

Alberta Education ESL Proficiency Benchmarks Tracking Sheets: Kindergarten

Child's Name:	Year: Teacher:
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LISTENING—Kindergarten										
	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 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. 	
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 in texts on familiar topics. 	
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 ...?” 	

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.

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	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
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. 	
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. 	
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. 	
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	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. 	

SPEAKING—Kindergarten

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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 <small>(knowledge of words and their meaning)</small>	Uses a few words (i.e., approximately 500), including: <ul style="list-style-type: none"> utility words words of personal importance and interest to: <ul style="list-style-type: none"> express immediate needs. 		Uses some words (i.e., approximately 1500), including: <ul style="list-style-type: none"> utility words descriptive words to: <ul style="list-style-type: none"> respond to simple questions participate in classroom routines and activities. 		Uses more words (i.e., approximately 2000), including: <ul style="list-style-type: none"> utility words descriptive words to: <ul style="list-style-type: none"> answer questions share ideas interact with others. 		Uses a range of words (i.e., approximately 3000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words to: <ul style="list-style-type: none"> describe explain retell. 		Uses a variety of words (i.e., approximately 5000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words to: <ul style="list-style-type: none"> compare connect ideas sequence ideas. 	
Linguistic Grammar <small>(ability to forms sentences conforming to the rules of English)</small>	Uses: <ul style="list-style-type: none"> nouns verbs adjectives in isolation.		Uses: <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs with frequent: <ul style="list-style-type: none"> word-order errors word-ending omissions. 		Uses: <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs plurals with some: <ul style="list-style-type: none"> word-order errors overgeneralization of -s endings overgeneralization of -ed endings. 		Uses: <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs with occasional: <ul style="list-style-type: none"> word-order errors subject-verb agreement errors word-form errors. 		Uses: <ul style="list-style-type: none"> irregular plurals irregular verb forms with increasing accuracy in: <ul style="list-style-type: none"> word order subject-verb agreement word form. 	
Linguistic Syntax <small>(knowledge of word order and sentence structure)</small>	Forms: <ul style="list-style-type: none"> one- to two-word utterances memorized phrases. 		Forms: <ul style="list-style-type: none"> familiar phrases simple patterned sentences. 		Forms: <ul style="list-style-type: none"> simple sentences containing: <ul style="list-style-type: none"> subject verb object. 		Manipulates: <ul style="list-style-type: none"> word order to create positive and negative: <ul style="list-style-type: none"> statements commands questions. 		Adds: <ul style="list-style-type: none"> detail to positive and negative: <ul style="list-style-type: none"> statements commands questions. 	

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Strategic <small>(knowledge techniques to overcome language gaps)</small>	Uses: <ul style="list-style-type: none"> gestures single words to express immediate needs.		Uses: <ul style="list-style-type: none"> repeated words repeated phrases to participate in familiar classroom routines.		Uses: <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.		Uses: <ul style="list-style-type: none"> question-asking techniques question-answering techniques to participate in conversations with peers.		Uses: <ul style="list-style-type: none"> a range of strategies to engage effectively in communicative tasks at school. 	
Socio-linguistic <small>(awareness of social and cultural factors influencing the ways language is used)</small>	Uses: <ul style="list-style-type: none"> gestures one- to two-word utterances to express: <ul style="list-style-type: none"> greetings social politeness. 		Uses: <ul style="list-style-type: none"> common courtesy phrases to express: greetings or leave taking agreement or disagreement preferences. 		Uses: <ul style="list-style-type: none"> common social expressions to: compliment apologize show appreciation interact with peers and adults. 		Uses: <ul style="list-style-type: none"> phrasal verbs to: describe explain compare. 		Uses: <ul style="list-style-type: none"> appropriate register to: engage in conversations with peers and adults show humour. 	
Discourse <small>(knowledge of how ideas are organized)</small>	Connects: <ul style="list-style-type: none"> two to three words. 		Connects words with: <ul style="list-style-type: none"> “and” in phrases.		Connects ideas with: <ul style="list-style-type: none"> “then” in short sentences.		Connects ideas with: <ul style="list-style-type: none"> “because” in longer detailed sentences.		Connects ideas with: <ul style="list-style-type: none"> sequence markers in related sentences.	
Pronunciation <small>(ability to produce comprehensible speech)</small>	Imitates: <ul style="list-style-type: none"> some English sounds in: familiar routines although pronunciation errors may interfere with meaning.		Approximates: <ul style="list-style-type: none"> English rhythm intonation in: <ul style="list-style-type: none"> familiar social and classroom routines although pronunciation errors may interfere with meaning.		Uses: <ul style="list-style-type: none"> rhythm intonation stress in: <ul style="list-style-type: none"> familiar and rehearsed activities although errors may still occur.		Uses: <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in: <ul style="list-style-type: none"> familiar and rehearsed activities with occasional errors.		Uses: <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation with increasing accuracy in: unrehearsed and spontaneous situations (accented speech is expected and accepted). 	