familiar procedures with assistance such as a writing frame. ✓ Reflects on classroom learnings. ✓ Writes about story elements using a graphic organizer. ✓ Summarizes simple text on familiar subjects.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text with support. ✓ Ideas are generally on one topic. ✓ Writes with less wordiness.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Produces writing in a number of genres (e.g., summary, report, journal, narrative). ✓ Writes a description of a familiar event, person, or object. ✓ Writes a simple paragraph with support. ✓ Writes complex sentences. ✓ Experiments with complex sentences by linking a series of shorter elements into a linear sequence. ✓ Uses the writing process given assistance.

B 1.2 - Grades 5-6

Grades 5-6 students at B 1.2 can write about familiar topics using comparison and contrast; describe objects of interest including the advantages and disadvantages involved; and present a personal opinion about an issue. These students can write brief descriptions of a process using appropriate transitional language. Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses subject specific vocabulary on a frequent basis. ✓ Uses a growing repertoire of words including words with multiple meanings and different forms. ✓ Uses prepositions accurately.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Edits own work. ✓ Uses grade appropriate conventions and spellings for the most part.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses advanced punctuation appropriate to grade level (e.g., commas, apostrophes). ✓ Capitalizes common, familiar words accurately for the most part.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates considerable control of word order and the formation of plurals. ✓ Uses multiple verb tenses, inflected endings, and subject verb agreement with increasing accuracy.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes about familiar topics using comparisons and contrasts. ✓ Describes objects of interest (e.g., a favourite sport or video game) explaining the advantages and disadvantages involved. ✓ Presents, in simple sentences, a personal opinion about an issue or event. ✓ Writes simple instructions about familiar procedures. ✓ Provides details about story elements (e.g., character, setting) using a graphic organizer. ✓ Writes with some awareness of audience.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text. ✓ Writes brief descriptions of a procedure or process using appropriate transitional language.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes short summaries of narrative or expository text including audio-visual productions. ✓ Writes short descriptive, narrative, or expository text. ✓ Writes a detailed paragraph. ✓ Writes personal letters describing feelings, experiences, and reactions. ✓ Recounts personal experiences. ✓ Writes (or makes other representations) when listening to a presentation.

EAL Writing Rubrics: Grade 5-6

Grades 5-6	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Vocabulary <ul style="list-style-type: none"> knowledge of words word choice 	-prints/writes simple words with assistance -may write words of personal relevance (e.g. mom, dad) -uses limited descriptive words, with support	-beginning to use descriptive words when writing about familiar subjects -beginning to use content area vocabulary, with support	-uses some descriptive words -uses content area vocabulary, with support -includes prepositions, with assistance -produces personal word lists of familiar or recurring vocabulary	-regularly uses descriptive words -might include prepositions, with errors -uses content area vocabulary	-uses academic vocabulary, with support -uses prepositions with increased accuracy	-uses academic vocabulary, with some errors -uses a variety of words including words with multiple meanings and word forms -uses prepositions with accuracy
Conventions <ul style="list-style-type: none"> spelling phonemic awareness print knowledge punctuation capitalization 	-writes alphabet independently -uses a writing utensil correctly -awareness of sound-symbol relationship -single letter may represent word (beginning consonant) -little awareness of punctuation and capitalization rules	-represents sound-symbol relationships for all letters -uses word families in writing -uses sight words (and, is, the), with errors -beginning to use phonetic spelling for most words (beginning and ending consonants)	-uses sight words with accuracy -uses phonetic spelling for entire words -demonstrates knowledge of digraphs -uses capitalization and punctuation accurately	-demonstrates knowledge of initial and final blends -demonstrates knowledge of diphthongs -spells common words with accuracy -edits own work, with support -beginning to use advanced punctuation (commas, apostrophes, quotation marks), with assistance	-demonstrates knowledge of common spelling patterns -edits own work -uses advanced punctuation, with errors	-uses grade/age appropriate conventions, with some errors -spells grade/age appropriate words, with some errors -uses advanced punctuation, with some accuracy
Grammar & Syntax	-beginning to use singular and plurals,	-uses singular and plurals, with some	-uses singular and plurals correctly	-uses pronouns, with errors	-demonstrates some control of word	-demonstrates control of word

	with assistance	errors -writes in simple present tense using a sentence frame (e.g. I like <u>apples</u> ; I can <u>jump</u>) -uses subject-predicate order accurately, with assistance	-writes short sentences in simple past and continuous tense -uses common prepositions of location and direction, with errors	-writes short sentences using irregular past -uses common prepositions of location and direction	order, with some errors -uses subject-verb agreement with some errors -experiments with irregular past tense, with errors	order, plurals and tenses -uses multiple verb tenses with greater accuracy -uses subject-verb agreement with increasing accuracy -uses irregular past tense, with greater accuracy
Ideas • meaning • details • clarity	-relies on visuals or illustrations to convey meaning -may write L1 words to communicate -writes patterned, simple sentences on topics of personal relevance, with assistance	-prints/writes very simple informal messages -prints/writes simple information about themselves -prints/writes simple descriptions of everyday objects -writing may not make sense	-describes common objects or familiar places in short, simple sentences -writes short sentences expressing wants and preferences -gives personal opinion, using a patterned frame -intended meaning is not always clear	-provides descriptions of common objects or familiar places -includes concrete details in writing -includes adjectives and adverbs -writes a summary sentence of a text's main ideas	-describes everyday places, objects or events -adds details and explanations to convey meaning, with assistance -reflects on classroom learnings -writes about story elements (e.g. character, setting) with graphic organizer -summarizes simple text on familiar subjects	-recounts a personal experience, with details -describes feelings, experiences, and reactions -gives a brief, written description of a process or concept -adds details, examples and explanations to convey meaning -summarizes increasingly complex narrative or expository text -lists the advantages and disadvantages of things which are of personal concern (e.g. rules) -presents a personal opinion using familiar

						vocabulary -writes about setting, characters, problems, events and solution
Organization <ul style="list-style-type: none"> sequencing coherence transition words 	-uses left to right directionality -writes on the line	-ideas are beginning to be connected by topic	-ideas are on one topic -beginning to use transition words (e.g. first, next, then), with assistance -organizes by chronological sequence, with support	-uses transition words to indicate chronological order -organizes by chronological sequence -may repeat ideas frequently in order to compensate for lack of vocabulary -devises a timeline for a topic	-sequences text logically (e.g. strongest-weakest arguments), with assistance -writing is becoming more concise	-sequences text logically -writing is concise
Form <ul style="list-style-type: none"> follows models genre of writing writing process sentence variety oice 	-writes patterned sentences, with support -copies or prints/writes own name -copies or prints/writes labels on familiar objects in a picture or diagram -copies short written information accurately -writing may be a list	-writes patterned sentences -beginning to use and as a connection word -copies or prints/writes words being learned in class -labels a diagram or illustration using familiar words from a list -fills in gapped text using a word list of familiar words -relies on patterned sentences, with assistance -writes simple	-uses compound sentences, with overuse of conjunctions (and, then) -labels charts, diagrams and maps -uses limited, repetitive phrases -creates patterned sentences following a model -begins to organize work using text features (titles, headings, dates) -writes questions independently	-uses complex sentences, with assistance -writes short personal text (e.g. letter, note) -writes a simple paragraph, with assistance -uses parts of the writing process	-writes complex sentences -produces writing in more than one genre (e.g. report, journal) -writes simple, short descriptive or expository text, with assistance -writes a simple paragraph -complete the writing process, with assistance -demonstrates awareness of an audience	-writes a variety of sentence types -writes a short descriptive, narrative or expository text -writes a detailed paragraph -writes a series of paragraphs on one topic -completes writing process -writing sometimes demonstrates awareness of audience

		<p>questions, following a model</p> <p>-responds to simple questions using a sentence frame</p>	<p>-responds to questions</p> <p>-co-constructs a simple paragraph with teacher</p> <p>-uses parts of the writing process (e.g. pre-writing), with assistance</p>			
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LEARNER WRITING EXEMPLARS: GRADES 5 – 6

Learner Profile for EAL A 1.1

Jin is a grade 5 student whose writing is at the A 1.1 level.

- 1 Our culture is different.
- 2 Our country is different.
- 3 Our some clothing are same and some different.
- 4 Lungusy is different.
- 5 Our foods are different.
- 6 Ages are different.

In the writing sample, you will see that Jin:

- Writes simple words with assistance;
- Is aware of sound-symbol relationship (L in Lungusy/language);
- Uses the singulars and plurals of words with support (culture, country, foods, ages);
- Writes patterned sentences with support;
- Uses left to right directionality.

Learner Profile for EAL A 1.2

Samai is a Grade Five student whose writing is at the A 1.2 level.

The dad is black the mom is white they of 2 children
in the families are black and white the or different colors
families are on the same. the mom is wearing harg Boot.
The families are funny. the families are kind and nice.
the always have fun the mom is wearing work a jacket. the dad is
work a t-shirt. my mom helped me in
swimming. The mom in the picture helps her
children.

In the writing sample, you will see that Samai:

- Is beginning to use descriptive words (black, white);
- Writes some simple sight words (is, the);
- Uses word families (help, helped);
- Uses capitalization with some errors;
- Attempts to represent simple words phonetically, particularly beginning consonants (nas=nice; sam=same);
- Spells own name;
- Leaves spaces between words;
- Uses subject –predicate order with some accuracy;
- Writes on the paper's lines.

Learner Profile for EAL A 2.1

Arjun is a Grade Six student whose writing is at the A 2.1 level.

There many family in the world.
 But in my family I live with
 my mom and dad and my little
 sister, little brother. I come from
 South Korea, My mom, dad said
 "It's hard to speak English, maby
 I'm so old to study". But my
 mom and dad is really good at
 speaking korea. But In the picture
 They have They have 2 children
 and they don't speak South Korea,

In the writing sample, you will see that Arjun:

- Uses simple prepositions (in, with, from);
- Uses capitalization and final punctuation, albeit with errors;

- Writes short sentences in the simple past (I came from South Korea);
- Writes description in short, simple sentences expressing attitudes;
- Uses compound sentences.

Note: Arjun's writing reflects a higher level of mechanical competency as evidenced by the use of advanced punctuation (quotation marks and use of commas).

Learner Profile for EAL A 2.2

Baila is a Grade Five student whose writing is at the A 2.2 level.

This family is different then my family.
 My family is different then this family
 because they are from different country and
 the man is from different country because
 the man is black. I think the man is differ-
 ent then his wife. They have two children
 and my family just have one child and
 that's me.
 They have different sizes like the
 man is thin and tall his wife is little fat
 and my dad is thin and little fat and
 my mom is thin and tall. The women
 has little hairs and my mom has long
 hairs. I gessing is that they don't speak
 same langue as we speak. There children
 boy looks like his dad and the girl looks
 like her mother. I looks like my mother

This family same as my family)
They are little same as my family
like me and my family have and they do
too. They live happy with each other and
all live happy too. I think they live
in same house and all live in same
house too. The women in picture little
bit looks like my mom

In the writing sample, you will see that Baila:

- Has sufficient vocabulary to provide information using simple language;
- Uses adjectives (little, tall, thin, long) to provide descriptive detail;
- Spells common, high-frequency words with increasing accuracy;
- Uses capitals and basic punctuation with increasing accuracy and is beginning to use more advanced punctuation like the apostrophe (that's) ;
- Uses pronouns (my, they);
- Writes straightforward text using transitional words such as and and because;
- Writes compound sentences.

Learner Profile for EAL B 1.1

Michael is a Grade Six student writing at the B 1.1 level.

Family are different all over the world. The family in the picture are a mixed race family but in my family is a same race family. The mom in the picture is wearing a pant and a shirt but in my family my mom wears a salwar kameez. The family in the picture oldest child is 5 years old but my family's oldest child is 12 years old. This is how my family is different than the family in the picture.

Have you ever wondered if your family is the same as others? In my family my mom and dad live together the same as the family in the picture. In my family there is one boy and one girl the same as the family in the picture. Both my family and their family are happy. My family walk to a park like the family in the picture. This is how my family is same.

In the writing sample, you will see that Michael:

- Uses prepositions with increased accuracy (our, my, they)
- Uses capitals and basic punctuation with increasing accuracy as well as more advanced punctuation
- Spells common words accurately
- Demonstrates some facility with word order, subject-verb agreement, and plurals
- Sequences text

Learner Profile for EAL B 1.2

Corrie is a Grade Six student writing at the B 1.1 level.

Octopus Tag

Octopus tag is fun because it provides you exercise. It is dangerous. And you play with your friends. Octopus tag is a fantastic way to exercise because running is good for your body and heart. It is fun and cool because the people who are it are chasing you and it's dangerous. While you are playing the game you play with your friends so you have fun. I wish you like playing octopus tag.

Here the rules of octopus tag. First pick two people to be it. Second at the other people go to the wall. After that the two people say "octopus" and everyone else runs to the other side ^{away}.

While the people are running the two people in the middle try and catch the people that are running. If you are tagged you will become a sitting seaweed who can tag the people. The game ends when there is only one person left. I hope you understand how to play the octopus game.

In the writing sample, you will see that Corrie:

- Uses subject specific vocabulary (culture, inter racial, African American);
- Uses a growing repertoire of words including words with different forms (differences, different, differently);
- Uses grade appropriate conventions and spelling;
- Demonstrates considerable control of word order and the formation of plurals;
- Writes about familiar topics using comparisons and contrasts;
- Sequences text;
- Writes short descriptive text;
- Writes a detailed paragraph.

GLOBAL WRITING DESCRIPTORS – GRADES 7 – 8

A 1.1 - Grades 7-8

Grades 7-8 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/write names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Writes simple words and very simple sentences with assistance such as a dictionary. ✓ Writes words of personal significance (e.g., mother, father). ✓ Uses limited descriptive words with support. ✓ Labels a diagram or picture using familiar words from a word list.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Writes alphabet independently. ✓ Represents sound-symbol relationships for all letters. ✓ Represents word with a single letter (the beginning consonant). ✓ Holds writing tools effectively. ✓ May not always leave separation between all words.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses the singulars and plural of words (with significant support).
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Writes simple phrases and sentences on topics of personal relevance (with support). ✓ Uses visuals and illustrations to convey meaning. ✓ Writes straightforward information about themselves in short sentences or provides that information on a questionnaire. ✓ May write words in first language in order to communicate.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Uses left to right directionality. ✓ Writes on the lines.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes patterned sentences with assistance. ✓ Copies or writes own name ✓ Copies or writes labels on familiar objects in a picture or diagram (e.g., boy, girl, chair, house, etc.). ✓ Copies short written text from the board. ✓ Copies words being learned in class.

A 1.2 - Grades 7-8

Grades 7-8 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and some punctuation. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Begins to use subject area vocabulary when given assistance. ✓ Begins to use descriptive words (e.g., regarding colours, sizes, and shapes) when writing about familiar objects. ✓ Fills in gapped text using a word list of familiar vocabulary. ✓ Labels a diagram or picture using a word list of known words.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Uses word families in writing. ✓ Uses some simple sight words (e.g., and, is, the). ✓ Attempts to represent simple words phonetically, particularly beginning and ending consonants. ✓ Demonstrates knowledge of digraphs (e.g., 'th', 'wh' and 'ch' sounds). ✓ Demonstrates knowledge of initial and final blends (e.g., bl-, -sk). ✓ Spells his/her name and address.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Attempts capital letters and final punctuation (e.g., ?, !, and commas in a list) albeit with some errors. ✓ Leaves spaces between most words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses singulars and plurals although with errors. ✓ Writes in the simple, present tense given a sentence frame (e.g., I play ball, I like movies). ✓ Uses subject followed by predicate order with some accuracy.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Writes brief messages (e.g., a note to wish a friend a happy birthday or a text message to tell someone when and where to meet). ✓ Writes simple information about themselves (e.g., name, age, address, and interests). ✓ Writes simple descriptions of everyday objects (e.g., a brief description of their home, classroom, or family car).
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Begins to connect ideas by topic. ✓ Begins to use 'and' as a connecting word.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Copies words and simple phrases being learned in class. ✓ Writes a simple sentence using a familiar, learned pattern. ✓ Writes straightforward questions following a model. ✓ Responds to simple questions using a sentence frame. ✓ Copies facts from short, simple texts. ✓ Fills in a questionnaire with their personal information. ✓ Writes a simple paragraph alongside teacher. ✓ Uses part of the writing process (e.g. prewriting) with assistance.

A 2.1 - Grades 7-8

Grades 7-8 students at A 2.1 use straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singular and plural word forms as well as some prepositions, and transitional words.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses a variety of descriptive words when writing about a familiar topic. ✓ Uses content area vocabulary if given support. ✓ Uses simple prepositions (e.g., on, in, above, below). ✓ Produces personal word lists of familiar, recurring words (e.g., creates a personal dictionary).
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Writes a growing number of sight words with increasing accuracy. ✓ Uses phonetic spelling for entire words. ✓ Demonstrates knowledge of diphthongs (e.g., 'th', 'wh' and 'ch' sounds).
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitalization and final punctuation (albeit with some errors).
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses singular and plural word forms. ✓ Writes short sentences on familiar topics in the simple past (e.g., I read) and continuous/progressive (e.g., I am reading) tenses. ✓ Uses common prepositions of location and direction although with errors.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes simple reminders or notes for personal use (e.g., diary, journal, homework book). ✓ Writes, either by hand or electronically, simple notes of greeting, good wishes, invitation, and appreciation. ✓ Writes short sentences expressing beliefs, wants, and/or preferences. ✓ Writes, with the help of illustrations, an explanation of where they live and how to get there. ✓ Uses straightforward sentences and expressions to describe such things as surroundings, daily activities, and the people around them.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Writes an introduction and/or conclusion (given assistance). ✓ Begins to use transition words (e.g., first, next, then) when provided with assistance. ✓ Writes on a single topic. ✓ Organizes text by chronological sequence, given support.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Uses compound sentences, commonly overusing common conjunctions such as 'and' and 'then'. ✓ Labels charts, diagrams, and maps. ✓ Copies dates and facts from short, simple text. ✓ Writes simple questions and responds to simple questions. ✓ Writes a simple paragraph with assistance. ✓ Uses parts of the writing process.

A 2.2 - Grades 7-8

Grades 7-8 students at A 2.2 describe personal experiences, common objects, or familiar places using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Has enough vocabulary to provide information on an aspect of daily life, an event, or a personal experience using simple language (e.g., will be late for school, what happened in assembly, celebrating the new year in my country of origin). ✓ Uses adjectives and adverbs to provide descriptive detail. ✓ Uses prepositions of direction and place (e.g., behind, across from, in front of). ✓ Fills in missing facts, names, and subject specific terms in simple gapped text. ✓ Uses some content area vocabulary.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Spells common, high-frequency words with increasing accuracy. ✓ Edits own work given assistance.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy. ✓ Begins to use more advanced punctuation such as commas, apostrophes and question marks given assistance.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses pronouns (albeit with errors). ✓ Writes short sentences using irregular past tense verbs (e.g., ate, drank, saw). ✓ Uses simple grammatical structures accurately.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Provides some concrete details such as where, what, and when. ✓ Provides descriptions of common objects or familiar places using short, straightforward sentences. ✓ Exchanges useful information with friends in e-mails or notes. ✓ Writes a summary sentence of a text's main points giving one or two details. ✓ Writes key words during an oral presentation. ✓ Provides personal reactions to a piece of age-appropriate literature.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Writes straightforward text using transitional words to indicate chronological order (e.g., then, after, later, etc.). ✓ Develops a timeline for a topic.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes a simple note providing information or expressing appreciation. ✓ Writes straightforward questions. ✓ Writes simple stories (e.g., the best holiday ever, my life in the future). ✓ Writes compound sentences independently as well as complex sentences when given assistance. ✓ Writes a simple paragraph. ✓ Writes about class work in a learning journal when guided by a writing frame. ✓ Utilizes the writing process with support.

B 1.1 - Grades 7-8

Grades 7-8 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing multi paragraph compositions in a number of genres.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Uses some academic vocabulary. ✓ Uses prepositions with increased accuracy. ✓ Has sufficient vocabulary to write simple descriptions on a number of familiar topics of interest or personal experiences.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of common spelling patterns. ✓ Spells common words accurately. ✓ Edits own work with some support.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals and basic punctuation with increasing accuracy. ✓ Uses more advanced punctuation such as commas, apostrophes, and question marks, albeit with errors.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates some facility with word order. ✓ Demonstrates some facility with plurals. ✓ Experiments with verb tenses. ✓ Attempts subject-verb agreement.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Writes short, simple descriptions on familiar subjects using adjectives and adverbs. ✓ Adds details and explanations with support. ✓ Writes short notes asking for or giving simple information. ✓ Writes simple instructions about familiar procedures with assistance such as a writing frame. ✓ Reflects on classroom learnings expressing what has been learned and learning goals for the future. ✓ Writes about story elements using a graphic organizer. ✓ Summarizes simple text on familiar subjects. ✓ Demonstrates some awareness of audience.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Describes everyday places, objects, or events (e.g., the mall, a presentation at school, a field trip) using complete sentences that are connected to each other and are clearly written. ✓ Sequences text with support; ideas are generally on one topic.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Produces writing in a number of genres (e.g., summary, report, journal, narrative). ✓ Writes a description of a familiar event, person, or object. ✓ Writes a series of paragraphs on one topic. ✓ Writes complex sentences. ✓ Experiments with complex sentences by linking a series of shorter elements into a linear sequence. ✓ Uses the writing process.

B 1.2 - Grades 7-8

Grades 7-8 students at B 1.2 can write about familiar topics using comparison and contrast; describe objects of interest including the advantages and disadvantages involved; and present a personal opinion about an issue. These students can write descriptions of a process using appropriate transitional language. Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses academic vocabulary on a frequent basis. ✓ Uses a growing repertoire of words including words with multiple meanings and different forms. ✓ Uses prepositions accurately.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Edits own work. ✓ Uses grade appropriate conventions and spellings for the most part.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses advanced punctuation appropriate to grade level (e.g., commas, apostrophes). ✓ Demonstrates control over capitalization of common, familiar words.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Demonstrates considerable control of word order and the formation of plurals. ✓ Uses multiple verb tenses, inflected endings, and subject verb agreement with increasing accuracy. ✓ Uses irregular past tense with increasing accuracy (e.g. arise/arose/arisen; grow/grew/grown; sink/sank/sunk).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes about familiar topics using comparisons and contrasts. ✓ Describes objects of interest (e.g., a favourite sport or video game) explaining the advantages and disadvantages involved. ✓ Presents, in simple sentences, a personal opinion about an issue or event. ✓ Writes simple instructions about familiar procedures. ✓ Provides details about story elements (e.g., character, setting) using a graphic organizer. ✓ Writes about reactions to class work and experiments in a learning journal ✓ Writes with an awareness of audience.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Sequences text thoughtfully. ✓ Writes brief descriptions of a procedure or process using appropriate transitional language.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Writes short descriptive, narrative, or expository text. ✓ Writes using a variety of sentence types. ✓ Writes short summaries of narrative or expository text including audio-visual productions. ✓ Writes in more advanced forms (e.g., comparison/contrast; cause/effect). ✓ Writes a detailed paragraph and a multi-paragraph composition with some support. ✓ Writes personal letters describing feelings, experiences, and reactions. ✓ Recounts personal experiences. ✓ Writes (or makes other representations) when listening to a presentation.

EAL WRITING RUBRICS: GRADES 7 – 8

Grades 7-8	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Vocabulary <ul style="list-style-type: none"> knowledge of words word choice 	<ul style="list-style-type: none"> prints/writes simple words with assistance may write words of personal relevance (e.g. mom, dad) uses limited descriptive words, with support 	<ul style="list-style-type: none"> beginning to use descriptive words when writing about familiar subjects beginning to use content area vocabulary, with support includes prepositions, with assistance 	<ul style="list-style-type: none"> uses some descriptive words uses content area vocabulary, with support produces personal word lists of familiar or recurring vocabulary might include prepositions, with errors 	<ul style="list-style-type: none"> regularly uses descriptive words uses content area vocabulary uses prepositions with increased accuracy 	<ul style="list-style-type: none"> uses academic vocabulary, with support uses prepositions with accuracy 	<ul style="list-style-type: none"> uses academic vocabulary, with some errors uses a variety of words including words with multiple meanings and word forms
Conventions <ul style="list-style-type: none"> spelling phonemic awareness print knowledge punctuation capitalization 	<ul style="list-style-type: none"> represents sound-symbol relationships for all letters writes alphabet independently uses a writing utensil correctly awareness of sound-symbol relationship single letter may represent word (beginning consonant) little awareness of punctuation and capitalization rules 	<ul style="list-style-type: none"> uses word families in writing uses sight words (and, is, the), with errors beginning to use phonetic spelling for most words (beginning and ending consonants) demonstrates knowledge of digraphs demonstrates knowledge of initial and final blends uses capitalization and punctuation, with errors 	<ul style="list-style-type: none"> uses sight words with accuracy uses phonetic spelling for entire words uses capitalization and punctuation accurately demonstrates knowledge of diphthongs 	<ul style="list-style-type: none"> spells common words with accuracy edits own work, with support beginning to use advanced punctuation (commas, apostrophes, quotation marks), with assistance 	<ul style="list-style-type: none"> demonstrates knowledge of common spelling patterns edits own work uses advanced punctuation, with errors 	<ul style="list-style-type: none"> uses grade/age appropriate conventions, with some errors spells grade/age appropriate words, with some errors uses advanced punctuation, with some accuracy

Grammar & Syntax	- beginning to use singular and plurals, with assistance	-uses singular and plurals, with some errors -writes in simple present tense using a sentence frame (e.g. I like <u>apples</u> ; I can <u>jump</u>) -uses subject-predicate order accurately, with assistance	-uses singular and plurals correctly -writes short sentences in simple past and continuous tense -uses common prepositions of location and direction, with errors	-uses pronouns, with errors -writes short sentences using irregular past -uses common prepositions of location and direction	-demonstrates some control of word order, with some errors -uses subject-verb agreement with some errors -experiments with irregular past tense, with errors	-demonstrates control of word order, plurals and tenses -uses multiple verb tenses with greater accuracy -uses subject-verb agreement with increasing accuracy -uses irregular past tense, with greater accuracy
Ideas <ul style="list-style-type: none"> • meaning • details • clarity 	relies on visuals or illustrations to convey meaning -may write L1 words to communicate -writes patterned, simple sentences on topics of personal relevance, with assistance	-prints/writes very simple informal messages -prints/writes simple information about themselves -prints/writes simple descriptions of everyday objects -writing may not make sense	-describes common objects or familiar places using short, simple sentences -writes short sentences expressing wants and preferences -gives personal opinion, using a patterned frame -intended meaning is not always clear	-provides descriptions of common objects or familiar places -includes concrete details in writing -includes adjectives and adverbs -writes a summary sentence of a text's main ideas -writes notes with the aid of a writing frame	-describes everyday places, objects or events -adds details and explanations to convey meaning, with assistance -reflects on classroom learnings -writes about story elements (e.g. character, setting) with graphic organizer -summarizes simple text on familiar subjects	-recounts a personal experience, with details -describes feelings, experiences, and reactions -gives a brief, written description of a process or concept -adds details, examples and explanations to convey meaning -summarizes increasingly complex narrative or expository text -lists the advantages and disadvantages of things which are of personal concern (e.g. rules)

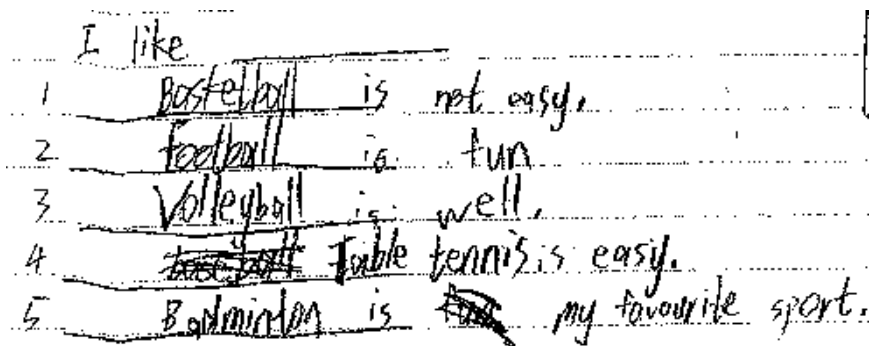
						<p>-presents a personal opinion using familiar vocabulary</p> <p>-writes about setting, characters, problems, events and solution</p> <p>-takes notes when listening</p>
Organization <ul style="list-style-type: none"> sequencing coherence transition words 	<p>uses left to right directionality</p> <p>-writes on the line</p>	<p>-ideas are beginning to be connected by topic</p>	<p>-ideas are on one topic</p> <p>-beginning to use transition words (e.g. first, next, then), with assistance</p> <p>-organizes by chronological sequence, with support</p>	<p>-uses transition words to indicate chronological order</p> <p>-organizes by chronological sequence</p> <p>-may repeat ideas frequently in order to compensate for lack of vocabulary</p> <p>-devises a timeline for a topic</p>	<p>-sequences text logically (e.g. strongest-weakest arguments), with assistance</p> <p>-writing is becoming more concise</p>	<p>-sequences text logically</p> <p>-writing is concise</p>
Form <ul style="list-style-type: none"> follows models genre of writing writing process sentence variety voice 	<p>-writes patterned sentences, with support</p> <p>-labels a diagram or illustration using familiar words from a list</p> <p>-copies or prints/writes own name</p> <p>-copies or prints/writes labels on familiar objects in a picture or diagram</p>	<p>-writes patterned sentences</p> <p>-beginning to use 'and' as a connection word</p> <p>-fills in gapped text using a word list of familiar words</p> <p>-labels charts, diagrams and maps</p> <p>-relies on patterned sentences</p> <p>-writes simple questions, following a model</p>	<p>-uses compound sentences, with overuse of conjunctions (and, then)</p> <p>-copies dates and facts from short simple text</p> <p>-writes a simple paragraph, with assistance</p> <p>-begins to organize work using text features (titles, headings, dates)</p>	<p>-uses complex sentences, with assistance</p> <p>-writes short personal text (e.g. letter, note)</p> <p>-writes simple, short descriptive or expository text, with assistance</p> <p>-writes a simple paragraph</p> <p>-complete the writing process, with assistance</p>	<p>-writes complex sentences</p> <p>-produces writing in more than one genre (e.g. report, journal)</p> <p>-writes a series of paragraphs on one topic</p> <p>-completes writing process</p> <p>-edits peer writing, with support</p> <p>-demonstrates awareness of an audience</p>	<p>-writes a variety of sentence types</p> <p>-writes in more advanced forms (persuasive, compare/contrast, problem/solution)</p> <p>-writes a short descriptive, narrative or expository text</p> <p>-writes a detailed paragraph</p> <p>-writes a five-paragraph essay, with support</p>

	<ul style="list-style-type: none"> -copies short written information accurately -copies or prints/writes words being learned in class -writes straightforward information about themselves in short sentences -writing may be in the form of a list 	<ul style="list-style-type: none"> -responds to simple questions using a sentence frame -co-constructs a simple paragraph with teacher -uses parts of the writing process (e.g. pre-writing), with assistance 	<ul style="list-style-type: none"> -writes questions independently -responds to questions -uses parts of the writing process 			<ul style="list-style-type: none"> -writing process is used to enhance student writing -edits peer writing -writing sometimes demonstrates awareness of audience -writes using the first person narrative
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LEARNER WRITING EXEMPLARS: GRADES 7 – 8

Learner Profile for EAL A 1.1

Khubaibii is a Grade Eight student whose writing is at the A 1.1 level.



In the writing sample, you will see that Khubaibi:

- Writes simple sight words and very simple sentences with assistance;
- Uses limited descriptive words with support;
- Writes simple phrases and sentences on topics of personal relevance if provided with support;
- Uses left to right directionality;
- Writes on the paper's lines;
- Writes patterned sentence with assistance;
- Writes own name.

Learner Profile for EAL A 1.2

Fariha is a Grade Seven student whose writing is at the A 1.2 level.

Physical activity

Gym = I think because ^{its} make body active also if the gym is outdoor in summer its so fun because we have a fresh air, health body active it make me power for a day

Race = I think because if we run look like all part of body go active. And i like run and race with my friend, brother because run make me to do fast work as you can.

Tourment = Tourment, challenge, race, carefull don't get hurt, hardwork, playing sport, do you home work its come all in my life not one time its come again.

Tourment = Tourment is thing we all do and do in our life. we partice and partice two compete partice and challenge

In the writing sample, you will see that Fariha:

- Is beginning to use subject area vocabulary when given assistance;
- Uses some simple sight words (and, is);
- Attempts to represent simple words phonetically, particularly beginning and ending consonants (tourmant, partice);
- Spells own name;
- Attempts capital letters and final punctuation with some errors;
- Uses subject followed by predicate order with some accuracy;
- Is beginning to connect ideas by topic.

Learner Profile for EAL A 2.1

Matt is a Grade Eight student whose writing is at the A 2.1 level.

Healthy student

The student need to eat healthy food like fruits, vegetables and vitamins. They need to exercise everyday to make stronger and eat a different foods. If you eat Junkfood not to mind. Students need exercise like yoga, jog, sports, swimming and more. Eat a healthy breakfast like, eggs, pancake, apple and more. We need sleep, to don't tired and stop playing video games at night because you can't remember because you forgot how to study, read and to count numbers and we can't learned. If you go to school your faces look tired and you don't know what your doing and you make a trouble.

I'm gonna say eat healthy and exercise every morning and you feel good.

In the writing sample, you will see that Matt:

- Uses a variety of descriptive words when writing about a familiar topic (different, healthy, tired);
- Uses content area vocabulary if given support (study, read, count, numbers);
- Writes a growing number of sight words with increasing accuracy;
- Uses capitalization and final punctuation ;
- Uses singular and plural word forms;
- Writes short sentences expressing beliefs, wants, and/or preferences;
- Uses straightforward sentences and expressions to describe daily activities;
- Writes an introduction and/or conclusion if given assistance;
- Writes on a single topic;
- Writes a simple paragraph if given assistance.

Learner Profile for EAL A 2.2

Omar is a Grade Seven student whose writing is at the A 2.2 level.

Change your lifestyle

Change your lifestyle doesn't really always means change your whole life, but it means to keep your self healthy. Healthy means to always be active, join sports, jog, and walk but you know what, ^{things} every single ~~that~~ ^{that} ~~if~~ ^{if} ~~you~~ ^{you} ~~don't~~ ^{don't} have to do all at a time. Let's get on some healthy food to eat instead of eating junk food because junk food is not good for eat. You should need to eat fruits and vegetable to keep your self healthy.

I saw sometime when people are starting to get old, they can't walk how they used to be, but some of them can because they were active in past.

So start working hard on your physical activities and life style.

In the writing sample, you will see that Omar:

- Has sufficient vocabulary to provide information on an aspect of daily life using simple language.
- Uses pronouns Spells common, high-frequency words with increasing accuracy
- Uses capitals and basic punctuation with increasing accuracy and is beginning to use more advanced punctuation such as commas and apostrophes
- Uses pronouns (they, them, your)
- Uses simple grammatical structures accurately
- Writes a summary sentence of a text's main points
- Writes a simple paragraph

Learner Profile for EAL B 1.1

Tatum is a Grade Seven student writing at the B 1.1 level.

Importance of a healthy lifestyle

It is really important to have a healthy life. Maybe for your family, friends, the world, etc. If you have a good life, you can have fun and enjoy everything in the world. You'll feel like you can do anything and strong.

If you want a healthy life, you have to do at least one hour of proper exercises like playing volleyball, basketball, hockey, etc. or joining any physical activity like biking, canoeing, running with your family, friends and neighbours.

You also have to eat healthy foods like, right amount of water, vegetable, fruits, protein, iron, calcium, etc. They'll give you right amount of energy to choose your healthy lifestyle.

But, you really need a healthy nature/environment to freshen up your mind. If you have fresh mind, you can eat, think or do what ever you want calmly. We need oxygen to breathe. So, if there is enough tree, you can breathe and feel the coolness of nature.

Anything wouldn't matter if you don't choose the healthy choices. By saying healthy choices, I meant, drug/alcohol free life. Choosing shelter in a good environment and making good friends. If you don't choose a friend who is careful about healthy choices, it thinks good and helps you make good choices, it would be hard for you.

If you follow or have made choices like above, you'll have a healthy life. You'll feel healthy and make everyone around you happy and healthy.

In the writing sample, you will see that Tatum:

- Uses some academic vocabulary
- Has sufficient vocabulary to write simple descriptions on a number of varied topics of interest;
- Demonstrates knowledge of common spelling patterns;
- Spells common words accurately;
- Uses more advanced knowledge of advanced punctuation such as commas and apostrophes ;
- prepositions with increased accuracy (our, my, they);

- Demonstrates some facility with word order;
- Adds details and explanations with support;
- Summarizes simple text on familiar subjects;
- Writes a series of paragraphs on one topic;
- Writes complex sentences.

Learner Profile for EAL B 1.2

Emil is a Grade Eight student writing at the B 1.2 level.

Let's see the Healthy life style and Physical activities

I am writing a proposal about Physical activities and Healthy life style. In schools, or at home people should do exercises or other Physical activities to make them-selves healthy and not sick. Also, everyone should eat healthy food, but with limits because if you eat over limit then you will be sick and over weight. It will be also really hard to exercise and loss weight. So, these two things are very difficult to do but, still people should do these things to protect them from sickness.

Physical activities makes people life much easier because then they get really active to so anything. In school, students have gym and recess to make them physical. They should also have physical activities in class, like make them do exercise after a while, when they are tired. If people aren't active physically then in their life, when they will do Job they need to be active to their family and them-self healthy. There are differnet things that everyone can do to make them-selves perfectly fit. An additionally, watch television less than 40 minutes so it will not effect our eyes and our health.

Healthy life style is really important thing that we have to do everyday. To make your-self healthy, you need to eat healthy food not over balanced following the food guide. If you were eating junck fod then you will get sick and weak. Also, if you smoke or drug, it also effect you body, health and you will get diseases. Parents should put healthy food on the table and the children can get them from the table because children will see the food on the table everyday so then they won't eat junck food and they woll get use to the food.

The benifits for physical and healthy lifestyle is that you can live much longer and will have great skin, pretty hair and the kids will get tall by eating healthy food. If you just eat and do nothing after that then u will

be sick because your weight will grow and your will get effections. So, you have to exercises after eating to make your weight balanced and stay fit in your life. It's really great to make you and your family healthy and physically active, they both help you furthur in you life.

In the writing sample, you will see that Emil:

- Uses academic vocabulary on a frequent basis;
- Uses advanced punctuation appropriate to grade level ;
- Uses multiple verb tenses with increasing accuracy;
- Writes about familiar topics using comparisons and contrasts;
- Presents, in simple sentences, a personal opinion about an issue or an event;
- Sequences text thoughtfully;
- Writes short descriptive text;
- Writes using a variety of sentence types;
- Writes a detailed paragraph and a multi-paragraph composition with some support.

PART 3 – ELA WRITING EXPECTATIONS

GRADES 1-8

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 1

A Grade One student meeting curricular expectations demonstrates control over many elements of language and communication. By the end of June, students write simple, complete sentences demonstrating an understanding of word order, upper and lower case, spacing, and basic punctuation. They are able to create clear compositions in a variety of genres, editing and adding detail to their work.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Writes about familiar topics using learned vocabulary to express ideas. ✓ Uses appropriate and descriptive words in a variety of situations. ✓ Attempts to choose interesting words in independent writing.
CONVENTIONS <ul style="list-style-type: none"> ✓ Phonemic awareness ✓ Print knowledge ✓ Spelling 	<ul style="list-style-type: none"> ✓ Demonstrates control over the elements of communication and language. ✓ Edits, with teacher support, for completeness. Can add detail. ✓ Spells correctly grade-appropriate, high-frequency words. ✓ Represents most beginning and ending consonant digraphs and regular short vowels. ✓ Uses a mixture of conventional and temporary (phonetic) strategies to spell three-or four-letter words.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses complete sentences with six words or more using capitals, correct spacing, and some punctuation. ✓ Uses upper and lower case letters correctly and consistently (e.g., name). ✓ Uses correct letter and number formation (capitals and small letters).
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes (prints) simple complete sentences. By June, these sentences will often have six or more words. ✓ Understands and uses conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement). ✓ Forms the plural of single-syllable words (e.g., dog/dogs).
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Writes (prints) clear and thoughtful compositions. ✓ Uses some details that are specific and makes ideas clear.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Relates an important event or personal experience in a simple sequence. ✓ Organizes main idea with two or more related details. ✓
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Creates short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model. ✓ Writes brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 2

A Grade Two student meeting curricular expectations can write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences. Students can use appropriate and descriptive words and specific vocabulary for a situation.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Substitutes one word for another in a meaningful way (e.g., building for house). ✓ Uses words explored in class. ✓ Chooses and uses descriptive words to enhance communication (including verbs, nouns, and adjectives when prompted).
CONVENTIONS <ul style="list-style-type: none"> ✓ Spelling ✓ Phonemic awareness ✓ Print knowledge 	<ul style="list-style-type: none"> ✓ Uses predominately conventional spelling. ✓ Correctly spells common high-frequency words used in daily writing. ✓ Begins to use resources (e.g., personal dictionary, word wall) to confirm spelling. ✓ Uses phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable). ✓ Uses long and short vowel patterns. ✓ Uses “es” to form plural of certain words. ✓ Understands that the same sound may be represented by different spellings (e.g., find, phone).
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals at the start of sentences and with names, months, and places. ✓ Uses question mark and comma correctly. ✓ Prints legibly and spaces letters, numbers, words, and sentences appropriately using an efficient pencil grip.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes complete sentences with adequate detail. By June, these sentences will often have seven or more words. ✓ Uses the negative correctly.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Develops ideas by adding details. ✓ Uses adjectives and adverbs to provide descriptive detail.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Presents ideas in a logical sequence. ✓ Uses simple connecting words (e.g., and, so, but, then). ✓ Writes groups of clear sentences that develop a central idea in a basic paragraph of at least six sentences.
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Uses a variety of sentence types (e.g., statements, questions, exclamations). ✓ Uses complete and fluent sentences with some variety in the beginnings. ✓ Creates short pieces in the form of reports that describe and explain familiar objects, incidents, and events. ✓ Writes (prints) brief narratives based on own experiences and imaginations that move through a logical sequence of events and describes settings, characters, and events. ✓ Writes (prints) a friendly letter complete with date, salutation, body, closing, and signature. ✓ Writes (prints) a response with supporting details from a text viewed, listened to, or read. ✓ Considers, with guidance, what text form (e.g., story, letter, poem) to use. ✓ Employs a writing process (e.g., planning, drafting, and “fixing up”).

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 3

A Grade Three student meeting curricular expectations demonstrates control over many elements of language and communication. By the end of June, students communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure (if appropriate to the form) and interesting detail.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Chooses and uses specific descriptive words. ✓ Uses language that is straightforward, clear, and appropriate.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Uses compound words and contractions correctly. ✓ Spells correctly easy multi-syllable words and common high-frequency words. ✓ Uses Canadian spelling of words. ✓ Uses phonics and memorized spelling rules (e.g., stop/stopped) to increase spelling accuracy. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses, writes, and punctuates (including using the comma) complete sentences. ✓ Capitalizes names, dates, books, and places. ✓ Uses the apostrophe in common contractions.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes complete sentences of varied lengths (average length in writing is 7.5 words). ✓ Uses correct subject-verb agreement. ✓ Uses verbs, adjectives, and adverbs correctly. ✓ Uses connecting words and phrases (e.g., in the morning, but, finally, etc.) ✓ Uses irregular plurals correctly (e.g., children).
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Ideas and content are adequately developed through details and examples. ✓ Uses sufficient detail to make ideas clear.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Produces clear, focused text with ideas presented coherently. ✓ Remains on topic and the compositions make sense. ✓ Creates compositions that have some flow.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Creates short texts including informational texts, explanations of procedures, narratives, personal letters, learning logs, imaginative stories, and poems. ✓ Uses some variety in sentence length and structure.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 4

A Grade Four student meeting curricular expectations uses simple and compound sentences and some variety of sentence lengths. They can communicate and demonstrate understanding by creating a range of original compositions and by writing responses to texts, supporting judgments through appropriate details. Their language is straightforward, clear, and appropriate. Their ideas are generally presented coherently with appropriate organization and form.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Chooses words that are interesting and appropriate for their purpose. ✓ Uses synonyms and antonyms. ✓ Uses appropriate language register.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Uses apostrophes correctly. ✓ Uses phonics and knowledge of word structure and meaning to spell words correctly. ✓ Spells most common high-frequency words correctly using Canadian spelling. ✓ Identifies misspelled words. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses correct punctuation and capitalization for the most part. ✓ Uses quotation marks for direct speech.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Writes complete sentences of varied lengths (average length in writing is 8 words). ✓ Uses verb tense (e.g., past, present, and future) correctly and appropriately.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Ideas and content are adequately developed through details and examples. ✓ Presents ideas clearly in most situations. The text is reasonably clear, focused and well supported.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Arranges ideas, for the most part, into clear, coherent sentences and paragraphs that develop a central idea. ✓ Uses common connecting words (e.g., first, next, finally) to link ideas in a paragraph. ✓ Uses effective openings and conclusions.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Communicates and demonstrates understanding by creating original text (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgments through references to the text and prior knowledge. ✓ Uses simple and compound sentences and some variety of sentence types (e.g., statements, questions, exclamations). ✓ Uses some variety of sentence length. ✓ Uses a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 5

A Grade Five student meeting curricular expectations demonstrates control over the elements of communication and language. Students write in a variety of formats, both expository and literary. Communications are adequately developed and appropriate to audience and purpose. Errors that are made do not interfere with communication.

VOCABULARY <ul style="list-style-type: none"> Knowledge of words Word choice 	<ul style="list-style-type: none"> ✓ Makes appropriate and varied word choices to good effect. ✓ Uses language that is straightforward, clear, and appropriate. ✓ Uses words and expressions fit the type of composition. ✓ Uses precise and descriptive words. ✓ Uses new vocabulary from reading, listening, and viewing.
CONVENTIONS <ul style="list-style-type: none"> Phonemic awareness Print knowledge Spelling 	<ul style="list-style-type: none"> ✓ Spells most grade appropriate words correctly. ✓ Selects and uses a variety of spelling strategies. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
MECHANICS <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> ✓ Uses clear and correct punctuation generally. ✓ Use of capital letters is generally correctly.
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses correct subject-verb agreement and noun-pronoun agreement for the most part. ✓ Uses verbs, adjectives, and adverbs correctly.
IDEAS <ul style="list-style-type: none"> Meaning Details Clarity 	<ul style="list-style-type: none"> ✓ Ideas and content are adequately developed through details and examples. ✓ Uses sufficient detail to make ideas clear. ✓ Writes with some awareness of audience.
ORGANIZATION <ul style="list-style-type: none"> Sequencing Coherence Transitioning 	<ul style="list-style-type: none"> ✓ Stays on one topic and demonstrates purpose and focus. ✓ Produces clear, focused text with ideas presented coherently. ✓ Stays on topic generally. ✓ Creates compositions that have some flow.
FORM <ul style="list-style-type: none"> Following models Using different genres Using sentence variety 	<ul style="list-style-type: none"> ✓ Creates some variety in sentence structure and sentence length. ✓ Writes multi-paragraph compositions (e.g. three to five paragraph report or essay of at least 300 words) that focus on a central idea. ✓ Writes in a variety of formats including multi-paragraph narratives, reports, explanations, letters, and requests. ✓ Uses various note-making strategies.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 6

A Grade Six student meeting curricular expectations* is performing at level four of the six level ELA curriculum rubric. The student writes compositions that are clear and straightforward. The compositions are adequately developed, appropriate to purpose, and show some awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses words appropriate for audience, purpose, and context. ✓ Avoids overused and misused words. ✓ Uses words figuratively (e.g., similes, metaphors, and personification) and to provide imagery.
CONVENTIONS <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Spells most grade appropriate words correctly. ✓ Uses Canadian spellings. ✓ Selects and uses a variety of spelling strategies and resources. ✓ Chooses appropriate font size and style when using technology. ✓ Uses legible cursive handwriting.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses appropriate punctuation and capitalization such as the colon, comma, quotation mark, dash, and hyphen. ✓
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses syntactically complete and correct sentences (avoiding run-on sentences and fragments). ✓ Uses clear sentence structures that contain a verb and its subject. ✓ Attends to subject-verb agreement and noun-pronoun agreement. ✓ Uses verbs, adjectives, and adverbs correctly.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Provides relevant details, examples, and explanations. ✓ Uses paragraphs that have main ideas and supporting details.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Stays on one topic and provides easy-to-follow sequences with related ideas grouped together. ✓ Uses a variety of connecting words. ✓ Includes appropriate, required text features (e.g., titles, headings, illustrations).
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Creates some variety in sentence structure and sentence length. ✓ Creates a variety of written text including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, and poems. ✓ Varies sentence beginnings. ✓ Writes multi-paragraph (minimum three to five paragraphs) narrative, expository, persuasive, and descriptive texts of at least 400 to 600 words.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 7

A Grade Seven student meeting curricular expectations is performing at level four of the six level ELA curriculum rubric. The student writes compositions that are clear and straightforward. The compositions are adequately developed, appropriate to purpose, and show an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses words appropriate for audience, purpose, and context. ✓ Avoids overused and misused words (e.g., “could of”). ✓ Uses words figuratively (e.g., similes, metaphors, and personification) and to provide imagery.
CONVENTIONS <ul style="list-style-type: none"> ✓ Spelling ✓ Phonemic awareness ✓ Print knowledge 	<ul style="list-style-type: none"> ✓ Spells most grade appropriate words correctly. ✓ Uses Canadian spellings. ✓ Selects and uses a variety of spelling strategies and resources. ✓ Uses legible cursive handwriting.
MECHANICS <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses appropriate capitalization and correct and effective punctuation (such as quotation marks, colons, dashes, and hyphens).
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Uses syntactically complete and correct sentences (avoiding run-on sentences and fragments). ✓ Uses clear sentence structures that contain a verb and its subject. ✓ Attends to subject-verb agreement and noun-pronoun agreement. ✓ Ensure sentences use appropriate verb tense.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Provides relevant details, examples, and explanations. ✓ Uses paragraphs that have main ideas and supporting details.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Maintains focus from beginning to end providing a clear sequence with related ideas grouped together. ✓ Uses a variety of transitional words. ✓ Combines closely related ideas into compound structures using conjunctions or joining words. ✓ Includes appropriate, required text features (e.g., titles, headings, illustrations).
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Understands and uses a range of standard forms for texts including paragraphs and multi-paragraph compositions. ✓ Uses common organizational patterns within texts (e.g., chronological, cause/effect, enumerative, comparison/contrast, etc.). ✓ Crafts strong leads and effective conclusions. ✓ Creates a variety of written text including personal narratives, responses or reactions to texts stories, reports, articles, introductions, instructions, explanations, letters, and poems. ✓ Writes multi-paragraph (minimum of five paragraphs) compositions of at least 500-700 words.

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 8

A Grade Eight student meeting curricular expectations is performing at level four of the six level ELA curriculum rubric. The student writes compositions that are clear and straightforward. The compositions are adequately developed, appropriate to purpose, and show an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.

VOCABULARY <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Uses words appropriate for audience, purpose, and context. ✓ Uses specific words and synonyms for variety. ✓ Uses words figuratively (e.g., similes, metaphors, and personification) and for imagery.
CONVENTIONS <ul style="list-style-type: none"> • Spelling • Phonemic awareness • Print knowledge 	<ul style="list-style-type: none"> ✓ Spells most grade appropriate words correctly. ✓ Uses Canadian spellings. ✓ Selects and uses a variety of spelling strategies and resources. ✓ Uses legible cursive handwriting. ✓ Arranges and balances words and visuals as well as fonts (typefaces/print) to send coherent, clear messages.
MECHANICS <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses appropriate capitalization and correct and effective punctuation (such as periods, commas, semicolons, quotation marks, colons, dashes, and hyphens). ✓
GRAMMAR AND SYNTAX	<ul style="list-style-type: none"> ✓ Ensures sentences are complete, interesting, and on topic. ✓ Uses clear sentence structures that contain a verb and its subject. ✓ Attends to subject-verb agreement and noun-pronoun agreement. ✓ Ensures sentences use appropriate verb tense.
IDEAS <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Provides relevant details, examples, and explanations. ✓ Uses paragraphs that have main ideas and supporting details.
ORGANIZATION <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Maintains focus from beginning to end providing a clear sequence with related ideas grouped together. ✓ Uses subordination to show the relationship between ideas (e.g., because, although, when). ✓ Uses a variety of transitional words. ✓ Combines closely related ideas into compound structures using conjunctions or joining words. ✓ Includes appropriate, required text features (e.g., titles, headings, illustrations).
FORM <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Understands and uses a range of standard forms for texts including paragraphs and multi-paragraph compositions. ✓ Uses common organizational patterns within texts (e.g., chronological, cause/effect, enumerative, comparison/contrast, etc.). ✓ Crafts strong leads and effective conclusions. ✓ Varies sentence beginnings. ✓ Creates a variety of written text including personal narratives, responses or reactions to texts stories, reports, articles, introductions, instructions, explanations, letters, scripts, and poems. ✓ Writes multi-paragraph (minimum of five paragraphs) compositions of at least 500-800 words.

REFERENCES AND RESOURCES

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Roessingh, H. (2012). The importance of the prompt for eliciting language samples: Insights from research and considerations for practice. *TexELT: Texas English Language Teaching*, 1(1), 37-56. Link: http://www.textesolv.org/index.php?module=documents&JAS_DocumentManager_op=downloadFile&JAS_File_id=46

Saskatchewan Ministry of Education. 2012. *A Guide To Using The Common Framework of Reference (CFR) with English as an Additional Language (EAL) Learners*. Link:

<http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>

APPENDIX A: INTERNATIONAL REFERENCE - CEFR GLOBAL SCALE

Proficient	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	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	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 1 – 8

Writing prompts were selected from several sources. Use of the prompts was guided by the research of Dr. Hetty Roessingh of the University of Calgary in her article: *The importance of the prompt for eliciting language samples: Insights from research and considerations for practice* (2012).

Images for writing prompts were taken from [Britannica Image Quest](#). These images are for education use only. Citations have been given for each image.

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.

Grade 1-2 Writing Prompt

Tell about your favourite animal. Would it make a good pet? Explain why or why not.



Photo 1: *MLA citation Grade 1-2*

Animals Of The Arctic . Fine Art. *Encyclopædia Britannica Image Quest*. Web. 22 Oct 2013.
http://quest.eb.com/images/108_254454

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Copyright Notice	Copyright Bridgeman Art Library	ID Number	108_254454
Source URL	www.bridgemanart.com	Date	20th Century
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Photo 2: *MLA citation Grade 1-2*

Wildlife In Natural Habitats. Photograph. *Encyclopædia Britannica Image Quest*. Web. 22 Oct 2013.
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Grade 3-4 Writing Prompt

Tell about your favourite hobby or sport. Explain why you like it. Explain how you play it.



Photo 1: *MLA citation Grade 3-4*

Children Play Cricket In The Street, Sidpur, India, Asia. Photography. *Encyclopædia Britannica Image Quest.* Web. 22 Oct 2013. http://quest.eb.com/images/151_2528932

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Copyright Notice	Copyright Robert Harding	ID Number	151_2528932
Source URL	www.robertharding.com	Date	25/02/2008
Copyright Status	Rights Managed	Media	Photography
Restrictions	For Education Use Only	Color	yes
		Orientation	Horizontal
		Country	India



Photo 2: *MLA citation Grade 3-4*

Kids Playing Soccer, California. Photography. *Encyclopædia Britannica Image Quest.* Web. 22 Oct 2013.
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<i>Copyright Notice</i>	Copyright Photo Researchers	<i>ID Number</i>	139_1965460
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Grade 5-6 Writing Prompt

Families look different all over the world. Compare and contrast the family in the picture to your family.



Photo: *MLA citation Grade 5-6*

Family. Photography. *Encyclopædia Britannica Image Quest*. Web. 22 Oct 2013.
http://quest.eb.com/images/158_2481258

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		City	Nottingham
		Country	England

Grade 7-8 Writing Prompt

Each student in the school has been asked for ideas about how to get students to become more active. A team of teachers and parents will choose the best suggestions. Write a proposal for the team to read. Describe what you would do to encourage physical activity and a healthy lifestyle. Then, convince the team that your idea is the best way to make it happen.

- Adapted from Roessingh, H. (2012)



Photo 1: *MLA citation Grade 7-8*

Healthy Foods. Photography. *Encyclopædia Britannica Image Quest*. Web. 22 Oct 2013.
http://quest.eb.com/images/132_1254302

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Photo 2: MLA citation Grade 7-8

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