Tracking Sheet - Part A

Student Intake Information

Name: _____ Code(s) _____ Grade: _____ Intake Date: _____

Intake Proficiency Levels: **L____ S____ R____ W____** Intake Overall Level: _____ Language(s): _____

Intake Notes:

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K–K Listening and Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2–3	A	B	1	2	3			
Grades 4–6	A	B	1	2	3	4		
Grades 7–9	A	B	1	2	3	4	5	
Grades 10–12	A	B	1	2	3	4	5	6

Beginner   **Intermediate**   **Advanced**

Programming and Assessment Information

Year 1

Grade: ____ Teacher: _____

Levels   **Overall**

Report 1 L____ S____ R____ W____   _____

Report 2 L____ S____ R____ W____   _____

Notes

Year 2

Grade: ____ Teacher: _____

Levels   **Overall**

Report 1 L____ S____ R____ W____   _____

Report 2 L____ S____ R____ W____   _____

Notes

Year 3

Grade: ____ Teacher: _____

Levels   **Overall**

Report 1 L____ S____ R____ W____   _____

Report 2 L____ S____ R____ W____   _____

Notes

Year 4

Grade: ____ Teacher: _____

Levels   **Overall**

Report 1 L____ S____ R____ W____   _____

Report 2 L____ S____ R____ W____   _____

Notes

Year 5

Grade: ____ Teacher: _____

Levels   **Overall**

Report 1 L____ S____ R____ W____   _____

Report 2 L____ S____ R____ W____   _____

Notes

Tracking Sheet - Part B

	A Emerging Literacy	Date Achieved and Initial	B Emerging Literacy	Date Achieved and Initial	1	Date Achieved and Initial	2	Date Achieved and Initial	3	Date Achieved and Initial	4	Date Achieved and Initial	5	Date Achieved and Initial	6	Date Achieved and Initial
Vocabulary	Understands and uses words in isolation, including • survival words • basic utility words • words used in social greetings *May rely on home language(s).*	L S R W	Understands and uses a few high-frequency words, including • utility words • familiar words • phrases used in social greetings *May rely on home language(s).*	L S R W	Understands and uses some high-frequency words, including • basic descriptive words • instructional words • expressions used in social greetings	L S R W	Understands and uses more high-frequency and a few low-frequency words, including • descriptive words • instructional words • synonyms/ antonyms	L S R W	Understands and uses some low-frequency words, including • subject-specific words • descriptive words • instructional words • words with multiple meanings	L S R W	Understands and uses more low-frequency words, including • subject-specific words • descriptive words • academic words • words with multiple meanings • idioms • figurative language	L S R W	Understands and uses a range of words, including • subject-specific words • academic words • interdisciplinary words • technical words • idioms • figurative language	L S R W	Understands and uses a broad range of words in a variety of cross-curricular contexts, including • subject-specific words • academic words • interdisciplinary words • technical words • figurative language	L S R W
Sentence Structure	Understands and uses words in one- to three-word utterances that convey meaning.	L S R W	Understands and uses words connected in fragmented phrases and memorized phrases.	L S R W	Understands and uses familiar phrases and substitution of words in simple patterned sentences.	L S R W	Understands and uses familiar simple sentences in statement, command, and question sentence structures.	L S R W	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	L S R W	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	L S R W	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	L S R W	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.	L S R W
Connections and Transitions	Understands and uses the word *and* to connect ideas.	L S R W	Understands and uses a few high-frequency words to connect ideas.	L S R W	Understands and uses some high-frequency connector words and markers (time, place) to • connect ideas • locate items/ objects	L S R W	Understands and uses more high-frequency connector words, markers (sequence), and phrases to • organize ideas • add detail	L S R W	Understands and uses some low-frequency connector and transition words and phrases to • compare • contrast	L S R W	Understands and uses more low-frequency connector and transition words and phrases to • express an opinion • emphasize • show cause and effect • express a condition	L S R W	Understands and uses a range of connector and transition words and phrases to • summarize • introduce examples • conclude • clarify • qualify	L S R W	Understands and uses a broad range of connector and transition words and phrases to • justify an opinion • rephrase • suggest a possibility • show change of direction and exception	L S R W

Note:
- Benchmark assessment can be tracked by dating and adding initials when the student has achieved most of the indicator(s) in a competency at that level, for each strand (listening, speaking, reading, and writing), in a variety of contexts.
- Students may work at different proficiency levels in different strands. Professional judgment from collecting student data throughout the term informs determination of overall levels.
- Additional notes may be added in Tracking Sheet - Part A to inform benchmark assessment (annotations from student work samples), programming (student language learning goals, effective instructional strategies, appropriate learning supports, subject-area resources), and/or report card comments.
- Students who require and receive additional years of EAL support should remain coded and their language proficiency should continue to be assessed and monitored to inform EAL programming and instruction. If additional years of support are required, use an additional tracking sheet.
- Using the tracking sheet as part of meeting Alberta Education EAL coding and funding requirements includes completing both Part A and Part B. Information on the tracking sheet may be captured using local student information systems.