



## Reporting Your Child's English Language Proficiency (K-12)

1. The ELL Language Proficiency course or ELL Language Proficiency Kindergarten course on your child's report card tells you about your child's English skills.

Teachers report English skills in **English Language Proficiency levels** written as "**LP level**". English language proficiency levels tell you **how much** English your child **knows** and **how well** your child **can use** that English.

**LP1** = beginner

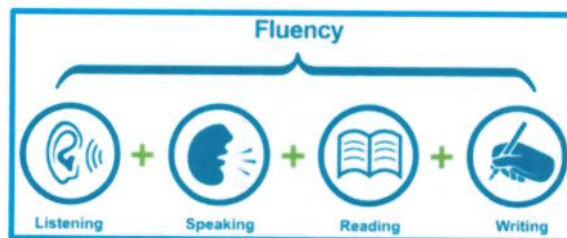
**LP2** = high beginner

**LP3** = intermediate

**LP4** = high intermediate

**LP5** = advanced

2. Teachers grade your child's Listening, Speaking, Reading, Writing, and Overall English skills using the Alberta K-12 ESL Proficiency Benchmarks.



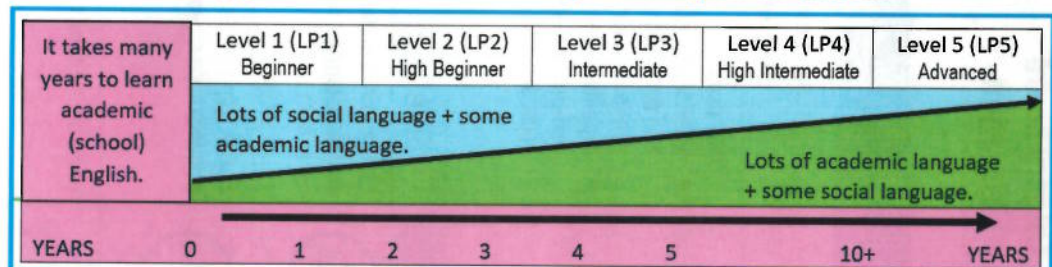
3. LP levels can go down (↓) when your child moves up (↑) a grade group called a "Division".

When your child moves up (↑) to a new Division:

- ↑ language demands
- ↑ complex English language skills
- ↑ challenging course content



4. It takes many years to learn academic English or English for school.





| English Language Learning (ELL) Language Proficiency Levels: General Descriptions             |                                                                                                                                                                                         |                                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | LP Level 1<br>Beginner                                                                                                                                                                  | LP Level 2<br>High Beginner                                                                                                                                                                                | LP Level 3<br>Intermediate                                                                                                                                                                    | LP Level 4<br>High Intermediate                                                                                                                                                      | LP Level 5<br>Advanced                                                                                                                                                                               |
|                                                                                               | <b>Your child:</b> <ul style="list-style-type: none"> <li>uses first language and culture for communication.</li> <li>repeats words to participate in some class activities.</li> </ul> | <b>Your child:</b> <ul style="list-style-type: none"> <li>sometimes uses first language and culture for communication.</li> <li>uses words and phrases to participate in some class activities.</li> </ul> | <b>Your child:</b> <ul style="list-style-type: none"> <li>uses English to participate in most class activities.</li> <li>uses English language more often socially and for school.</li> </ul> | <b>Your child:</b> <ul style="list-style-type: none"> <li>Uses English to participate in class activities.</li> <li>is developing independence with the English language.</li> </ul> | <b>Your child:</b> <ul style="list-style-type: none"> <li>is approaching English similar to English speaking classmates.</li> <li>completes assignments using academic or school English.</li> </ul> |
| <b>Your child is learning to:</b>                                                             |                                                                                                                                                                                         |                                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                      |
|  Listening | Listen to and understand short, repeated, familiar social and classroom talk.                                                                                                           | Listen to and understand repeated, familiar social and classroom talk.                                                                                                                                     | Listen to and understand main ideas from most social and some classroom interactions.                                                                                                         | Listen to and understand main ideas from social and most classroom interactions.                                                                                                     | Listen to and understand most speakers in many different social and academic situations.                                                                                                             |
|  Speaking | Speak using single words or simple groups of words.                                                                                                                                     | Speak using simple connected sentences.                                                                                                                                                                    | Speak clearly on familiar topics.                                                                                                                                                             | Speak using a range of correct words when talking about many subject areas.                                                                                                          | Speak fluently and change speech to fit the situation.                                                                                                                                               |
|  Reading | Read and understand words.                                                                                                                                                              | Read and retell information from simple sentences.                                                                                                                                                         | Read to understand new words and phrases and understand main ideas and details of many kinds of paragraphs.                                                                                   | Read and understand more difficult stories and information with practice and support.                                                                                                | Read material with additional time to understand unfamiliar vocabulary and gaps in cultural knowledge.                                                                                               |
|  Writing | Write simple words and complete sentence patterns with help.                                                                                                                            | Write simple words and simple sentences with help.                                                                                                                                                         | Write short stories and paragraphs on a variety of topics with help.                                                                                                                          | Write longer stories and information on a variety of topics.                                                                                                                         | Write correctly on many different topics, with some grammatical errors.                                                                                                                              |