Going to Elementary School in British Columbia
How is Elementary School in BC the Same/Different than other Education Systems?
Education Systems

- Overseas and in some of BC
  - Primary School: K, 1, 2, 3, 4, 5, 6
  - Middle/Junior School: 7, 8, 9
  - [Senior] Secondary: 10, 11, 12

- In many areas of BC
  - Elementary: K, 1, 2, 3, 4, 5, 6, 7
  - Secondary: 8, 9, 10, 11, 12
What is the BEST School for my child?

- The school in your neighbourhood
- Everyone goes to school together
Student placement is usually based on age. For the 2013-2014 school year:

<table>
<thead>
<tr>
<th>Year of Birth</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>2007</td>
<td>Grade 1</td>
</tr>
<tr>
<td>2006</td>
<td>Grade 2</td>
</tr>
<tr>
<td>2005</td>
<td>Grade 3</td>
</tr>
<tr>
<td>2004</td>
<td>Grade 4</td>
</tr>
<tr>
<td>2003</td>
<td>Grade 5</td>
</tr>
<tr>
<td>2002</td>
<td>Grade 6</td>
</tr>
<tr>
<td>2001</td>
<td>Grade 7</td>
</tr>
</tbody>
</table>
When can my child move up to the next grade?

- Children move from grade to grade based on age, not ability.

- Children who need more time to learn curriculum still move to the next grade level with other children the same age.

- Teachers are trained to support learning for each child as an individual.

- Resource teachers also provide additional support for students.
How is learning in BC school’s the same/different from schools in other countries?

- Learning takes place in many ways:
  - work done alone
  - group or pair work in class
  - activities completed outside of school-alone or with others
  - field studies/field trips
  - written work
  - oral work
  - hands-on activities
  - play-individually or in groups
Kindergarten

- Full day program
- Focus on play-based learning
  - encourages exploration, discovery and curiosity
  - teaches problem solving skills, social skills
- Learning focus on social skills and basic concepts
Grades 1-3 (Primary)

- Theme based learning using many resources [not just textbooks]
- Building oral language and vocabulary [30-60%]
- Students usually have only one ‘homeroom teacher’
- Focus on personal development in five areas:
  - intellectual
  - physical
  - social
  - artistic
  - emotional
Grades 4-7 (Intermediate)

- Students usually have more than one teacher
- Beginning to use textbooks but not sole information sources
- Greater focus on reading and writing skills
- Oral language and group work still very important
- Students are expected to take responsibility for their own learning and conduct
Why are some students in a class with two grades and others are not?

- There are class size limits in Vancouver, unlike many schools abroad.

- When there are insufficient students to fill a class, students from two grades may be combined to reduce cost to the district (this occurs most frequently in elementary schools).

- Some programs purposely create multiage classes for various educational reasons.

- A combined or split class is made up of students from two grades, with one teacher teaching both curricula.

- Students in combined classes are not held back as the prescribed learning outcomes are grade appropriate for all students.
Please Note

- All classes (single grade and combined grades) have a range of students at varying developmental stages, abilities and skills

  - Teachers recognize and respond to individual student’s needs, interests and abilities (differentiated instruction and learning)
What are the Benefits in a Combined Class?

- Students gain leadership and mentoring skills while developing their confidence (leaders/role models)
- Encourages friendships across grade levels and increases social behaviour
- Encourages and develops a sense of responsibility and positive attitudes
- Allows for a broader range of experiences
Homework

Will my child have homework?
What is the purpose of homework?
How much will there be?

Homework has many purposes including to:
• get ready for new learning the next day
• practise and strengthen understanding of what has been learned
• increase fluency (reading and writing)
• increase vocabulary knowledge
• practise working on tasks both independently and in groups
Homework

Some examples of homework include:

• completing assigned class work
• reading silently or aloud
• watching a specific program on TV/computer or searching the internet to gain more information about a topic under study
• writing tasks
• working with classmates on a project
• gathering information from various sources such as the library, and internet
The Ministry of Education sets limits as to how much homework a child should be assigned each day.

These limits are related to the age of the child.
Will my child receive help with his/her English?

- ALL students are enrolled in grade/age level classes
- IF English language support is needed, it is given as:
  - small group focus work [outside of class]
  - in-class support
  - other variations depending on school/student needs
- Amount of support given varies and depends on individual student needs
- The ELL resource teacher and the classroom teacher will work together to develop an appropriate program for your child
How long will my child need ELL support?

- It may take up to 2 years to learn basic English communication skills.
- It may take many years to become academically proficient in another language.
- It can take up to seven years to learn the language of textbooks.

7 Years
How Do Teachers Determine What Level Of English My Child is at?
## ELL Matrices (Kindergarten – Grade 1) Levels of Progress Toward Language Acquisition

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>School: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS: ___________________________</td>
<td>Date: __________</td>
</tr>
</tbody>
</table>

### LEVEL 1 (Emerging / Beginning)
- **Listening**
  1. understands little English
  2. understanding requires repetition, visual cues, and processing time
  3. begins to follow other students in class routines
  4. limited listening skills

- **Speaking**
  1. may be silent
  2. begins to follow established daily routine with guidance
  3. speaks mostly in home language
  4. relies on body language and visual cues to communicate
  5. responds to repeated/cued questions with gestures or other body language
  6. frequently repeats what others say
  7. requires significant wait time to formulate a minimal response
  8. may not be able to pronounce many English sounds
  9. low voice volume
  10. may not enunciate clearly

### LEVEL 2 (Developing)
- **Listening**
  1. has difficulty understanding classroom lessons
  2. understands simple words and phrases with repetition, wait times and/or visual cues
  3. follows one direction at a time if given slowly and with gestures/cues
  4. developing listening skills

- **Speaking**
  1. responds to routine, common greetings
  2. actively participates in established daily routine
  3. participates in choral speaking
  4. uses a limited vocabulary of functional and concrete words
  5. responds to questions with a few words, after an extended wait time
  6. expresses basic needs
  7. has fragmented speech
  8. pronunciation often interferes with being understood
  9. developing voice volume
  10. enunciation developing

### LEVEL 3 (Expanding)
- **Listening**
  1. understands classroom lessons and discussions with support
  2. understands several simple sentences in a conversation with repetition and some wait time
  3. understands simple directions with repetition and visual cues
  4. listening skills expanding

- **Speaking**
  1. starts to take part in social conversations
  2. begins to participate in structured oral lessons with teacher support, and begins to contribute in discussions
  3. begins to retell stories and recount events, with support
  4. uses a limited vocabulary of functional and commonly used words
  5. asks questions, but has problems with word order
  6. begins to express basic feelings
  7. speech hesitations do not interfere with communication
  8. pronunciation sometimes interferes with being understood
  9. speech contains many grammatical errors
  10. enunciation expanding

### LEVEL 4 (Consolidating)
- **Listening**
  1. understands academic lessons with visual cues and vocabulary support
  2. understands peers' social conversation with minimal wait time
  3. follows a series of directions in a familiar context
  4. is able to listen and add to group discussions

- **Speaking**
  1. engages in social conversation with peers and teachers
  2. participates in class discussion, with teacher guidance
  3. retells stories, recounts events, and composes own stories
  4. begins to use a wider range of vocabulary
  5. begins to ask questions for clarification and understanding
  6. begins to express opinions and ideas
  7. speech hesitations do not interfere with communication
  8. pronunciation rarely interferes with being understood
  9. clear voice volume
  10. clear enunciation
<table>
<thead>
<tr>
<th>LEVEL 1 (Emerging / Beginning)</th>
<th>LEVEL 2 (Developing)</th>
<th>LEVEL 3 (Expanding)</th>
<th>LEVEL 4 (Consolidating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. shows awareness of how books work: front to back sequence, left to right direction of print</td>
<td>1. recites familiar pattern books from memory</td>
<td>1. independently reads and understands very simple pattern books</td>
<td>1. reads and understands a variety of easy books at near grade level</td>
</tr>
<tr>
<td>2. recognizes some alphabet letters and numbers</td>
<td>2. recognizes all alphabet letters</td>
<td>2. recognizes some sound/letter relationships</td>
<td>2. uses phonics to sound out words</td>
</tr>
<tr>
<td>- sings/says the alphabet</td>
<td>- (K) recognizes numbers from 1-__</td>
<td>- begins to sound out words</td>
<td>- recognizes phonetic spelling</td>
</tr>
<tr>
<td>3. relates oral language to print (knows that print language represents meaning)</td>
<td>- (Gr 1) recognizes numbers from 1-__</td>
<td>- recognizes some high frequency words</td>
<td>- spells word families (e.g., cat, hat)</td>
</tr>
<tr>
<td>4. shows awareness of environmental symbols and signs</td>
<td>- matches initial consonant sounds and letters in familiar words</td>
<td>- begins to recognize high frequency words</td>
<td>- begins to use a limited variety of sentences with some errors</td>
</tr>
<tr>
<td>5. actively listens to stories read aloud</td>
<td>- begins to recognize high frequency words</td>
<td>- begins to develop some strategies to assist comprehension</td>
<td>- combines drawing and printing; the meaning is mostly portrayed by the drawings</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. attempts to make letters or letter-like forms</td>
<td>1. begins to write a letter to represent a word based on letter sounds</td>
<td>1. begins to spell words phonetically using more letters to represent each word</td>
<td>1. uses phonetic spelling</td>
</tr>
<tr>
<td>2. copies from a model</td>
<td>2. copies letters, numbers, words or phrases independently</td>
<td>2. spells some high frequency words</td>
<td>2. spells word families (e.g., cat, hat)</td>
</tr>
<tr>
<td>3. relies on drawings or other visuals to convey meaning</td>
<td>3. begins to label own drawings</td>
<td>3. begins to write simple sentences, may have difficulty with word order, omits words or word endings; run-on sentences are common</td>
<td>3. begins to use a limited variety of sentences with some errors</td>
</tr>
<tr>
<td>4. demonstrates awareness of left to right convention when copying</td>
<td>4. combines drawing and printing to create a story; the drawing conveys most of the meaning</td>
<td>4. combines drawing and printing; both support the meaning</td>
<td>4. combines drawing and printing; the meaning is portrayed by the drawings</td>
</tr>
<tr>
<td>5. has few vocabulary words</td>
<td>5. uses limited or repetitious vocabulary</td>
<td>5. may use some specialized vocabulary</td>
<td>5. uses vocabulary that is appropriate to purpose but is sometimes awkward (meaning, style)</td>
</tr>
<tr>
<td></td>
<td>6. begins to be aware of writing conventions (capitalization, punctuation)</td>
<td>6. usually uses sequence to organize writing; frequent use of “and”, “but”, “then”</td>
<td>6. ideas are related, logically connected and sequenced; is generally able to present a main idea with supporting detail</td>
</tr>
<tr>
<td></td>
<td>- begins to put spaces between words</td>
<td>7. begins to develop story elements (plot, character, setting)</td>
<td>7. able to complete writing frames (e.g., letter, story, journal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. demonstrates some editing and proofreading skills (writing checklist)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. makes fewer mechanical errors; the errors seldom detract from meaning</td>
</tr>
</tbody>
</table>
## Matrices (Grades 2 - 7)

<table>
<thead>
<tr>
<th>Level 1 (Emerging / Beginning)</th>
<th>Level 2 (Developing)</th>
<th>Level 3 (Expanding)</th>
<th>Level 4 (Consolidating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understands little English</td>
<td>1. understands simple sentences in a conversation, but requires repetition</td>
<td>1. understands more complex sentences with repetition and rephrasing</td>
<td>1. understands more complex sentences, with minimal support</td>
</tr>
<tr>
<td>2. understanding requires repetition, visual cues, and processing time</td>
<td>2. requires less wait time and repetition before responding</td>
<td>2. takes little wait time to respond</td>
<td>2. rarely takes wait time to respond</td>
</tr>
<tr>
<td>3. begins to follow other students in class routines</td>
<td>3. follows simple directions with prompts and repetition</td>
<td>3. follows a series of directions with prompts</td>
<td>3. successfully follows directions at grade level, most of the time</td>
</tr>
<tr>
<td>4. comprehends parts of lessons that include extensive visual and oral support</td>
<td>4. understands short oral lessons that include visual support</td>
<td>4. understands grade level lessons with support</td>
<td>4. understands content of grade level academic lessons with minimal teacher guidance</td>
</tr>
<tr>
<td>5. limited listening skills</td>
<td>5. developing listening skills</td>
<td>5. expanding listening skills</td>
<td>5. is able to listen and add to group discussions</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Level 1 (Emerging / Beginning)</th>
<th>Level 2 (Developing)</th>
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<th>Level 4 (Consolidating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. begins to name concrete and functional objects</td>
<td>1. vocabulary of functional words is growing</td>
<td>1. uses growing vocabulary with some errors in usage</td>
<td>1. uses social and content specific vocabulary, with support, at grade level</td>
</tr>
<tr>
<td>2. expresses basic needs</td>
<td>2. begins to take part in social conversations and some class lessons</td>
<td>2. participates hesitantly in classroom discussions, with teacher guidance</td>
<td>2. participates hesitantly in social conversations and small group discussions</td>
</tr>
<tr>
<td>3. begins to respond to questions with yes/no, or with one or two words</td>
<td>3. asks and answers simple questions</td>
<td>3. is usually able to ask questions for clarification</td>
<td>3. is able to ask questions for clarification</td>
</tr>
<tr>
<td>4. speaks little or no English</td>
<td>4. speaks hesitantly, rephrasing and searching for words</td>
<td>4. speaks with some hesitations</td>
<td>4. rarely hesitates when speaking</td>
</tr>
<tr>
<td>5. pronunciation interferes with being understood</td>
<td>5. pronunciation can interfere with being understood</td>
<td>5. pronunciation sometimes interferes with meaning</td>
<td>5. occasionally makes pronunciation errors, but they do not interfere with meaning</td>
</tr>
<tr>
<td>6. low voice volume</td>
<td>6. compensates for limited vocabulary by using known vocabulary and/or awkward wording</td>
<td>6. sometimes uses awkward wording</td>
<td>6. rarely uses awkward wording</td>
</tr>
<tr>
<td>7. may not enunciate clearly</td>
<td>7. grammar errors sometimes interfere with communication</td>
<td>7. grammar errors do not interfere with communication</td>
<td>7. clear voice volume</td>
</tr>
<tr>
<td>8. developing voice volume</td>
<td>8. expanding voice volume</td>
<td>8. clear enunciation</td>
<td>8. clear enunciation</td>
</tr>
<tr>
<td>LEVEL 1 (Emerging / Beginning)</td>
<td>LEVEL 2 (Developing)</td>
<td>LEVEL 3 (Expanding)</td>
<td>LEVEL 4 (Consolidating)</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. recognizes letters and numbers</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2. begins to use phonics to sound out simple words</td>
<td>2. oral reading demonstrates use of some decoding skills</td>
<td>2. uses decoding skills and a variety of reading strategies, with teacher guidance</td>
<td>2. with assistance, uses varied reading strategies to aid understanding</td>
</tr>
<tr>
<td>3. begins to recognize a few high-frequency sight words</td>
<td>3. has a growing vocabulary of sight words</td>
<td>3. has acquired basic sight vocabulary for grade level</td>
<td>3. has acquired most grade level sight vocabulary</td>
</tr>
<tr>
<td>4. attempts to read by using pictures to support meaning</td>
<td>4. is beginning to use reading strategies to assist comprehension</td>
<td>4. reads and understands easy fiction</td>
<td>4. reads and understands most fiction at/near grade level, with support</td>
</tr>
<tr>
<td>5. participates in choral reading but has little understanding</td>
<td>5. reads familiar and patterned material</td>
<td>5. reads and understands simple content-area material</td>
<td>5. reads and understands non-fiction near grade level, with support</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. relies on drawings and labels to convey meaning</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2. – can copy alphabet letters or words - can copy pattern sentences</td>
<td>2. writes simple sentences with limited variation in verb tense</td>
<td>2. begins to use a variety of sentence structures appropriate for grade level, with some errors</td>
<td>2. uses a variety of sentence structures, with some errors</td>
</tr>
<tr>
<td>3. begins to use invented spelling based on letter sounds</td>
<td>3. uses conventional spelling for commonly used words</td>
<td>3. is learning to use rules of spelling</td>
<td>3. has learned most of the rules of spelling at/near grade level</td>
</tr>
<tr>
<td>4. uses repetitious and limited vocabulary</td>
<td>4. compensates for limited vocabulary by using circumlocutions</td>
<td>4. uses more varied vocabulary</td>
<td>4. vocabulary is at/near grade level expectation</td>
</tr>
<tr>
<td>5. produces limited output</td>
<td>5. writing exercises require extratime</td>
<td>5. often needs extra time to write tests and assignments</td>
<td>5. rarely needs extended time for written assignments</td>
</tr>
<tr>
<td>6. intended meaning of unsupported writing is often unclear</td>
<td>6. – begins to apply rules of writing and grammar, with many errors - writing contains sentence fragments, run-ons</td>
<td>6. – applies rules of writing and grammar; errors do not detract from meaning - seldom uses awkward wording</td>
<td>6. – applies rules of writing and grammar; errors do not detract from meaning - seldom uses awkward wording</td>
</tr>
<tr>
<td>7. begins to organize and sequence ideas, with teacher guidance</td>
<td>7. can organize and develop ideas with teacher guidance</td>
<td>7. begins to write more clearly with some organization</td>
<td>7. begins to write more clearly with some organization</td>
</tr>
</tbody>
</table>
How do the teachers decide how well my child is learning?

Will my child receive letter grades?

How are the letter grades determined?

- Students receive Progress Reports - 3 times per school year
- Letter grades are not given to everyone in the elementary grades
- No letter grades are given to children in grades K-3
- Letter grades are given to students in grades 4-7
- Some students do not receive letter grades
  - students with weak English skills
  - students with learning needs
Letter grades may be based on many different types of student work:

- classroom participation
- daily class tasks and assignments
- informal quizzes
- formal tests
- student work samples
- projects
- homework
- group work
**REPORT INSERT – ELL (Grades 2-7): Levels of Progress Toward English Language Acquisition (English Version)**

<table>
<thead>
<tr>
<th>Student’s Name: __________________________</th>
<th>School Year: ________</th>
<th>Support</th>
<th>Times per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Resource Teacher: _________________</td>
<td>Grade: ______ Division: ____</td>
<td>ELL Reception</td>
<td>__________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELC (Centre)</td>
<td>__________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Class</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Emerging/Beginning:** Student is starting to learn English (receives extensive help)

**Developing:** Student is beginning to communicate in simple English with frequent grammatical errors (receives a lot of help)

**Expanding:** Student can communicate ideas in English with errors in grammar (receives some help)

**Consolidating:** Student is approaching grade-level proficiency in English (receives some help)

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### Level 1 (Emerging / Beginning)

**Listening**
- 1. understands little English
- 2. understanding requires repetition, visual cues, and extensive processing time
- 3. begins to follow other students in class routines
- 4. comprehends parts of lessons

**Speaking**
- 1. begins to name concrete and functional objects
- 2. expresses basic needs
- 3. begins to respond to questions with yes/no, or with one or two words
- 4. speaks little or no English
- 5. pronunciation interferes with being understood

---

### Level 2 (Developing)

**Listening**
- 1. understands simple sentences in a conversation, but requires repetition
- 2. requires less wait time and repetition before responding
- 3. follows simple directions with prompts and repetition
- 4. understands short oral lessons

**Speaking**
- 1. vocabulary of functional words is growing
- 2. begins to take part in social conversations and some class lessons
- 3. asks and answers simple questions
- 4. speaks hesitantly, rephrasing and searching for words
- 5. pronunciation can interfere with being understood
- 6. compensates for limited vocabulary by using known vocabulary and/or awkward wording
- 7. grammar errors frequently interfere with meaning

---

### Level 3 (Expanding)

**Listening**
- 1. understands more complex sentences with repetition and rephrasing
- 2. takes little wait time to respond
- 3. follows a series of directions with prompts and repetition
- 4. understands grade level lessons with support

**Speaking**
- 1. uses growing vocabulary with some errors in usage
- 2. participates hesitantly in classroom discussions, with teacher guidance
- 3. is usually able to ask questions for clarification
- 4. speaks with some hesitations
- 5. pronunciation sometimes interferes with meaning
- 6. sometimes uses awkward wording
- 7. grammar errors sometimes interfere with meaning

---

### Level 4 (Consolidating)

**Listening**
- 1. understands more complex sentences, with minimal support
- 2. rarely takes wait time to respond
- 3. successfully follows directions at grade level, most of the time
- 4. understands content of grade level academic lessons with minimal teacher guidance

**Speaking**
- 1. uses social and content specific vocabulary, with support, at grade level
- 2. participates hesitantly in social conversations and small group discussions
- 3. is able to ask questions for clarification
- 4. rarely hesitates when speaking
- 5. occasionally makes pronunciation errors, but they do not interfere with meaning
- 6. rarely uses awkward wording
- 7. grammar errors do not interfere with meaning
<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>LEVEL 1 (Emerging / Beginning)</strong></th>
<th><strong>LEVEL 2 (Developing)</strong></th>
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<th><strong>LEVEL 4 (Consolidating)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. recognizes letters and numbers</td>
<td>1. ------</td>
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<tr>
<td></td>
<td>2. begins to use phonics to sound out simple words</td>
<td>2. oral reading demonstrates use of some decoding skills</td>
<td>2. uses decoding skills and a variety of reading strategies, with teacher guidance</td>
<td>2. with assistance, uses varied reading strategies to aid understanding</td>
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<td></td>
<td>3. begins to recognize a few high-frequency sight words</td>
<td>3. has a growing vocabulary of sight words</td>
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<td>3. has acquired most grade level sight vocabulary</td>
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<td></td>
<td>4. attempts to read by using pictures to support meaning</td>
<td>4. is beginning to use reading strategies to assist comprehension</td>
<td>4. reads and understands easy fiction</td>
<td>4. reads and understands most fiction at near grade level, with support</td>
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<td>5. participates in choral reading but has little understanding</td>
<td>5. reads familiar and patterned material</td>
<td>5. reads and understands simple content-area material</td>
<td>5. reads and understand non-fiction near grade level, with support</td>
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<tr>
<td><strong>Writing</strong></td>
<td>1. relies on drawings and labels to convey meaning</td>
<td>1. ------</td>
<td>1. ------</td>
<td>1. ------</td>
</tr>
<tr>
<td></td>
<td>2. - can copy alphabet letters or words</td>
<td>2. writes simple sentences with limited variation in verb tense</td>
<td>2. begins to use a variety of sentence structures appropriate for grade level, with some errors</td>
<td>2. uses a variety of sentence structures, with some errors</td>
</tr>
<tr>
<td></td>
<td>3. begins to use invented spelling based on letter sounds</td>
<td>3. uses conventional spelling for commonly used words</td>
<td>3. is learning to use rules of spelling</td>
<td>3. has learned most of the rules of spelling at near grade level</td>
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<td></td>
<td>4. uses repetitious and limited vocabulary</td>
<td>4. compensates for limited vocabulary</td>
<td>4. uses more varied vocabulary</td>
<td>4. vocabulary is at near grade level expectation</td>
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<tr>
<td></td>
<td>5. produces limited output</td>
<td>5. writing exercises require extra time</td>
<td>5. often needs extra time to write tests and assignments</td>
<td>5. rarely needs extended time for written assignments</td>
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<td></td>
<td>6. intended meaning of unsupported writing is often unclear</td>
<td>6. - begins to apply rules of writing and grammar, with many errors</td>
<td>6. - applies rules of writing and grammar taught in class, with fewer errors</td>
<td>6. applies rules of writing and grammar</td>
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<td>7. writing contains sentence fragments, run-ons</td>
<td>7. sometimes uses awkward wording</td>
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<td>7. begins to organize and sequence ideas, with teacher guidance</td>
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<td><strong>Signature:</strong></td>
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<td>Ell Resource Teacher / Administrator</td>
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<tr>
<td><strong>Additional comments:</strong></td>
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</tbody>
</table>
Areas requiring further attention/development:
- English use in class
- Spelling and punctuation
- Participation in class
- Rules of grammar
- Following written instructions
- Sentence structure and word order
- Proofreading work
- Writing complete sentences

Strategies to improve English, support integration, and build confidence:

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
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</thead>
<tbody>
<tr>
<td>Reading fluency</td>
<td>- Read magazines, books, and other types of printed text</td>
</tr>
<tr>
<td>Oral reading</td>
<td>- Read aloud, retell stories, choral read</td>
</tr>
<tr>
<td>Oral English</td>
<td>- Join school clubs, team sports, community centre activities, speak English to friends</td>
</tr>
<tr>
<td>Study skills</td>
<td>- Set up a consistent time and quiet place to complete homework and to study</td>
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</tbody>
</table>

Additional comments:

Note:
- The fastest gains are often between Level 1 and Level 2.
- Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding.
- It is very common to remain at Levels 3 and 4 for more than one year.

Recommendations:
- Continued ELL support is needed
- No further ELL support is needed at this time

Student: Sample 2-7
Grade 5
Division 5
BCeSIS# 666666

Classroom teacher: Lam
ELL Resource Teacher: J Lam

This English Language Assessment Report (ELAR) accompanies the classroom teacher report.
<table>
<thead>
<tr>
<th>English Level Achieved</th>
<th>Emerging</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
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</thead>
<tbody>
<tr>
<td>ORAL LANGUAGE</td>
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</table>

**ORAL LANGUAGE**
- **Emerging**
  - understands very little English
  - follows other students in class routines
- **Level 1**
  - understands simple words, phrases, and sentences
  - understands parts of simple oral lessons with support
  - communicates basic needs
  - participates in choral speaking
  - responds with yes/no or single word utterances
  - speaks with hesitation
  - can name concrete objects
  - developing a vocabulary of functional words
  - pronunciation can interfere with being understood
- **Level 2**
  - understands simple sentences in a conversation with repetition
  - understands simple short oral lessons
  - follows one direction at a time if given clearly
  - asks and responds to simple questions
  - speaks using short phrases
  - speaks with some hesitation, rephrasing, searching for words
  - uses simple grammar
  - uses limited vocabulary, awkward wording
  - pronunciation sometimes interferes with being understood
- **Level 3**
  - understands more complex sentences in a conversation with some repetition
  - understands most content and academic language with support
  - follows a series of directions with prompts
  - is usually able to ask questions for clarification, with some hesitations
  - retells stories and recounts events with some support
  - participates hesitantly in class discussions with support
  - applies rules of grammar most of the time
  - uses adequate vocabulary
  - pronounces most English words clearly
- **Level 4**
  - communicates effectively in social and classroom settings
  - understands grade level academic content with minimal support
  - successfully follows directions at grade level
  - is able to ask and answer questions for clarification
  - makes longer content-based presentations
  - is able to listen to and add to group discussions
  - uses a variety of grammatical structures
  - uses varied vocabulary appropriate for a given context
  - speaks with near native fluency

**READING**
- **Emerging**
  - recognizes letters and numbers
  - shows an awareness of how books and print work
  - participates in choral reading but has little understanding
  - attempts to read by using pictures to support meaning
- **Level 1**
  - identifies most letters and matches print with corresponding oral sounds
  - uses phonics to sound out simple words
  - recognizes a few high-frequency sight words
  - uses picture clues to predict story events
  - oral reading demonstrates use of some decoding skills
  - has a growing vocabulary of sight words
  - reads a variety of familiar and patterned material
  - uses reading strategies to assist comprehension
- **Level 2**
  - reads and understands fully a variety of 'easy' texts
  - has acquired basic sight vocabulary
  - identifies main ideas and keypoints of text near grade level
  - predicts, evaluates and interprets reading materials with support
- **Level 3**
  - reads and comprehends a variety of texts at/near grade level independently
  - has acquired grade level sight vocabulary
  - reads and draws inferences from text independently
  - predicts, evaluates, and interprets a variety of reading materials with little support
- **Level 4**
  - uses a variety of sentence structures appropriate for grade level
  - has learned the rules of spelling at grade level
  - develops ideas with appropriate transitions
  - uses appropriate writing conventions
  - uses varied and complex vocabulary that is appropriate for the purpose
  - writes multiple organized paragraphs with little support
What can I do to help my child be successful in school?
Continue to Develop and Use Your First/Home Language

We want to encourage you and your family to continue using your first language at home. If students are good readers and writers in their first language, these skills will transfer to reading and writing in English.
Get Involved with your Children’s Education at School
- Go with your children to activities or events at the school
- Attend assemblies
- Encourage after-school activities
- Join the Parent Advisory Committee (PAC)
- Attend teacher Conferences
- Visit the classroom/school
- Volunteer at the school
- Read/have your children read to you their agenda, newsletter, forms, flyers……
- Take an interest in what your children are learning
Ask questions

• Ask your children about their homework or class assignments

• Ask your children to summarize a particular idea or a chapter read in a book

❖ This can be done in your home language
Allow your children to telephone other classmates to discuss homework

Often assignments involve group projects

Invite English speaking friends over to play or do homework
Support Your Children
VISIT THE LIBRARY

- Visit the public library with your children
- Borrow English books and bilingual books
- Participate in the family programs at the public library
- Read e-books online together
TumbleBook Library

➢ Read e-books
Tumblebook Library

Vancouver Public Library

http://www.vpl.ca/electronic_databases/cat/C88

eBooks can be easily downloaded: choose between ePub, Mobipocket, HTML, and simple text formats.

Access Now [opens in new window]

TumbleBook Library
Paid for by VPL

For younger kids
An online collection of talking picture books for children to use by themselves or with an adult. Makes reading a multi-sensory experience with text, animation, music and narration. Also includes books and games in French and Spanish.

Access Now [opens in new window]

TumbleBookCloud
Paid for by VPL

For kids and teens - grades 7 and up
Online collection of YA/Teen novels, classics, poetry, short stories, audiobooks, popular graphic novels, and National Geographic videos. Over 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet connection.

Access Now [opens in new window]

TumbleBookCloud Junior
Paid for by VPL

For kids in grades 3-8
Online collection of eBooks and read-alongs, early reader chapter books, children’s classics, graphic novels, children’s audio books and National Geographic videos. All 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet connection.

Access Now [opens in new window]

VPL to Go
Paid for by VPL

A great selection of popular fiction and non-fiction ebooks (EPUB & PDF) and audiobooks (MP3 & WMA) are available through VPL to Go. Titles can be downloaded to your computer and transferred to a portable device. Check your eReader or player for compatibility.
http://www.vpl.ca/extDB/login.remoteDB?
TumbleBookLibrary

Electronic Resource Authentication

Enter your VPL barcode:  
Enter your PIN:  

Send  Clear

Enter your numbers in the boxes above and click on the Send button.

Expect a short delay while your library card and PIN are verified. Following verification, you should see a confirmation page.

Why Do I Need to Log In?

Due to licensing agreements with our electronic resource providers, you must be a VPL cardholder to use these resources from home.

Login Help

How do I get a library card?

Choose my PIN
NEW to TumbleBooks: If I Were You!!

When Dad puts Daisy to bed, he suggests 'If I were you...I'd go to sleep.' Daisy starts thinking about what things would REALLY be like if she and Dad changed places. She could feed Dad sticky oatmeal while she ate chocolate and dress him all in pink! Dad thinks it would be great not to have to do any cleaning or cooking and visit the zoo instead. But when it comes to saying goodnight, both decide they'd rather sleep in their own bed.
Tumblebooks is also available on Telus tv channel 88 OR in the TV apps menu
Choose Books That Are Appropriate

- Read books at the right level
  (5 finger rule)
Encourage Your Child to Read Everyday

- Read together
  (1st language books as well)

- Read a variety of materials
  (books, magazines, newspapers, graphic novels)

- Have a regular quiet time and place to read
  (no distractions, no music, turn off the t.v.)
At Home

- Have a quiet place in your home where your children can do homework
- Set up a regular schedule “homework time”
- Have a regular “bedtime” at a decent hour every day
T.V. and Computers

- Limit television and computer games
- Allow some in English and some in your home language
- Children should try to watch one show in English several times a week
- Have children summarize/discuss the show they watched (tell what they enjoyed about the show)

- Do NOT allow TV or computer in student’s bedroom
In the Community

- Join activities at the Community Centre that involve English (listening & speaking) (cooking, skating, summer camps, crafts etc.)

- Join group activities (Scouts, Girl Guides, summer camps, soccer, softball ... )
Interact with your Children
- Play together
  (board games, cards, basketball, bicycle, swim, video/computer games etc...)

- Visit places together where children can read, hear and speak English
  (Science World, Aquarium, Space Museum, Community family festivals/programs, Art Gallery etc...)

![Image of children playing]
Learn together

• Read together, have your children read an English book to you

• Practice speaking English to each other
Encourage Your Children
Praise Your Children

Help your children feel good about learning by making them feel good about themselves

Celebrate their successes

Acknowledge their efforts
Be Enthusiastic
Show children that learning is exciting and fun

Motivate children to do well in school

Give the message that homework is not a boring chore
Be a Role Model

Read a Variety of Materials
• books, newspapers, magazines

Learn English
• take some English classes
• practise speaking English together

Pursue a Hobby/Interest
• share your hobbies with your children
• encourage your children to have hobbies of their own
Be Patient

Remember that learning a new language takes TIME
REMEMBER

- It may take up to 2 years to learn basic English communication skills
- It may take many years to become academically proficient in another language
- It can take up to seven years to learn the language of the textbooks
Online Resources:

Tumblebooks: Telus TV channel 88

http://www.vpl.ca/electronic_databases/cat/C88

You will need a Vancouver Public Library card to sign in.
Starfall.com opened in September of 2002 as a free public service to teach children to read with phonics. Our systematic phonics approach, in conjunction with phonemic awareness practice, is perfect for preschool, kindergarten, first grade, second grade, special education, homeschool, and English language development (ELD, ELL, ESL). Starfall is an educational alternative to other entertainment choices for children.

In May of 2009, we released the Starfall Kindergarten Reading and Language Arts Curriculum. Our method of instruction motivates children in an atmosphere of imagination and enthusiasm, provides opportunities for child-directed instruction, and supports English language learners and struggling readers learning alongside their peers. Please visit The Starfall Store for other innovative educational products.
You will need to ask your school librarian for the:

Username:
Password:
Learn English Kids

http://learnenglishkids.britishcouncil.org/en/
Vocabulary Games

http://www.vocabulary.co.il/