



Supporting Our  
**ENGLISH AS AN ADDITIONAL  
LANGUAGE LEARNERS**

**February 2026**  
Edmonton Catholic Schools

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# 1. INTRODUCTION

Edmonton Catholic School Division (ECSD) continues to welcome a diverse population of English as an Additional Language (EAL) learners. Approximately **25% of ECSD students** are English language learners, representing a significant and growing portion of our learning community.

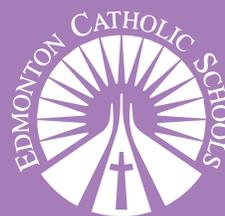
Supporting EAL learners directly aligns with the Division's Priority of **Learning Excellence**. ECSD's work with EAL students advances **Goal L1** by providing learning opportunities that are responsive to student needs and rooted in holis-

tic language development. Through intentional planning, explicit language instruction, and structured supports, EAL learners are supported in accessing curriculum and developing the competencies needed to fulfill their potential.

This work also advances **Goal L2** of meeting the learning needs of EAL students, requiring a collaborative and responsive instructional model which is grounded in accurate assessment, data-informed decision making, and ongoing feedback. Moreover, our focus on professional learning, modeling, and co-planning with teach-



3.1



ers reflects **Goal L3**, building staff capacity to meet the diverse needs of EAL learners and to strengthen instructional practice within ECSD.

Together, these goals ensure that language learning is not left to chance, but is intentionally embedded in classrooms and across disciplines and grade levels in service of student success.

This report provides an overview of EAL provincial requirements, ECSD's approach to EAL programming, data collection practices, and system supports. Our multi-faceted approach ensures language learning is intentional, equitable, and aligned with Alberta Education expectations.

## 2. DEFINING EAL

According to Alberta Education's *English as an Additional Language (K–12)* definitions, EAL learners are students whose home language is other than English and who require additional support to develop English proficiency—**listening, speaking, reading, and writing**—in order to fully access the Alberta K–12 curriculum.

The aim of EAL programming is to support students in becoming proficient in English to achieve curricular outcomes across all subject areas.

The following provincial codes identify EAL learners who require and receive language supports:



301

### Funded Foreign-Born EAL Learner:

A foreign-born student requiring and receiving EAL supports.



302

### Non-Eligible / Not Funded:

Foreign-born EAL student who does not meet criteria for EAL financial supports (international, fee-paying students).



303

### Funded Canadian-Born EAL Learner:

A Canadian-born student requiring and receiving EAL supports.



640

### Refugee Status:

Students with approved refugee status through Immigration, Refugees and Citizenship Canada (IRCC). Refugee claimants become eligible once officially granted Permanent Resident status.

#### Context:

This coding system guides **assessment, programming, and funding**.

## 3. EAL IN ECSD: A SNAPSHOT



The information below offers a snapshot of EAL learner presence across ECSD as of November 2025:

**12,927**

### Total EAL Learners

*Students identified as requiring EAL supports*

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**25%**

### of ECSD Students

*Based on current enrollment data*

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**51,128**

### Total Student Enrollment

*Kindergarten to Grade 12*

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**8,608**

### Exited EAL Learners

*Students who have met advanced benchmark proficiency or have already exhausted the five years of funding*

#### **Top languages spoken:**

*Filipino/Tagalog, Spanish, Ukrainian, Tigrinya, Malayalam*

## EAL Learners by the Numbers

### Provincial EAL Coding in ECSD:

Provincial coding helps identify learner needs and inform appropriate educational supports. All figures below reflect identified **EAL learners in ECSD as of November 2025**.

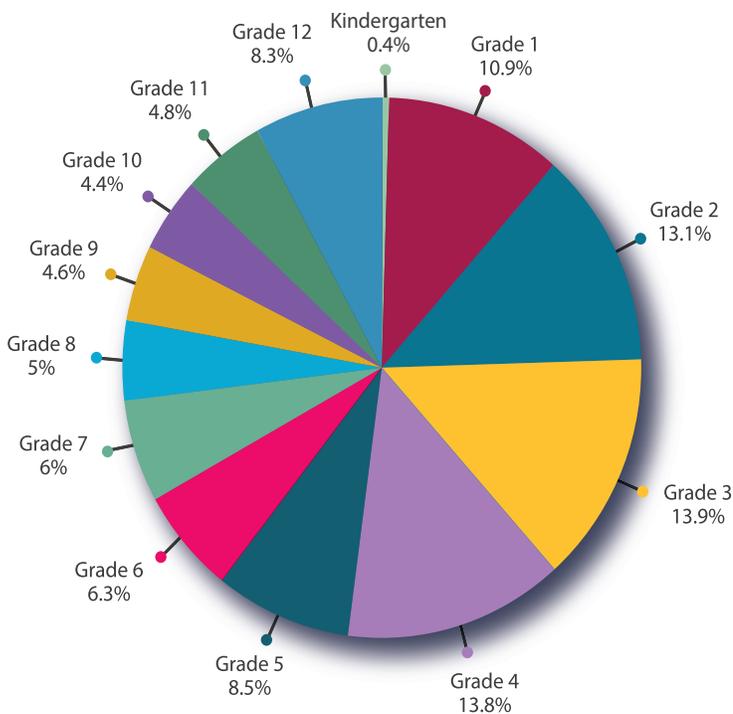
EAL Learners by Provincial Code	301 Foreign-Born	302 International	303 Canadian-Born	640 Refugee
				
Count of Coded EAL learners	6,872	135	4,431	1,489
Percentage of Coded EAL learners	53%	1%	34%	12%
	Funded	Non-Eligible / Not Funded	Funded	Funded

Exited EAL Learners	Flagged KEAL Learners
8,608	945

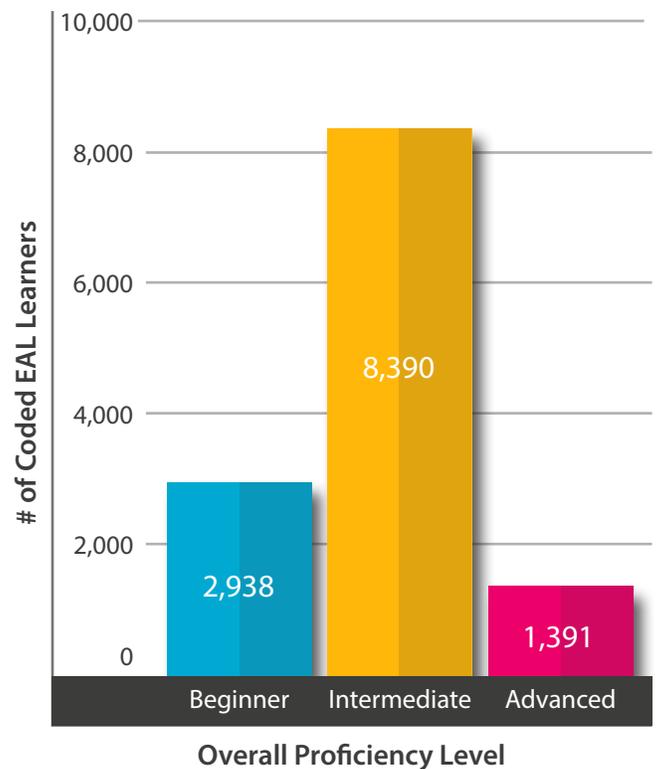
**Exited EAL Learners:** Students who have met advanced benchmark English language proficiency and no longer require EAL programming supports.

**Flagged KEAL Learner:** Kindergarten students identified for English language development monitoring and assessment upon entry into Grade 1.

### Distribution of EAL Learners by Grade:



### Overall Benchmark Proficiency Levels:



## 4. PROVINCIAL REQUIREMENTS FOR EAL LEARNERS

Alberta Education sets out several **non-negotiable requirements** for identifying, supporting, and monitoring the progress of EAL learners. School authorities are required to:

- Assess English proficiency using a tool such as **Benchmarks 2.0**
- Provide appropriate EAL placement and programming, as required
- Monitor language development in **listening, reading, speaking and writing**
- Use data to guide instruction, supports, and funding decisions

### 4.1 Benchmarks 2.0

Benchmarks 2.0 is Alberta Education's newly revised official assessment tool for identifying EAL proficiency levels, informing instruction, setting language-learning goals, determining programming supports, monitoring progress, and communication with families. Edmonton Catholic Schools implemented Benchmarks 2.0 in the **2024–2025 school year**.

This tool is grounded in the understanding that EAL learners require ongoing language instruction to fully access the Alberta curriculum, which is delivered in a language they are still developing. Benchmarks 2.0 emphasizes the importance of **explicit language instruction within subject areas** and recognizes students' home languages and cultural backgrounds as valuable assets that support English language development.

Language development is described as a **continuum**, with each proficiency level representing a distinct stage that builds on previously developed skills. Detailed proficiency descriptors are provided in **Appendix A**.

#### Proficiency Level Descriptions Across Grade Levels:

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Listening & Speaking	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

#### Context:

*This chart shows the progression of EAL proficiency levels across grade groups.*

# 5. ECSD'S INTAKE & ASSESSMENT PROCESS

With the implementation of Alberta Education's EAL Proficiency Benchmarks 2.0, Edmonton Catholic Schools redesigned its intake assessment process to align with current research and best practices in English language development.

Intake assessments are primarily administered through **One World One Center**, which supports students and families who are new to Canada. The EAL Proficiency Benchmarks are used to inform appropriate school-based placement and programming.

When a Canadian-born EAL learner arrives directly at a school, ECSD provides **school-based intake assessment options** to ensure timely identification of language needs and continuity of support.

This process ensures that EAL learners are assessed **consistently, accurately, and with a focus on instructional planning and student success**. Sample intake assessment materials are included in **Appendix B**.



## Key Features of the Redesigned Intake Assessment

- Integrates all four language strands (listening, speaking, reading, writing)
- Is more engaging, age-appropriate, and time-efficient
- Better captures academic vocabulary usage
- Provides students with **voice and choice**
- Includes interactive tasks, such as video-based prompts
- Ensures consistency through standardized administration
- Offers multiple opportunities for students to demonstrate their language skills

The result is a more holistic, accurate, and student-centered intake process, supported by ongoing professional learning designed for school-based assessors.

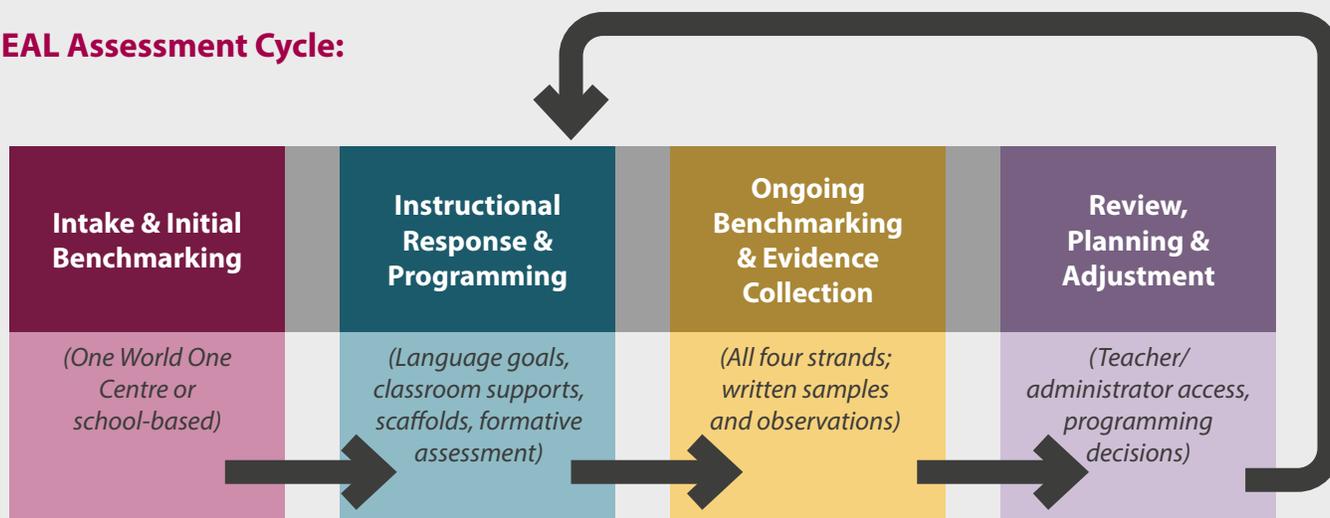
## 6. ANNUAL REPORTING REQUIREMENTS

Following intake, all coded EAL learners participate in an **annual assessment** to determine language growth and ongoing programming needs.

ECSD has streamlined this process to ensure consistency and alignment with Alberta Education expectations.

- Evidence of language development, including annual written language samples, is collected and assessed between **April and June**.
- Students are benchmarked in all four language strands—**listening, speaking, reading, and writing**—across Grade 1–9 (and in designated high school Language Development Credit (LDC) courses, including *Expository English* and *Canadian Studies*). Grade 10–12 EAL learners are assessed according to pathway placement.
- Assessment data is uploaded to the newly designed ECSD Benchmarks 2.0 data collection site and made accessible to teachers and administrators to support instructional planning and programming decisions.

### EAL Assessment Cycle:



To support accurate and standardized annotation, assessors review student writing samples and apply the language of the Benchmarks 2.0 proficiency descriptors to annotate the work. The annotated student writing sample included in **Appendix C** is an example of the type of assessment evidence uploaded to the ECSD Benchmarks 2.0 site. Alberta Education assessment examples, including materials from New LearnAlberta, support assessors in applying benchmark language consistently.

This annual reporting process ensures **system-wide consistency**, transparent tracking of language development and continued alignment with provincial expectations, while maintaining a clear focus on instructional planning and student success.

# 7. INNOVATIVE & STREAMLINED DATA COLLECTION

Three years ago, Learning Services and Technology Services collaboratively redesigned ECSD's EAL data collection system to align with Alberta Education's EAL Proficiency Benchmarks 2.0.

## Purpose of Redesign

- Reduce teacher workload

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- Ensure consistent assessment practices within the Division

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- Generate meaningful, actionable data

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- Meet provincial reporting requirements

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- Enable longitudinal monitoring of English language development

The redesigned ECSD Benchmarks 2.0 site serves as a centralized system for collecting, storing, and accessing EAL assessment data. This system supports both intake and ongoing assessment processes that ensure English language proficiency information is readily available to inform instructional planning and programming decisions at the classroom, school and system levels.

## Key Features of the Redesigned Data Collection System

- Centralized upload of EAL assessment evidence

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- Cumulative tracking of student language development year after year

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- Secure access for teachers, administrators, consultants, and system leaders

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- Enhanced capacity to analyze and filter data which supports equitable programming decisions

By streamlining data collection and access, ECSD ensures that assessment information is not collected for compliance alone, but is actively used to support teaching learning, and student success across the Division. Examples of the ECSD Benchmarks 2.0 data interface and reporting views are included in **Appendix D**.

# 8. CAPTURING THE COMPLEXITY OF EAL LEARNERS

EAL learners from Kindergarten to Grade 12 and beyond arrive at ECSD from around the world, representing a rich diversity of languages, varied prior schooling experiences, and a wide range of English language proficiencies. This diversity enriches our classrooms across the Division while also introducing significant instructional complexities in several ways.

## Complexities Shaping EAL Programming in Classrooms

### Funding

- Provincial funding provides up to five years of EAL support, while research indicates that it can take seven or more years to fully develop academic language proficiency (Lillywhite, 2011)

### Range of Needs

- Classrooms are all-inclusive and large, with teachers supporting students across multiple language proficiency levels alongside a wide range of complex learning needs

### Resources

- Teachers report limited access to resources for supporting students with interrupted or limited formal schooling

### Time

- Time constraints can make it challenging to plan and deliver targeted EAL programming that meets the needs of the wide range of language levels within a single classroom



These realities underscore an important truth: **complexity is not chaos**. Rather, it points to the need for intentional planning, shared tools, and coordinated supports that allow educators to effectively respond to diverse language-learning needs.

# 9. CLASSROOM INSTRUCTIONAL STRATEGIES

To address the instructional complexity of EAL programming in the classroom, ECSD provides teachers with coherent, classroom-ready supports that strengthen planning, teaching, and assessment. These supports are responsive to students' evolving language proficiency and are designed to ensure equitable access to curriculum content across all subject areas.

## 9.1 Planning for Language Development

### Curriculum Crates (K–6)

Elementary *Curriculum Crates*, designed to provide lesson plan exemplars for educators, include a designated section on language considerations aligned with the Benchmarks 2.0 key competency indicators. These considerations support teachers in identifying the **vocabulary, sentence structures, and connections and transitions** that students will need to access lesson content and engage meaningfully in learning tasks. Please see the example below.

Language Considerations	
<b>Vocabulary</b>	List the vocabulary words that students need to know. Think of your Tier 2 and Tier 3 words that need to be explicitly taught.
<b>Sentence Structure</b>	How will students linguistically communicate their learning? What sentence frames can we use to support this?
<b>Connections and Transitions</b>	What are some ways we can help students organize the new information?

### Student Level Organizers

*Student Level Organizers* serve as a monitoring tool to provide K–12 teachers with a snapshot of EAL learners in the classrooms. These organizers help teachers to quickly identify what students are capable of at their proficiency level and to select appropriate instructional scaffolds and accommodations which help them plan effectively for language development.

*Student Level Organizers* are organized around the EAL proficiency continuum and include:

- Proficiency levels across the Benchmarks 2.0 continuum
- “What can the student do?” descriptors that summarize expected language behaviours
- Classroom strategies that support access to instruction and language development

The organizers also include space for teachers to locate individual students along the continuum, supporting responsive planning within mixed-level classrooms. A full Student Level Organizer sample is included in **Appendix E**.

## 9.2 Teaching through Language Supports

### Academic Skills and Procedures Language Supports

With the new curriculum placing greater emphasis on skills and procedures, intentional planning has never been more critical. This teacher resource offers structured language scaffolds that support students at all levels of language proficiency in accessing content, strengthening communication, and advancing English language development.

Use of this resource ensures EAL learners can access skills-heavy curriculum expectations with guidance through questions to ask, prompts, textual clues, and sentences frames. These tools can be used with the whole classroom to ensure every student has an access point within the curriculum. See **Appendix F**.

### Leveraging Accessibility Tools

To support content-area learning, accessibility tools such as Read&Write for Chrome and Immersive Reader are used to provide language scaffolds that support comprehension, vocabulary development, access to lesson content, and active engagement for EAL learners. Examples of how specific features align with beginner, intermediate, and advanced language learners are provided in **Appendix G**.

## 9.3 Assessing Language Development

### Supporting the Assessment of Student Writing

To support the annotation of student writing, EAL consultants developed a guide for teachers for assessing and benchmarking student work. This guide outlines a step-by-step process for reviewing writing samples, identifying language competencies and applying Benchmark indicators which will inform instructional scaffolding and next steps. This resource supports consistent, accurate assessment of student writing while meeting provincial requirements.



# 10. SYSTEM SUPPORTS IN SERVICE OF SCHOOLS

To support consistent, high-quality instruction for EAL learners, ECSD provides system-level supports that strengthen classroom practice, align with provincial expectations and respond to the complexity of EAL programming across K–12 schools.

## 10.1 EAL Consultants

EAL consultants support schools by:

- Frequently visiting schools and school communities to deliver professional learning
- Co-planning and modeling high-impact lessons
- Supporting accommodation based on English language proficiency
- Providing guidance on coding, programming and assessment
- Developing and curating instructional resources to support consistent EAL practices across the Division

Through this work, consultants bridge provincial requirements with classroom realities.

## 10.2 Professional Learning & Capacity Building

To meet the needs of ECSD's growing EAL population, the Division provides ongoing professional learning focused on language development and inclusive instructional practice. Professional learning opportunities include:

- Communities of practice
- Academic vocabulary development in students (K–12)
- Oral language development supports
- SpacesEDU as a tool to document language growth
- Regular EAL Designate callback sessions
- Culturally responsive teaching practices

Professional learning is delivered in collaboration with subject-area curriculum consultants to ensure alignment between curriculum expectations and language development.

## 10.3 English Language Learner Educator (ELLEs)

ELLEs provide targeted, student-centred support that complements classroom instruction for EAL learners. Their work focuses on supporting language development through intentional instruction, responsive scaffolding, and relationship-based support, aligned with the Alberta EAL Benchmark 2.0.

ELLEs:

- Support instructional planning, for individual students or small groups based on English language proficiency, in collaboration with the teacher and EAL Designate

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- Scaffold learning activities and materials to support student access to curriculum content

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- Provide focused language instruction that prioritizes oral language development while supporting reading and writing

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- Adapt instructional strategies using EAL Benchmarks, Universal Design for Learning (UDL), and accessibility tools

---

- Provide flexible classroom support through push-in and pull-out models

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- Collaborate with teachers to align curriculum goals, vocabulary, language expectations and feedback

## 10.4 Division Instructional Resources

ECSD supports teachers in planning and modeling instructional strategies that build oral language as the foundation for language learning while intentionally supporting the development of reading and writing. The EAL Playbook is a Division-developed resource that provides educators with a comprehensive collection of effective practices. The resource includes selected Universal Design for Learning (UDL) strategies that support all learners in the classroom.

Additionally, the EAL SharePoint site contains a myriad of resources to support teachers, EAL designates, and administrators.

# 11. COLLABORATION TO SUPPORT EAL LEARNERS

Supporting EAL learners requires a coordinated, multidisciplinary approach. Given the complexity and diversity of the population, Learning Services collaborates with a range of teams and departments to ensure EAL learners receive holistic and responsive support.

Collaboration includes partnership with:

- Teachers

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- EAL Consultants

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- Curriculum Consultants

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- Intercultural Liaisons

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- Community Engagement Coordinator

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- OneWorld One Centre

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- English Language Learner Educators (ELLEs)

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- School administrators

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- Inclusive Consultants

---

- EAL Designates

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- ... *among others*

Through ongoing collaboration, the EAL team strengthens professional and culturally responsive practices across the Division. For example, intercultural liaisons have contributed to EAL Designate professional learning by sharing personal perspectives that support greater cultural competence. The team also works closely with One World One Centre to support professional learning, train new assessors, and incorporate feedback related to intake assessments.

This collaborative approach ensures alignment across instructional, cultural and community-based supports in service of EAL learners.



# 12. TOP 5 ADVOCACY PRIORITIES FOR STRENGTHENING EAL PROGRAMMING IN ALBERTA

## 1. Mandatory EAL Preparation in Teacher Education

Beginning teachers enter linguistically diverse classrooms often without prior EAL training. At minimum, one required EAL course in post-secondary teacher education is essential to ensure readiness, inclusive practice, and shared responsibility for language development across all grades and subject areas.

## 2. Sustained Professional Learning & EAL Expertise

Effective EAL instruction depends on ongoing, job-embedded professional learning—not isolated workshops. Dedicated funding is needed for sustained PD, access to EAL specialists, and the recruitment and retention of specialized EAL roles (e.g., ELLEs) to build system-wide capacity.

## 3. Funding Models That Reflect the True Cost of EAL Programming

Funding must support the professional learning, expertise, and instructional supports required to deliver effective EAL programming—not solely student enrolment numbers. This includes continued FULL funding for fourth and fifth year students who can successfully complete high school with some additional time to master content and language.

## 4. Standardized Provincial Direction for Inclusive EAL Programming

The province must clearly affirm mixed-model EAL programming as the standard. Research shows that EAL learners develop language most effectively in inclusive, language-rich classrooms, supported by temporary, targeted interventions when needed. Long-term segregated EAL classrooms undermine equity and do not improve outcomes.

## 5. Alignment of EAL Policy, Funding and Accountability

Clear provincial guidelines, adequate funding and accountability mechanisms must work together to ensure consistent EAL service delivery across jurisdictions. Alignment is essential so EAL learners can access curriculum, achieve academic success, and experience equitable outcomes across Alberta.

## 13. CONCLUSION

Edmonton Catholic Schools remains committed to ensuring that every English as an Additional Language learner is positioned for success through intentional programming, responsive instructional supports, and high-quality assessment practices. Our system-wide approach—rooted in Benchmarks 2.0, streamlined data collection, targeted professional learning, and cross-departmental collaboration—ensures that language learning is not left to chance but is purposefully embedded in classrooms across the Division.

By strengthening language supports, we advance the Division-wide goal of Excellence in Learning: students receive instruction that is rigorous, accessible, and tailored to their linguistic and academic needs; teachers are equipped with the tools, strategies, and coaching required to support multilingual learners; and schools are supported with coherent processes that ensure consistency and equity.

As our EAL population continues to grow, ECSD's commitment to excellence means continuing to build capacity, refine practice, and ensure that every learner—regardless of language background—can fully access the curriculum, develop their God-given potential, and experience a deep sense of belonging in our schools. Through this collective effort, we embody Learning Excellence in action: responsive, data-informed, faith-filled, and focused on helping all students thrive.

# 14. APPENDICES

## Appendix A: Alberta Education's Benchmark 2.0 Language Proficiency Progression

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

## Appendix B: Newly Designed EAL Intake Assessment for One World One Centre



CGI Animated Short Film HD "Last Shot" by Aemilia Widodo / CGMeetup.  
(2016, July 28)  
<https://www.youtube.com/watch?v=TYCFxvU-Lzg>

**Comments:**

**Assessment Date:**

**Student Name:**

ABA:

Grade:

School:

Assessor's Name:

**Benchmark Proficiency Level**

Listening:

Speaking:

Reading:

Writing:



### Grade 4-6 Elementary Intake Assessment: Listening, Speaking, Writing, and Reading

Level	Listening	Speaking	Observations (Point) Give an indication of what the student said
<b>A</b>	<b>Show me....</b> <input type="checkbox"/> The camera. <input type="checkbox"/> The garbage can.	<b>Prompt:</b> <ul style="list-style-type: none"> <li>Tell me one thing from the video.</li> </ul>	
<b>B</b>	<b>Ask....</b> <input type="checkbox"/> Show me something that is green. <input type="checkbox"/> Does this video make you feel happy, sad, or mad?	<b>Prompts:</b> <ul style="list-style-type: none"> <li>What is the girl holding?</li> <li>What colour is the garbage can?</li> </ul>	
<b>1</b>	<b>Ask....</b> <input type="checkbox"/> Show me what it looks like to feel sad. <input type="checkbox"/> What do you see in the photo (3 things)?	<b>Prompts:</b> <ul style="list-style-type: none"> <li>What is the girl thinking?</li> <li>Is the girl happy or sad?</li> </ul>	
<b>2</b> Student must start answering in complete sentences. You may need to prompt them to do this.	<b>Ask....</b> <input type="checkbox"/> Sometimes we feel happy and sometimes we feel sad. If we share our feelings, then we can help people understand us better. How is the girl feeling in this picture? <input type="checkbox"/> Can you demonstrate how to use a camera from the video?	<b>Prompts:</b> <ul style="list-style-type: none"> <li>If the girl were to talk to her camera and say goodbye, what might she say?</li> <li>How might the camera respond?</li> </ul>	



Developed by: ECSD's English as an Additional Language Department (November 2023)

## Appendix C: Example of an Annotated Student Writing Sample

Student Name: XXXXX	
Date: May 1, 2024	ASN: XXXXX
School: XXXXX	Grade Number: 7
Assessor's Name: XXXXX	Overall Proficiency: 3

**Global warming** is a **serious threat** to the **citizens** of today's world. There are various **harmful** effects of Global warming. **In order to** reduce the Global warming several methods are being introduced.

**First**, We have to use public traffic, or walking, or riding bicycle. **For example** someone has a car, but he was going somewhere **nearby** his house. I think he should have to walk, or ride a bike. But when someone has to go to far places, he should use public traffic like bus, **subway**, and taxi.

**Second**, we have to **reduce, reuse, and recycle**. We Recycling is a good **way** to reuse the warming of mother earth. It helps keep the environment clean & **ecofriendly**. We have to reduce plastic **bags**, reuse water bottles and recycle plastic, metal, bottle, etc.

**Finally**, the **impact** of consumerism is ought to be reduced as the negative points are it is dangerous to our planet.

**Now** you know about my reasons to stop Global Warming. As good citizens we should try our best to **conserve mother earth** for all.

**Vocabulary:** subject specific words (Global warming, reduce, reuse, recycle), descriptive words (serious threat, harmful, nearby), academic (impact), multiple meanings (ways) 3

**Sentence Structure:** writes simple and familiar compound sentence types in structured written paragraphs 3

**Connections and Transitions:** Sequencing & organizing (First, second, finally), conclusion (now) 3

The colour-coded highlights draw attention to the required areas of assessment.

## Appendix D: Images of the Newly Designed EAL Benchmark Site

### Student Intake Information

	Intake Details	Intake Notes
Name		
Grant Code	Intake Personnel	
Birth Country	Intake Date	
Birth Date [mm,ff,yyyy]	Intake Status	
Language(s) First: Home:	Family Information	
	Student Intake Information PDF	
	<a href="#" style="color: orange; text-decoration: none;">Open in New Tab</a>	

### Programming and Assessment Information

	Proficiency Levels	Notes																																																																								
Name																																																																										
EAL or Refugee Year	<b>Listening 3</b> <ul style="list-style-type: none"> <li>opportunities to understand and use language in small groups (think-pair-share)</li> <li>sentence frames for sentence variation</li> </ul>	Benchmark Assessment Evidence <a href="#" style="color: orange; text-decoration: none;">Open in New Tab</a>																																																																								
Grant Code																																																																										
Grade	<b>Speaking 3</b> <ul style="list-style-type: none"> <li>opportunities to understand and use language in small groups (think-pair-share)</li> <li>sentence frames for sentence variation</li> </ul>	Benchmark Summary Information PDF <a href="#" style="color: orange; text-decoration: none;">Open in New Tab</a>																																																																								
Teacher																																																																										
Status	<b>Reading 4</b> <ul style="list-style-type: none"> <li>small group discussion</li> <li>graphic organizers</li> </ul>	 <table border="1" style="font-size: 8px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th></th> <th>Emerging Literacy</th> <th>Emerging Literacy</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Pre-K-K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 1</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 2-3</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 4-5</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 7-8</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 10-12</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="background-color: #00a651; color: white; text-align: center;">Beginner</td> <td colspan="3" style="background-color: #ffc107; color: white; text-align: center;">Intermediate</td> <td colspan="3" style="background-color: #dc3545; color: white; text-align: center;">Advanced</td> </tr> </tbody> </table>		Emerging Literacy	Emerging Literacy	1	2	3	4	5	6	Pre-K-K									Grade 1	A	B	C	D	E				Grade 2-3	A	B	C	D	E				Grade 4-5	A	B	C	D	E				Grade 7-8	A	B	C	D	E				Grade 10-12	A	B	C	D	E					Beginner		Intermediate			Advanced		
	Emerging Literacy		Emerging Literacy	1	2	3	4	5	6																																																																	
Pre-K-K																																																																										
Grade 1	A	B	C	D	E																																																																					
Grade 2-3	A	B	C	D	E																																																																					
Grade 4-5	A	B	C	D	E																																																																					
Grade 7-8	A	B	C	D	E																																																																					
Grade 10-12	A	B	C	D	E																																																																					
	Beginner		Intermediate			Advanced																																																																				
Benchmark Created Date	<b>Writing 3</b> <ul style="list-style-type: none"> <li>opportunities to understand and use language in small groups (think-pair-share)</li> <li>graphic organizers</li> <li>explicit interaction of language forms and functions in content areas</li> </ul>																																																																									
Date Approved																																																																										
<b>Overall Intermediate</b>																																																																										

### My Students

Filter for overall proficiency levels, individual strands, and for each level.

-- All Grades --

-- All EAL Codes --

-- All EAL Years --

Search for Students

-- All Overall Proficiency Levels --

-- All Strands --

-- All Proficiency Levels --

[Clear Filters](#)

School	Name (Last, First, Middle)	AKA Name (Last, First)	ECS#	ASN	EAL Code	Grade	EAL or Refugee Year	One World?	Proficiency Level	Intake Status	Programming Status	View
					301	7	2			Submitted		
					301	7	5			Submitted		
					303	8	5			Submitted		
					301	8	1		Intermediate	Submitted	Approved	
					301	8	3			Submitted		
					303	8	4			Submitted		
					301	8	2			Submitted		
					301	8	3			Submitted		
					301	8	2			Submitted		

Click to view intake page and programming information

# Appendix E: Student Level Organizer Sample

## Student Level Organizer – Grades 10–12

Emergent A	Emergent B	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>What can the student do?</b>							
<p>Understands and uses words in isolation including</p> <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> <p>Understands and uses words in one- to three- word utterances that convey meaning.</p> <p>Understands the word <i>and</i> to connect ideas.</p> <p>Connects two- to three- words.</p> <p><i>May rely on home language(s).</i></p>	<p>Understands and uses a few high-frequency words, including</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> <p>Understands and uses words connected in fragmented phrases and memorized phrases.</p> <p>Understands and uses a few high-frequency words to connect ideas.</p> <p><i>May rely on home language(s).</i></p>	<p>Understands and uses some high-frequency words, including</p> <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul> <p>Understands and uses familiar phrases and substitution of words in simple patterned sentences.</p> <p>Understands and uses some high-frequency connector words and markers (time, place) to</p> <ul style="list-style-type: none"> <li>• connect ideas</li> <li>• locate items/ objects</li> </ul>	<p>Understands and uses more high-frequency words and a few low-frequency words, including</p> <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul> <p>Understands and uses familiar simple sentences in statement, command, and question sentence structures.</p> <p>Understands and uses more high-frequency connector words, markers (sequence), and phrases to</p> <ul style="list-style-type: none"> <li>• organize ideas</li> <li>• add detail</li> </ul>	<p>Understands and uses some low-frequency words, including</p> <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul> <p>Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.</p> <p>Understands and uses some low-frequency connector and transition words and phrases to</p> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	<p>Understands and uses more low-frequency words, including</p> <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul> <p>Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.</p> <p>Understands and uses more low-frequency connector and transition words and phrases to</p> <ul style="list-style-type: none"> <li>• express an opinion</li> <li>• emphasize</li> <li>• show cause and effect</li> <li>• express a condition</li> </ul>	<p>Understands and uses a range of words, including</p> <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul> <p>Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.</p> <p>Understands and uses a range of connector and transition words and phrases to</p> <ul style="list-style-type: none"> <li>• summarize</li> <li>• introduce examples</li> <li>• conclude</li> <li>• clarify</li> <li>• qualify</li> </ul>	<p>Understands and uses a broad range of words in a variety of cross-curricular contexts, including</p> <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul> <p>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.</p> <p>Understands and uses a broad range of connector and transition words and phrases to</p> <ul style="list-style-type: none"> <li>• justify an opinion</li> <li>• rephrase</li> <li>• suggest a possibility</li> <li>• show                             <ul style="list-style-type: none"> <li>- change of direction</li> <li>- exception</li> </ul> </li> </ul>
<b>Students</b>							
<b>Classroom Strategies</b>							
<ul style="list-style-type: none"> <li>• Physical modeling</li> <li>• Visual and realia</li> <li>• Alphabet arc and sound walls</li> <li>• Pre-teaching vocabulary with visuals</li> <li>• Wait time</li> <li>• Use of home language</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence frames</li> <li>• Explicit vocabulary instruction</li> <li>• Work bank</li> <li>• Translation tools</li> <li>• Visual schedule</li> <li>• Decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Levelled texts</li> <li>• Visual word walls</li> <li>• Build background knowledge</li> <li>• Personal dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Abridged/Exemplar texts</li> <li>• Anchor charts</li> <li>• Assistive technology</li> <li>• Graphic organizers</li> <li>• Sentence frames</li> <li>• Visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts</li> <li>• Assistive technology</li> <li>• Concept maps</li> <li>• Exemplar texts</li> <li>• Graphic organizers</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Graphic organizers</li> <li>• Concept maps</li> <li>• Theasuri</li> <li>• Dictionaries</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology</li> <li>• Concept maps</li> <li>• Dictionaries</li> <li>• Exemplar texts (essay template, science lab)</li> <li>• Explicit instruction of language forms and functions in content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology</li> <li>• Dictionaries</li> <li>• Exemplar texts (essay template, science lab)</li> <li>• Explicit vocabulary learning tools</li> <li>• Graphic organizers</li> <li>• Thesauri</li> </ul>



Developed by: ECSD's English as an Additional Language Department

## Appendix F: Components of the Academic Skills and Procedures Document

### Analyze

Definition	To examine something by breaking it down into its parts, in order to understand or explain it.		
	Beginner	Intermediate	Advanced
Questions to Ask	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>Who is the author or creator?</li> </ul>	<ul style="list-style-type: none"> <li>What are the key details or elements?</li> <li>How is the text organized?</li> </ul>	<ul style="list-style-type: none"> <li>Why is this important?</li> </ul>
Textual Clues	<ul style="list-style-type: none"> <li>Place</li> <li>Group</li> <li>Because</li> </ul>	<ul style="list-style-type: none"> <li>Support</li> <li>Important</li> <li>Argue</li> </ul>	<ul style="list-style-type: none"> <li>Interpret</li> <li>Evaluate</li> <li>Examine</li> <li>Critique</li> </ul>
Sentence Frames	<ul style="list-style-type: none"> <li>The main idea is _____.</li> <li>This is true because _____.</li> </ul>	<ul style="list-style-type: none"> <li>_____ supports the idea that _____.</li> <li>Some important factors to consider are _____, _____, and _____.</li> </ul>	<ul style="list-style-type: none"> <li>We can classify _____ according to _____, specifically, _____.</li> <li>By examining _____, it become evident that _____.</li> </ul>
Connections & Transitions	<ul style="list-style-type: none"> <li>For example</li> <li>Or</li> <li>But</li> <li>Now</li> <li>Too</li> </ul>	<ul style="list-style-type: none"> <li>Firstly</li> <li>Infact</li> <li>Connect to</li> <li>However</li> <li>Because of</li> </ul>	<ul style="list-style-type: none"> <li>Importantly</li> <li>Specifically</li> <li>Significantly</li> <li>Initially</li> </ul>
Tools	See Think Wonder Timeline	What makes you say that? Groups describe label	Connect extend challenge

### Identify

Definition	To correctly name, select, recognize, or locate an idea or concept.		
	Beginner	Intermediate	Advanced
Questions to Ask	<ul style="list-style-type: none"> <li>Who?</li> <li>What?</li> <li>When?</li> <li>Where</li> </ul>	<ul style="list-style-type: none"> <li>What is an example of _____?</li> <li>Describe _____ using details.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the information, what would be a solution?</li> </ul>
Textual Clues	<ul style="list-style-type: none"> <li>Point</li> <li>Name</li> <li>Show</li> </ul>	<ul style="list-style-type: none"> <li>Label</li> <li>Features</li> <li>Traits</li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Specify</li> <li>Attributes</li> <li>Characteristics</li> </ul>
Sentence Frames	<ul style="list-style-type: none"> <li>This is a _____.</li> <li>I see a _____.</li> </ul>	<ul style="list-style-type: none"> <li>This is related to _____ because.</li> <li>One key feature of _____ is _____.</li> </ul>	<ul style="list-style-type: none"> <li>_____ can be identified by its resemblance to _____ specifically through its _____.</li> <li>To illustrate the relationship between _____ and _____, it has been determined that _____.</li> </ul>
Connections & Transitions	<ul style="list-style-type: none"> <li>And</li> <li>Then</li> </ul>	<ul style="list-style-type: none"> <li>Also</li> <li>When</li> <li>For example</li> <li>Such as</li> </ul>	<ul style="list-style-type: none"> <li>Specifically</li> <li>To illustrate</li> <li>For instance</li> <li>Namely</li> </ul>
Tools	PWIM T Chart	Cause and effect Concept map	Timeline Word maps

## Appendix G: Alignment of Read&Write Features with EAL Proficiency Levels

Beginner		Intermediate		Advanced	
Beginner language learners: <ul style="list-style-type: none"> <li>• Have limited vocabulary</li> <li>• Use patterned sentence structures</li> <li>• Rely heavily on visual supports</li> <li>• Rely heavily on first language</li> <li>• Need scaffolding for repetition</li> </ul>		Intermediate language learners: <ul style="list-style-type: none"> <li>• Are growing their vocabulary and ability to form simple and complex sentences</li> <li>• Are beginning to understand and use academic language</li> <li>• Need support with grammar</li> </ul>		Advanced language learners: <ul style="list-style-type: none"> <li>• Are developing academic language</li> <li>• Write a variety of sentence types, including simple, complex, and compound sentences</li> <li>• May need support refining languages for clarity and accuracy</li> </ul>	
Features to Consider		Features to Consider		Features to Consider	
	<b>Translation:</b> provides first language vocabulary support		<b>Word Prediction:</b> assists with word choice and elaboration (can support with spelling and sentence formation)		<b>Dictionary:</b> provides basic and advanced definitions (can be speech enabled)
	<b>Picture Dictionary:</b> provides an image to match a word or idea and links to the talking dictionary		<b>Vocabulary List:</b> builds a list with words chosen by the student or teacher, including pictures, definition and a column for notes		<b>Check-it:</b> proof-reading tool that checks for spelling, grammar, and word errors
	<b>Text to Speech:</b> provides speech for digital text in Google Docs, PDFs, webpages		<b>Web Search:</b> provides access to Google searches/multimedia sources for better comprehension	The strategies and feature suggestions in this guide are intended as <b>general recommendations</b> to slowly build your EAL learner's skills in using this tool. Every EAL learner is unique and may present individual strengths, challenges and needs. Teachers should use professional judgment and adapt these suggestions to best support each student's learning context.	
	<b>Talk and Type:</b> turns the spoken word into text by dictating into a microphone				