

Vocabulary Inventory

Specify (with a checkmark) whether the student's responses reflect **productive (P)** or **receptive (R)** language skills.

Colours					
	P	R		P	R
Red			Blue		
Green			White		
Orange			Black		
Yellow			Brown		

Classroom Objects					
	P	R		P	R
Markers			Computer		
Ruler			Books		
Paper			Pencil		
Scissors			Backpack		
			Chair		
			Glue		
			Eraser		
			Crayons		

Clothing					
	P	R		P	R
Shirt			T-shirt		
Socks			Runners		
Dress			Snow Pants		
Pants			Boots		
			Shorts		
			Toque		
			Winter Jacket		
			Mittens		

Foods					
	P	R		P	R
Bread			Cheese		
Fish			Eggs		
Chicken			Milk		
Pizza			Butter		
Banana			Apple		
			Sandwich		
			Noodles		
			Soup/Stew		
			Rice		
			Corn		

Body Parts					
	P	R		P	R
1. Eyes			2. Nose		
4. Neck			5. Elbow		
7. Leg			8. Teeth		
10. Hair			11. Ear		
			3. Lips		
			6. Feet		
			9. Fingers/Hand		
			12. Head/Cheek		

Verbs					
	P	R		P	R
Jumping			Sitting		
Eating			Sliding		
Laughing			Throwing		
Crying			Writing		
			Kicking		
			Sleeping		
			Reading		
			Washing		

Signs and Currency					
	P	R		P	R
Walk			Caution		
Pedestrian			Stop		
Nickel			Dime		
Loonie			Toonie		
			Washroom/Bathroom		
			Bus Stop		
			Quarter		
			Debit Card		

Basic Shapes					
	P	R		P	R
Rectangle			Triangle		
Circle			Star		
Octagon			Square		
Oval			Box		

Numbers					
	P	R		P	R
8			3		
15			1		
4			10		
13			18		
34			5		
			50		
			0		
			6		
			9		
			2		
			20		
			25		
			90		
			7		
			100		

Letters					
	P	R		P	R
a			r		
n			p		
o			b		
h			s		
j			e		
w			a		
			c		
			t		
			u		
			g		
			m		
			g		
			k		
			f		
			d		
			l		
			i		
			q		
			x		
			z		
			y		
			q		
			v		

Listening and Speaking Inventory

Student Responses

Scribe the student's responses below.

Listening Inventory

Based on the student’s responses to questions, instructions, or extended dialogue, determine the student’s **listening stage** using the following listening indicators.

Listening (check one)

- Stage 1
 - Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

- Stage 2
 - Demonstrates an understanding of the gist of a series of connected sentences during the intake process—may be supported with visual aids

- Stage 3
 - Demonstrates an understanding of main points and details of age/grade-appropriate dialogue during the intake process

Based on this data, the student’s **listening skills** are at Stage _____.

Record this stage on the [Summary of EAL Stage Indicators](#).

Speaking Inventory

On a sheet of paper, scribe the student's responses.

Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **speaking stage** using the following speaking indicators.

Speaking (check one)

- Stage 1
 - Mimics pronunciation of words and short phrases
 - Uses words and short phrases
 - Engages in simple and short classroom or social interactions using words or phrases
 - Responds using very simple social interaction patterns (question-answer, greeting-response)
 - Expresses simple personal responses (one- or two-word statements)

- Stage 2
 - Pronounces most English sounds accurately
 - Uses simple sentences independently
 - Manages simple routine interactions
 - Asks for repetition or clarification when necessary
 - Initiates interactions, and responds using simple social interaction patterns (request-acceptance/refusal)
 - Expresses a personal response to a variety of situations

- Stage 3
 - Uses consistently clear and comprehensible pronunciation, intonation, and stress patterns
 - Manages longer and more complex social and classroom interactions with ease
 - Combines simple social interaction patterns to perform a variety of transactions and interactions (e.g., invitation-acceptance/refusal with explanation)
 - Shares thoughts, ideas, and opinions of self and ideas of others

Based on this data, the student's **speaking skills** are at Stage _____.

Record this stage on the [Summary of EAL Stage Indicators](#).

Reading Inventory

Based on the student's response to questions, instructions, or extended dialogue, determine the student's **reading stage** using the following reading indicators.

Reading (check one)

- Stage 1
 - Uses some elements of the sound-symbol system to decode text
 - Recognizes a developing bank of sight words
 - Reads and demonstrates an understanding of short, simple sentences on familiar topics
 - Uses simple reading and comprehension strategies (e.g., visuals, rereading, word-attack strategies)

- Stage 2
 - Reads and demonstrates an understanding of near grade-level text and a series of connected simple sentences on a familiar topic
 - Retells and discusses main ideas and details of text and reactions to text
 - Recognizes and uses a range of simple text forms (e.g., fiction, non-fiction)
 - Uses some reading and comprehension strategies (e.g., sequencing to retell a story, connecting to self and text, using contextual clues, using text features, questioning, visualizing, predicting)

- Stage 3
 - Reads and demonstrates an understanding of grade-level content-area and academic vocabulary
 - Reads and demonstrates an understanding of grade-level text
 - Answers who, what, when, where, and why questions
 - Summarizes main ideas and details, in own words
 - Makes logical inferences based on chosen text
 - Reads text from a variety of classroom, academic, or social contexts
 - Uses reading strategies independently

Based on this data, the student's **reading skills** are at Stage _____.

Record this stage on the [Summary of EAL Stage Indicators](#).

Writing Inventory

Response to Pictures

Write about these pictures.









Open Writing Sample

Write.

Prompt the student to write about their conversation during the Listening and Speaking Inventory.

Other ideas:

- Write about your family.
- Write about Canada or your home country.
- Write about your favourite thing to do.

Writing in the Student's Home Language

Write in your home or first language.

Language: _____

Ideas:

- Write about your family.
- Write about Canada or your home country.
- Write about your favourite thing to do.

It is not expected that the assessor will understand the writing in the student's home language, but the assessor can observe the student during the writing to determine the following:

- What is the student's thought process before, during, and after writing?
- How fluent is the student's writing?
- Does the student's writing reflect the following?
 - consistency in conventions of print
 - vocabulary use
 - sentence structure
 - interrelated ideas
 - language conventions

Writing Inventory

On a sheet of paper, scribe the student’s responses.

Based on the student’s responses to questions, instructions, or extended dialogue, determine the student’s **writing stage** using the following writing indicators.

Writing: Four Soccer Pictures (check one)

- Stage 1
 - Labels photos and identify some nouns and verbs
 - Writes a short phrase or sentence using some age-/grade-appropriate writing conventions
 - Requires extensive modelling or guidance

- Stage 2
 - Writes a simple text of several interrelated ideas with occasional errors

- Stage 3
 - Produces an extended series of interrelated ideas to create an age-/grade-appropriate text

Comments on Writing from Student’s Home Language

Based on this data, the student’s **writing skills** are at Stage _____.

Record this stage on the [Summary of EAL Stage Indicators](#).