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

|  |  |  |  |
| --- | --- | --- | --- |
| **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.
 |

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

|  |  |
| --- | --- |
| **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>