**EAL: Elementary CFR Progress Report Student: Reporting Period/Date:**

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| **Entering ( A1.1)** | **Emerging ( A1.2)** | **Beginning ( A2.1)** | **Developing (A2.2)** |
| **Listening**   * Can recognize his/her spoken name. * Can understand basic greetings, farewells, and common expressions of politeness. * Can recognize and understand the words for people around them. * Can understand simple questions which directly concern them (their name, country). * Can understand simple classroom instructions. * Can understand simple information about an object. * Can understand words, names, and numbers previously learned. * Can identify the sound of most letters in context. * Can identify the names of common colours when heard. | **Listening**   * Can understand slow gestured speech. * Can understand numbers, times and other pieces of short information. * Can understand and follow basic instructions modelled for them. * Can recognize basic phrases that denote position and directions. * Can understand some words and expressions when others are talking about themselves, their family or their classroom. * Can understand information about colour and ownership of items. * Can recognize numbers and shapes when spoken (depending on age). * Can understand most of a short story when accompanied by pictures or drawings. | **Listening**   * Can understand when people speak at normal speed on familiar topics. * Can understand clear audio announcements. * Can follow the main idea of audio text. * Can understand the main points of even a relatively long discussion if it concerns a familiar topic. * Can understand the most important information on a television program when visuals support the message. * Can understand many media programs dealing with subjects of interest. * Can understand teacher explanations with visual support. * Can follow small group discussion containing familiar vocabulary. | Listening   * Can understand the main point and the important details of audio recordings. * Can understand the main points of overhead conversation. * Can understand clear and organized classroom talks and presentations,on known topic. * Can understand teacher explanations with visual support. * Can follow classroom talk between two or more native speakers. * Can understand a short film on a familiar topic. * Can understand the main points of stories and other text read aloud in the classroom |
| **Speaking**   * Can provide his/her name and ask others for theirs. * Can point to an object and ask what it is. * Can express a lack of understanding. * Can use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you). * Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace) if the other person speaks slowly and clearly. * Can ask for something when pointing or gesturing supports the request. * Can express how he/she is feeling using simple, standard expressions. * Can name some common objects in familiar environments. | **Speaking**   * Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. * Can answer simple questions using individual words, expressions, or short sentences. * Can indicate time (e.g., day, time of day, month, season). * Can ask and answer questions about the location of a familiar object. * Can make simple needs understood. * Can express how they are feeling and inquire as to how others feel. * Can ask other people their names, where they live, things they own. * Can express and ask about the size and name the colour of familiar objects. * Can meet and take leave of people using appropriate expressions. * Can make introductions of self. * Can ask for assistance with vocabulary. * Can express preferences. * Can provide basic information about familiar things. * Can name the main body parts. | **Speaking**   * Can express common greetings. * Can express common feelings. * Can participate in a short telephone conversation. * Can ask straightforward questions in familiar situations and understand the responses. * Can ask others about what they like to eat or drink. * Can exchange information about everyday matters using simple vocabulary. * Can ask others simple questions concerning their homes or their interests. * Can make and accept apologies. * Can ask for clarification of unknown words and expressions. * Can ask how to express something in another language. * Can indicate personal strengths and weaknesses. * Can describe their home, how to how to get there, * Can describe basic aspects of their daily life. * Can talk briefly about familiar topics. | **Speaking**   * Can ask for a word to be spelled out and can spell out names or words themselves. * Can ask appropriate questions during a conversation to ensure the other person understands them. * Can ask someone to repeat themselves or say something a different way. * Can take part in simple social interactions. * Can ask for information as well as offer simple explanations to others. * Can describe, using simple words, a daily event at home or school. * Can describe, using simple words, their opinion of a situation or event. * Can provide a simple description of a common object or something experienced. * Can express likes and dislikes of familiar topics and can provide briefly tell why. * Can provide some information concerning their culture’s celebrations and special events. * Can say most numbers (including the year). * Can summarize a short story in a simple sequence of events. |
| **Reading**   * Can recognize some words and straightforward sentences in simple texts, if these words have been previously encountered. | **Reading**   * Can understand words and expressions on signs with common language and symbols. * Can recognize previously encountered words and parts of words. * Can recognize short text messages/greetings. * Can understand short text in picture books and illustrated material. * Can read simple, short text, word by word and pick out the main information. * Can identify key words in textbooks. * Can use illustrations to recognize text topic. | **Reading**   * Can follow a set of clear-cut instructions with visual support. * Can understand much of what is written in short, simple familiar/interesting texts. * Can locate important information in simple texts. * Can understand most of what occurs in a well-structured short story and can identify the story’s main characters. | **Reading**   * Can distinguish and understand the important information in everyday visual texts. * Can use everyday reference material. * Can follow instructions for using everyday equipment. * Can understand the main information in short articles and reports on familiar topics. * Can understand the main points in a straightforward personal communication if the topic is familiar. * Can use the alphabet to find particular items in lists. * Can read patterned and predictable text. * Can understand short instructions illustrated through step-by-step visuals. |
| **Writing**   * Can copy or print/write own name. * Can print/write simple words with assistance. * Can copy or print/write labels on familiar objects in a picture or diagram. | **Writing**   * Can print/write very simple informal messages. * Can print/write simple information about themselves . * Can print/write simple descriptions of everyday objects. * Can copy or print/write words being learned in class. * Can fill in gapped text using a word list of familiar words. | **Writing**   * Can print/write, either by hand or electronically, simple notes of greeting, good wishes, appreciation, and thanks. * Can write and respond to an informal invitation. * Can write short sentences expressing wants and preferences. * Can write, with the help of illustrations, an explanation of where they live and how to get there. * Can write simple sentences to describe their surroundings/daily activities/people around them. * Can prepare simple reminders or notes for personal use. * Can write an introduction or conclusion to a story given some assistance. * Can copy dates and facts from short, simple text. * Can label charts, diagrams, and maps. | **Writing**   * Can provide short, simple descriptions of common objects or familiar places. * Can describe an aspect of daily life, an event, or a personal experience very briefly in simple language. * Can exchange useful information with friends in emails or short notes. * Can write a simple letter or thank-you note. * Can tell a simple story. * Can use simple grammatical structures. * Can write straightforward text on familiar topics. * Can use important connecting words to indicate chronological order. * Can devise a timeline for a topic. * Can write a summary sentence of a text’s main ideas. * Can fill in missing facts, names, and subject specific terms in gapped texts. * Can write down key words and phrases during an oral presentation. |

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| **Expanding ( B1.1)** | **Proficient (B1.2)** |
| **Listening:**   * Can understand when people speak at normal speed on familiar topics. * Can understand clear audio announcements. * Can follow the main idea of audio text if the topic is familiar. * Can understand the main points of even a relatively long discussion if it concerns a familiar topic. * Can understand the most important information on a television program with visuals supports. * Can understand many media programs dealing with subjects of interest. * Can understand teacher explanations with visual support. * Can follow small group discussion between two or more native speakers on a familiar topic. | **Listening:**   * Can understand the main point and the important details of audio recordings. * Can understand the main points in a relatively long overheard conversation. * Can understand clear and organized classroom talks and presentations. * Can understand teacher explanations when supported by board and/or textbook illustrations. * Can follow classroom talk between two or more native speakers. * Can understand a short film on a familiar topic. |
| **Speaking:**   * Can have simple telephone conversations with a known audience. * Can explain difficulties to a teacher. * Can express/ask for opinions on familiar subjects. * Can generally sustain a conversational exchange with a peer in the classroom on a familiar topic. * Can repeat what has been said and convey this information to another. * Can offer comments and otherwise contribute in a small group situation. * Can briefly explain and justify her/his points of view, ideas, and plans. * Can describe personal goals and intentions. * Can retell a simple story read /heard in class. * Can describe what is occurring in a film or book, and share a personal opinion about it. | **Speaking:**   * Can indicate that something is causing a problem and also explain why. * Can initiate a conversation and help to keep it going. * Can ask spontaneous questions. * Can participate in relatively lengthy conversations with peers on subjects of common interest. * Can actively participate in group work, expressing opinions and making suggestions. * Can ask questions about vocabulary choices, word order, sentence structure, and language forms. * Can ask questions about text for clarity or information. * Can clearly explain how something is done or used. * Can make announcements using simple words/phrasing. * Can clearly express and explain feelings and opinions. * Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions. * Can provide detailed, practical instructions to explain a familiar process. |
| **Reading:**   * Can identify/understand the important information in simple, clearly drafted print materials. * Can understand the purpose of a website. * Can understand most short instructions with some visual support. * Can understand straightforward letters/messages. * Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. * Can use key words, diagrams, and illustrations to support reading comprehension. | **Reading:**   * Can look at straightforward printed text and identify the topic as well as whether the information contained might be of interest or applicable. * Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied. * Can read and follow directions for experiments and other classroom projects. * Can understand subject specific words. * Can understand most vocabulary in narrative text. * Can distinguish between fictional and factual text. |
| **Writing:**   * Can describe everyday places, objects, or events using complete sentences that are connected to each other. * Can express what has been learned, how it has been learned, and learning goals for the future. * Can write simple, short descriptions of personal experiences without assistance. * Can summarize simple text dealing with familiar subjects. * Can use a writing frame to write short, simple descriptive or expository texts. | **Writing:**   * Can list the advantages/disadvantages of things of personal concern. * Can take notes (or make other representations) when listening. * Can present, in simple sentences, a personal opinion. * Can recount a personal experience. * Can describe objects of interest, explaining the advantages and disadvantages involved. * Can give a brief written description of an experiment, a process, or a concept. * Can write about reactions to class work and experiments in a learning journal. * Can write a short summary of narrative or expository text including audiovisual productions. * Can write short descriptive, narrative, or expository text. * Can write personal letters describing feelings, experiences, and reactions. |

**Adapted from:** “A GUIDE TO USING THE COMMON FRAMEWORK OF REFERENCE (CFR) WITH LEARNERS OF ENGLISH AS AN ADDITIONAL LANGUAGE” – September 2013 – Government of Saskatchewan, Ministry of Education

The complete document is available at: <http://publications.gov.sk.ca/documents/11/82934-A%20Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf>