

Tracking Sheet - Part A

<div>Student Intake Information</div> <div>Name: _____ Code(s) _____ Grade: _____ Intake Date: _____</div> <div>Intake Proficiency Levels: L____ S____ R____ W____ Intake Overall Level: _____ Language(s): _____</div> <div>Intake Notes:</div>				<table><tr><td></td><td>A Emerging Literacy</td><td>B Emerging Literacy</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Pre-K–K <small>Listening and Speaking</small></td><td>A</td><td>B</td><td>1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Grade 1</td><td>A</td><td>B</td><td>1</td><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>Grades 2–3</td><td>A</td><td>B</td><td>1</td><td>2</td><td>3</td><td></td><td></td><td></td></tr><tr><td>Grades 4–6</td><td>A</td><td>B</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td></tr><tr><td>Grades 7–9</td><td>A</td><td>B</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td></tr><tr><td>Grades 10–12</td><td>A</td><td>B</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td colspan="3"></td><td colspan="2">Beginner</td><td colspan="2">Intermediate</td><td colspan="2">Advanced</td></tr></table>									A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6	Pre-K–K <small>Listening and Speaking</small>	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	
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Tracking Sheet - Part B

	A Emerging Literacy	Date Achieved Initial	B Emerging Literacy	Date Achieved Initial	1	Date Achieved Initial	2	Date Achieved Initial	3	Date Achieved Initial	4	Date Achieved Initial	5	Date Achieved Initial	6	Date Achieved Initial
Vocabulary	Understands and uses words in isolation, including <ul style="list-style-type: none">• survival words• basic utility words• words used in social greetings <i>May rely on home language(s).</i>	L	Understands and uses a few high-frequency words, including <ul style="list-style-type: none">• utility words• familiar words• phrases used in social greetings <i>May rely on home language(s).</i>	L	Understands and uses some high-frequency words, including <ul style="list-style-type: none">• basic descriptive words• instructional words• expressions used in social greetings	L	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none">• descriptive words• instructional words• synonyms/ antonyms	L	Understands and uses some low-frequency words, including <ul style="list-style-type: none">• subject-specific words• descriptive words• instructional words• words with multiple meanings	L	Understands and uses more low-frequency words, including <ul style="list-style-type: none">• subject-specific words• descriptive words• academic words• words with multiple meanings• idioms• figurative language	L	Understands and uses a range of words, including <ul style="list-style-type: none">• subject-specific words• academic words• interdisciplinary words• technical words• idioms• figurative language	L	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none">• subject-specific words• academic words• interdisciplinary words• technical words• figurative language	L
		S		S		S		S		S		S		S		S
		R		R		R		R		R		R		R		R
		W		W		W		W		W		W		W		W
Sentence Structure	Understands and uses words in one- to three-word utterances that convey meaning.	L	Understands and uses words connected in fragmented phrases and memorized phrases.	L	Understands and uses familiar phrases and substitution of words in simple patterned sentences.	L	Understands and uses familiar simple sentences in statement, command, and question sentence structures.	L	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	L	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	L	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	L	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		S		S		S		S		S		S		S
		R		R		R		R		R		R		R		R
		W		W		W		W		W		W		W		W
Connections and Transitions	Understands and uses the word <i>and</i> to connect ideas.	L	Understands and uses a few high-frequency words to connect ideas.	L	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none">• connect ideas• locate items/ objects	L	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none">• organize ideas• add detail	L	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none">• compare• contrast	L	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none">• express an opinion• emphasize• show cause and effect• express a condition	L	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none">• summarize• introduce examples• conclude• clarify• qualify	L	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none">• justify an opinion• rephrase• suggest a possibility• show change of direction and exception	L
		S		S		S		S		S		S		S		S
		R		R		R		R		R		R		R		R
		W		W		W		W		W		W		W		W

- Note:
- Benchmark assessment can be tracked on Tracking Sheet - Part B by dating and adding initials when the student has achieved most of the indicator(s) in a competency at that level in a variety of social and academic contexts, for each strand (listening, speaking, reading, and writing). Pre-K–K children are assessed on listening and speaking only. Students may work at different proficiency levels in different strands.
 - After completing Part B, the teacher uses professional judgement to determine the English language proficiency level a student is working in for each strand (listening, speaking, reading, and writing) and overall. This is recorded on Tracking Sheet - Part A.
 - Additional notes can support tracking benchmark levels, benchmark assessment (teacher assessment dates where limited student progress is made, annotations from student work samples that support assessment), and/or programming (student language-learning goals, learning supports, subject-area resources). See the Tracking Sheet section on the [Supporting English as an Additional Language Learners](https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/index.html) web page for more information (https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/index.html).
 - 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 programming and instruction. To track additional years, use a new tracking sheet.
 - Using the tracking sheet as part of meeting Alberta Education and Childcare EAL coding and funding requirements includes completing both Part A and Part B. Tracking sheet information may be captured digitally by using the fillable PDF tracking sheet or local student information systems.