



Kindergarten

ESL Proficiency Benchmarks Tracking Sheets

About this resource

Use the Benchmark Tracking sheets to verify student benchmark levels and write comments.

View this resource online at: <http://www.learnalberta.ca/content/esl/index.html>

ESL Proficiency Benchmarks Tracking Sheets: Kindergarten

Year:	Teacher:	Child's Name:
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LISTENING (KINDERGARTEN)					
	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic Vocabulary (knowledge of words and their meaning)	Understands a few words (approximately 500), including: <ul style="list-style-type: none"> • utility words • words of personal importance for: <ul style="list-style-type: none"> • identifying objects and actions • social greetings • participating in classroom routines with visual support. 	Understands some words (approximately 1500), including: <ul style="list-style-type: none"> • utility words • descriptive words for: <ul style="list-style-type: none"> • expressing feelings • interacting socially following simple directions with visual support. 	Understands more words (approximately 2000), including: <ul style="list-style-type: none"> • utility words • descriptive words for: <ul style="list-style-type: none"> • locating • categorizing listing with visual support. 	Understands a range of words (approximately 3000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words for: <ul style="list-style-type: none"> • describing comparing classifying. 	Understands a broad range of words (approximately 5000) for: <ul style="list-style-type: none"> • explaining • retelling • connecting • sequencing.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: <ul style="list-style-type: none"> • one- to three-word phrases with gestures and visual support. 	Understands: <ul style="list-style-type: none"> • familiar phrases with visual support. 	Understands: <ul style="list-style-type: none"> • simple sentences on familiar topics with visual support. 	Understands: <ul style="list-style-type: none"> • detailed sentences on familiar topics with visual support. 	Understands: <ul style="list-style-type: none"> • complex sentence structures on familiar topics.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>

Strategic Questioning (knowledge of ways to seek information)	Understands: <ul style="list-style-type: none"> • “yes/no” questions. 	Understands: <ul style="list-style-type: none"> • “either/or” questions • questions requiring a one-word response. 	Understands: <ul style="list-style-type: none"> • “what” questions • “when” questions • “where” questions • “who” questions. 	Understands open-ended questions, such as: <ul style="list-style-type: none"> • “why” • “how” • “tell me about” 	Understands hypothetical questions, such as: <ul style="list-style-type: none"> • “What if ...?” • “If ... then what ...?”
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>
Strategic Clarification (knowledge of ways to confirm understanding)	Engages in classroom routines and activities through: <ul style="list-style-type: none"> • Observing • imitating others • using visual supports. 	Engages in classroom routines and activities by: <ul style="list-style-type: none"> • listening for key words • imitating others • using visual supports. 	Participates in classroom activities and discussions by: <ul style="list-style-type: none"> • listening for known words • predicting meaning of unknown words through context and visual supports. 	Seeks clarification using: <ul style="list-style-type: none"> • visual cues • familiar expressions • questions. 	Confirms understanding using: <ul style="list-style-type: none"> • a variety of strategies.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)	Responds to: <ul style="list-style-type: none"> • greetings either: <ul style="list-style-type: none"> • nonverbally • verbally in familiar social contexts. 	Responds to: <ul style="list-style-type: none"> • familiar social conventions either: <ul style="list-style-type: none"> • nonverbally • verbally in familiar social contexts. 	Responds to: <ul style="list-style-type: none"> • familiar language • familiar expressions either: <ul style="list-style-type: none"> • nonverbally • verbally in familiar school and social contexts. 	Responds to: <ul style="list-style-type: none"> • the intent of messages either: <ul style="list-style-type: none"> • nonverbally • verbally in familiar school and social contexts. 	Recognizes: <ul style="list-style-type: none"> • differences in formality of speech in a variety of contexts.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>

Discourse (knowledge of how ideas are organized and connected)	Follows: <ul style="list-style-type: none"> familiar one- or two word commands paired with gestures. 	Follows: <ul style="list-style-type: none"> familiar one-step commands familiar one-step instructions paired with gestures. 	Follows: <ul style="list-style-type: none"> familiar two-step commands familiar two-step instructions with visual support. 	Follows: <ul style="list-style-type: none"> three-step commands three-step instructions with visual support. 	Follows: <ul style="list-style-type: none"> three-step commands three-step instructions without visual support.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>
Auditory Discrimination (ability to produce comprehensible speech)	Distinguishes: <ul style="list-style-type: none"> sounds. Listens for: <ul style="list-style-type: none"> recognizable words in familiar phrases. 	Distinguishes: <ul style="list-style-type: none"> the initial sounds in words. Listens for: <ul style="list-style-type: none"> recognizable words in familiar sentences. 	Distinguishes: <ul style="list-style-type: none"> word boundaries in short familiar phrases. Recognizes: <ul style="list-style-type: none"> most English phonemes. 	Distinguishes: <ul style="list-style-type: none"> minimal pairs syllables in words. Understands: <ul style="list-style-type: none"> familiar reduced speech. 	Distinguishes: <ul style="list-style-type: none"> rhymes. Understands: <ul style="list-style-type: none"> rapid speech from familiar speakers.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>

SPEAKING (KINDERGARTEN)

	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<p>Linguistic Vocabulary</p> <p>(knowledge of words and their meaning)</p>	<p>Uses a few words (i.e., approximately 500), including:</p> <ul style="list-style-type: none"> • utility words • words of personal importance and interest <p>to:</p> <ul style="list-style-type: none"> • express immediate needs. 	<p>Uses some words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words <p>to:</p> <ul style="list-style-type: none"> • respond to simple questions • participate in classroom routines and activities. 	<p>Uses more words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words <p>to:</p> <ul style="list-style-type: none"> • answer questions • share ideas • interact with others. 	<p>Uses a range of words (i.e., approximately 3000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words <p>to:</p> <ul style="list-style-type: none"> • describe • explain • retell. 	<p>Uses a variety of words (i.e., approximately 5000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words <p>to:</p> <ul style="list-style-type: none"> • compare • connect ideas • sequence ideas.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>
<p>Linguistic Grammar</p> <p>(ability to form sentence conforming to the rules of English)</p>	<p>Uses:</p> <ul style="list-style-type: none"> • nouns • verbs • adjectives in isolation. 	<p>Uses:</p> <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • adverbs <p>with frequent:</p> <ul style="list-style-type: none"> • word-order errors • word-ending omissions. 	<p>Uses:</p> <ul style="list-style-type: none"> • nouns • verbs • pronouns • plurals <p>with some:</p> <ul style="list-style-type: none"> • word-order errors • overgeneralization of s endings • overgeneralization of ed endings. 	<p>Uses:</p> <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • adverbs <p>with occasional:</p> <ul style="list-style-type: none"> • word-order errors • subject–verb agreement errors • word-form errors. 	<p>Uses:</p> <ul style="list-style-type: none"> • irregular plurals • irregular verb forms <p>with increasing accuracy in:</p> <ul style="list-style-type: none"> • word order • subject–verb agreement • word form.
	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>	<i>Date/Comments:</i>

<p>Linguistic Syntax</p> <p>(knowledge of word order and sentence structure)</p>	<p>Forms:</p> <ul style="list-style-type: none"> one- to two-word utterances memorized phrases. 	<p>Forms:</p> <ul style="list-style-type: none"> familiar phrases simple patterned sentences. 	<p>Forms:</p> <ul style="list-style-type: none"> simple sentences <p>containing:</p> <ul style="list-style-type: none"> subject verb object. 	<p>Manipulates:</p> <ul style="list-style-type: none"> word order <p>to create positive and negative:</p> <ul style="list-style-type: none"> statements commands questions. 	<p>Adds:</p> <ul style="list-style-type: none"> detail <p>to positive and negative:</p> <ul style="list-style-type: none"> statements commands questions.
<i>Date/Comments:</i>					
<p>Strategic</p> <p>(knowledge of techniques to overcome language gaps)</p>	<p>Uses:</p> <ul style="list-style-type: none"> gestures single words to express immediate needs. 	<p>Uses:</p> <ul style="list-style-type: none"> repeated words repeated phrases to participate in familiar classroom routines. 	<p>Uses:</p> <ul style="list-style-type: none"> words that child has heard others say phrases that child has heard others say to interact spontaneously with peers and adults. 	<p>Uses:</p> <ul style="list-style-type: none"> question-asking techniques question-answering techniques to participate in conversations with peers. 	<p>Uses:</p> <ul style="list-style-type: none"> a range of strategies to engage effectively in communicative tasks at school.
<i>Date/Comments:</i>					
<p>Socio-Linguistic</p> <p>(awareness of social and cultural factors influencing the way language is used)</p>	<p>Uses:</p> <ul style="list-style-type: none"> gestures one- to two-word utterances <p>to express:</p> <ul style="list-style-type: none"> greetings social politeness. 	<p>Uses:</p> <ul style="list-style-type: none"> common courtesy phrases <p>to express:</p> <ul style="list-style-type: none"> greetings or leave taking agreement or disagreement preferences. 	<p>Uses:</p> <ul style="list-style-type: none"> common social expressions <p>to:</p> <ul style="list-style-type: none"> compliment apologize show appreciation interact with peers and adults. 	<p>Uses:</p> <ul style="list-style-type: none"> phrasal verbs <p>to:</p> <ul style="list-style-type: none"> describe explain compare. 	<p>Uses:</p> <ul style="list-style-type: none"> appropriate register <p>to:</p> <ul style="list-style-type: none"> engage in conversations with peers and adults show humour.
<i>Date/Comments:</i>					

<p>Discourse</p> <p>(knowledge of how ideas are organized and connected)</p>	<p>Connects:</p> <ul style="list-style-type: none"> two to three words. <p><i>Date/Comments:</i></p>	<p>Connects words with:</p> <ul style="list-style-type: none"> “and” in phrases. <p><i>Date/Comments:</i></p>	<p>Connects ideas with:</p> <ul style="list-style-type: none"> “then” in short sentences. <p><i>Date/Comments:</i></p>	<p>Connects ideas with:</p> <ul style="list-style-type: none"> “because” in longer detailed sentences. <p><i>Date/Comments:</i></p>	<p>Connects ideas with:</p> <ul style="list-style-type: none"> sequence markers in related sentences. <p><i>Date/Comments:</i></p>
<p>Pronunciation</p> <p>(ability to produce comprehensible speech)</p>	<p>Imitates:</p> <ul style="list-style-type: none"> some English sounds <p>in:</p> <ul style="list-style-type: none"> familiar routines although pronunciation errors may interfere with meaning. <p><i>Date/Comments:</i></p>	<p>Approximates:</p> <ul style="list-style-type: none"> English rhythm intonation <p>in:</p> <ul style="list-style-type: none"> familiar social and classroom routines although pronunciation errors may interfere with meaning. <p><i>Date/Comments:</i></p>	<p>Uses:</p> <ul style="list-style-type: none"> rhythm intonation stress <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities although errors may still occur. <p><i>Date/Comments:</i></p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities with occasional errors. <p><i>Date/Comments:</i></p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation <p>with increasing accuracy in:</p> <ul style="list-style-type: none"> unrehearsed and spontaneous situations (accented speech is expected and accepted). <p><i>Date/Comments:</i></p>