Kativik School Board

Cycles 1 & 2 Secondary
(Secondary 1.0, 1.1, 1.2 & Secondary 2.1, 2.2, 2.3)

ESL Program of Study

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

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Introduction

The New ESL Program

This English as a Second Language (ESL) program represents a move towards competency based learning within the English sector. While the previous English program focused on outcomes that was more closely linked to knowledge, this new program is based on competencies. A competency is a way of viewing learning and the development of the student. No longer is knowledge or skill alone enough. Competent students can use all of their knowledge, skills, ideas, perceptions, strategies and resources to complete complex tasks and activities. A student is competent when s/he can take what s/he knows and apply it to a new situation. Competency development involves solving problems, analyzing, integrating, judging and making decisions. Students, in today's world, need to be more than knowledgeable; they must be competent.
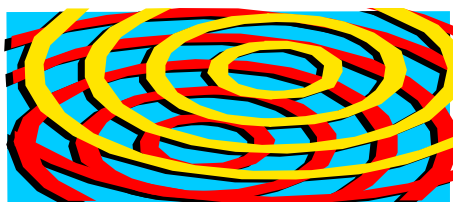
Competencies

This new ESL program allows students to develop their own learning within a context of rich, authentic learning situations. The students will use the three competencies- **Interacts Orally in English, Understands and Responds to Texts** and **Writes Texts**- to develop their competencies in a more meaningful way. The three competencies interact together. No longer will students simply read a text and then answer questions but instead they will use the knowledge gained to engage in meaningful tasks. At the same time they will be working towards self-awareness of their skills and determining their own goals with a view to becoming a competent user of the English language.

Cycles

This new program uses end-of-cycle outcomes instead of grade specific expectations. Cycles are based on the belief that not all students develop competencies at the same rate and at the same time. By allowing students multiple years (two years in cycle 1 secondary, three years in cycle 2 secondary) to develop their competencies, teachers have flexibility within which to guide, readjust and support the students as they work towards constructing their own learning.

Evaluation Criteria & End-of-Cycle Outcomes

The evaluation criteria, made transparent in the end-of-cycle outcomes, should be viewed as the **minimal learning targets** for the students. Students should be aware of the expectations of the program and how they are progressing.

Competency Scales

Competency scales are included in this document as a guideline. The end-of-cycle outcomes are the minimal learning targets, but the scales can be used to assist the teacher in viewing the progression of the student. The scales can also assist the teacher in planning differentiated learning.

Minimum target for Cycle 1 completion	Minimum target for Cycle 2 completion	Minimum target for CEGEP entrance
Cycle 1 end-of-cycle outcomes Level 7 on the scales	Cycle 2 end-of-cycle outcomes Level 9 on the scales	Level 10 on the scales

Teachers play an important role in the linguistic development of students. Within Kativik School Board this role is a delicate and unique one, as teachers have the task of not only teaching students in English but acknowledging and respecting Inuktitut as the language of communication in Nunavik.

Encouragement of language development

Teachers who teach ESL need to encourage the development of the language competencies through the integration of prior knowledge and the use of learning and evaluation situations. Teachers must expose the students to English through a variety of appropriate texts, speaking tasks and writing situations.

Evaluation

Teachers have a significant role in evaluating the students' development of the three competencies. This evaluation occurs not only at the end of the cycle, but throughout the learning to support the students. This is called **regulation**. Teachers will use a variety of tools to provide meaningful feedback. These tools may consist of rubrics, marking grids, exemplars to target learning expectations, critical discussions and conferencing. (See glossary for complete definitions)

Differentiation

Teachers need to adjust their teaching to the various students within their classroom. This is challenging because multi-level classes are often the norm. Differentiation includes varying teaching strategies and learning strategies and content, while **respecting the evaluation criteria**.

To help students become more successful, teachers need to provide insight into students' language learning. Teachers use critical feedback for error correction and strategies for improvement. It is imperative that students see their success and their areas of need so that they can improve.[1]

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[1] *MELS 2006*

Role of the Student and the Role of the Teacher

Role of the Student	Role of the Teacher
Interacts with others	Establishes a positive, interactive learning environment
Participates in maintaining a positive classroom experience	Plans meaningful tasks and engaging learning and evaluation situations
Speaks English so as to improve second language ability	Models language, strategies and use of resources and the processes
Requests, provides and integrates feedback from others (may be in both Inuktitut and English)	Values communication in Inuktitut, between peers, as a useful strategy
Carries out tasks with regard to the process and the product	Adjusts pedagogical practices as needed
Seeks to learn from both teachers and peers	Uses ongoing evaluation to support the learning of the student
Monitors and adjusts own learning	Differentiates
Demonstrates personal accountability	Elicits student input
Supports the learning of others	Encourages risk-taking
	Evaluates for competency development

**Cycle 1
Competencies**
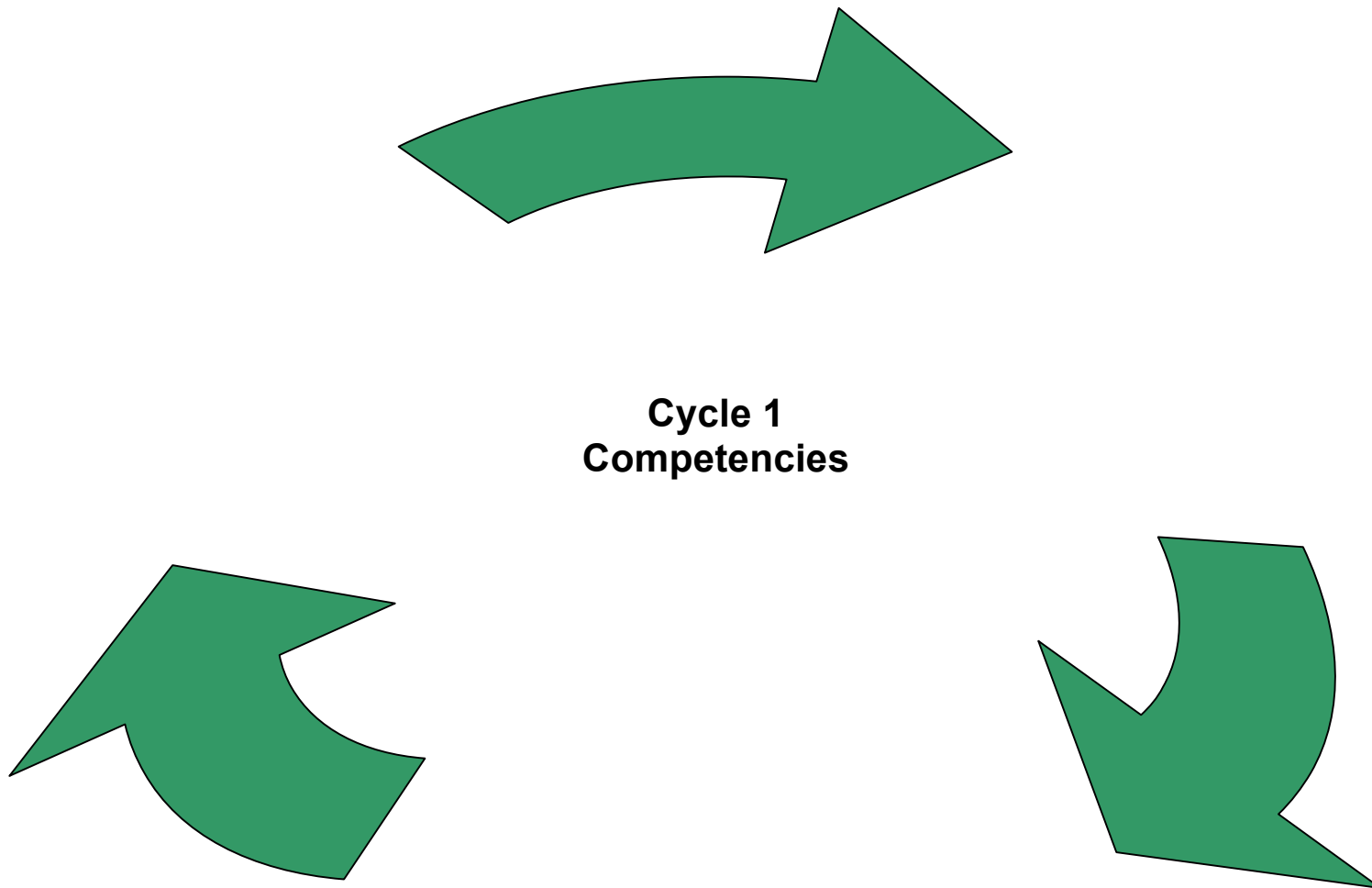
Focus of Competency 1 – Interacts Orally in English

Focus of the Competency

Interacts Orally in English is an important aspect of the Kativik School Board language program as students need constant interaction in order to develop their communicative competency. Through the development of this competency, students increase their language repertoire and expand upon the concept of using strategies and resources to support their communication. The core of this competency is oral interaction; encouraging students to build their own language competency and construct meaning with others.

Interacts Orally in English is developed in synergy: interdependently, with the two other competencies. It contributes to the development of both *understands and responds to texts* (e.g. students discuss questions after they read a short text and then reinvest their understanding by working in groups to create 'what if' scenarios), and *writes texts* (e.g. students orally share their opinion of the strength of supportive writing templates and they share ideas about what to add to make a text more descriptive). Interacting orally in English allows students to construct learning together.

From Primary to Secondary

In Primary, students increased basic vocabulary and ease of use of the English language. They interacted orally in English to construct meaning with others. They were exposed to and guided in the use of basic learning and communication strategies.

In secondary cycle one students increase their fluency and accuracy in English. They investigate issues related to their own interests and experiences. By interacting orally in English they construct meaning with others, validate their own understanding and readjust when the understanding is not complete. They begin to learn the value of reflecting on their learning so as to increase their own ability to communicate in English effectively.

Develops Fluency and Accuracy in Oral Interaction
- ◊ Participates in conversation/ discussions in English
- ◊ Initiates and maintains oral interactions
- ◊ Uses strategies and resources

Expands Personal Language Repertoire
- ◊ Uses appropriate functional language and language conventions
- ◊ Practices newly acquired language
- ◊ Sets and reflects upon personal goals

C1: Interacts Orally in English

Constructs Meaning of the Message
- ◊ Actively listens to the speaker
- ◊ Understands the intent of the message
- ◊ Readjusts understanding when necessary
- ◊ Uses strategies and resources

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. commitment to speaking English, contribution to oral interaction). They observe the content of the message (e.g. coherence of the message, attempts to elaborate) and the articulation of the message (e.g. fluency, word choice). They also observe students' use of strategies and resources (e.g. understanding of the importance of strategies, selection of resources with support).

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

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

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

Focus of the Competency

The competency, ***Understands and Responds to Texts,*** gives students the opportunity to develop and use new knowledge. They listen to, read and view a variety of authentic popular, literary and information-based texts to explore issues, as well as for personal enjoyment. They begin to understand the nature of the response process and use this process to construct meaning of the texts. They use their understanding of texts within meaningful reinvestment tasks.

Understands and Responds to texts is developed in synergy with the two other competencies. It contributes to the development of both *Writes Texts* (e.g. students carry out a reinvestment task by writing dialogue for a story they have listened to and developing their own ending) and *Interacts Orally in English* (e.g. students discuss with peers when they use the response process to understand a newspaper article). Through the development of this competency, students enrich their knowledge of texts, augment their language repertoire, and develop their ability to use strategies and resources. Reinvesting understanding of texts allows students to construct learning together.

From Primary to Cycle 1 Secondary

In Primary, students listened to, read and viewed simple texts that were appropriate to their interests, age and level of language development. They were introduced to the response process and began to develop a level of comfort in using this process, allowing them to reach a greater understanding of a text. They used knowledge from texts to carry out basic, structured reinvestment tasks.

During secondary cycle one, students develop their viewpoints on a variety of issues. With support they use the response process to develop and enrich their understanding of the text. They use their increased understanding to focus on reinvestment tasks. With support, they use strategies and resources to support their development as listeners, readers and viewers.

Key features of Competency 2-Understands and Responds to Texts[2]

Understands Texts
- Listens to, reads and/ or views a variety of texts
- Considers the intent of the text
- Uses strategies and resources

Constructs Meaning of the Text
- Uses visual and contextual clues to understand
- Makes links to own cultural knowledge
- Follow a response process
- Uses strategies and resources

When evaluating the development of the competency ***Understands and Responds to Texts***, teachers use the evaluation criteria. They observe the students reading skills (decoding, knowledge of genres, vocabulary, etc.). They observe evidence of understanding If written, audio and visual texts (e.g. answers to guiding questions, links between responses and texts) and the use of knowledge from texts in a reinvestment task (e.g. organization, links between reinvestment tasks and original texts).

C2: Understands and Responds to Texts

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

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

Represents Own Understanding of Texts
- Selects, organizes and uses information
- Demonstrates understanding of texts by interpreting and personalizing information
- Uses strategies and resources

Regulates Own Development as a listener, reader and viewer
- Sets personal goals
- Reflects on the process and the product
- Reflects on own understanding of the text
- Adjust according to feedback

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

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[2] Texts are anything to do with the English language- written, spoken or visual texts

Focus of Competency 3 – Writes Texts

Focus of the Competency

The competency, ***Writes Texts***[3]*,* allows students to communicate through written texts (e.g. posters, biography, short stories, reviews, cartoon dialogue). The writing process supports the students by giving them the structure needed to begin and expand upon their writing. This is essential for the development of this competency. For example, students create and write a text for a poster for National Addictions Awareness Week, they plan and produce the announcements for the upcoming Christmas dance, they write a short biography about someone they have interviewed. These opportunities provide authentic purposes to write, as well as real audiences to address.

Writes Texts works in synergy with the other two competencies. It contributes to the development of both *interacts orally in English* (e.g. students interact orally when discussing written samples) and *understands and responds to texts* (e.g. students listen when interviewing people with the intent of writing a biography). Through the development of this competency, students begin to use language effectively and take into account the reason for their written communication. They also become more familiar with the organization of written texts. Writing texts allow students to construct learning together.

From Primary to Secondary Cycle One

The students were exposed to the writing process throughout Primary. Students began to perceive writing as an organized way in which to communicate ideas. They learned that this process needs support and were given this support. The students began to write for a variety of reasons, but often made errors that impeded the effectiveness of their discourse.

In secondary cycle one, students become more secure in their ability to use the writing process. They write texts on a regular basis. These texts need little explanation as the content is understandable. The students develop more complexity in the structure of the texts and share more personalized opinions. The students use the phases of the writing process and understand the advantage of this process. Their language repertoire grows as they experiment more with the language.

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3. A written text is composed only of the written/printed word and is the result of the writing process. A media text can be presented through a variety of media, such as audio, visual, digital, and is the result of the production process.

Follows the Writing Process (individual product)
- ◊ Use the writing process: prepares to write, writes, revise, edits and publishes
- ◊ Explores writing as a way of sharing personal opinions
- ◊ Uses strategies and resources

Broadens Repertoire of Texts
- ◊ Writes a variety of texts for different purposes
- ◊ Uses and adapts to various text models

When evaluating the development of the competency *Writes Texts*, teachers use the evaluation criteria. They observe the content of the message (e.g. originality and expression of ideas) and the formulation of the message (e.g. text is understandable, appropriate use of concrete language).

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.

C3: Writes Texts

Becomes Aware of Own Development as a Writer
- ◊ Sets personal goals
- ◊ Reflects on own process and product
- ◊ Uses a variety of tools to support their writing (i.e. templates)

**Cycle 2
Competencies**
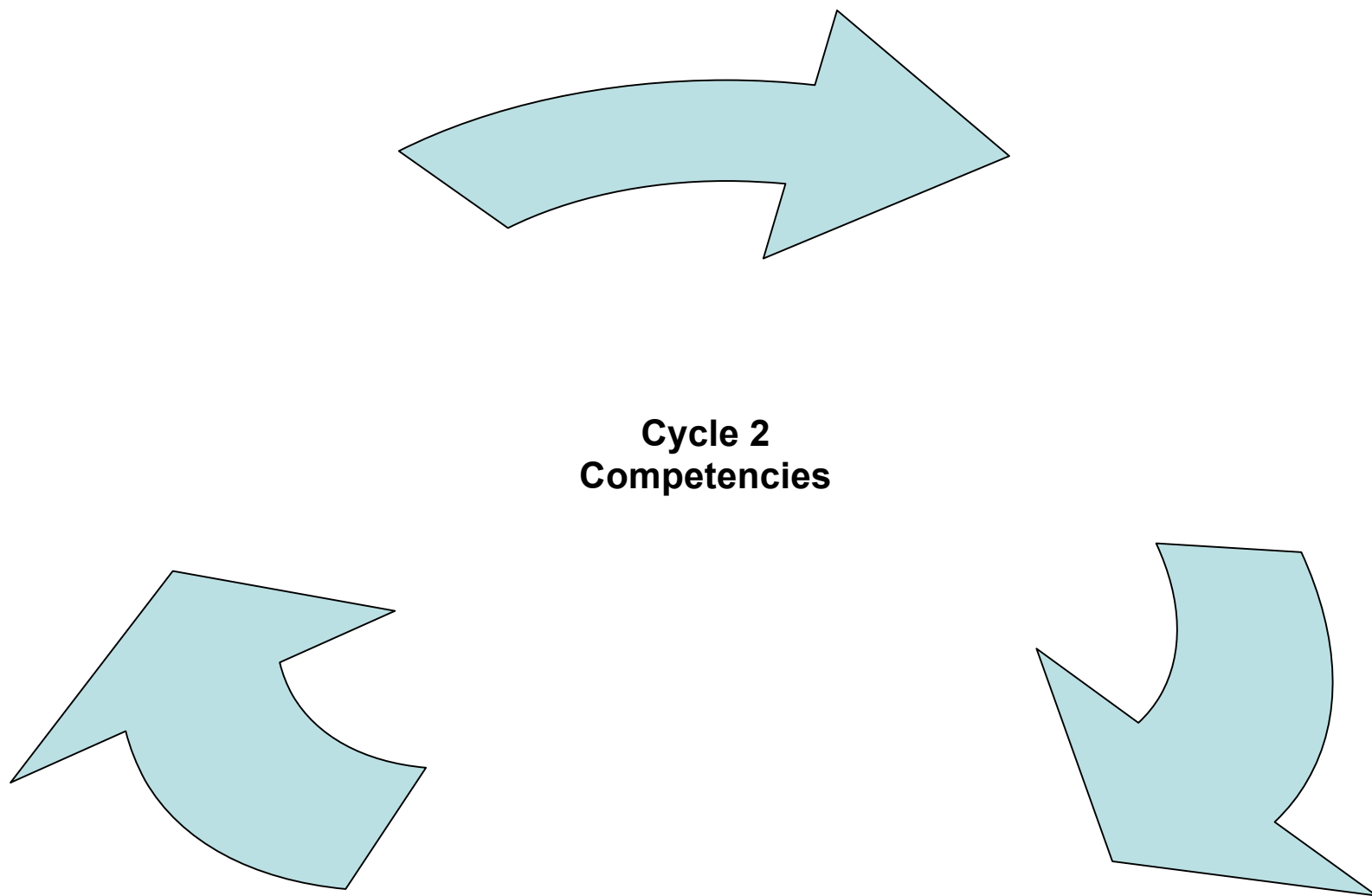
Focus of the Competency

Interacts Orally in English is an important aspect of the Kativik School Board Language program: constant interaction plays a central role in the development of this communicative competency. Through the development of this competency, students refine their language and use of strategies and resources to confidently communicate. The very nature of oral interaction allows students to learn with others; communicate with others in English and construct meaning through oral interaction.

Interacts Orally in English is developed in synergy: interdependently, with the two other competencies. It contributes to the development of both *understands and responds to texts* (e.g. students discuss questions they have after viewing a short documentary on a current event and reinvest understanding by debating the issue), and *writes texts* (e.g. students give feedback when editing a letter of opinion; they interact with others to decide on stories to include in a news broadcast). Interacting orally in English allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In secondary cycle one, students increased their fluency and accuracy in English. They investigated issues related to their needs, interests and experiences. They interacted orally in English to construct meaning with others, validating personal understanding and readjusting comprehension when necessary. They also reflected on their language, strategies and resources to communicate more effectively.

In secondary cycle two, students focus on the accuracy of their message as they interact spontaneously in English in classroom situations. They investigate increasingly complex issues and abstract ideas inspired by their personal needs, interests, experiences, culture, community and world affairs. As students mature throughout cycle two, they become more receptive to new ideas and viewpoints, and more conscious of how others learn and use English to express themselves. They become increasingly aware that they can help their peers develop this competency.

Participates in Oral Interaction

- *Participates in conversation/ discussions in English*
- *Initiates, reacts to, maintains and ends oral interaction*
- *Requests, provides and integrates feedback*
- *Elaborates on personal viewpoints*
- *Adapts language to various situations*
- *Manages strategies and resources*

Regulates Own Development as a Communicator

- *Adjusts language use according to feedback*
- *Sets personal goals*
- *Reflects on personal goals*
- *Uses functional language and language conventions*
- *Uses appropriate language according to the situation*

C1: Interacts Orally in English

Constructs Meaning of the Message

- *Actively listens to the speaker*
- *Links ideas to prior knowledge*
- *Verifies own comprehension and adjusts when necessary*
- *Manages strategies and resources*

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. commitment to speaking English, contribution to oral interaction, perseverance in oral interaction). They observe the content of the message (e.g. coherence and pertinence of the message, elaboration of ideas) and the articulation of the message (e.g. fluency, accuracy). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

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

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

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

Focus of the Competency

The competency, **Understands and Responds to Texts,** gives students the opportunity to use and integrate newly acquired knowledge. They listen to, read and view a variety of authentic popular, literary and information-based texts to explore complex issues and abstract ideas, as well as for personal enjoyment. They construct meaning of texts through the response process. **They make use of their understanding of these texts in meaningful reinvestment tasks.**

Understands and Responds to Texts is developed in synergy with the two other competencies. It contributes to the development of both *Writes Texts* (e.g. students carry out a reinvestment task when they write a letter of opinion or produce an editorial cartoon to comment on a controversial current event) and *Interacts Orally in English* (e.g. students cooperate and discuss with peers when they use the response process to construct meaning of a text). Through the development of this competency, students enrich their knowledge of texts, refine their language repertoire, and expand their inventory of strategies and resources. Reinvesting understanding of texts allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In secondary cycle one, students listened to, read and viewed a variety of texts that were appropriate to their interests, age and level of language. By using the response process, they were able to reach a more meaningful understanding of texts. **They use knowledge from texts to carry out a variety of reinvestment tasks.**

During secondary cycle two, students refine their viewpoints on a wide variety of issues. They are becoming more autonomous learners while still aware of their role in a community of learners. They research and choose texts, **participate in the planning of reinvestment tasks** and take on more responsibility when deciding on the final form of these tasks. They use the response process with increasing efficiency and take into account the internal and external features of texts (see related content). They consider feedback from others, and use strategies and resources to continue their development as listeners, readers and viewers.

Key Features of Competency 2 Understands and Responds to Texts[4]

Broadens Knowledge of Texts
- *Listens to, reads and/or views a variety of texts*
- *Understands that texts are vehicles of culture*
- *Takes into account the influence of media texts[5]*
- *Recognizes the purpose of different text types*
- *Manages strategies and resources*

Constructs Meaning of Texts
- *Uses visual and contextual clues to enhance understanding*
- *Makes links to own cultural knowledge*
- *Uses prior knowledge*
- *Follows a response process*
- *Takes into account text types[6] and their components*
- *Manages strategies and resources*

When evaluating the development of the competency **Understands and Responds to Texts**, teachers use the evaluation criteria. They observe the students reading skills (decoding, knowledge of genres, vocabulary, etc.). They observe evidence of understanding texts (e.g. answers to guiding questions, use of prompts, clear links between responses and texts) and the use of knowledge from texts in a reinvestment task (e.g. clear links between reinvestment tasks and original texts).

Evaluation Criteria: **Understands and Responds to Texts** competency
1. Decoding and reading skills for written texts
2. Evidence of understanding of written, audio and visual texts

C2: Understands and Responds to Texts

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

Carries Out a Reinvestment Task
- *Select, organizes and uses pertinent information*
- *Demonstrates understanding of texts by interpreting and personalizing information*
- *Manages strategies and resources*

Regulates Own Development as a Listener, Reader and Viewer
- *Sets personal goals*
- *Reflects on the process and the product*
- *Adjusts according to feedback*

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[4] Texts can be written, spoken or visual
[5] Media texts include websites, video and audio texts, posters, etc.
[6] Text types can be popular, literary and information-based

Focus of the Competency

The competency, **Writes Texts,** gives students an additional means to communicate through a variety of written texts (e.g. advertisements, articles on class Web sites and documentaries). This kind of communication provides an authentic purpose for writing (i.e. a résumé or anti-smoking script), as well as a real audience to address. The writing process is essential to the development of this competency and gives students a supportive framework to write texts.

Writes Texts works in synergy with the other two competencies. It contributes to the development of both *interacts orally in English* (e.g. students interact orally when editing each others' texts) and u*nderstands and responds to texts* (e.g. students produce a script for a short news broadcast as a result of research on an important social issue). Through the development of this competency, students express their own opinion, ideas and messages clearly by using effective language and by taking into account the purpose, target audience and its culture. They also become more familiar with how texts are structured (i.e. text components). Writing texts allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

Throughout elementary and secondary cycle one, students became familiar with using the writing process. In secondary cycle one, students began to adapt the process to the particular task when writing texts. They wrote texts on a regular basis and were more confident when using the process.

In secondary cycle two, students continue to adapt their writing process so that texts are clear and well structured. They experiment with the different phases of the process and various texts, models and resources, then apply what works best for them in a given context. When working on written texts they are able to explore increasingly complex issues and abstract ideas as they become more cognitively mature and refine their language repertoire. They explore their own style as they become more aware of how they and others learn and use English to express themselves (e.g. they experiment with new ideas and original ways of using language).

Follows the Writing Process (individual product)
- ◈ *Uses phases of the writing process: brainstorms, writes a draft, revises, edits and publishes to write a text*
- ◈ *Manages strategies and resources*

Broadens Repertoire of Texts
- ◈ *Determines style and purpose for writing*
- ◈ *Uses knowledge of texts and text types*
- ◈ *Writes a variety of texts for different purposes and audiences*

C3: Writes Texts

Regulates[7] Own Development as a Writer
- ◈ *Sets personal goals*
- ◈ *Reflects on process, product and use of language repertoire*
- ◈ *Asks for constructive feedback and makes adjustments accordingly*

When evaluating the development of the competency **Writes texts**, teachers use the evaluation criteria. They observe the content of the message (e.g. coherence and pertinence of the message, elaboration and originality of ideas) and the formulation of the message (e.g. accuracy of language repertoire, use of text components).

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.

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[7] Regulation is a process by which students monitor their own effectiveness by reflecting and receiving feedback and adjusting accordingly

Competency Scales

Scales to Support Learning

Overview of the Scales

Competency Report Form
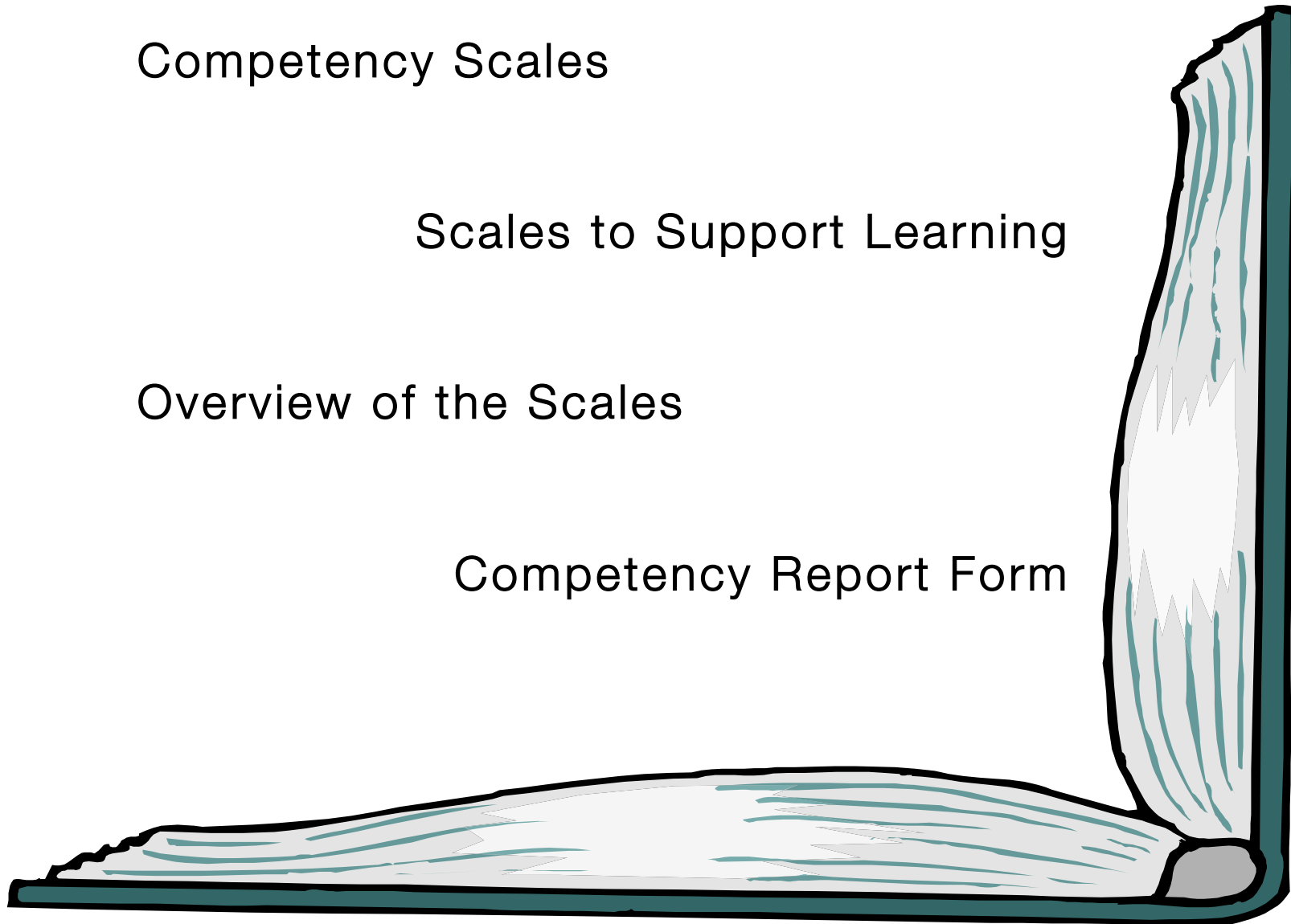
Why a developmental scale?

The Kativik School Board's Secondary ESL program utilizes a **developmental competency scale**. This has been a deliberate decision by the program authors based upon the needs of the teachers and the students within Nunavik.

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 and to support the teachers by guiding their choices of learning situations.

Inclusive nature of the scales

When using the scales, the teachers should read all of the levels starting from **level 1** and progressing through to **level 12**. It is important to gain an understanding 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 repetitiveness within the scales.

Placement within the levels

It can be difficult to determine the level a student is working at. This is where professional judgment must come into play. Teachers need to diagnose students at the beginning of the learning to determine the current level of competency. This can be done in many ways.

A teacher can observe the oral comfort of a student while in directed discussions, ask specific question and listen for answers, create a situation where dialogue occurs and review how the students responds.

The teacher can ask the students to complete sentences, describe in point form a friend, or ask the students to write a short text. The teacher could read a text and ask the students to respond through guided questions, have the students attend to a video and then complete a set of instructions shared via the media or ask the students to express in any way their opinion on an issue about which they have read.

Whatever way is selected, the teacher must know what they are looking for and what a student, showing certain traits, needs in their competency development. This can then translate to a starting point in the development of the competency.

Using the Scales

The MELS, 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 and ask them to assess their competencies using the scales

- keep relevant records of student learning in sufficient quantity to form a basis for making judgments, using the evaluation criteria… (set out by KSB)

- build up a judgment gradually, and update it using the latest learning and evaluation situations

- 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

Each student, regardless of grade level, has his or her own placement on the competency scale. The student should be aware of this and should then be made aware that their task will be to increase their competency. A student should be encouraged to progress as much as possible, but the student should be aware that progress takes time. It is important that teachers and students be realistic about the learning that occurs within a specified time frame. By setting smaller, more attainable goals, students will be able to see their progress and know what learning they need to target. A student cannot be expected to jump from a level 6 to a level 9 in one school year (although this may occur). Given a level 6, it is hopeful that a student will move to a 7 or perhaps even an 8 in a school year. These smaller jumps are more attainable for the students and more manageable for the teacher in terms of planning for differentiated instruction within a class.

Minimum Requirements

Every student learns differently and develops this learning in unique, distinctive ways. While these differences need to be respected and teaching needs to be differentiated in order to maximize the learning of all students, minimum levels of development need to be adhered to. When reviewing the scales, it should be noted that **level 7, matches the end-of-cycle outcomes** for cycle 1 secondary and is the minimum level required to progress to cycle 2 secondary (secondary 3) and a **level 9 matches the end-of-cycle outcomes** for cycle 2 secondary and is the minimum level required for successful completion of the cycle 2 ESL program.

These minimums represent the level that Kativik School Board feels students must obtain in order to be proficient users of the English language however; **students wishing to continue their academic studies should target at least a level 10.** All students should be given multiple opportunities to develop their competencies and progress as far as possible in their second language.
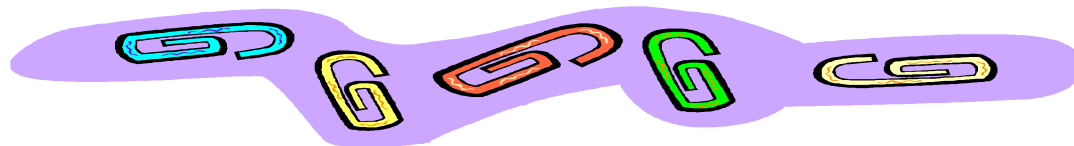
Communication of Competency Development

It is essential that teachers use a variety of feedback throughout the learning process. Students need to see how they are progressing, what they must do to progress further and what they are working towards. Effective, descriptive feedback supports student learning.

Every reporting period, the teacher needs to determine how a student is progressing in his or her competency development. This is formally done via the report card, in which parents and students are invited to review the success and the areas of need. Each of the three competencies needs to be represented within the report card.

More information will be shared regarding these procedures and the professional judgment required of the teachers in the future.

Competency Level Form

The *Competency Level Form* included in this document is an internal form that is to be shared with teachers and administration. The purpose of this form is to share the information. Since it is not descriptive, it is not useful for other stakeholders. This form is particularly useful when students transfer to other villages or when new teachers arrive in the schools. **The *Competency Level Form* should be *filled out every term.***

Competency 1 Interacts Orally in English

Level 1	Level 2 Minimum development for the end of grade 4
Participation in Oral Interaction • 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.	**Participation in Oral Interaction** • 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.
Content of the Message • Language is functional and spoken for a very specific purpose. • Attempts to get his 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.	**Content of the Message** • 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.
Articulation of the Message • 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.	**Articulation of the Message** • 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
Participation in Oral Interaction • 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.).	**Participation in Oral Interaction** • 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 his 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.
Content of the Message • 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.	**Content of the Message** • 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.
Articulation of the Message • 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.	**Articulation of the Message** • 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 1.2 (Sec 2)
Participation in Oral Interaction • 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** • 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 his own messages when they are not understood by others. • Participate in conversations.	**Participation in Oral Interaction** • 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 • Has the appropriate vocabulary to talk about multiple topics. • Uses functional language as well as topic appropriate language to convey his message. • Shares his opinions when encouraged. • Uses visuals to support his communication.	**Content of the Message** • Is able to share his 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** • Is able to share his 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 • 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** • 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 his 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** • Message is clear but may exhibit some uncertainty. • Combines structure and vocabulary in a meaningful way that allows him to share with some clarity his message. • Attempts to vary his 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 2.3 (Sec 5)
Participation in Oral Interaction • Communicates spontaneously on many topics. • Understands messages that are somewhat unpredictable.	**Participation in Oral Interaction** • Speaks English with fluency and accuracy and when errors occur 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 • 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** • Elaborates on a variety of issues and ideas and shares his 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 • Communicates with little difficulty except when under stress. • Messages are clear and understandable. • Varies his vocabulary and phrasing yet there are occasional errors in expressions and pronunciation. • Experiments with vocabulary, pronunciation, sentence structures and verb tense to enhance his own messages.	**Articulation of the Message** • 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 • 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** • 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** • 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 • 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 his 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** • 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** • Is able to use language to convey meaning at all times, in all situations with no concerns.
Articulation of the Message • Varies his 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** • 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** • 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
Decoding and Reading Skills for Written Texts • Masters the following phonics: s, a, t, p, I, n, c, k, e, h, r, m, d, g, o, u, l, 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.	**Decoding and Reading Skills for Written Texts** • 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.

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Requires repeated readings or viewings to identify the main idea of a text.	X	X
• When prompted, shares understanding or thoughts about a text with others (e.g. what did you like about the story?)	X	X
• Identifies obvious main points of an audio or visual text.		X
• Answers simple questions about a text by using a graphic organizer or prompts.	X	X
• Demonstrates understanding through simple tasks (e.g. draws a word that is read by the teacher).	X	X

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Identifies and briefly describes the main points of a text (by using provided tools).	X	X
• Retells a text by sequencing it using images or gestures.	X	X
• 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 • 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** • 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

	W	A / V
• Demonstrates understanding of texts by answering questions.	X	X
• With teacher support, explorers texts with peers.	X	X
• Reinvests understanding of texts when provided with clear expectations and support.	X	X
• Obtains information about an audio or visual text from sound effects, facial expressions, body language, etc.		X
• Demonstrates a basic understanding of texts with the help of guiding questions and/or familiar tools.	X	X
• Uses tools provided by the teacher to retell a simple story.		X

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Demonstrates understanding of texts by answering questions.	X	X
• Uses provided prompts to explore texts with peers.	X	X
• Establishes and shares a personal connection with a text (using provided tools).	X	X
• Retells what happened in a text in own words.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 5	Level 6	Level 7 Minimum development for the end of 1.2 (Sec 2)
Decoding and Reading Skills for Written Texts • 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** • 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** • 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.

Evidence of Understanding Written and Audio/Visual Texts

Level 5:

	W	A / V
• Furthers understanding of a text by discussing with peers.	X	X
• Reinvests understanding of texts in familiar situations.	X	X
• Demonstrates understanding of an audio or visual text by expressing an opinion with teachers or peers.		X
• Demonstrates an ability to use contextual cues to understand a text in order to complete a reinvestment task.	X	X
• Uses explicit models to complete tasks that require personalization.	X	X

Evidence of Understanding Written and Audio/Visual Texts

Level 6:

	W	A / V
• Uses templates to connect with a text and generalize to the world (make links from the text to the real world).	X	X
• Reinvests knowledge of genres of text when provided with support.	X	X
• Demonstrates an understanding of written texts by expressing an opinion with others.	X	X
• Considers layout (visual arrangement of all elements on a page, poster, web page, etc.) to catch the eye and effectively convey messages when exploring a visual text or environmental text.		X

Evidence of Understanding Written and Audio/Visual Texts

Level 7:

	W	A / V
• Explores a text by interpreting, questioning and discussing.	X	X
• Finds pertinent information in texts to support his/her opinion.	X	X
• Uses text components (e.g. layout, titles, credit, etc.) from various texts to further his/her understanding.	X	X
• Uses understanding and elements of a text to carry out an extension task (e.g. alternate ending, what would the main character's reaction be if the problem happened in your community? Etc.)	X	X
• Demonstrates an understanding of texts by sharing, answering questions and making connections (e.g. text-to-text, text-to-self, text-to-world).	X	X
• Considers sound effects (direct sound, dubbed sound, voice-over, music) when exploring an audio or visual text.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 8			Level 9 Minimum development for the end of 2.3 (Sec 5)		
Decoding and Reading Skills for Written Texts • Reads and understands pertinent academic vocabulary (see progression of learning p.) • Reads different genres: Opinion essay, expository essay, advertisements.			**Decoding and Reading Skills for Written Texts** • 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**		
	W	**A / V**		**W**	**A / V**
• Uses features of various genres to construct a deeper understanding.	X	X	• Supports opinions in reinvestment tasks by using textual references.	X	X
• Explores texts through reflection, interpretation and discussion with peers.	X	X	• Expresses an opinion about different genres whiles discussing the text.	X	X
• Seeks clarification, when needed, to fully understand a text.	X	X	• Demonstrates understanding of a text by considering alternatives.	X	X
• Summarizes a text.	X	X	• Completes reinvestment tasks that require personalization and the display of a complete understanding of the provided text.	X	X
• Considers camera shot, angle, movement and transitions when exploring a visual text.		X	• Discusses the features of a text and text elements.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 10			Level 11			Level 12		
Decoding and Reading Skills for Written Texts • 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** • 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** • 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.		
Evidence of Understanding Written and Audio/Visual Texts			**Evidence of Understanding Written and Audio/Visual Texts**			**Evidence of Understanding Written and Audio/Visual Texts**		
	W	**A / V**		**W**	**A / V**		**W**	**A / V**
• Develops an argument based on the text.	X	X	• Demonstrates an understanding of texts by completing complex tasks that require higher order thinking.	X	X	• Makes inferences based on the text and uses them to complete a task that requires higher-order thinking.	X	X
• Uses knowledge of the features of a genre when expressing an opinion about a text.	X	X				• Expands on the ideas of peers in discussions by exploring the subtleties of the text.	X	X
• Discusses his/her understanding and impressions of a text.	X	X	• Explains understanding of a text to others.	X	X			
• Discusses the cultural aspects of a text.	X	X	• Transfers understanding of information from a text to different contexts to complete reinvestment tasks.	X	X			
• Infers information by linking personal knowledge to the text.	X	X	• Fuels discussions about texts by drawing on personal knowledge.	X	X			
• Suggests alternative ways to do reinvestment tasks (e.g. work methods, form of the final project, etc.)	X	X	• Reinvests knowledge from a text while debating.	X	X			

Competency 3 Writes Texts

Level 1	Level 2 Minimum development for the end of grade 4
Content of the Message • 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** • 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 • 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** • 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
Content of the Message • 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.	**Content of the Message** • 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.
Formulation of the Message • 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.	**Formulation of the Message** • 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 the provided models/templates to create texts.

Continued…Competency 3 Writes Texts

Level 5	Level 6	Level 7 Minimum development for the end of 1.2 (Sec 2)
Content of the Message • 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** • 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** • 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 • Texts can be read and understood, regardless or 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** • 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** • 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 2.3 (Sec 5)
Content of the Message • 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** • 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 • 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** • 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 • 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** • 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** • 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 • 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** • 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** • Texts are clearly and consistently well organized. • Employs a wide variety of stylistic devices in order to enrich the text.

Education Services
Kativik School Board
819-964-1136)
819-964-1141局

School Year
_____/_____

Student Competency Level Form

Name of Student:_____

Permanent Code: _____

Current Grade Level:_____

Teacher(s):_____

Village:_____

School: _____

		Start of the year	Term 1	Term 2	Term 3
	Dates				
Competency 1 — Interacts Orally in English					
Evaluation Criteria: Participation in oral interactions; Content of the message; Articulation of the message					
Competency 2 — Understands and Responds to Texts					
Evaluation Criteria: Decoding and reading skills for written texts; Evidence of understanding of written, audio and visual texts					
Competency 3 — Writes Texts					
Evaluation Criteria: Content of the message; Formulation of the message					

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

Language functions	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.
Learning and evaluation situations	Situations created that include essential questions, learning activities and an opportunity for the students to showcase their competency development through a complex task.
Learning strategies	The type of strategies students use to completed tasks.
Marking grids	Grids used to assist the teacher in evaluating the competency development of the student.
Meta-cognition	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.
Professional judgment	The responsibility of the teacher to use all information to make the best judgment on the competency of a student.
Reinvestment task	Using knowledge gained in a new way. This may be summarizing a television show or using this knowledge to create a pamphlet on cooking tips.
Rubric	Descriptions of different levels of quality on a specified task. The rubrics used in this program will have 4 levels.

Commission Scolaire **Kativik** School Board