

Kativik School Board

Elementary English as a Second language Program of Study

Cycles 2 & 3
Grades 3-6

KSB



****For a compliment to our program, please see the Progression of Learning.****

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Introduction

Welcome to **Kativik School Board's Elementary English as a Second language¹ Program of Study**. The intention of this document is to relate to the educators the goals of the new competency based ESL program.

The following areas are covered within this program document:

- three competencies that are the foundation of this program,
- thorough descriptions of these competencies,
- evaluation criteria for each competency,
- a sample evaluation task for each competency, for each cycle,
- the learning context for each competency,
- suggestions for developing the learning,
- developmental scales

¹ English as a Second language = ESL
KSB

Cycle 2 Elementary Grades 3 & 4

Kativik School Board



Cycle 2 Elementary Grades 3 & 4 KSB

Competency 1 Interacts Orally in English (Listening and Speaking in Social Interaction)

Context for Learning

In the classroom the teacher will give ongoing support to help the students develop their oral interaction competency. The two skills targeted in this competency are **listening and speaking** in interaction.

The students need multiple opportunities on a daily basis to ensure the development of this competency. They will need to interact orally with peers, teachers and others. The opportunities to practice oral interaction need to be both spontaneous and structured. Enabling activities support the development of C1².

The students need to learn about the importance of using strategies when learning a second language. They need to be given direct instructions on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will support the students in determining how and when to use the appropriate strategy.

The students need multiple ways to understand the material and to synthesize what they have learned. Therefore, visual supports will be in the forefront of all second language classes. Having word wall, pictures, posters, graphics, SPEAQ posters etc. will allow the students to participate in the learning regardless of their limited second language skills.

The context for learning is a snapshot of your classroom describing your role and the role of the students.

² Using C1 (or C2, C3) refers to Competency 1 etc.
KSB

Suggestions for developing the learning may include:

- Games where the students must name items and then ask a question about the item
- I Spy, Simon Says, charades
- Songs (on CD, or sung by class), stories, rhyming
- Jazz chants
- Dialogue practice
- Story time
- Match Mine
- Show and Tell
- Cooperative structures
- Information gap activities
- Activities that use the language
- Listening and following directions in order to complete a task
- Crossword puzzles

****Note** - These are only suggestions.

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

Competency 1 Interacts Orally in English

Key Feature

Communicates Orally in English

- Initiates, negotiates and maintains conversations
- Takes turns during interaction
- Asks simple questions (e.g. Where is my pencil?)
- Expresses and responds to greetings
- Follows simple directions and instructions (e.g. classroom routines)
- Transmits simple messages
- Retells simple stories
- Express basic needs
- Asks and responds to and understands simple questions
- Coordinates gesture and tone of voice to convey meaning
- Agrees / disagrees (I like, I don't like)
- Develops words and short expressions necessary for basic communication
- Decodes messages
- Shows understanding by reacting to messages
- Focuses on visual cues and familiar words



C1: Interacts Orally in English

Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

Reflects on Own Learning

- Uses strategies in order to communicate, when prompted
- Understands that there are resources to support learning (peers, teachers, texts, visual supports etc.)

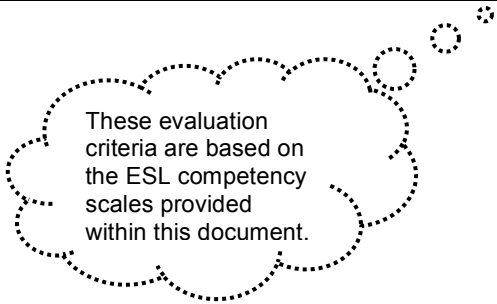
Key Feature

Evaluation Criteria

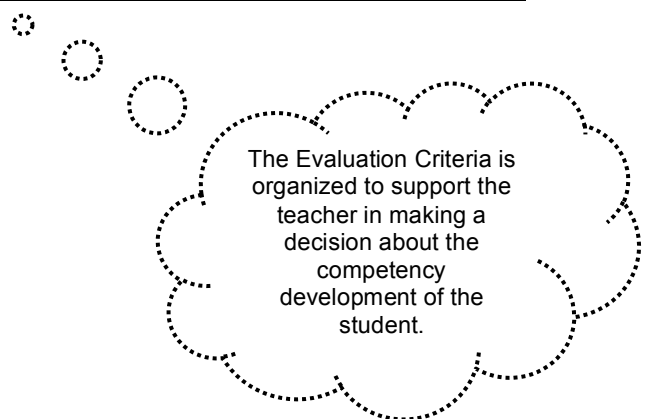
When evaluating the development of the competency ***Interacts Orally in English***, teachers use the evaluation criteria. They observe students' participation in oral interaction (e.g. attempts to speak English, contribute). They observe the content of the message (e.g. use of key words, simple targeted responses) and the articulation of the message (e.g. fluency when using familiar words).

Evaluation Criteria: **Interacts Orally in English** competency

1. Participation in oral interaction
2. Content of the message
3. Articulation of the message



These evaluation criteria are based on the ESL competency scales provided within this document.



The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.

Sample Evaluation Task

This is an example of an evaluation task. You will want to modify this example and create your own tasks.

MY FAVOURITE ANIMAL...REAL OR IMAGINARY

Overview	Students will practice an oral presentation about their favourite animal (real or imaginary). This practice may occur alone, in pairs, in small groups and with the teacher as mentor. When they have had ample opportunity to prepare they will carry out the presentation. With the help of a model or picture students will present their favourite animal (real or imaginary) to the class and answer questions appropriately after the presentation.	
Content of the Task	<p>The students will complete a short presentation on their favourite animal (real or imaginary). The presentation must include the following:</p> <ul style="list-style-type: none"> ○ The name of the animal ○ The food the animal eats ○ 3-5 characteristics of the animal ○ A drawing or a model ○ An explanation of why this is his/ her favourite animal 	
Evaluation Criteria	<p>Participation in Oral Interaction</p> <ul style="list-style-type: none"> • The students participate, with encouragement, in English when engaged in classroom tasks and activities 	<p>What does this mean?</p> <ul style="list-style-type: none"> • Completes the task • The student keeps trying even when it is difficult
	<p>Content of the Message</p> <ul style="list-style-type: none"> • The students communicate, regardless of errors, on known, rehearsed topics • Their language is mostly basic and functional 	<p>What does this mean?</p> <ul style="list-style-type: none"> • The student expresses their feelings and thoughts regarding the animal • Identifies and describes the animal
	<p>Articulation of the Message</p> <ul style="list-style-type: none"> • The students speak in short, understandable sentences 	<p>What does this mean?</p> <ul style="list-style-type: none"> • Attempts to pronounce words • Attempts to use vocabulary connected to the topic • Proper use of pronouns, possessives and articles • Creates simple sentences • Message may be fractured

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the task

Directly from the progra

An evaluation task is to be evaluated in a holistic, global sense and not in a discrete analysis of specific parts of the whole (e.g. the number of errors in the oral interaction taken out of context).

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the

Rubric for Evaluation Task: My Favourite Animal

Put a comment about why they did not attempt the task. This information will be useful later.

	A	B	C	D	E	Did not attempt
Participation in Oral Interaction	Maintains ongoing conversation and responds appropriately to questions	Needs occasional encouragement to maintain conversation	Needs encouragement to maintain the conversation and attempts to respond to questions	Needs frequent encouragement to maintain conversation and responds to some questions	Needs continual encouragement to converse and responds to very few questions	
Content of the Message	Describes the animal using topic appropriate, vocabulary, shares opinions with encouragement	Describes the animal using appropriate and at times varied vocabulary	Describes the animal with understandable vocabulary	Describes the animal, with difficulty but message can be understood	Needs encouragement to describe the animal, and does so with mostly non verbal gestures	
Articulation of the Message	Messages can be understood with some errors, uses a variety of topic specific words, expressions and sentences	Communicates in understandable sentences, uses complex sentences more accurately, but errors will still occur	Communicates in understandable sentences and pronounces many words correctly, may include a few complex sentences	Communicates in fragmented sentences and maybe repetitive. Uses known words, expressions and gestures to convey message	Communicates using single word comments or sentence fragments that are difficult to understand due to significant pronunciation errors	

**Cycle 2 Elementary Grades 3 & 4
KSB**

**Competency 2 Understands and Responds to Texts
(Reading, Viewing and Listening to Texts)**

Context for Learning

In the classroom the teacher will give ongoing support to help the students develop their ability to understand and respond to texts. The skills being targeted in this competency include reading and understanding all types of texts – print, media, video, oral etc.

The students require multiple opportunities on a daily basis to ensure the development of this competency. They need to understand that texts are one way to communicate. A variety of texts should be utilized. They will begin to read basic words on posters, maps, and flyers and ensure that these words convey meaning. Students may be able to use the mechanics of reading, but may not fully understand what they have read. This is where the emphasis must be placed. This will introduce them to the world of texts. As the students increase their fluency in reading the texts will continue to **challenge** their current level of reading ability.

The students need to learn about the importance of using strategies when learning a second language. They should be given direct instructions on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will support the students in determining how and when to use the appropriate strategy.

Visual supports will be in the forefront of all second language classes. The students need various ways to understand material and to synthesize what they have learned. Having word walls, pictures, posters, graphics etc. will allow the students to participate as they develop the functional language necessary at their level of learning.

The context for learning is a snapshot of your classroom describing your role and the role of the students.

Suggestions for developing the learning may include:

- Stories with predictable endings, following a very basic sequence and structure
- Fables with recurring themes
- Texts that are extensively illustrated
- Use of posters, flyers to select key words
- Maps, charts, seating plans
- Alphabet and sight games
- Use of and making of picture dictionaries
- Activities linked to what was understood in the text
- Following directions taken from a recorded source
- Following directions in a song (head and shoulders, knees and toes...)
- Showing their understanding by completing a drawing
- Labeling items in the classroom
- Provide reading time as well as a choice of reading selections, encouragement of rereading of texts and encouragement of the student to talk orally about what they have read
- Listening to books on tape
- Co-reading, silent reading, group reading
- Cloze activities
- Identify word families
- Read and create secret messages
- Record news events in the classroom
- Create a map
- Create treasure hunt clues
- Reading circles
- Reader's theatre
- Poems (appropriate for age and interest)
- Jokes
- Comics/ comic books
- Choral reading

****Note** - These are only suggestions.

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

Competency 2 Understands and Responds to Texts

Key Feature

Understand Texts

- Recognizes the convention of print (e.g. print moves left to right, has upper and lower case letters)
- Recognizes that print represents spoken language and conveys meaning
- Uses contextual clues to understand the text
- Identifies key elements in the text
- Retells story
- Grasps main idea
- Shows understanding of text
- Uses with guided support the response process
- Distinguishes between different genres
- Decodes pertinent phonetic blends, recognizes sight words and theme based vocabulary
- Uses patterns and structure within a text to construct meaning



C2: Understands and Responds to Texts

Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

Key Feature

Thinks about own Learning

- Thinks about own predictions and the actual outcomes
- Reflects on the challenges of understanding the text
- Reflects on the quality of own listening and participation
- Using strategies and resources with support

Evaluation Criteria

When evaluating the development of the competency ***Understands and Responds to Texts***, teachers use the evaluation criteria. They observe students' decoding and reading skills. They observe evidence of understanding texts (e.g. retelling main parts of the story) and use the knowledge in a reinvestment task (e.g. creating a poster to advertise the movie they watched).

Evaluation Criteria: **Understands and Responds to Texts** competency

1. Decoding and reading skills for written texts
2. Evidence of understanding of written, audio or visual texts

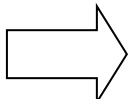
These evaluation criteria are based on the ESL competency scales provided within this document.

The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.

Sample Evaluation Task

This is an example of an evaluation task. You will want to modify this example and create your own tasks.

Which Party?

Overview	Each student will make a decision about the party they would most like to attend. The choice will be based on the text provided in three different party invitations.	
Content of Task	The student reads through the three (quite basic) party invitations. After viewing and reading each invitation, the students discuss the parties with a partner or in small groups. Then individually, they must answer questions about each party. The responses to the questions will help the students determine what makes each party unique. After the basic facts are recorded, the students will have to decide which party they want to attend and why.	
Evaluation Criteria	<p>Evidence of Understanding of Texts</p> <ul style="list-style-type: none">• They identify and briefly describe main points of the text• The students discuss texts and answer basic questions• They show their understanding of the text by completing tasks	 <p>What does this mean?</p> <ul style="list-style-type: none">• Records on summary sheet the main points of each party• In pairs, students compare their understanding of the invitations• Completes the task by making a personal choice

Come to my BIRTHDAY PARTY

I am turning 10 years old. Come and enjoy my special day!

When: Tuesday July 5th

Time: 3-6 p.m.

Where: Peter's House - House 275

games

prizes



pizza
supper

cake

Call to let us know if you are coming: 555-1234

SEE YOU AT MY PLACE!

Name: _____

Please read the invitation and answer the questions.

1. _____ is having a birthday party.

2. The party will be on _____ July _____.

3. What time does the party end?

4. Where is the party?

5. What special things will happen at the party?

6. If you are going to the party you need to call _____.

7. Will this party be fun? Why?

Answer the next question AFTER you have read all the invitations.

8. Are you picking this party? Why?

Christmas

Youth Centre

Christmas party

When: Friday December 19th

Time: 6-9 p.m.

Where: At the Youth Centre

The Party will have

- Christmas games
- Music
- Candy and chocolate treats
- Christmas Videos
- A present for everyone who comes dressed in **RED** or **GREEN**



Merry Christmas



Name: _____

Please read the invitation and answer the questions.

1. Where is the Christmas Party?

2. The party will be on Friday _____.

3. What special things will happen at the party?

4. What do you have to do if you want a present?

5 Will this party be fun? Why?

Answer the next question AFTER you have read all the invitations.

6 Are you picking this party? Why?

It's Valentine's Day



Let's Have a Party

When: Saturday, February 14th

Where: Maina's House (House 623)

Time: 11a.m. - 2p.m.

Come and have lunch with us and make chocolate hearts!

**Happy
Valentine's
Day!**

Call to let us know if you are coming: 555-2121

Name: _____

Please read the invitation and answer the questions.

1. Where is the Valentine's party?

2. The party will be on _____ February _____.

3. The party starts at _____ and ends at _____?

4. What will they be doing at the party?

5. Will this party be fun? Why?

Answer the next question AFTER you have read all the invitations.

6. Are you picking this party? Why?

*Rubric for Evaluation Task: **Which Party?***

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the task.

	A	B	C	D	E	DID NOT ATTEMPT
Evidence of understanding of written, audio or visual texts	Records pertinent information on the summary sheet and makes a personalized choice, reflective of the information on the summary sheet	Records appropriate information on the summary sheet and makes a personalized choice	Records information on the summary sheet and makes a choice	Records some information on the summary sheet and make a choice	Records limited information on the summary sheet, but does not make a choice	
Decoding and reading skills	Reads and constructs meaning through known vocabulary	Reads and understands theme based vocabulary	Reads independently, shows evidence of using contextual cues to extract meaning	Decodes to extract meaning and recognizes some sight words, may need support	Difficulty decoding	

Cycle 2 Elementary Grades 3 & 4 KSB

Competency 3 Writes Texts

Competency 3 Writes Texts

The context for learning is a snapshot of your classroom describing your role and the role of the students.

Context for Learning

In the classroom the teacher will give ongoing support to help the students develop their writing competency. At the beginning the students will be writing as a group and as they progress the writing task will become more individualized. The students need multiple opportunities on a daily basis to ensure the development of this competency. They will need to begin writing early in their second language learning and continue to write frequently. They will need support and instruction in order to understand and use Roman Orthography (i.e. the alphabet), as the students are used to writing with Syllabics. The writing opportunities will focus on authentic and meaningful tasks. These opportunities to practice writing needs to be connected to the learning and be highly structured. The development of competency 3 entails writing and not simply copying for the board. Enabling activities that support the emergence of this writing will be the focus of the development of C3.

The students need to learn about the importance of using strategies when learning a second language, and be given direct instructions on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will support the students in determining how and when to use the appropriate strategy.

Visual supports will be in the forefront of all second language classes. The students need multiple ways to understand material and to synthesize what they have learned. Having word walls, pictures, posters, graphics etc. will allow the students to participate in learning even though they have limited second language skills.

Suggestions for developing the learning may include:

- Create greeting cards, invitations, posters
- Label items such as clothing for a winter camping trip, items in a container, items found at a store
- Create a class map
- Make class stories (big books)
- Write messages
- Complete weather charts, log books, timetables
- Build word walls together as a class
- Make story maps
- Add a word activity
- Play word games such as Scrabble Junior, Boggle etc.
- Write instructions
- Cloze activities
- Choose a song and substitute words to change the meaning
- Change how a character 'looks' in a story
- Engage in shared writing experiences
- Brainstorm words needed to complete a writing task
- Acrostic poems
- Controlled internet communication
- Create a personalized dictionary
- Create/ complete comic strips
- Descriptive writing (e.g. describing a picture)
- Create 'little books'

****Note** - These are only suggestions.

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

Competency 3 Writes Texts

Key Feature

Uses the Writing Process with Guidance

- Follows an explicit model to engage in the writing process (i.e. brainstorming, drafting, revising/editing, publishing while exploring and sharing ideas through writing)

Writes a Variety of Simple Texts

- Uses text models
- Explores very basic writing styles in a variety of genres
- Using writing to complete tasks (e.g. filling out forms, creating greeting cards)

Key Feature



Key Feature

Uses Strategies and Resources

- Uses strategies (e.g. take risks, ask for help, use models, accept comments that are descriptive and helpful, cooperate)
- Uses resources (e.g. word walls, dictionaries, templates, graphic organizers, peers)

C3: Writes Texts

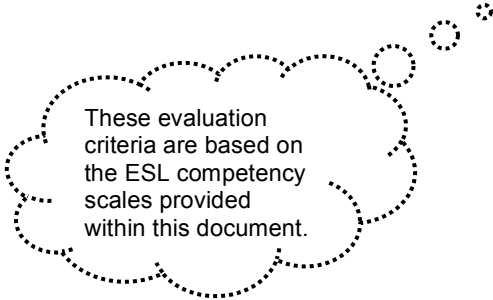
Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

Evaluation Criteria

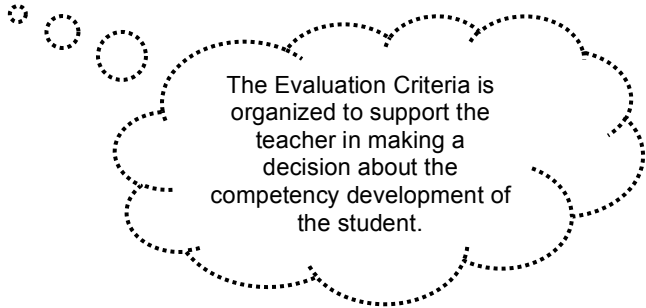
When evaluating the development of the competency ***Writes Texts***, teachers use the evaluation criteria. They observe the content of the message (e.g. text describes the character) and the formulation of the message (e.g. text is organized so it can be understood, often follows templates and models). They also observe students' use of strategies and resources (e.g. following the models given, asking a peer how to spell a word).

Evaluation Criteria: **Writes Texts** competency

1. Content of the message
2. Formulation of the message



These evaluation criteria are based on the ESL competency scales provided within this document.



The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.

This is an example of an evaluation task. You will want to modify this example and create your own tasks.

Sample Evaluation Task

Acrostic Poem: My Friend

Overview	The students will create a greeting for a person of their choosing. The greeting will be in the form of an acrostic poem.	
Content of Task	The students will be given a blank card. Using old magazines and photos they will create a collage on the front of the card. The collage will be representative of the mood of the card (e.g. funny, wacky, serious, loving etc.) On the inside of the card, they will write a one sentence greeting and an acrostic poem. See the sample of the acrostic poem.	
Evaluation Criteria	<p>Content of the Message</p> <ul style="list-style-type: none"> The text meets the requirements of the task The student creates texts to share information and ideas 	<p>What does this mean?</p> <ul style="list-style-type: none"> The student chooses pictures to represent the theme of the card The acrostic poem describes the friend
	<p>Formulation of the Message</p> <ul style="list-style-type: none"> The students write texts using appropriate language conventions 	<p>What does this mean?</p> <ul style="list-style-type: none"> The text understandable, even though there are errors

An evaluation task is meant to be evaluated in a holistic, global sense and not in a discrete analysis of specific parts of the whole (e.g. the number of errors in the oral interaction taken out of context).

Front of card

Inside of card



Collage with appropriate pictures selected

Stella you are my best friend.

One sentence greeting

I like how you **S**hare with me.
 You are really smar **T.**
 We are fri **E**nds forever.
 Your smi **L**e is nice.
 Your jokes make me **L**augh.
 I like to pl **A**y video games with you.

Acrostic with the name of the friend/relative

My Check-in Sheet		Name: _____	Check-in Date 1 _____	Check-in Date 2 _____
This will help you make sure you finished all parts of the task. <input checked="" type="checkbox"/> Check it often. It will help you.				
			Check-in 1 st time	Check-in 2 nd time
1.	I made choices about the pictures that went on the card.		<input type="checkbox"/>	<input type="checkbox"/>
2.	I checked to make sure the sentence inside my card has no mistakes.		<input type="checkbox"/>	<input type="checkbox"/>
3.	I have written a sentence about the person in my poem.		<input type="checkbox"/>	<input type="checkbox"/>
4.	My acrostic poem spells out the name of the person in my poem.		<input type="checkbox"/>	<input type="checkbox"/>
5.	I am happy with my card.		<input type="checkbox"/>	<input type="checkbox"/>

Teacher reviews how to use check-in

The teacher will read the check-in sheet questions to the students. The first check-in will be guided by the teacher. The second check-in will be either guided by the teacher or done independently depending on the needs and level of autonomy displayed by the students.

Sample Evaluation Grid for Acrostic Poem

This is another type of rubric. Please modify as needed.

		Exceeds Expectations	Meets Expectations	Below Expectations
Evaluation Criteria	Observable elements			
Content of the Message	Picture collage supports the intent of the card			
	Sentences in acrostic poem are descriptive			
Formulation of the message	Text is understandable regardless of errors			

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the task.

Exceeds expectations = uses check list independently or spontaneously

Meets expectations = uses check list as directed by the teacher spontaneously

Below expectations = does not use check list

Cycle 3 Elementary Grades 5 & 6

Kativik School Board



Progressing from Cycle 2 to Cycle 3

Cycle 3 elementary ESL continues focusing on the same three competencies as outlined in Cycle 2 of this program. While the **competencies are the same**, the expectations increase. Cycle 2 introduces the second language to the students and exposes them to this new language by giving them opportunities to speak, listen, participate, view, read and write. In Cycle 3, the students increase their level of active participation.

Cycle 3 is the opportunity for the students to consolidate the basic knowledge, skills and strategies they have learned. They will further their proficiency via new opportunities to participate and exposure to materials that require a greater level of competency. In Cycle 3 the teacher will focus on **increasing the complexity** of the activities and tasks and **increasing the autonomy** with which the students can complete these tasks. Variety in activities and authentic tasks will assist the student in developing his or her competency during cycle 3.

**Cycle 3 Elementary Grades 5 & 6
KSB**

Competency 1 Interacts Orally in English
(Listening and Speaking in Social Interaction)

Competency 1 Interacts Orally in English

Context for Learning

In the classroom the teacher will give students ongoing support to help the students develop their oral competency. The two skills targeted are **listening and speaking** in interaction.

The students need multiple opportunities to ensure the development of this competency. They will need to interact orally with peers, teachers and others. The opportunities to practice English needs to be both spontaneous and structured. Enabling activities support the development of this competency.

The students continue to use strategies when learning their second language. They continue to need support on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will help ensure the use of the strategies.

The students need to use visuals in order to support their language development. Having word wall, pictures, posters, graphics, SPEAQ posters etc. will allow the students to participate in the learning as their English language competency develops.

The context for learning is a snapshot of your classroom describing your role and the role of the students.

Word wall: teacher lead student generated words and expressions needed for a specific purpose

Suggestions for developing the learning may include:

- Games where the students must name items and / or then ask questions about the item
- I Spy, Simon Says, charades
- Songs (on CD or sung by class), stories, rhyming
- Jazz chants
- Dialogue practice
- Story time
- Match Mine
- Show and tell
- Cooperative structures
- Information gap activities
- Repeating new words
- Listening and following directions in order to complete a task

*****Note- These are only suggestions.***

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

Competency 1 Interacts Orally in English

Communicates Orally in English

Key Feature

- Initiates, negotiates and maintains conversations / discussions
- Talks, listens and respects social conventions
- Uses familiar vocabulary to create messages
- Transmits messages
- Retells stories
- Express interests, needs and preferences
- Enriches vocabulary necessary for communication
- Sustains conversations with a variety of audiences (e.g. teachers, peers, visitors to the school)
- Refines conversations skills (ways to enter a conversation, taking turns etc.)
- Uses language for a variety of purposes (e.g. recalls, predicts, shares information, describes)
- Follows multi-step directions and / or instructions
- Makes a personal contribution
- Shares own understanding with peers and teachers
- Asks questions to increase understanding
- Most familiar language conventions are adhered to, but may be over generalized (e.g. pronouns, tense, plurals)



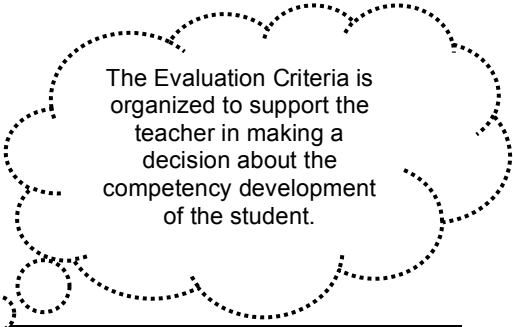
C1: Interacts Orally in English

Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

Reflects on Own Learning

Key Feature

- Uses strategies in order to complete the task
- Reflects on the use of English
- Reflects on development of personal repertoire of language
- Selects and makes use of available visual support and resources
- Becomes aware of and uses resources (peers, teachers, books, visual support)



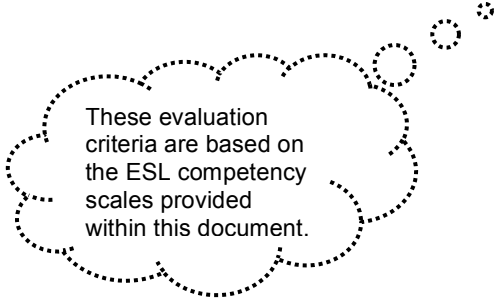
The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.

Evaluation Criteria

When evaluating the development of the competency ***Interacts Orally in English***, teachers use the evaluation criteria. They observe students' participation in oral interaction (e.g. take turns in conversation). They observe the content to the message (e.g. asks questions and listens to responses) and the articulation of the message (e.g. speaking in sustained sentences). They also observe students' use of strategies and resources (e.g. inferring what the speaker is talking about when unsure).

Evaluation Criteria: **Interacts Orally in English** competency

1. Participation in oral interaction
2. Content of the message
3. Articulation of the message



These evaluation criteria are based on the ESL competency scales provided within this document.

Sample Evaluation Task

This is an example of an evaluation task. You will want to modify this example and create your own tasks.

Draw What I Say³

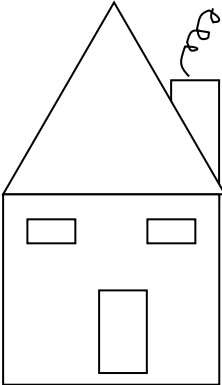
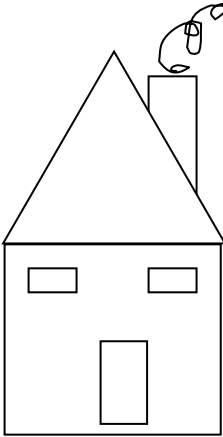
Overview	In pairs, students each have the opportunity to instruct their partner, on how to draw a picture that their partner cannot see.	
Content of the Task	The teacher will place the students in pairs. In pairs, the students will each be given a different drawing (e.g. an iconic house, kayak, dog etc.). Student A describes step by step his/ her picture. Student B then draws exactly what students A describes. When this is finished they compare the newly drawn picture to the original picture. Then the students reverse their roles. During this task the teacher is observing the students focusing on the ability of the student to describe his/ her picture appropriately, using understandable language.	
Evaluation Criteria	Participation in Oral Interaction <ul style="list-style-type: none"> The students participate, with encouragement, in English when engaged in classroom tasks and activities 	What does this mean? <ul style="list-style-type: none"> The students completes the task
	Content of the Message <ul style="list-style-type: none"> Their vocabulary contains functional language as well as words related to their immediate environment and known topics 	What does this mean? <ul style="list-style-type: none"> The student uses appropriate vocabulary to describe his/her picture
	Articulation of the Message <ul style="list-style-type: none"> The students speak in short, simple sentences 	What does this mean? <ul style="list-style-type: none"> The student speaks so that his or her partner understands what has to be drawn

An evaluation task is meant to be evaluated in a holistic, global sense and not in a discrete analysis of specific parts of the whole (e.g. the number of errors in the oral interaction taken out of context).

Directly from the program

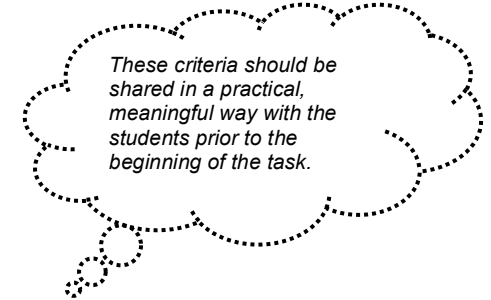
³ Kagan, 1994
KSB

Example of Draw What I Say

Student A		Student B
	<p>Student A orally describes his/ her picture.</p> <ol style="list-style-type: none"> 1. Draw a square at the bottom of your sheet 2. Draw a large triangle on top of the square. 3. Draw a chimney on the right side of the roof. There is smoke coming out of the chimney. 4. Draw a small rectangle door in the middle of the square. 5. Draw two rectangle windows on either side of the door, but higher than the door. 	
When student A is finished his/her description, the roles are reversed.		

Sample Oral Rating Grid

Check the appropriate box.



Evaluation Criteria	Observable Elements	Exceeds Expectations	Meets Expectations	Below Expectations
Participation in oral interaction	The student uses English to complete the task.			
Content of the message	The student uses vocabulary that allows his/ her partner to understand what to draw.			
Articulation of the message	The student speaks clearly and pronounces known words accurately.			

**Cycle 3 Elementary Grades 5 & 6
KSB**

Competency 2 Understands and Responds to Texts
(Reading, Viewing and Listening to Texts)

Context for Learning

In the classroom the teacher will give students ongoing support to help the students develop their ability to understand and respond to texts. The skills being targeted in this competency include reading and understanding all types of texts – print, media, video, oral etc.

The students need multiple opportunities to ensure the development of this competency. Through viewing, reading and listening to a variety of texts they will begin to understand that texts are a method of communicating for various purposes.

The students continue to learn about the importance of using strategies in their second language. They should be given direct instructions on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will support the students in determining how and when to use the appropriate strategy.

Visual supports will be in the forefront of all second language classes. The students need multiple ways to understand material and to synthesize what they have learned. Having word walls, pictures, posters, graphics etc. will allow the students to participate in learning as their second language skills develop.

The context for learning is a snapshot of your classroom describing your role and the role of the students.

Suggestions for developing the learning may include:

- Fables and fairy tales
- Use of posters, flyers to select key words and grasp main idea/ theme
- Maps, charts, seating plans, diagrams
- Use of and making of pictionaries, dictionaries, thesauruses
- Activities linked to the text and moving beyond the text
- Students show their understanding by completing a drawing, singing a song, using drama, answering guiding questions, creating posters, sharing opinions etc.
- Label items
- Listen to books on tape
- Co-reading, silent reading, group reading
- Cloze activities
- Read, create and decipher secret messages
- Record news events in the classroom
- Create a map , treasure hunt clues
- Reading circles
- Readers theatre
- Choral reading
- Story telling
- Poems
- Jokes
- Comics/ comic books
- Sharing journals
- Role playing
- Reading activities on the internet (approved sites e.g. SPEAQ www.speaq.qc.ca, CASLT www.caslt.org, TESL www.tesl.ca)

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

****Note-** *These are only suggestions.*

Competency 2 Understands and Responds to Texts

Key Feature

Uses the Response Process to Understand Text

- Listens to, reads and / or views a variety of texts
- Identifies key elements
- Shares with others
- Makes personal connections to the text
- Reads pertinent phonetic blends, sight words and theme based vocabulary



C2: Understands and Responds to Texts

Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

Key Feature

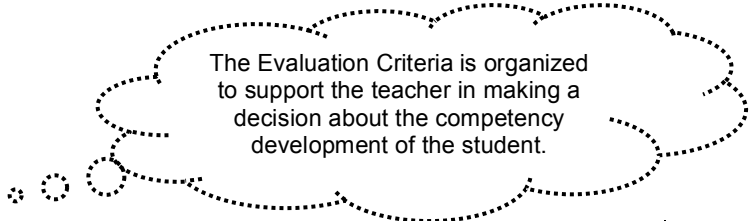
Demonstrates an Understanding of Texts

- Creates personalized versions
- Expresses like or dislike of text
- Select, organizes and summarizes information
- Develops ideas and opinions through understanding and personalizing the text

Reflects On and Monitors Own Learning

- Considers how to improve own understanding of texts
- Uses strategies in order to complete tasks
- Uses resources to aid own understanding

Key Feature



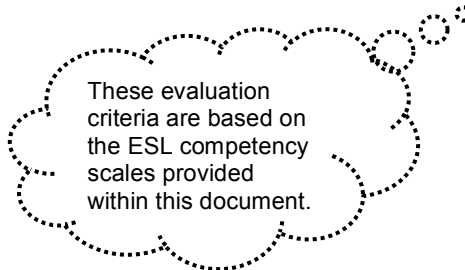
The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.

Evaluation Criteria

When evaluating the development of the competency ***Understands and Responds to Texts***, teachers use the evaluation criteria. They observe students' decoding and reading skills. They observe evidence of understanding texts (e.g. can share opinion about the video) and use the knowledge in a reinvestment task (e.g. determine which invented sport they would like best, based on provided information and criteria).

Evaluation Criteria: **Understand and Responds to a Text** competency

1. Decoding and reading skills for written texts
2. Evidence of understanding of texts



These evaluation criteria are based on the ESL competency scales provided within this document.

Sample Evaluation Task

This is an example of an evaluation task. You will want to modify this example and create your own tasks.

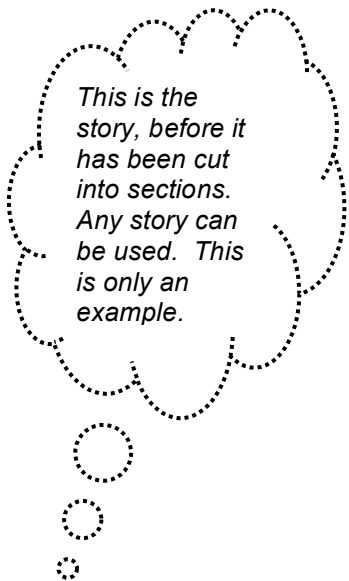
A Mixed up Story

Overview	The students have to reorganize a story that has been mixed up. By reorganizing the story in a way that makes sense, the students are displaying their competency.	
Content of Task	A teacher in grade 6 drops her bag that contains her English activity planned for the day. She spent hours cutting up a story into sections. Your job (the student) is to put the story back together (glue and paper), and return it to the teacher. After you have looked at the story, rewrite the ending to make it more interesting. Before you hand it back to the teacher, you must also answer the question sheet that h/she created about this story.	
Evaluation Criteria	<p>Evidence of understanding of texts</p> <ul style="list-style-type: none"> • They identify and describe the main points of the text • They show their understanding of the text by completing tasks that require a reinvestment of knowledge <p>Decoding and Reading Skills</p> <ul style="list-style-type: none"> • Masters pertinent phonetic blends • Recognizes sight words • Reads and understands theme-based vocabulary 	<p>What does this mean?</p> <ul style="list-style-type: none"> • Answer basic questions about the story • Choice of order for the story shows they understand the organization of a text • The 'rewritten' ending connects to the story in a coherent plausible way • Reads with fluency • Reads independently

Mixed up Story Sample

The Firefly at the Beach

One day two children, Jimmy and Brenda, were playing on the beach splashing and looking for shells. They collected as many shells as they could find. They stayed playing on the beach for a long, long time. After a while it got dark. It got really dark and the moon was hiding behind the clouds. The children decided that they should go home, but suddenly they realized that they could not see well enough to find their way home. They didn't know what to do. They decided to try and find their way home, but they fell on some rocks. When they fell, their bucket of shells dropped and suddenly they heard an odd sound. It was coming from the bucket. A shell was buzzing! They felt around in the darkness for the shell and when they grabbed it they felt it shaking. They pried it open, and out flew a beautiful firefly. It was so bright and beautiful. The firefly flew directly towards the town and led the two children home. The children were safe. To this day, the children still each have half of the shell. Brenda, who is all grown up, wears the shell around her neck and the Jimmy, who is now a father, keeps the shell on his desk at work. For those two children, a wonderful firefly saved their lives.



This is the story, before it has been cut into sections. Any story can be used. This is only an example.

Mixed up Story Sample- ready to cut into sections ✂

One day two children, Jimmy and Brenda were playing on the beach splashing and looking for shells. They collected as many shells as they could find.

They stayed playing on the beach for a long, long time. After a while it got dark. It got really dark and the moon was hiding behind the clouds.

The children decided that they should go home, but suddenly they realized that they could not see well enough to find their way home. They didn't know what to do.

They decided to try and find their way home, but they fell on some rocks.

When they fell, their bucket of shells dropped and suddenly they heard an odd sound. It was coming from the bucket. A shell was buzzing!

They felt around in the darkness for the shell and when they grabbed it they felt it shaking. They pried it open, and out flew a beautiful firefly.

It was so bright and beautiful. The firefly flew directly towards the town and led the two children home.

The children were safe.

To this day, the children still each have half of the shell. Brenda, who is all grown up, wears the shell around her neck and Jimmy, who is now a father, keeps the shell on his desk at work.

For those two children, a wonderful firefly saved their lives.

Cut the sections into strips and place them in an envelope.

Sample Guiding Questions Sheet for *The Firefly at the Beach*

Name: _____

1.	Who are the main characters (people) in the story?
2.	Tell me in 2 or 3 sentences, what the story is about.
3.	What time of day is it at the beginning of the story?
4.	What are the children doing?
5.	What happened when they tried to walk home in the dark?
6.	How did the children find their way home?
7.	How do you know that this was an important event in the lives of the children?

These questions focus on the ability of the students to show **evidence of understanding texts**.

You may want to read the questions to the students to ensure they all understand what is being asked of them.

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the task.

Sample Rubric for Evaluation Task: *A Mixed Up Story*

	Remarkable A	Thorough B	Acceptable C	Underdeveloped D	Undeveloped E	DID NOT ATTEMPT
Evidence of Understanding of Texts	Answers all guiding questions correctly	Answers almost all of the guiding questions correctly	Answers most of the guiding questions correctly	Answers some of the guiding questions correctly	Answers few of the guiding questions correctly	
	The sentence strips are ordered properly making a meaningful story, with a clear beginning, middle and ending	The sentence strips are ordered in a way that make a meaningful story, with a beginning, middle and ending	The sentence strips are ordered in a way that makes a story	The sentence strips lack full organization, leading to an unclear story	The sentence strips are disorganized	
	New ending is fluid and coherent	New ending is coherent through the development of plot and characters	New ending is coherent with the storyline	New ending is minimally coherent	New ending is not coherent	

Cycle 3 Elementary Grades 5 & 6

Competency 3 Writes Texts

Cycle 3 Elementary

Competency 3 Writes Texts

Context for Learning

In the classroom the teacher will give students ongoing support to help the students develop their writing competency. The students need multiple opportunities on a daily basis to ensure the development of this competency. They need to begin writing early in their second language development and continue to write frequently. The writing opportunities will need to be authentic and meaningful. The opportunities to practice writing needs to be connected to the learning and structured. At this level, content is the focus of the writing, but attention needs to be paid to the errors and how to avoid them by employing effective strategies. Enabling activities that support the emergence of the written text will be the focus of the development of C3.

The students continue to learn about the importance of using strategies when learning a second language and should be given direct instructions on how and when to use these strategies. The strategies should be modelled, discussed, graphically represented on the walls and referred to on an ongoing basis. This will support the students in determining how and when to use the appropriate strategy.

Visual supports will be in the forefront of all second language classes. The students need multiple ways to understand material and to synthesize what they have learned. Having word wall, pictures, posters, graphics etc. will support the students as their English continues to develop.

The context for learning is a snapshot of your classroom describing your role and the role of the students.

Suggestions for developing the learning may include:

- Create greeting cards, invitations, posters, maps
- Make class stories
- Write messages
- Create charts and graphics to organize information
- Build word walls together as a class
- Make story maps
- Play word games such as Scrabble, Boggle etc.
- Write instructions, directions
- Cloze activities
- Choose a song and substitute words to change the meaning
- Change how a character looks, feels, reacts in a story
- Engage in shared writing experiences
- Brainstorm words needed to complete a writing task
- Creative poetry
- Controlled internet communication
- Create a personalized dictionary
- Create/ complete comic strips
- Write a short story
- Write a biography/ autobiography
- Create a character sketch
- Persuasive writing
- Journals

****Note-** These are only suggestions.

Suggestions for developing the learning are ideas, approaches and activity types that may assist in the development of the competency. They are only suggestions and should be modified, augmented and /or enriched to meet the needs of the students in each class and respects the teachers' style.

Competency 3 Writes Texts

Key Feature

Uses the Writing Process

- Follows various models in order to successfully use the writing process (i.e. brainstorming, writing a draft, revising, editing and publishing a final version)



Key features are the breakdown of the competency to make it more concrete. Beneath the key features are the **descriptors**, which are the observable components found within the competency and classified according to

C3: Writes Texts

Key Feature

Writes a Variety of Texts

- Uses text models
- Explores with writing
- Writes to meet a specified goal
- Personalizes the text

Uses Strategies and Resources

- Considers how to improve own texts
- Uses strategies in order to complete tasks
- Uses appropriate resources

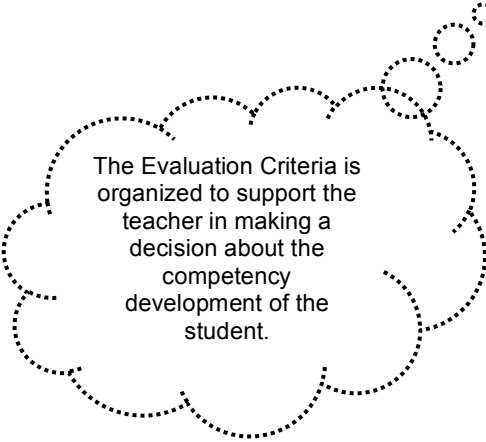
Key Feature

Evaluation Criteria

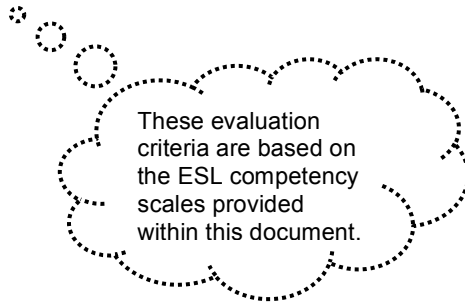
When evaluating the development of the competency ***Writes Texts***, teachers use the evaluation criteria. They observe the content of the message (e.g. text shares an opinion) and the formulation of the message (e.g. text follows language conventions).

Evaluation Criteria: **Writes Text** competency

1. Content of the message
2. Formulation of the message



The Evaluation Criteria is organized to support the teacher in making a decision about the competency development of the student.



These evaluation criteria are based on the ESL competency scales provided within this document.

Sample Evaluation Task

This is an example of an evaluation task. You may alter and/ or create your own tasks.

Crazy Sandwiches

Overview	Students invent a sandwich (can be crazy and creative, but must use actual food). These sandwiches will be one that their peer would or could potentially like. Examples could be a spaghetti sandwich, a peanut butter and jelly bean sandwich, a French fry and chocolate ice cream sandwich.	
Content of Task	<p>In pairs, the students brainstorm an idea for a 'crazy sandwich'. Then they individually create a text that includes the following information about the sandwich:</p> <ul style="list-style-type: none"> • an illustration/ picture of the sandwich, • the name of the sandwich, • the cost, • the rationale for picking it, • instructions about how to make it. 	
Evaluation Criteria	<p>Content of the message</p> <ul style="list-style-type: none"> • The students create texts to share information and ideas • The text meets the requirements of the task 	<p>What does this mean?</p> <ul style="list-style-type: none"> • In the text they describe their sandwich • They meet all the requirements
	<p>Formulation of the message</p> <ul style="list-style-type: none"> • The student uses templates and models to focus their writing • The students follow appropriate language conventions when writing a text • The message in the text is understandable, regardless of errors 	<p>What does this mean?</p> <ul style="list-style-type: none"> • The template given is followed, or is used as a guide • The description of the sandwich is written with appropriate grammar, structure, spelling etc. • Even when mistakes occur, the information about the sandwich is understood

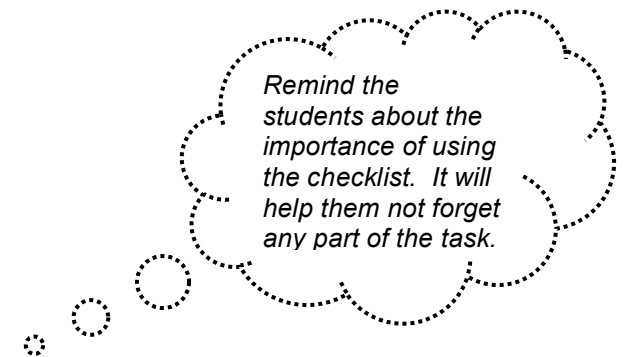
An evaluation task is meant to be evaluated in a holistic, global sense and not in a discrete analysis of specific parts of the whole (e.g. the number of errors in the oral interaction taken out of context).

Crazy Sandwich Checklist

Name: _____

What **I need to do** to complete this task.

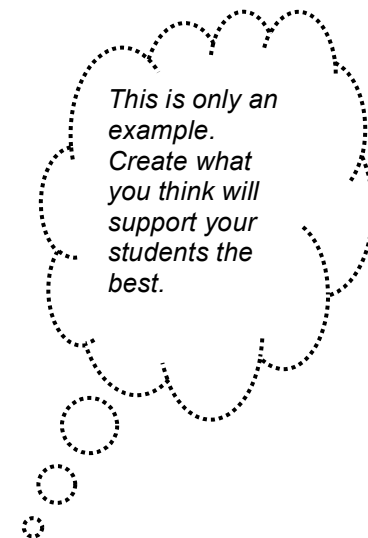
	Check when done
<ul style="list-style-type: none">• Picture of sandwich	<input type="checkbox"/>
<ul style="list-style-type: none">• Name of sandwich	<input type="checkbox"/>
<ul style="list-style-type: none">• Cost of sandwich	<input type="checkbox"/>
<ul style="list-style-type: none">• Why I created this sandwich (rationale)	<input type="checkbox"/>
<ul style="list-style-type: none">• Instructions on how to make the sandwich	<input type="checkbox"/>



Crazy Sandwich Template for student use

Name: _____

Picture of the sandwich		
Name of the sandwich	Cost of the sandwich	Why I created this sandwich
Instructions on how to make this sandwich		



Holistic Rubric

Crazy Sandwiches

These criteria should be shared in a practical, meaningful way with the students prior to the beginning of the task.

A	B	C	D	E	DID NOT ATTEMPT
The student describes the created sandwich in detail. While errors in grammar and structure occur, they are not significant and the reader can easily understand and enjoy the text. Language is varied and appropriate. The student completes all parts of the task in an organized manner. The text is very well structured and may be similar to the model.	The student describes the created sandwich in some detail. Errors in grammar and structure occur, when more complex thoughts are expressed. Opinions and ideas are shared in text. The student completes all parts of the task. The text is well structured and may be similar to the model.	The student describes the created sandwich. Errors in grammar and structure occur, but do not impede understanding. Sentences are simple but well formulated. The student completes almost all parts of the task. The text has a structure and it is somewhat similar to the model.	The student describes some of the characteristics of the created sandwich. Errors in grammar and structure occur but text can be read and understood. Attempts to personalize the task are made. The student completes some parts of the task. The text has a vague structure that can be somewhat linked to the model.	The student describes a few characteristics of the created sandwich. Errors in grammar and structure occur frequently. The reader is unable to understand the text. The student completes a few parts of the task. The text has no apparent structure.	Reason:

*A **HOLISTIC RUBRIC** is a rubric that assigns a level of performance based on multiple criteria.*

PM Reading Program

2016

The PM Reading Program is a reading program that the school board has mandated in English classrooms from grades 3-6 as of 2016. This program is to support students in learning how to read. The next pages of the Program are dedicated to ensuring you have all of information that you need to successfully implement the program in your classroom.

Materials:

The materials for PM READERS include the following:

- 1 PM Benchmark Reading Assessment Resource per full set
- PM Books – Levels 1 to 24/25 (full set)
 - Each level should be in its own envelope, with approximately ten different books of that specific level
- Teacher resources:
 - ✓ CD-ROM PM Starters Levels 1, 2, 2/3
 - ✓ CD-ROM Levels 3-5
 - ✓ CD-ROM Levels 6-8
 - ✓ CD-ROM Levels 9-11
 - ✓ CD-ROM Levels 12-14
 - ✓ Teachers' Guide Levels 15-16
 - ✓ Teachers' Guide Levels 17-18
 - ✓ Teachers' Guide Levels 19-20
 - ✓ Teachers' Guide Levels 21-22
 - ✓ Teachers' Guide Levels 23-24
 - ✓ Binder 1 - Levels 1-14/15 black-line masters student packs
 - ✓ Binder 2 – Levels 15-24/25 black-line masters student packs

PROCEDURE:

➤ **Step 1: Assess your students.**

- Before you start, watch the DVD in the assessment pack (at the back of the red Reading Assessment Resource Box) and read the instruction guide to familiarize yourself with the process.
- After your students are assessed, please send copies of the assessments to Ed Services we will be keeping track of student achievement.
 - **One assessment per student to be sent before the Christmas holidays.**
 - **One assessment per student to be sent before the end of the year.**
 - The Resource recommends assessing the students at each level but that is up to your discretion.

➤ **Step 2: Activity Sheet Packs**

- When your students are assessed and you know what level each student is reading at, you will need to make copies of the black-line master packs. (Black binders)
- Ideally students will work independently through the packs so you will need to be very clear on the expectations. The tracking sheets for each pack should help with this.
- The activity packs are not the most important part of the program, they are there to support you in having one on one time to read with and assess your students. The priority is to get your students reading.

➤ **Step 3: Make a Plan**

- You may choose to work on PM with your students 15 or 20 minutes a day or schedule a block period (**at least one 45 minute period per week**)
- Eventually PM should be done independently by the students however in the beginning please work together and establish a routine with your class.
- Some teachers, after they have done the assessments, have commented that students have difficulty with the retelling and sequencing, so this is something that you may want to address with your students in both reading and writing activities at other times of the day.
- The silent reading before the retelling might be difficult for our students so this may also be something to work on with students.
- As students move from level to level, make sure that their achievements are recognized and celebrated.

ORGANIZATION

- The books need to stay organized in the plastic envelopes; a sign out procedure should be used to keep them stored.
- Each plastic envelope has 1 level inside. Each level has approximately 10 books.
 - Split levels (Example level 5/6) These envelopes do not have both levels five and six inside. Split levels are separate levels that are around level 5 reading but have two distinct styles. Usually a narrative and a descriptive book, around five of each in each plastic envelope.
 - Tri levels (Example level 9-10-11) These envelopes do not have levels 9, 10 and 11 inside. They have special books written at those levels that are meant to create this separate “library set”.
 - Please note that on the back of each book the Level is written.
 - In a “Library set” the books will say PM Library or PM Starters.
 - Individual Leveled sets (no split levels or tri levels) will have PM + on them with a numeric level.

PM Reading Scales-Revised 2016

These scales have been created to use as a **validation tool**. *They should **not** be used to decide a student's Reading mark on their Report Card.* PM Reading is not the only source of reading evaluation and therefore should not be solely used to create the student's Reading grades.

This tool is linked directly to the New Calculation Grid for Primary ESL and will be easy to use along side it. Areas highlighted in yellow note the minimum expectation by the **end of the year**.

KSB Scales	Level 1		Level 2	Level 3	Level 4	Level 5		Level 6		Level 7
Grade 3	Instructional 1 B	Independent 1 B+	Instructional 2 A	Difficult 3 A+						
Grade 4	3 E		4 D+	5 C	6 B	7 A		Instructional 8 A+		
Grade 5				Independent 8 D+	9 C	10 B	11 B+	12 A	Instuctional 13 A+	
Grade 6			Independent 13 E	14 D	15 D+	16 -17 C	18 B	19-21 B+	22-23 A	24-25 A+

When assessing your student's it is important to consider the sub-level at which they are reading at each given level. For example if your student is in Grade 6 and they are reading at a level 16 but they are only reading at "difficult" sub-level, receiving less than 90% you may consider giving them a C-, depending of course on how well they did on their Comprehension section as well.

Competency Scales



Using KSB's ESL Competency Scales

What is a scale?

Kativik School Board's Elementary ESL program utilizes a competency scale. A scale is an official reference point that frames the basis for all evaluation. Scales describe the major stages in the development of a competency as a part of a continuum, although they are not prescriptive. These scales facilitate the recognition of the students' growth and development in each of the three competencies.

What is a developmental scale and why use it?

While there are various types of competencies scales, **KSB has decided to utilize the developmental competency scale.** A developmental scale is a levelled scale that provides the teachers with guidelines to aid in making end-of-cycle evaluations on the level of competency a student has achieved. **The developmental scale shows the progression of each competency.** It is not meant to be a lock-step grid, but rather a guideline to help teachers in their ability to judge individual student progress.

The information in the scales is grouped according to the evaluation criteria in the program document. While this facilitates the ability of the teacher to focus in on specific criteria it also provides an artificial break between the different components of a competency. As well, the scales are presented in bullet form; however, they are not intended to be a check list, but rather a collection of observations seen during the progression of competency development.

Choices made regarding the layout of the scales have been so as to ensure ease of use and support the teacher in his or her use of the scales.

When using the scales, teachers should read all of the levels starting from **level 1** and progressing through to **level 12**. It is important to understand of all the levels, as the scales are inclusive. This means that descriptors are not necessarily repeated in each level. Whatever a student has achieved in a level, it still exists in the next level, even if it is not described. This decreases receptiveness within the scales.

How to use a developmental scale

The MELS⁴, in their document, *Evaluation of Learning at the Secondary Level* (Preliminary Version 2007), suggests practices for the proper use of the scales of competency levels.

The teacher should:

- offer the students frequent opportunity during the cycle to demonstrate their competencies in various ways
- explain the scales and their use to the student
- keep relevant records of student learning in sufficient quantity to form a basis for making judgments, using the evaluation criteria (set out by KSB)
- construct each judgment gradually, and update it using the most representative examples
- make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and the statement for a given level
- report more detailed information as needed for certain students, for example, within the individual education plan

⁴ MELS is the Ministry of Education in Quebec
KSB

New Calculation Grid for Primary ESL Grade 3

In Grade 3 students are just beginning to learn English. For many of our students it will be their first time hearing, speaking and reading English. The following Calculation Grid should be used when evaluating students. This Grid is to be used in collaboration with the Competency Scales found on the following pages.

It is essential that students feel successful when learning a new language, while we need to maintain a fair evaluation we also need to ensure their confidence is protected, please keep this in mind when going through this new Calculation Grid.

Level	KSB ESL Competency Scales - Calculation Grid												
Grade 3	1		2		3		4		5		6		7
Term 1	B		A										
Term 2	B		A										
Term 3	C		B		A								



If by the end of the **Second Term** your student is not showing any improvement or not participating it may be a good idea to consult with the Special Education Teacher. This depends on the individual student.



New Calculation Grid for Primary ESL Grades 4/5

In grades 4 and 5 students are developing their skills and continuing to explore their use of English. The following Calculation Grid has been created to reflect student's progression through the Competency Scales. It should be used to evaluate your students with the Competency Scales found on the following pages.

The minimum level for each grade is highlighted in yellow. Half steps (+) occur when students demonstrate their understanding of all skills at one level and some of the skills at the next level.

For example: In writing Johnny, a grade 4 student can

- Content of Message
 - Share ideas and opinions using structured templates and in journals on his own.
 - Use a variety of known, studied words to express ideas
 - Has a limited production of original texts
 - Produces texts that are not always coherent, sometimes causing difficulty for the reader.
 - Has written short descriptive paragraphs, with support.
- Formulation of the Message
 - Uses basic vocabulary and simple sentences that can be understood but there are some errors.
 - Makes spelling, grammar and punctuation errors but they are getting better.
 - Texts are organized in a meaningful manner, with use of templates or plans in most cases.
- Johnny should be getting a **B+** according to the new grid as he is showing completion of level 3 skills and is starting to complete some of the level 4 skills.

Level	KSB ESL Competency Scales – Calculation Grid											
	1		2		3		4		5		6	7
Grade 4	E		D 		C		B		A			
Grade 5	E		E		D 		C		B		A	



If by the end of the Second Term your student is still not at least achieving a **D** it is important to seek out a consultation with the Special Education Teacher. Remediation or an intervention plan may be essential in ensuring your student reaches the minimum development for their grade. **Keep in mind students should be surpassing the minimum level by the end of the year.**


New Calculation Grid for Primary ESL Grade 6

In grade 6 students are developing more advanced skills in English and also preparing for the Secondary level. The Calculation Grid should be used when evaluating students. This Grid is to be used in collaboration with the Competency Scales found on the following pages.

The minimum level for each grade is highlighted in yellow. Half steps (+) occur when students demonstrate their understanding of all skills at one level and some of the skills at the next level.

For Example: In Reading Elisapi

- Decoding and Reading Skills for Written Texts
 - Has mastered her phonetic blends
 - Can read different genres including information reports and short stories
 - Recognizes sight words
 - Can read and understand theme based vocabulary to help construct her understanding
- Evidence of Understanding Written and Audio visual texts
 - Answers questions about texts
 - Reads texts with her peers
 - Shares personal connections with texts sometimes and sometimes expresses her opinions
 - Can retell parts of simple texts in her own words
- Elisapi should be getting a low **C** according to the new grid because she has shown development of level 4 skills and some skills at level 5.

Level	KSB ESL Competency Scales – Calculation Grid												
	1		2		3		4		5		6		7
Grade 6	E		E		E		D 		C		B		A



If by the end of the Second Term your student is still not at level 3+ it is important to seek out a consultation with the Special Education Teacher. Remediation or an intervention plan may be essential in ensuring your student reaches the minimum development for grade 6. **Keep in mind students should be surpassing the minimum level by the end of the year.**




At the end of grade 6 students will be writing their first KSB ESL Exam. In order for them to successfully complete the exam they will need to be able to independently read and write in English as well as interact orally. **It is important to keep Level 5 and 6 skills in mind when preparing students, as they will need to meet these expectations for not only for the final exam but for moving on to Secondary as well.**

Competency 1 Interacts Orally in English

Level 1	Level 2 Minimum development for the end of grade 4
<p>Participation in Oral Interaction</p> <ul style="list-style-type: none"> Needs ongoing support to participate in oral situations. Participation is only initiated when guided, unless expressing specific needs. Uses functional language to express needs (e.g May I have a pencil?) Participation is limited to few words. Understanding of the conversation is limited even when speech is slow, repetitive and paraphrased. Understands key words and concepts of the conversation if it is clear and predictable. Uneasy with oral communication. 	<p>Participation in Oral Interaction</p> <ul style="list-style-type: none"> Needs frequent encouragement to participate in oral situations. Participation is limited to known words and expressions. Understands the gist of a conversation, when the conversation contains familiar words and topics. Is able to participate in organized conversations. Participation is only initiated when necessary. When encouraged, communicates, although the encouragement is necessary and communication will be brief. Satisfies predictable, simple, personal and accommodation needs.
<p>Content of the Message</p> <ul style="list-style-type: none"> Language is functional and spoken for a very specific purpose. Attempts to get message across, but is often unable to convey the desired meaning. Message is short. In certain situations the student uses words directly taught in the class to express needs. Relies significantly on the visual supports in the classroom in order to convey a message. 	<p>Content of the Message</p> <ul style="list-style-type: none"> The student gets the message across with difficulty. Language is mostly functional and spoken for a specific purpose. Message is short and is limited to necessary information. Uses known words to express needs.
<p>Articulation of the Message</p> <ul style="list-style-type: none"> Uses single word and two word phrases to convey meaning. The message can be understood, if it is predictable. Pronunciation, fluency and accuracy may be awkward and hinder the continuity of the message. Participation is limited to known words, expressions and gestures. 	<p>Articulation of the Message</p> <ul style="list-style-type: none"> Conversation is fractured and the structure is highly repetitive. The message can be understood. Speaks with some fluency on familiar topics. Participation is limited to known words, expressions, simple sentences and gestures. Structural accuracy is very limited. Vocabulary is inaccurate and its range is very narrow. Often speaks with great difficulty.

Continued...Competency 1 Interacts Orally in English

Level 3	Level 4 Minimum development for the end of grade 6
<p>Participation in Oral Interaction</p> <ul style="list-style-type: none"> Needs encouragement to speak English. Participation in ongoing classroom discussions is hindered by lack of vocabulary, fractured syntax and frequent grammatical errors. Understands conversations when topics relate to particular interests, needs or wants. Can participate in most social and informal interactions with a variety of audiences (e.g. teachers, peers, visitors etc.). 	<p>Participation in Oral Interaction</p> <ul style="list-style-type: none"> Speaks English in familiar situations, with some hesitation and occasional support from the teacher. Participation in ongoing classroom discussions is limited by developing language skills and frequent errors. Adapts language to meet most social situations and his own needs. Needs prompting, teacher or peer support to practice new language and contribute to small group discussions.
<p>Content of the Message</p> <ul style="list-style-type: none"> Message is understandable, although the listener may need to qualify certain concepts. Uses common, high frequency words. Uses functional language to ensure his message is understood. Able to formulate questions and almost every utterance may be characterized by structural errors and errors in basic grammar. 	<p>Content of the Message</p> <ul style="list-style-type: none"> Has the appropriate vocabulary to talk about known topics and satisfies social demands. Uses functional language as well as words reflective of the immediate environment to convey a message. Responds to questions that are supported by gestures and facial expressions about topics related to interest or daily activities.
<p>Articulation of the Message</p> <ul style="list-style-type: none"> Conversation is somewhat fractured and the structure is at times repetitive. Speaks with fluency on familiar topics. Participation includes known words, expressions, simple sentences and a few complex sentences. Attempts at creating speech are met with difficulty. Ask questions or make statements with reasonable accuracy, but only with memorized utterance or formulae. 	<p>Articulation of the Message</p> <ul style="list-style-type: none"> Understands common classroom discourse but range and control of language structures is limited. Participation includes known words, expressions, simple sentences and complex sentences with greater accuracy. 

Continued...Competency 1 Interacts Orally in English

Level 5	Level 6	Level 7 Minimum development for the end of secondary 2
Participation in Oral Interaction <ul style="list-style-type: none"> Needs some encouragement to speak English. Participation in ongoing classroom discussions is somewhat limited. At times, the student is able to participate in conversations for purposes other than social (e.g. academic, professional etc.) Contributes to discussions on familiar topics when resources are available (e.g. functional language posters, key words etc.). 	Participation in Oral Interaction <ul style="list-style-type: none"> Speaks English with hesitations. Participates with some hesitations in ongoing classroom discussions. Participates in English in social and casual conversations. Exchanges ideas and information referring to personal knowledge and experiences and reacting to what other say. Repeats own messages when they are not understood by others. Participate in conversations. 	Participation in Oral Interaction <ul style="list-style-type: none"> Participates with little to no hesitation. Communicates spontaneously on some topics and attempts other topics when encouraged. Repeats or modifies own messages when they are not understood by others. Uses newly learned language in different tasks.
Content of the Message <ul style="list-style-type: none"> Has the appropriate vocabulary to talk about multiple topics. Uses functional language as well as topic appropriate language to convey message. Shares his opinions when encouraged. Uses visuals to support communication. 	Content of the Message <ul style="list-style-type: none"> Is able to share opinions and discuss a variety of topics if encouraged. Message is becoming more detailed. Exchanges ideas and personal information. Practices new language, when encouraged, in group or class discussions. 	Content of the Message <ul style="list-style-type: none"> Is able to share opinions and discuss a variety of topics if encouraged. Message is more detailed. Exchanges ideas and personal information referring to knowledge and experiences and reacting to what others say. Practices new language in various situations.
Articulation of the Message <ul style="list-style-type: none"> Understands classroom discourse, but control of language structure is somewhat limited. Produces messages that can be understood, although these messages will contain errors. Participation includes a variety of topic specific words, expressions, and sentences. 	Articulation of the Message <ul style="list-style-type: none"> Is able to speak with sufficient structural accuracy in order to participate in conversations. Messages can be easily understood, although the messages still contain errors. Participation includes various words, phrases, sentences structures, and expressions. Combines structure and vocabulary to share intention. Seeks help from peers or teachers to understand task or message and asks for translations when prompted. Links ideas using words such as and or because. 	Articulation of the Message <ul style="list-style-type: none"> Message is clear but may exhibit some uncertainty. Combines structure and vocabulary in a meaningful way that allows student to share his or her message with some clarity. Attempts to vary speech appropriately and only occasionally searches for words. Message may be awkward or inaccurate due to phrasing of ideas, references (e.g. time, space and person).

Continued...Competency 1 Interacts Orally in English

Level 8	Level 9 Minimum development for the end of Secondary 5
Participation in Oral Interaction <ul style="list-style-type: none"> Communicates spontaneously on many topics. Understands messages that are somewhat unpredictable. 	Participation in Oral Interaction <ul style="list-style-type: none"> Speaks English with fluency and accuracy and when errors occur s/he corrects when prompted. Understands face-to-face communication delivered at a normal rate. Communicates spontaneously in a variety of situations for a variety of purposes. Initiates interaction with coherence and clarity. Can act as an interpreter for basic oral language.
Content of the Message <ul style="list-style-type: none"> Message is detailed, uses examples and shares personalized opinions. Elaborates when appropriate. Share a complex message with little support. Uses a wide variety of vocabulary in order to communicate more clearly. 	Content of the Message <ul style="list-style-type: none"> Elaborates on a variety of issues and ideas and shares his or her own personalized opinion. Shares, with clarity, a complex message. Contributes to discussions on familiar topics by volunteering opinions and information, expanding on ideas, asking questions, and providing details when describing events. Supports or refutes ideas on topics with facts and examples.
Articulation of the Message <ul style="list-style-type: none"> Communicates with little difficulty except when under stress. Messages are clear and understandable. Varies vocabulary and phrasing yet there are occasional errors in expressions and pronunciation. Experiments with vocabulary, pronunciation, sentence structures and verb tense to enhance own messages. 	Articulation of the Message <ul style="list-style-type: none"> Communicates easily except when under stress. Varies his speech appropriately according to the situation. Message is clear, understandable and coherent.



Continued...Competency 1 Interacts Orally in English

Level 10	Level 11	Level 12
Participation in Oral Interaction <ul style="list-style-type: none"> Speaks English effectively with fluency, accuracy and does not hesitate to experiment with the language. Corrects own language errors spontaneously. Understands communication delivered at various rates. Initiates interaction with coherence and clarity. Validates and readjusts own understanding by rephrasing and reformulating messages and asking for clarification. 	Participation in Oral Interaction <ul style="list-style-type: none"> Speaks English fluently and effectively regardless of the situation. Understands communication delivered at various rates and via various methods. Communicates spontaneously on a variety of abstract and concrete topics. Can follow unpredictable shifts in conversation. Easily initiates interaction with coherence and clarity. 	Participation in Oral Interaction <ul style="list-style-type: none"> Speaks English proficiently regardless of the situation or the content. Understands L1 speakers, even when the conversation utilizes slang, or non-standard dialect. Oral communication skills are similar to an L1 English speaker.
Content of the Message <ul style="list-style-type: none"> Elaborates on a variety of issues and ideas, shares his own opinion and seeks that of others in order to understand in more detail. Shares, complex, multi purposes messages, with clarity and coherence. Uses the 'best' words to share message. Builds on others' ideas by making links to outside references and experiences (e.g. other subject areas, current events and culture). 	Content of the Message <ul style="list-style-type: none"> Elaborates on any issues of interest, using an expanded language repertoire with a certain amount of accuracy and ease. Initiates meaningful, complex messages that are shared with clarity, coherence and fluency. Messages are for the most part grammatical correct. 	Content of the Message <ul style="list-style-type: none"> Is able to use language to convey meaning at all times, in all situations with no concerns.
Articulation of the Message <ul style="list-style-type: none"> Varies vocabulary and phrasing, and includes familiar idiomatic expressions and newly acquired vocabulary with only minor errors in pronunciation. Easily uses language to perform tasks; however, English would not be considered his first language by L1 speakers. 	Articulation of the Message <ul style="list-style-type: none"> Messages are clear and detailed and well structured. Varies his speech appropriately according to the situation and adjusts speed and simplifies language to take into account the needs of the audience. 	Articulation of the Message <ul style="list-style-type: none"> Uses language with a high degree of effectiveness, reliability and precision Is able to play with language (e.g. vocabulary, pronunciation, and sentence structure) and may verify accuracy with teacher.

Competency 2 Understands and Responds to Texts

Level 1	Level 2 Minimum development for the end of grade 4																								
<p>Decoding and Reading Skills for Written Texts</p> <ul style="list-style-type: none">• Masters the following phonics: s, a, t, p, l, n, c, k, e, h, r, m, d, g, o, u, i, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo (book), oo (tooth), y, x, ch, sh, th (this, that), th (thin, thumb), qu, ou, oi, ue, er, ar.• Reads different genres: flash cards, labels, repetitive readings, simple picture books (e.g. one sentence per page).• Recognizes pertinent sight words (see progression of learning)• Reads and understands theme-based vocabulary (see progression of learning)• Decodes simple one and two syllable words by sounding them out.• Reads simple sentences (e.g. I saw a fox).• Decodes key words and uses them to complete a simple task (e.g. fill-out a template).• Understands basic text forms (e.g. simple sentence structure).• Distinguishes between familiar, contextualized words, letters and numbers.• Associates a picture or spoken word to a written word (e.g. simple noun, verb or sight word).• Uses visual cues (e.g. illustrations) to derive meaning from a text.	<p>Decoding and Reading Skills for Written Texts</p> <ul style="list-style-type: none">• Masters pertinent phonetic blends (see progression of learning)• Reads different genres: friendly letter, invitation, picture books, basic poetry (e.g. acrostic), environmental text (e.g. signs in the Northern store).• Recognizes pertinent sight words (see progression of learning)• Reads and understands theme-based vocabulary (see progression of learning)• Reads short paragraphs (approximately 3 to 5 sentences) with support.• Decodes and then extracts meaning from simple texts provided by the teacher.• Uses word patterns and structures to decode vocabulary.• Uses contextual cues (e.g. surrounding words, images) to decode unknown words.																								
<p>Evidence of Understanding Written and Audio/Visual Texts</p> <table><tr><td><ul style="list-style-type: none">• Requires repeated readings or viewings to identify the main idea of a text.</td><td>W X</td><td>A / V X</td></tr><tr><td><ul style="list-style-type: none">• When prompted, shares understanding or thoughts about a text with others (e.g. what did you like about the story?)</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Identifies obvious main points of an audio or visual text.</td><td></td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Answers simple questions about a text by using a graphic organizer or prompts.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Demonstrates understanding through simple tasks (e.g. draws a word that is read by the teacher).</td><td>X</td><td>X</td></tr></table>	<ul style="list-style-type: none">• Requires repeated readings or viewings to identify the main idea of a text.	W X	A / V X	<ul style="list-style-type: none">• When prompted, shares understanding or thoughts about a text with others (e.g. what did you like about the story?)	X	X	<ul style="list-style-type: none">• Identifies obvious main points of an audio or visual text.		X	<ul style="list-style-type: none">• Answers simple questions about a text by using a graphic organizer or prompts.	X	X	<ul style="list-style-type: none">• Demonstrates understanding through simple tasks (e.g. draws a word that is read by the teacher).	X	X	<p>Evidence of Understanding Written and Audio/Visual Texts</p> <table><tr><td><ul style="list-style-type: none">• Identifies and briefly describes the main points of a text (by using provided tools).</td><td>W X</td><td>A / V X</td></tr><tr><td><ul style="list-style-type: none">• Retells a text by sequencing it using images or gestures.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Uses contextual cues to derive the general meaning of a text.</td><td>X</td><td>X</td></tr></table>	<ul style="list-style-type: none">• Identifies and briefly describes the main points of a text (by using provided tools).	W X	A / V X	<ul style="list-style-type: none">• Retells a text by sequencing it using images or gestures.	X	X	<ul style="list-style-type: none">• Uses contextual cues to derive the general meaning of a text.	X	X
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<ul style="list-style-type: none">• Uses contextual cues to derive the general meaning of a text.	X	X																							

Continued...Competency 2 Understands and Responds to Texts

Level 3	Level 4 Minimum development for the end of grade 6																														
Decoding and Reading Skills for Written Texts <ul style="list-style-type: none">• Masters pertinent phonetic blends (see progression of learning)• Reads different genres: Post cards, fairy tales, 'Reader's Theater', cartoon strips, recipes, simple information texts.• Recognizes sight words (see progression of learning)• Reads and understands theme-based vocabulary (see progression of learning)• Reads short, simple known genres independently.• Reads short paragraphs (known or unknown genre) independently (approximately 6 to 8 sentences).• Uses contextual cues to understand unknown words.	Decoding and Reading Skills for Written Texts <ul style="list-style-type: none">• Masters pertinent phonetic blends (see progression of learning)• Reads different genres: Information report, fable, early chapter books.• Recognizes sight words (see progression of learning)• Reads and understands theme-based vocabulary (see progression of learning)																														
Evidence of Understanding Written and Audio/Visual Texts <table><tr><td><ul style="list-style-type: none">• Demonstrates understanding of texts by answering questions.</td><td>W X</td><td>A / V X</td></tr><tr><td><ul style="list-style-type: none">• With teacher support, explores texts with peers.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Reinvests understanding of texts when provided with clear expectations and support.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Obtains information about an audio or visual text from sound effects, facial expressions, body language, etc.</td><td></td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Demonstrates a basic understanding of texts with the help of guiding questions and/or familiar tools.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Uses tools provided by the teacher to retell a simple story.</td><td></td><td>X</td></tr></table>	<ul style="list-style-type: none">• Demonstrates understanding of texts by answering questions.	W X	A / V X	<ul style="list-style-type: none">• With teacher support, explores texts with peers.	X	X	<ul style="list-style-type: none">• Reinvests understanding of texts when provided with clear expectations and support.	X	X	<ul style="list-style-type: none">• Obtains information about an audio or visual text from sound effects, facial expressions, body language, etc.		X	<ul style="list-style-type: none">• Demonstrates a basic understanding of texts with the help of guiding questions and/or familiar tools.	X	X	<ul style="list-style-type: none">• Uses tools provided by the teacher to retell a simple story.		X	Evidence of Understanding Written and Audio/Visual Texts <table><tr><td><ul style="list-style-type: none">• Demonstrates understanding of texts by answering questions.</td><td>W X</td><td>A / V X</td></tr><tr><td><ul style="list-style-type: none">• Uses provided prompts to explore texts with peers.</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Establishes and shares a personal connection with a text (using provided tools).</td><td>X</td><td>X</td></tr><tr><td><ul style="list-style-type: none">• Retells what happened in a text in own words.</td><td>X</td><td>X</td></tr></table>	<ul style="list-style-type: none">• Demonstrates understanding of texts by answering questions.	W X	A / V X	<ul style="list-style-type: none">• Uses provided prompts to explore texts with peers.	X	X	<ul style="list-style-type: none">• Establishes and shares a personal connection with a text (using provided tools).	X	X	<ul style="list-style-type: none">• Retells what happened in a text in own words.	X	X
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Continued...Competency 2 Understands and Responds to Texts

Level 5	Level 6	Level 7 Minimum development for the end of Secondary 2																																																						
Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads different genres: E-mails, business letter, interviews, basic descriptive essay, magazine articles, graphic novels. Uses knowledge of known vocabulary and text structures to construct understanding. 	Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Reads different genres: diaries and journals, personal narratives, biography, autography, newspaper articles Uses knowledge of English word structure to decode or construct meaning of unknown words. 	Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Reads different genres: Blog entry, myths and legends, simple poetry (e.g. free verse, Haiku, etc.), short stories. 																																																						
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Continued...Competency 2 Understands and Responds to Texts

Level 8			Level 9 Minimum development for the end of Secondary 5		
Decoding and Reading Skills for Written Texts			Decoding and Reading Skills for Written Texts		
<ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning p.) Reads different genres: Opinion essay, expository essay, advertisements. 			<ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Reads a variety of genres: reviews, persuasive essay, speech (audio or visual), various narratives (e.g. adventure, mystery, science fiction, etc.) 		
Evidence of Understanding Written and Audio/Visual Texts			Evidence of Understanding Written and Audio/Visual Texts		
<ul style="list-style-type: none"> Uses features of various genres to construct a deeper understanding. Explores texts through reflection, interpretation and discussion with peers. Seeks clarification, when needed, to fully understand a text. Summarizes a text. Considers camera shot, angle, movement and transitions when exploring a visual text. 	W	A / V	<ul style="list-style-type: none"> Supports opinions in reinvestment tasks by using textual references. Expresses an opinion about different genres while discussing the text. Demonstrates understanding of a text by considering alternatives. Completes reinvestment tasks that require personalization and the display of a complete understanding of the provided text. Discusses the features of a text and text elements. 	W	A / V
	X	X		X	X
	X	X		X	X
	X	X		X	X
	X	X		X	X

Continued...Competency 2 Understands and Responds to Texts

Level 10	Level 11	Level 12																																																
Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Reads a variety of genres: editorial, political cartoon, documentaries (visual). 	Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Reads a variety of genres at a deep level, beyond decoding, and uses stylistics devices pertinent to the genre to extract meaning. 	Decoding and Reading Skills for Written Texts <ul style="list-style-type: none"> Reads and understands pertinent academic vocabulary (see progression of learning) Understands the different elements of various genres and is able to express how they contribute to the author's message or how the genre contributes to their construction of meaning. 																																																
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Competency 3 Writes Texts

Level 1	Level 2 Minimum development for the end of grade 4
Content of the Message <ul style="list-style-type: none"> • Student writes some basic genres: journal entries, alphabet/repetitive books and lists. • Completes very simple written tasks with guidance. • Uses only known words that were seen in class. • The writing has an occasional original thought but generally the content is taken from other sources (e.g. templates). • The writing uses very simple (often incomplete) sentences and single words are used to share ideas. 	Content of the Message <ul style="list-style-type: none"> • Student writes some basic genres: acrostic poem, greetings card and invitation. • Texts contain known words studied in class and from other classroom sources (e.g. posters, word lists, etc.) • Texts lack coherence, which causes difficulty for the reader to understand the message. • Sentences often lack an essential element (e.g. a verb or subject).
Formulation of the Message <ul style="list-style-type: none"> • Models and templates are followed to increase coherence and understanding of the message. • Writes very basic texts, containing simple, known words. • Sentences are incomplete. • Errors in grammar, spelling and structure are very common, and impede the ability of the reader to understand texts. 	Formulation of the Message <ul style="list-style-type: none"> • Completes basic writing tasks when guided. • Very simple sentences are used to share ideas. • Models and templates are followed. • Writes very basic texts. • Texts contain some incomplete sentences (incomplete syntax). • Errors in grammar, spelling and structure are common, and impede the ability of the reader to fully understand texts.

Continued...Competency 3 Writes Texts

Level 3	Level 4 Minimum development for the end of grade 6
<p>Content of the Message</p> <ul style="list-style-type: none"> • Student writes some basic genres: friendly letter, comic strips, retelling of a story (sequencing of a story in writing) and basic creative writing (short and simple narrative). • Shares ideas and opinions using a structured template. • Uses a variety of known, studied words to express ideas. • Production of original texts is limited. • Texts are not fully coherent. The lack of coherence causes some difficulty for the reader and may impede a full understanding of the message. 	<p>Content of the Message</p> <ul style="list-style-type: none"> • The student writes a variety of genres: information report, brochure, descriptive paragraph. • Student attempts to share opinions in writing, with encouragement. • Texts lack some coherence.
<p>Formulation of the Message</p> <ul style="list-style-type: none"> • Texts contain basic vocabulary and simple sentence structures. • Errors within the texts can impede the ability of the reader to understand the message. • Writes in simple sentences making errors in spelling, grammar and punctuation. • Texts are not organized in a meaningful manner. 	<p>Formulation of the Message</p> <ul style="list-style-type: none"> • Texts can be read and understood, regardless of errors. • Writing contains simple, well-formulated sentences. • Student attempts to personalize his or her texts. • Makes minor errors in simple sentences. • Modifies elements of provided models/templates to create texts.

Continued...Competency 3 Writes Texts

Level 5	Level 6	Level 7 Minimum development for the end of Secondary 2
Content of the Message <ul style="list-style-type: none"> The student writes a variety of genres: E-mails, basic business letter and interviews or dialogs. Production of original texts is somewhat limited. Makes pertinent links to their personal lives or realities in their texts. 	Content of the Message <ul style="list-style-type: none"> The student writes a variety of genres: 'how to' (directions) texts, newspaper articles and biography or autobiography. Shares ideas and opinions in texts. Produces original texts with occasional support. Takes some risks with language use in order to convey the message clearly. 	Content of the Message <ul style="list-style-type: none"> The student writes a variety of genres: simple poetry (e.g. free verse or Haiku), book or movie review and advertisements. Produces original texts but requires support when writing new genres. Writes coherent texts that link ideas and opinions to facts, personal experiences or prior knowledge.
Formulation of the Message <ul style="list-style-type: none"> Texts can be read and understood, regardless of errors, but the vocabulary is somewhat limited. Writing contains simple, well-formulated sentences. Errors may still occur in spelling and grammar but does not impede the ability to comprehend the message. 	Formulation of the Message <ul style="list-style-type: none"> Demonstrates good control of basic vocabulary and some control of syntax, but major errors still occur when expressing more complex thoughts. Uses a limited language repertoire. Writing contains simple well-formulated sentences and the occasional complex sentence. Attempts to use topic related language in an appropriate way. 	Formulation of the Message <ul style="list-style-type: none"> Demonstrates good control of vocabulary and syntax but errors still occur when expressing more complex thoughts (e.g. poor word choice or syntax problems). Uses a varied language repertoire including topic related language. Attempts to use literary devices. Writing contains simple well-formulated sentences and some complex sentences. Texts are understandable without interpretation.

Continued...Competency 3 Writes Texts

Level 8	Level 9 Minimum development for the end of Secondary 5
Content of the Message <ul style="list-style-type: none"> • The student writes a variety of genres: five paragraph essay (structure), opinion essay, descriptive essay and summaries. • Shares ideas and opinions supported by examples within a text. • Produces original texts that only require minimal support as the texts become more complex. • Uses writing to convey a personal message. 	Content of the Message <ul style="list-style-type: none"> • The student writes a variety of genres: persuasive writing, speeches and reviews. • Shares ideas and opinions, thoughts and concerns supported by a variety of examples within texts. • Produces original texts containing original ideas. • Writes well-structured texts which appropriately address the target audience.
Formulation of the Message <ul style="list-style-type: none"> • Demonstrates good control of vocabulary and syntax but minor errors still occur when expressing more complex, original thoughts. • Uses a language repertoire that is highly appropriate for the topic. • Writing contains a variety of well-formulated complex sentences. • Errors do not impede the understanding of texts. • Texts are fluent and have an ease of expression but sometimes the language used is inaccurate. 	Formulation of the Message <ul style="list-style-type: none"> • Uses an extensive language repertoire including vocabulary appropriate to the topic. • Uses a variety of sentence structures. • Attempts to use basic idiomatic expressions. • Demonstrates fluency and ease of expression, but language is occasionally inaccurate.

Continued...Competency 3 Writes Texts

Level 10	Level 11	Level 12
Content of the Message <ul style="list-style-type: none"> The student writes a variety of genres: political cartoon, letter to the editor, application and comparative essay. Uses writing to convey a differing point of view. Produces original, complex texts. Enriches texts by using complex sentences and idiomatic expressions. 	Content of the Message <ul style="list-style-type: none"> Student writes all genres and demonstrates some mastery of the genres and use of appropriate stylistic devices associated with each genre. Writing expresses subtleties and nuances of the English language. 	Content of the Message <ul style="list-style-type: none"> The student writes a variety of texts Conveys a clear point of view. Writes a variety of topics and is able to write texts that are well structured and provide supported arguments on a variety of social issues.
Formulation of the Message <ul style="list-style-type: none"> Uses and controls an extensive repertoire including vocabulary highly appropriate to the topic, basic idiomatic expressions and a variety of sentence structures. Uses different stylistic devices (e.g. transition words) to add coherence and flow to texts. 	Formulation of the Message <ul style="list-style-type: none"> Language is tailored to the target audience. Texts are fluent, structurally sound and coherent, regardless of the genre. Uses different stylistic devices with occasional errors. 	Formulation of the Message <ul style="list-style-type: none"> Texts are clearly and consistently well organized. Employs a wide variety of stylistic devices in order to enrich the text.

Glossary⁵

<i>Authentic tasks</i>	Learning tasks that have meaningful, real-world connections.
<i>Criteria</i>	The set standard on which a judgment will be made.
<i>Competency</i>	The capacity to carry out activities or tasks by drawing on a variety of resources including knowledge, skills, strategies techniques, attitudes and perceptions.
<i>Competency scales</i>	Levelled scales that provide the teachers with guidelines to aid in making end-of-cycle evaluations on the level of competency a student has obtained.
<i>Conferencing</i>	Formal and informal discussions teachers and students have together to discuss how the student is developing their competency.
<i>Critical discussions</i>	Discussions where the teacher shares specific, critical points with the students, with the intention of improving the development of the students' learning.
<i>Descriptive feedback</i>	Feedback that describes what a learner needs to do in order to improve.
<i>Diagnostic evaluation</i>	The process of pre-identifying students' strengths and needs in order to determine where and how to progress in the learning.
<i>Differentiation</i>	Attending to the needs of all the students within the classroom by using a multiple ways of exploring the same concepts and allowing the students choices about how they can demonstrate their competency.
<i>Exemplars</i>	An example that is chosen to show the characteristics of a certain idea. This could include writing exemplars that show varying levels of writing.

⁵ The definitions in this glossary are a compilation of educational definitions for the various terminologies. Each definition has been written to best support the meaning as determined by Kativik School Board.

<i>Language functions</i>	The language skills which enhance personal, interpersonal, referential, imaginative and directive communication. For example, we decide what we want to say on the basis of what purpose we want to achieve.
<i>Learning and evaluation situations</i>	Situations created that include essential questions, learning activities, tasks and an opportunity for the students to showcase their competency development through a complex task.
<i>Learning strategies</i>	The types of strategies students use to complete tasks.
<i>Marking grids</i>	Grids used to assist the teacher in evaluating the competency development of the student.
<i>Meta-cognition</i>	The ability to be aware of what you know. This is used for students to reflect on their own achievement and the steps they must take to develop their competency.
<i>Professional judgment</i>	The responsibility of the teacher to use all information to make the best judgment on the competency of a student.
<i>Reinvestment task</i>	Using knowledge gained in a new way. This may be summarizing a television show or using newly gained knowledge to create a map of a previously unknown place.
<i>Rubric</i>	Descriptions of different levels of quality on a specified task.