Alberta Education ESL Proficiency Benchmarks Tracking Sheets: Grades 10–12

Student Name:	Grade 10 Year: Teacher:	Grade 11 Year: Teacher:	Grade 12 Year: Teacher:

LISTENING—Grades 10–12

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary (knowledge of words and their meaning)	Understands some words (approximately 5000), including: • utility words • descriptive words • subject-specific words • academic words with visual support.		Understands more words (approximately 15,000), including: • utility words • descriptive words • subject-specific words • academic words.		Understands a range of words (approximately 25,000), including: • utility words • descriptive words • subject-specific words • academic words • words with multiple meanings.		Understands a greater range of words (approximately 40,000), including: • synonyms • antonyms • adjectives • adverbs • words with multiple meanings related to academic topics.		Understands a broad range of words (approximately 85,000): • in a variety of contexts.	
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: • subject–verb–object sentence structure in familiar contexts.		Understands: • compound sentences in familiar contexts.		Understands: • compound sentences • complex sentences in unfamiliar contexts.		Understands: • compound-complex sentences • conditional sentences • a variety of sentence structures.		Understands: • embedded clauses • ellipses • subtle differences in sentence structures that can affect tone or emphasis.	
Strategic Questioning (knowledge of ways to seek information)	Responds to: • literal questions with "what," "where," "when," "who" and "how many."		Responds to: • open-ended questions.		Responds to: • hypothetical questions.		Responds to: • inference questions • implied meaning of questions.		Responds to: • information-gap questions.	
Strategic Clarification (knowledge of ways to confirm understanding)	Seeks clarification by: • using familiar expressions.		Seeks clarification by: • restating • paraphrasing.		Seeks clarification by: • asking questions.		Seeks additional information by: • asking specific questions.		Seeks elaboration of others' ideas by: • asking open-ended questions.	

Date the descriptor when the English language learner has consistently demonstrated it in a variety of subject areas.

Note: English language proficiency (ELP) develops within seven years (on average). Each English language learner progresses at a different rate. Some English language learners may experience some regression when the academic language requirements become more complex as they progress through the grades. Attach a new tracking tool to the existing one so that the student's progression or recession is tracked.

LISTENING—Grades 10–12

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Socio-linguistic (awareness of social and cultural factors influencing the way language is used)	Responds appropriately to: • common social expressions in formal and informal contexts.		Responds appropriately to: • common social expressions • intonation • idiomatic expressions in formal and informal contexts.		Responds appropriately to: • slang • humour • common idioms • common social expressions. Recognizes: • register • intonation in a variety of contexts.		Responds appropriately to a broad range of: • idiomatic expressions • slang • sarcasm • innuendo indicated by subtle changes in: • tone • volume • speed • intonation.		Responds appropriately to: • subtle social references • subtle cultural references.	

Discourse (knowledge of how ideas are organized and connected)	Understands:
	• familiar commands
	• two-step instructions
	• the gist of discussions and presentations containing phrases and simple related sentences connected with:
	  ○ "and" and "then"
	on familiar topics with visual support.
			Understands:
			• the gist of discussions and presentations containing simple related sentences connected with:
			  ○ common conjunctions
			  ○ time markers
			  ○ sequence markers
			on familiar topics.
					Understands:
					• main ideas
					• examples
					• clauses in detailed paragraphs connected with:
					  ○ common cohesive devices
					in academic explanations.
							Understands:
							• main ideas
							• supporting details
							• related paragraphs connected with a variety of:
							  ○ cohesive devices
							  ○ transition words
							in academic texts.
									Understands:
									• subtle nuances that cohesive devices impart on meaning
									in academic discourse.	

Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	Recognizes: • common contractions. Distinguishes: • minimal pairs in speech spoken at a slower rate.		Understands: • contractions • familiar reduced speech.		Understands: • rapid speech on familiar topics.		Understands: • rapid speech on familiar and unfamiliar topics.		Understands: • a variety of types and styles of speech on familiar and unfamiliar topics.	

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Linguistic Vocabulary (knowledge of words and their meaning)	Uses some words (approximately 5000), including: • utility words • descriptive words • subject-specific words to: • express needs • express feelings • express preferences • respond to questions.		Uses more words (approximately 15,000), including: • utility words • descriptive words • subject-specific words to: • express ideas • ask and answers questions • make statements.		Uses a range of words (approximately 25,000), including: • utility words • descriptive words • subject-specific words • academic words to: • comment • state opinions • clarify • express agreement or disagreement.		Selects from a greater range of words (approximately 40,000), including: • utility words • descriptive words • subject-specific words • academic words • words with multiple meanings to: • discuss topics • state opinions • inquire • persuade.		Selects from a broad range of words (approximately 85,000), including: • utility words • descriptive words • subject-specific words • academic words • words with multiple meanings to: • communicate effectively on practical, social and academic topics.	

Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Uses:
	• common pronouns
	• adjectives
	• nouns
	• verbs in present tense
	with errors and omissions.
			Uses:
			• regular plurals
			• possessives
			• prepositions
			• verbs in continuous and simple past tenses
			with agreement and tense errors.
					Uses:
					• negatives
					• noun phrases
					• adjective phrases
					• irregular plurals
					• possessives
					• prepositions
					• verbs in future continuous and irregular past tenses
					with some usage errors.
							Uses:
							• phrasal expressions
							• conditional structures
							• a range of past, present, future and perfect tenses in active and passive voice
							with occasional errors.
									Uses:
									• many grammar features in abstract structures, such as:
									  ○ conditional structures
									  ○ passive voice
									  ○ relative clauses
									with increasing accuracy.	

Linguistic Syntax (knowledge of word order and sentence structure)	Follows: • patterned sentences • phrases • subject–verb–object sentences.		Uses patterned and predictable affirmative and negative: • statements • questions • commands.		Adds detail to affirmative and negative: • statements • questions • commands.		Uses: • compound sentence structures • complex sentence structures • conditional sentence structures.		Manipulates word order to convey precise meaning in: • complex sentence structures.	

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Strategic (knowledge techniques to overcome language gaps)	Uses: • known phrases • simple questions • first-language translation.		Uses: • message replacement • everyday expressions • everyday questions.		Uses: • circumlocution • clarifying questions.		Uses a variety of techniques, such as: • elaborating • commenting • restating • questioning.		Seeks elaboration of someone else's ideas by: • paraphrasing • clarifying • redirecting • asking rhetorical questions.	
Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Uses: • greetings • common courtesy expressions • familiar social expressions to participate in social and classroom situations.		Uses : • common expressions • slang • idioms • gestures to communicate with peers.		Uses: • expressions • idioms • common social references in appropriate contexts.		Uses • humour • sarcasm appropriate to context and formality.		Adapts: • speech and gestures to context, audience and purpose.	
Discourse (knowledge of how ideas are organized and connected)	Connects familiar phrases and simple sentences with: • "and" to express: • needs • feelings • opinions.		Connects ideas using: • common conjunctions • time markers • sequence markers to: • share ideas • ask questions • describe • explain.		Connects ideas using: • conjunctions • prepositional phrases to: • elaborate • describe • sequence • explain.		Connects ideas using: • a variety of cohesive devices to: • compare • contrast • persuade • conclude • show cause and effect.		Organizes and connects ideas in logical, coherent patterns to: • recount • explain • report • debate.	
Pronunciation (ability to produce comprehensible speech)	Approximates: • English rhythm • intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.		Demonstrates: • comprehensible pronunciation • appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.		Demonstrates: • comprehensible pronunciation • appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.		Demonstrates: • appropriate expression • appropriate inflection in a variety of contexts with increasing accuracy.		Demonstrates: • appropriate expression • appropriate inflection in a variety of contexts consistently and accurately (accented speech is expected and accepted).	

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Linguistic Vocabulary (knowledge of words and their meaning)	Understands some words (approximately 5000), including: • utility words • descriptive words • subject-specific vocabulary.		Understands more words (approximately 15,000), including: • utility words • descriptive words • subject-specific vocabulary.		Understands a range of words (approximately 25,000), through: • contextual cues.		Understands a greater range of words (approximately 40,000), through: • word analysis.		Understands a broad range of words (approximately 85,000), including: • word connotations • idioms • metaphors • subtle differences between synonyms and words with multiple meanings.	
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: • simple sentences.		Understands: • compound sentences • simple detailed sentences.		Understands: • complex sentences containing: • subordinate clauses • relative clauses • conditional clauses.		Understands: • a range of sentence structures containing: • various types of phrases and clauses.		Understands texts with: • sophisticated sentence structures • sophisticated grammatical forms including: • embedded clauses • ellipses • passive voice.	
Strategic Decoding (ability to read words by sounding them out)	Decodes: • familiar words • sight words.		Decodes: • word families • consonant blends • long- and short-vowel sounds.		Decodes: • root words • prefixes • suffixes • vowel digraphs.		Decodes: • multi-syllabic words • complex letter combinations.		Decodes: • words with unique spelling patterns.	
Strategic Comprehension (ability to apply techniques and tools to construct meaning)	Relies on: • pictures • familiar phrases • patterned sentences • context • shared experiences • first language and culture to comprehend simple texts on familiar topics.		Uses: • rereading • reading on • contextual cues • root-word recognition to comprehend texts on familiar topics.		Uses: • predicting • inferencing • contextual cues • affix analysis to understand texts on unfamiliar topics.		Uses: • synthesizing • summarizing • drawing conclusions • contextual cues • word analysis to understand a variety of texts on unfamiliar topics.		Interprets and applies textual information to new situations.	

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Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Understands: • the literal meaning of simple texts on familiar topics.		Understands: • common social expressions • figurative language in texts on familiar topics.		Understands: • explicit social references • explicit cultural references • figurative language in a variety of texts.		Understands implied meaning of: • social references • cultural references • figurative language in context.		Understands: • most cultural references with or without context.	
Discourse (knowledge of how ideas are organized and connected)	Understands: • simple narratives • descriptive texts containing: • common conjunctions.		Understands ideas in: • simple explanations • procedural texts connected with: • conjunctions • time markers • sequence markers.		Understands ideas in: • related paragraphs connected with: • cohesive devices indicating comparison and contrast • transition words.		Understands ideas in: • extended texts connected with: • a range of cohesive devices • a range of transition words.		Understands: • a variety of genres of texts containing: • a broad range of cohesive devices.	
Fluency (ability to read smoothly, accurately and with appropriate expression)	Reads: • word-by-word • with some phrasing.		Reads with some: • phrasing • rereading • sounding out of words • pausing to refer to visuals • substitution of unknown words with familiar words.		Reads increasingly with: • expression • attention to common punctuation • meaningful word substitutions.		Reads consistently with: • expression • attention to most punctuation • self-correction, as required.		Reads fluently with: • expression • appropriate intonation • attention to all punctuation • self-correction, as required.	

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Linguistic Grammar
 	
(ability to forms sentences conforming to the rules of English)
	Uses:
	• familiar nouns
	• pronouns
	• adjectives
	• adverbs
	• prepositions
	• articles
	• verbs
	with tense errors and omissions.
			Uses:
			• regular plurals
			• possessive pronouns
			• prepositional phrases
			• regular verbs in continuous and simple past tenses
			• irregular verbs in continuous and simple past tenses
			with tense and usage errors.
					Uses:
					• negatives
					• irregular plurals
					• object pronouns
					• prepositions
					• regular verbs in past and future continuous tenses
					• irregular verbs in past and future continuous tenses
					with occasional errors.
							Uses:
							• phrasal expressions
							• conditional structures
							• a range of past, present, future and perfect tenses in active and passive voice
							with increasing accuracy.
									Uses:
									• many grammar features in abstract structures, such as:
									  ○ conditional structures
									  ○ passive voice
									  ○ relative clauses
									with accuracy.	

Linguistic Syntax (knowledge of word order and sentence structure)	Writes simple: • declarative sentences • negative sentences • question sentences using sentence frames.		Writes: • simple compound sentences • simple detailed sentences.		Writes a variety of: • compound sentences • complex sentences.		Writes a variety of: • sentence structures to express relationships of time and condition.		Selects: • sentence structures appropriate to the purpose, audience and style of writing.	

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Strategic (knowledge techniques to overcome language gaps)	Uses: • copying • spelling from memory • words with similar sounds • sentence frames to: • spell familiar words • write ideas • complete patterned sentences • use basic punctuation.		Uses: • familiar vocabulary • known phrases • common expressions • cognates • word lists • templates and models • personal dictionary to: • find appropriate words • spell irregularly spelled words • distinguish homophones and homonyms • increase use of punctuation.		Uses: • circumlocution • word substitution • format samples • visual dictionary • bilingual dictionary • punctuation modelled in books to: • add descriptions to writing • make better word choices • confirm spelling • improve accuracy of punctuation.		Uses: • planning tools • English dictionaries • thesaurus • grammar references to: • confirm spelling • confirm meaning of words • make more effective word choices • use correct punctuation.		Uses: • various digital tools • reference guides • writer's handbooks • personal grammar notes to: • select most accurate words • use sophisticated punctuation • revise content for tone, voice, audience and purpose.	
Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Produces texts using: • familiar words • familiar phrases • sentence frames to: • complete forms • create graphic organizers • label diagrams.		Produces: • texts for specific purposes using: • templates • samples, story plans or graphic organizers.		Produces: • expository texts • narrative texts using: • knowledge of culturally appropriate forms and styles.		Produces: • expository texts • narrative texts with a developing sense of: • audience • genre • voice • degree of formality.		Produces: • a variety of texts appropriate to the socio-cultural context attending to: • audience • genre • voice • degree of formality.	

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Discourse (knowledge of how ideas are organized and connected)	Connects ideas in: • simple sentences using: • common conjunctions • common time markers • common sequence markers.		Connects ideas in: • a basic paragraph using: • common conjunctions • time markers • sequence markers.		Connects ideas in: • a three-paragraph narrative • a three-paragraph descriptive composition using: • transition words • subordinate conjunctions.		Connects ideas in: • a cohesive, well-developed, five-paragraph academic composition using: • a variety of cohesive devices.		Organizes ideas in: • a variety of extended texts which reiterate, emphasize and show proof and exception using: • transitional devices.	
Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)	Edits sentences for: • capitalization of names and words at the beginning of sentences • periods • regular spelling of familiar words.		Edits and revises paragraphs for: • regular spelling • end punctuation • commas in lists • addition of detail.		Edits and revises expository and narrative texts for: • capitalization of proper nouns • apostrophes, quotation marks, hyphens, dashes and commas • regular and irregular spelling • spelling of homophones and homonyms • subject–verb agreement • appropriate word choice • addition of supporting details.		Edits and revises essays for: • most punctuation conventions • appropriate word forms and word choice • content • organization • verb tense • active and passive voice.		Proofreads and revises reports and extended texts for: • coherence • audience • purpose • voice • standard grammatical forms.	

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