



ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – INTERMEDIATE (GRADES 4-7)

Student Name:

Date:

| DESCRIPTOR | Beginning | Developing | Expanding | Consolidating | Bridging |
|----------------------|--|---|--|--|--|
| Snapshot | Student <i>is starting to learn English</i> (receives intensive ELL support). | Student is <i>able to understand varying amounts of everyday English</i> . Student may make frequent grammatical errors and uses limited vocabulary (receives intensive ELL support). | Student <i>can communicate ideas in English</i> but has <i>difficulty with correct grammatical usage in their oral and written language</i> . They need <i>support with content language and vocabulary development</i> (receives some ELL support). | Student has <i>little difficulty communicating their ideas in English</i> . They require <i>support with idiomatic expressions, words with multiple meanings, and abstract academic concepts</i> (receives small amount of ELL support). | Student is <i>approaching grade-level proficiency in English</i> . They may need <i>support with the nuances of language in specific situations</i> [idioms, humour, and content areas unfamiliar to the student] (receives small amount of ELL support) |
| Oral Language | The student can understand and respond to simple statements and questions in familiar situations. | The student can participate in a conversation on everyday topics using simple structures. | The student can participate in a conversation about familiar topics and some academic content. | The student can participate in conversations with some opinions and details on a range of academic topics. | The student can speak fluently and accurately on a wide range of academic topics. |
| Reading | The student can begin to recognize some common words and phrases, and begin to make meaning of text. | The student can begin to use strategies to read and understand simple text and make personal connections to text. | The student can use some strategies to decode unfamiliar words and text and make basic connections to the world from text. | The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning. | The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text. |
| Writing | The student can use or copy a string of simple words and phrases to communicate. | The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate. | The student can use some academic vocabulary with some detail to create simple sentences and short paragraphs. | The student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs. | The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail. |