

LANGUAGE LEARNER PROFILE											
STUDENT NAME:		LOCATION:		CURRENT PROGRAM:			LANGUAGE STUDY PER WEEK: (MINUTES)				
LANGUAGE PROGRAM HISTORY		LANGUAGE BACKGROUND UPON ENTRY TO THE PROGRAM			CURRENT USE OF THE ADDITIONAL (TARGET) LANGUAGE		CULTURE AND IDENTITY		GENERAL CFR LEVEL		
Current age, grade, or university year	Previous language study e.g., preschool, bilingual, after school, high school	Student was born in...	Home language is mostly...	Student's dominant language now...	Informal Situations e.g., with family, friends, relatives; in the community; for emails or social media; for clubs, hobbies, etc	Language Study or Special Program e.g., school program, after-school program, language club, online learning, or other program.	Target language is Student's Heritage Language	Other Heritage	October Initial Level	June Year End	

Language Assessment: What the student can do using the target language: _____

	A1.1 Language Beginner	A1.2 Basic Conversational Language User (Familiar Topics)	A2.1 Intermediate Language User (Familiar and Unfamiliar Topics)	A2.2 Independent Language User	B1.1 Basic Academic Language User
LISTENING	I can: <ul style="list-style-type: none"> Recognize the numbers 1-20. Recognize letters of the alphabet or writing system. Follow one-step classroom instructions. Listen for and point to familiar, isolated words in the target language. Categorize a small number of familiar items. Follow single step routine instructions by observing others. Demonstrate comprehension of a simple story or event by using pictures, numbers, or sentence strips. Show like/dislike with gestures (e.g., thumbs up, thumbs down, nod or shake head). Identify basic opposites by matching (black-white, big-small, long-short). 	I can: <ul style="list-style-type: none"> Follow single step routine instructions (e.g., echo-acting routine, musical chairs, follow the leader) Listen for and point to simple words, such as title, date, time, and location of an event. Recognize the numbers 1-100. Understand simple directions. Point to locations on a map when prompted. Understand phone number(s), calendar dates, time of day, basic prices. Categorize known vocabulary (e.g., food, plants, animals, colours, numbers, transportation). Demonstrate comprehension of a simple story read out loud by ordering events (e.g., using pictures, numbers, sentence strips). Point to words from a list to complete unfinished sentences on familiar topics. 	I can: <ul style="list-style-type: none"> Follow straightforward familiar instructions. Show comprehension of basic schedules, significant dates, or headlines in the daily news. Understand the main information in messages if people speak very clearly. Recognize numbers beyond 100. Recall descriptive words and some subject-specific vocabulary (e.g., using true-false, match, or cloze exercises). Demonstrate comprehension of an oral reading or presentation by ordering events (e.g, jot notes, timeline, graphic organizer). 	I can: <ul style="list-style-type: none"> Understand short stories when told clearly and slowly. Follow discussions, brief presentations on a known topic (e.g., highlights of a familiar book or movie). Recall a sequence of events from a video clip, film or live performance using sketch notes, a storyboard or descriptive paragraph. Listen to a presentation (e.g., class talk, video, or guest speaker) and identify relevant information in a class handout on the topic. Follow directions for participation in games, class projects, or surveys. 	I can: <ul style="list-style-type: none"> Understand teacher explanations supported with illustrations. Understand most instructions. Listen for and identify most relevant, concrete facts (e.g., highlighting, underlining) Sequence ideas and information presented within a known context (e.g., subject area presentation). Use key words, tables, charts, graphs, diagrams, and illustrations to help me understand what I am reading. Decide whether what is heard is fact or fiction, important or trivial. Follow directions for participation in classroom projects, surveys, interviews, or demonstrations.

SPEAKING	I can:	I can:	I can:	I can:	I can:
	<ul style="list-style-type: none"> ○ Identify the numbers 1-20 orally. ○ Identify the letters of the alphabet or writing system. ○ Answer simple Yes-No questions at school. ○ Make introductions, share greetings or well-wishes with others. ○ Sing songs learned with my class. ○ Ask and answer basic questions that are part of a daily routine at school (e.g., day, month, weather colour of my clothes) ○ Give information about myself (e.g. name, grade, age, phone number, address, family members, hobbies) 	<ul style="list-style-type: none"> ○ Use simple words to describe something. ○ Ask and answer simple questions about what I like and don't like. ○ Ask for or provide basic directions to a familiar location. ○ State phone number(s), calendar dates, time of day, basic prices. ○ Convey immediate needs and ask for assistance. ○ Carry on a basic conversation (e.g., greetings, 2-3 questions, responses, and farewell). ○ Respond to questions about a short, simple text using phrases or sentences taken from the text. ○ Repeat and use grammatical structures that have been modelled in the classroom (e.g., simple sentences on familiar topics). ○ Orally categorize vocabulary on familiar topics (e.g., matching exercise, close exercise, yes-no game) 	<ul style="list-style-type: none"> ○ Share basic information about a topic I know well orally. ○ Use others' speech as a support or model for responses. ○ Ask a series of questions about an unknown topic of study (e.g., 5 W's) ○ Ask questions or state basic facts about something that has occurred or will occur (school event, weather forecast, community festival, family event) ○ Use simple sentences to state an opinion and justify it (I like/don't like... because..., I usually go to/ and not to...because...). ○ Use grammatical structures learned in class when speaking about familiar topics (expect frequent mistakes with verb tenses, pronouns, declensions). 	<ul style="list-style-type: none"> ○ Share information about my free time, family time, or time spent with friends. ○ Share, in the target language, some of the highlights of a book, movie, or current event. ○ Experiment with vocabulary used to debate a viewpoint. ○ Talk about personal feelings or emotions in the target language. ○ Communicate with basic fluency and accuracy about daily events, familiar topics, and personal interests. ○ Experiment with grammatical structures* learned in class to speak about unfamiliar topics (some errors; full fluency and accuracy not expected at this stage). <p style="font-size: small;">*forms, cues, conventions</p>	<ul style="list-style-type: none"> ○ Use language skills fluently and accurately to give a presentation about a familiar topic. ○ Speak fluently with other students about a topic of common interest (e.g., food, music, sports, movies). ○ Keep a conversation going by using various strategies (e.g., cognates, talking around a topic, asking questions, seeking clarification). ○ Briefly describe, in the target language, the main details of a book, movie, or event (e.g., concert, sports event). ○ Use basic debating skills to argue for or against a viewpoint. ○ Share details about past events or plans for the future. ○ Deliver a brief research report on an unfamiliar topic.

Student's Listening & Speaking Progress	Comments - Initial Assessment (October)	Comments - Final Assessment (June)
Year:		
Year:		
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READING	I can: <ul style="list-style-type: none"> ○ Read a basic greeting or welcome message (e.g., Happy Birthday, Get Well Soon, Welcome to School) ○ Recognize simple words and straightforward sentences in very basic texts if I have seen them before. ○ Understand short and simple instructions if I have seen them before in a similar form. ○ Recognize and read my own name, age, and one or two other details (e.g., location, phone number, grade). ○ Read a short repetitive or cumulative story. ○ Read words to a song that I know. ○ Match simple words and pictures on familiar topics studied in school. ○ Read and understand short sentences which we have practiced in class. 	I can: <ul style="list-style-type: none"> ○ Read a simple story orally or silently. ○ Find information in simple texts. ○ Read phone numbers, dates, time of day, or prices. ○ Read a short poem, dialogue, text message, email, or postcard. ○ Attempt to read and determine the meaning of an unfamiliar word used in a familiar context. ○ Locate basic information in posters, messages, or announcements (e.g., library hours, daily schedule, calendar of events) ○ Pick out the main idea in a short, simple text that contains pictures or symbols. ○ Use a word list or class dictionary to search out the meaning of new words. ○ Identify whether an event has taken place in the past, present, or future by studying verbs and action words. ○ Read and categorize names of people, places, and objects that are related to familiar topics. ○ Identify basic words and expressions on signs, particularly when symbols are also used. ○ Read and understand vocabulary used in the context of familiar topics (e.g., community helpers, transportation, seasons, activities). 	I can: <ul style="list-style-type: none"> ○ Find the most important information in ads, posters, newsletters, or brochures. ○ Conduct a simple online search for information on a familiar topic (e.g., weather report, event announcement). ○ Use a dictionary (print or online) to search out the meaning of new words. ○ Understand several simple paragraphs on a familiar topic, when accompanied by pictures or diagrams. ○ Use context, pictures, graphics, or symbols to guess the meaning of unfamiliar words about a familiar topic. ○ Read and understand the order of events in a simple text written about a past, present, or future event. ○ Recognize and identify parts of speech, prefixes, and suffixes that I have already learned. ○ Identify familiar names (e.g., sports events, players, performers, important people or places) within simple texts. ○ Read the names of foods in a recipe, supermarket flyer, or on a menu. ○ Understand basic information about a season or festival if accompanied by pictures or diagrams. 	I can: <ul style="list-style-type: none"> ○ Understand the main points in a short, illustrated story from a newspaper, text, ad, or brochure (e.g. store flyer, concert or movie information). ○ Read and follow a set of clear instructions (e.g., simple craft project, recipe) that include pictures or diagrams. ○ Understand short readings on subject-specific topics (e.g., brief biography about a hero or leader; an article about cultural art; healthy foods), that include diagrams or pictures. ○ Read and understand most of a short story and identify the story's main characters. ○ Identify important information in a school handout or newsletter. ○ Locate basic information on a required topic (e.g, region of Canada, weather, performing group) in print or online. ○ Read brief subject-specific texts on familiar topics, accompanied by pictures or diagrams. 	I can: <ul style="list-style-type: none"> ○ Follow printed instructions for classroom activities (art project, science experiment). ○ Use print or online reference material to support learning (e.g., phone book, catalogue, Google search, Wikipedia). ○ Understand the main points in personal communication (e.g., letter, invitation, email message) about a known topic or event. ○ Read and understand printed text that uses familiar sentence patterns and vocabulary. ○ Understand the main points in short articles and reports on topics of personal interest. ○ Scan print or online material to determine whether the information is interesting or useful to me. ○ Understand school readings that contain subject specific vocabulary and some pictures or diagrams. ○ Determine whether a piece of writing has been written to inform, to entertain, or persuade.
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Student's Reading & Writing Progress	Comments - Initial Assessment (October)	Comments - Final Assessment (June)
Year:		
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References:

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For more information, contact the chart developer:

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