

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		

Clothing					
	P	R		P	R
Shirt			T-shirt		
Socks			Runners		
Dress			Hoodie/ Sweatshirt		
Pants			Boots		
			Shorts		
			Toque		
			Sunglasses		
			Mittens		

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

Prepositions					
	P	R		P	R
In			Next to		
In front of			On		
Between			Near		
			Behind		
			Under		
			Far		

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		

Classroom Objects					
	P	R		P	R
Scissors			Laptop computer		
Ruler			Books		
Paper			Pencil		
Lockers			Backpack		
			Chair		
			Coloured Pencils		
			Eraser		
			Pen		

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

Verbs					
	P	R		P	R
Jumping			Washing		
Walking			Eating		
Laughing			Writing		
Sleeping			Running		
			Driving		
			Cycling		
			Talking		
			Reading		

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

Alphabet					
	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 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)	
<input type="checkbox"/> Stage 1	<input type="checkbox"/> Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia
<input type="checkbox"/> Stage 2	<input type="checkbox"/> Demonstrates an understanding of the gist of a series of connected sentences within the interview and the assessment process; may be supported with visual aids
<input type="checkbox"/> Stage 3	<input type="checkbox"/> Demonstrates an understanding of essential information and details of age/grade-appropriate dialogue
<input type="checkbox"/> Stage 4	<input type="checkbox"/> Demonstrates an understanding of main points with supporting details of age/grade-appropriate dialogue
<input type="checkbox"/> Stage 5	<input type="checkbox"/> Demonstrates an understanding of main points and details of age/grade-appropriate extended dialogue

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
 - Engages in short classroom or social interactions using simple 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
 - Knows and uses a developing repertoire of vocabulary and phrases
 - Expresses meaning spontaneously
 - Uses simple sentences independently
 - Manages simple routine interactions
 - Expresses a personal response to a variety of situations

- Stage 3
 - Uses basic intonation, vowel timing, and phrasing patterns
 - Pronounces words and sentences with some accuracy, errors, and self-corrections
 - Expresses opinions
 - Manages long and complex interactions with some ease

- Stage 4
 - Knows and uses an expanded repertoire of words and phrases
 - Elaborates on thoughts and ideas
 - Manages long and complex interactions effectively and with ease
 - Uses clear and comprehensible pronunciation
 - Conveys age-appropriate meanings through intonation and stress in words and sentences

- Stage 5
 - Elaborates on thoughts and ideas in a coherent and effective manner
 - Manages long and complex interactions effectively and with ease, with a wide variety of words and phrases, at grade level, seldom needing repetition or clarification
 - Uses consistently clear and comprehensible pronunciation and intonation, although some accent may be retained
 - Uses a wide repertoire of words and phrases
 - Uses idiomatic language effectively

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 simple 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)
 - Retells and discusses the main idea of text

- Stage 2
 - Reads and demonstrates an understanding of a series of connected sentences on familiar topics
 - Retells and discusses main ideas and details of text and discusses reactions to text
 - May use common reading and comprehension strategies with support

- Stage 3
 - Reads and demonstrates an understanding of a simple content-area and academic vocabulary
 - Answers who, what, when, where, and why questions
 - Summarizes main ideas and details, in own words
 - Makes logical inferences based on chosen text
 - 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)

- Stage 4
 - Demonstrates an understanding of main ideas and supporting details in responding to near grade-level texts
 - Reads and demonstrates an understanding of content-area and academic vocabulary of near grade-level texts
 - Reads text from a variety of classroom, academic, or social contexts
 - Uses discourse features such as interpretation and evaluation (e.g., because) and cause-and-effect (e.g., if, then) relationships
 - Responds, demonstrates, independently interprets, and evaluates chosen text
 - Responds to texts with near grade-level complexity

- Stage 5
 - Reads and responds to complex grade-level texts
 - Uses a variety of discourse features in a range of grade-level texts (e.g., "however" and "although" for contrast)
 - Selects and justifies the use of a variety of reading and comprehension strategies

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.









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 identifies some nouns and verbs
 - Writes a phrase or short sentence
 - Requires extensive modelling or guidance

- Stage 2
 - Writes a simple text of several interrelated ideas using some age-/grade-appropriate writing conventions

- Stage 3
 - Produces a text containing series of interrelated ideas on a familiar topic with occasional errors

- Stage 4
 - Organizes a coherent and effective extended text using all writing conventions with occasional errors

- Stage 5
 - Creates a coherent, effective, and complex extended text of several paragraphs, appropriate to grade-level expectations
 - Uses academic vocabulary, consistent verb tense, prepositions, transitions, and sentence complexity

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](#).