

Reporting



Some helpful
comments from the
ESL Scales

Oral Interaction,
Reading and
Responding and
Writing.



Comments from the ESL Scales

Beginning Reading and Responding: Level One

Level 1: Oral

I am working at **Level 1** in Oral Interaction (Spoken English for school use).

Students at Level 1 communicate using some gestures and a small number of English words. They show an understanding of simple everyday vocabulary.

This means I can:

- listen and understand some words the teacher uses.
- watch and copy actions of other students to gain understanding.
- show listening behaviours (concentrate, pay attention,)
- exchange greetings and farewells.
- use common courtesies, "please, thank you, excuse me."
- follow simple instructions (supported with gestures.)
- express basic needs (can ask to go to the toilet, ask for equipment,)
- pronounce some English words correctly.
- use intonation to show different meanings, such as "no", "no?", "no!"
- understand tone of teacher's voice, such as; "well done!", "oh dear", "Don't do that!"



Beginning Level 1: Reading and Responding.

I am working at **Beginning Level 1** Reading & Responding

Students at this level show are interested in gaining meaning from pictures and simple written English.

This means I can:

- read my own name.
- hold the book and turn pages correctly.
- know the difference between pictures and writing.
- join in group reading.
- concentrate during reading lessons.
- choose books to "read".
- show an interest in books.
- ask for a story to be read.
- show understanding of sequence of events through pictures.

Beginning Level 1: Writing

I am working at **Beginning Level 1** Writing

Students at this level can communicate messages using symbols and pictures. Their writing is like spoken English:

This means I can:

- copy words and letters to make messages.
- copy my name.
- copy text from left to right.
- leave spaces between words.
- hold pencils correctly.
- talk about my writing.
- copy words and symbols in my classroom..



Beginning Reading and Responding:Level 2

Level 1: Oral Interaction

I am working at **Level 1** in Oral Interaction (Spoken English for school use).

Students at Level 1 communicate using some gestures and a small number of English words. They show an understanding of simple everyday vocabulary.

This means I can:

- listen and understand some words the teacher uses.
- watch and copy actions of other students to gain understanding.
- show listening behaviours (concentrate, pay attention,)
- exchange greetings and farewells.
- use common courtesies, such as; "please, thank you, excuse me."
- follow simple instructions (supported with gestures).
- express basic needs (can ask to go to the toilet, ask for equipment).
- pronounce some English words correctly.
- use intonation to show different meanings; "no", "no?", "no!"
- understand tone of teacher's voice, such as: "well done!", "oh dear", "Don't do that!"



Beginning Level 2: Reading and Responding.

I am working at **Beginning Level 2** Reading & Responding.

Students at this level understand pictures and simple texts read aloud in class and smaller ESL group:

This means I can:

- complete simple reading activities.
- talk simply and give opinions about well known stories.
- sequence a simple story using pictures.
- read some environmental print.
- recognise the beginning and end of the story from the structure.
- follow text with my finger as teacher reads.
- recognise some simple words from charts.
- relate some letter names to the sounds they make.
- follow text with my finger as teacher reads.
- relate some letter names to the sounds they make.
- put pictures in the right order to tell a story.
- read some known words in new contexts.
- read words and signs in my world eg McDonalds Stop
- model intonation on the teacher's intonation

Beginning Level 2: Writing

I am working at **Beginning level 2** Writing.

Students at this level communicate ideas using pictures and copied writing or attempts own writing.

This means I can:

- contribute words and ideas to a group story.
- draw pictures that retell a story.
- choose a topic to write about.
- use the terms writing and drawing correctly.
- copy a short text correctly.
- write phrases and words using well known words eg "go to school", "go home".
- label my pictures
- write my own ideas on a topic in one or two short sentences.
- leave spaces between words.
- copy words from charts in room
- try to spell new words.
- copy words and phrases correctly.
- write my own name.
- reread my own writing.
- complete simple repetitive modelled sentences
- reread own writing
- size writing correctly
- leave spaces between words.



Beginning Level 3: Reading and Responding

Level 1: Oral Interaction

I am working at **Level 1** in Oral Interaction (Spoken English for school use).

Students at **Level 1** communicate using some gestures and a small number of English words. They show an understanding of simple everyday vocabulary.

This means I can:

- listen and understand some words the teacher uses
- watch and copy actions of other students to gain understanding
- show listening behaviours (concentrate, pay attention)
- exchange greetings and farewells
- use common courtesies, "please, thank you, excuse me."
- follow simple instructions (supported with gestures)
- express basic needs (can ask to go to the toilet, ask for equipment)
- pronounce some English words correctly
- use intonation to show different meanings; "no", "no?", "no!"
- understand the tone of teacher's voice, such as; "well done!", "oh dear", "Don't do that."



Beginning Level 3: Reading and Responding.

I am working at **Beginning Level 3** Reading & Responding.

Students at this level use developing English skills to read and understand simple well known texts.

This means I can:

- understand that full stops and question marks break up text
- match spoken words to written words
- read well known phrases on sight
- follow the text with my finger
- use phonics to sound out words
- find words in lists to use in my writing
- read my own written sentences to a teacher
- choose interesting books to read
- retell a simple story read in class
- retell a simple story
- read back my own writing to the teacher
- read simple texts in class
- know that full stops and question marks break up the text when I read
- track under the words as I read
- read new words by using the sounds that English letters make
- understand the meaning of the text at a simple level
- answer simple questions about the text
- identify features in a story that have personal appeal

Beginning Level 3: Writing

I am working at **Beginning Level 3** Writing

Students at this level write their own ideas in several short sentences using simple well known vocabulary and basic sentence structure.

This means I can:

- write simple sentences about me and my world
- write sentences that make sense
- use simple joining words like "and" & "then" & "but"
- use full stops and capital letters in my own writing
- use letter sounds to try to spell new words
- write some words by myself
- use a computer to publish my work
- use words and ideas I have got from texts we've read in class
- my sentences make sense
- write a recount with a beginning, middle and an end
- write my own ideas on a given topic
- join some sentences with 'and'
- check my work when I am finished
- use some correct grammar but still need the teacher's help



Comments from the ESL Scales

Level 1: Oral Interaction

Students at this level use some gestures and a small number of English words. They show an understanding of simple everyday vocabulary.

This means the student can:

- listen and understand some words the teacher uses.
- watch and copy actions of other students to gain understanding.
- show listening behaviour (concentrate, pay attention).
- exchange greetings and farewells.
- Use common courtesies 'please', 'thank you', 'excuse me'.
- follow simple instructions (supported with gestures).
- express basic needs (can ask to go to the toilet, ask for equipment).
- pronounce some English words correctly.
- use intonation to show different meanings such as 'no', 'no?', 'no!'
- understand tone of teacher's voice such as 'well done!', 'oh dear', 'don't do that!'
- participate in group learning activities such as shared stories, rhymes
- use some intonation to emphasise meaning
- participate in classroom discourse
- exhibit listening behaviour
- use acceptable social formula to interact
- use new words learnt



Level 1: Reading and Responding

Students at this level use common sight words to help them understand short, simple texts that they have read in school.

This means the student can:

- follow a text while it is being read.
- read a small number of sight words about school or home.
- sequence a story using pictures.
- do short reading activities using simple factual texts or stories.
- read simple sentences about topics I know well.
- know and use the sounds of the letters of the English alphabet.
- know where sentences begin and end.
- ask for pronunciation of a new word.

Level 1: Writing

Students at this level write and copy simple, short messages using language they have practiced.

This means the student can:

- copy short texts (labels, signs, instructions and sentences).
- label pictures with words learnt in class.
- complete modelled sentences (My name is...I come from... I like to...).
- write lists of common words.
- write left to right across page and leaves spaces between words.
- find words on charts in room or in dictionaries.
- punctuate using capitals and full stops.
- try to spell new words using letter sounds.
- check copied work for accuracy.
- expect writing as part of school learning
- writing words attempting own sounding of words
- find words needed for own writing from environmental print



Level 2: Oral Interaction:

Comments from the ESL Scales

Students at this level participate in class and in conversations using short simple English sentences that have been learnt.

This means I can:

- follow simple, one step instructions.
- understand some simple words when I hear them eg colours.
- understand and answer some questions.
- use correct body language when I answer eg. nod for yes, smile when greeted.
- use simple describing words eg a big, blue bus.
- copy the speech of my teacher and friends.
- be understood by my teacher and friends.
- use new words to make up my own sentences.
- begin a conversation with a teacher or friend.
- use English in most of the class activities.
- ask for help when I need it.
- pronounce many words correctly.
- use key words to understand instructions.
- talk to the teacher about things I need.
- understand most of the teacher's instructions.
- Identify single items of information from pictures
- make simple requests or express basic needs
- Show understanding of past, present and future tense



Level 2: Reading and Responding

Students at this level can read, and understand, short texts on well known topics. They are beginning to be aware of the differences between narratives and factual texts. This means I can:

- recognise and respond to common signs, brand names, advertisements etc.
- read back my own writing to a friend or teacher.
- identify the difference between factual and fictional books.
- follow dialogue in a text that is read aloud to me and I can follow changes through words such as 'said' and 'asked'.
- pronounce most words correctly when I read.
- find words in dictionaries and class lists.
- follow the meaning of the story as it is read to me.
- make predictions about what will happen in the story next.
- read short well known stories by myself.
- match simple words to pictures.
- sequence (put in the correct order) events in the story.
- complete a simple cloze activity (fill in missing words in a text).
- understand the words: author, title, sentence, word, letter, sound.

Level 2: Writing

Students at this level write simple coherent texts using basic sentence structure.

This means I can:

- join my ideas with 'and', 'then'.
- use some correct verbs in past tense - said, went, had, bought.
- write recounts, retellings, procedures and some information text.
- write a simple creative story with some help from my teacher.
- separate ideas in sentences with full stops.
- write stories with a simple beginning, middle and end.
- use some adjectives to make my writing more interesting.
- usually spell most words correctly.
- try to spell new words and then check spelling using my dictionary.
- participates in shared writing activities
- write simple descriptions
- write texts where same ideas are kept together
- write sentences that use subject, verb, object patterns
- use simple present tense
- participates in shared writing activities
- write simple descriptions
- write texts where same ideas are kept together
- write sentences that use subject, verb, object patterns
- use simple present tense



Comments from the ESL Scales

Level 3: Oral Interaction

I am working at Level 3 in Oral Interaction.

Students at this level can express own responses in English, sometimes using correct grammar.

This means I can:

- follow a sequence of classroom instructions.
- find the key points of a story or text.
- pick out key words from videos or TV shows.
- use terms such as: story, poem, recipe, experiment.
- understand and use time words such as: first, next, then, to sequence events.
- use common prepositions such as: in, at, on, near.
- use pronouns such as: s/he, her, him.
- use some word endings correctly eg. -ing, -ed, -s.
- use articles correctly eg a dog, the school bus.
- predict meaning of a word from the context.
- follow what my teacher is saying when we are revising a topic.
- follow simple recounts of things we have done in our class eg an excursion.
- listen to information and decide which parts are true or false.
- use the correct English to organise myself at school eg borrow library books, order my lunch or explain to the teacher why I am late.
- ask simple questions
- know the correct way to ask for personal information eg Do I need to wear my uniform tomorrow?
- recognize questions, statements, and negation
- use subject, verb, object when saying sentences
- identify a small number of spoken text types ie stories, poems, procedures, reports, explanations.
- describe and identify animals, people, places,
- demonstrate variable placement of adjectives
- answer subject specific information
- use terminology of subject learning areas
- use common prepositions
- read, modeling rhythm, intonation and pronunciation



Level 3: Reading and Responding

I am working at **Level 3** in Reading & Responding.

Students at this level can read texts they have not seen before but which contain vocabulary they already know. They understand that written English is different to spoken English.

This means I can:

- follow simple written instructions (eg Draw ..., Put the..., Write the..).
- recognise different types of texts.
- read and retell events from well known story.
- identify the main idea in the story.
- discuss characters in the stories I read or hear.
- recognise different types of stories (eg poetry, factual information).
- understand how pronouns work (s/he, it, they, we etc).
- understand the word order in simple sentences.
- recognise different types of texts.
- identify key points of information from short spoken.
- predict meaning from context.
- ask simple but relevant questions about a given topic.
- regularly use pronouns correctly.
- use some articles correctly a banana, a piece of banana, the performance.
- answer questions about the text when the answer is not obvious.
- understand simple sentence structures.
- fill in missing words in a text.
- read to understand what the author means in the story.

Level 3: Writing

I am working at **Level 3** in Writing.

Students at this level can write simple creative and information texts on familiar topics and can plan, write and rewrite texts to improve them.

This means I can:

- write my own simple texts - description, stories.
- write poems if I have a model to help me.
- write a simple information report.
- attempt to write a simple explanation.
- take very simple notes (with some teacher help).
- write my ideas and opinions, simply.
- join my ideas in a sentence with 'before', 'after', 'because', 'but', 'when'.
- use the phrase 'there are' or 'there was' correctly.
- use simple phrases to compare sizes.
- use simple adjectives to describe things.
- understand that texts are differently structured.
- write simple texts on topics given in class.
- write a simple explanation.
- know that texts are different and that I have to write them in different ways.
- use simple language and sentence structures to write my texts.
- write longer, more complex sentences.
- think about the reader when I write. Is my meaning clear to other readers?
- plan, write and revise my writing before I publish it.
- know that when I publish my texts I must spell correctly and present my text neatly.
- use correct handwriting style and present my work attractively.
- read back my own writing to a friend or teacher.
- identify the difference between factual and fictional books.
- follow dialogue in a text that is read aloud to me and I can follow changes through words such as 'said' and 'asked'.
- pronounce most words correctly when I read.
- find words in dictionaries and class lists.
- follow the meaning of the story as it is read to me.
- make predictions about what will happen in the story next.
- read short well known stories by myself.
- match simple words to pictures.
- sequence (put in the correct order) events in the story.
- complete a simple cloze activity (fill in missing words in a text).
- understand the words: author, title, sentence, word, letter, sound.



Comments from the ESL scales

Level 4: Oral Interaction

Students at this level can understand the main ideas when expressed in known vocabulary and language. They see the difference between formal and informal spoken English.

This means I can:

- understand teacher questions on familiar topics by answering with sentences.
- retell what has been learnt from spoken and written texts.
- give reasons for opinions and share ideas about familiar topics in small groups.
- respond to different spoken situations such as a formal answer to a formal question.
- give details when telling a story, giving instructions or expressing an opinion.
- self-correct what I say if and when it does not sound right.
- use language to answer questions which ask 'how' or 'why'.
- contribute information and express ideas in classroom discussions.
- relay messages accurately.
- sequence information logically for a listener to follow easily.
- understand the difference between a suggestion and a directive.
- give a short sequence of instructions related to classroom procedures or activities.
- regularly use common past tenses such as 'went', 'saw', 'came', etc.
- listen to spoken English in different forms such as friends, TV and other teachers.
- use language that I get from different places in new situations.



Level 4: Reading and Responding

Students at this level can use a number of strategies to understand and read simple texts on topics about their own experiences.

This means I can:

- find details in texts about people, places and objects.
- follow tasks where there is a set of instructions such as making a kite or cooking a cake.
- understand information from graphs, timetables and diagrams.
- express an opinion or ask questions when responding to different cultural attitudes in stories.
- identify unfamiliar Australian references such as 'jackaroo', 'dinkum'.
- correctly reorder jumbled paragraphs.
- use linking words 'then', 'next', 'after' to follow ideas in a paragraph.
- follow direct and indirect speech in written texts.
- understand simple similes.
- fill in words left out.
- identify the main idea of a paragraph by finding the key sentence.
- read for information or fun.
- understand the main storyline when retelling a story.
- understand deeper meanings in the texts I read.
- identify important features of a text – chapters, paragraphs, topic sentences.
- follow direct and indirect speech.
- use a number of different ways to work out unknown words.
- reorganise jumbled paragraphs to keep the meaning.
- answer simple questions about the texts I read.
- express my own ideas about the texts I read.
- comment on what I think the author means in the texts I read.

Level 4: Writing

Students at this level can write a number of different text types, which make sense and are coherent. They are aware of the requirements of the topic and the needs of the reader.

This means I can:

- use a variety of text types to communicate in English.
- plan and correctly order information to rewrite a text.
- tell the difference between characteristics of spoken and written language.
- use colloquial (conversational) and idiomatic (Australian characteristics) language at the correct time.
- demonstrate keeping ideas together (cohesion) when writing a variety of texts.
- use simple linking words in sentences to help link ideas
- use common conjunctions (and, but, if) to change simple sentences into complicated sentences.
- use a range of language for emphasis, arguing and clarifying.
- use direct and indirect speech, specialised (technical) words and modals (can't, could, should, must).
- discuss and look carefully at language to make my writing better.
- consider different words which are better than the word I thought of first.
- ask for help when I need it during writing lessons.
- plan and sequence information for a specific text type.
- use notes to make a text eg explanation.
- attempt to write a simple explanation.
- try to make a summary by making sentences from key words.
- use some colloquialisms and idioms in my texts.
- try to use 'who' and 'which' to extend my sentences.
- use suitable time words in an explanation – 'when', 'after that'.



Comments from the ESL Scales

Level 5: Oral Interaction

Students at this level use their knowledge of spoken and written English to improve their own conversations in classroom situations. They can get relevant information from spoken English and can comment well on some of the points.

This means I can:

- communicate in situations where I feel confident about the language I need to use.
- recognise the same idea when it is expressed in different words.
- sort out problems between my classmates such as making something clear or making a suggestion.
- tell a person what someone else has told me.
- talk about the use of gestures, touch, eye contact in a different culture to Australian.
- show that I understand spoken English when I use sequence markers such as 'first', 'then', 'finally'.
- work in a small group to present a project.
- negotiate with friends to present a group presentation.
- identify what I hear as a fact or a viewpoint.
- retell information from factual texts.
- talk simply about cultural differences.
- make up new words based on words I already know (interest, interested, interesting).
- correct my own mistakes when speaking and I practice before I speak so I make less mistakes.
- identify words that tell me the order in which things happen (eg first, after that, finally).
- understand and use simple tag questions ('Mum is coming, isn't she?').



Level 5: Reading and Responding.

Students at this stage read a range of texts on new topics and comprehend at a literal level. They know how information is organised and presented in English texts.

This means I can:

- understand texts that talk about experiences I've never had because I can find the main events and details.
- find key ideas in texts to help me solve a mathematical problem or for role-playing.
- collect information from a text and present it as a diagram, table or story map.
- find the main parts of a narrative (theme, plot, resolution).
- compare text types across different learning areas (eg procedures and explanations).
- understand slightly different meanings through the use of synonyms.
- use a pattern of information to give new information.
- find words which are related to each other within a concept.
- understand that there is a relationship between Latin and Greek word roots and English.
- use knowledge of grammar to find a missing word within a text.
- re-read text to improve my ability to comprehend information.
- use a dictionary (for meanings) or a thesaurus (for related words) to check my understanding of key words.

Level 5: Writing

Students at this level focus on planning and editing own writing. They can write a number of coherent texts using ideas from different sources in response to classroom tasks.

This means I can:

- write a story from the viewpoint of one of the characters.
- come to a conclusion relating to an argument on a simple point of view.
- write a report using information from more than one place.
- identify when the wrong language is used in written text.
- use enough detail when writing a description or story.
- use the correct content language for different subject areas.
- link ideas from the beginning of a text to the end.
- communicate my opinion in a number of different ways using different words.
- use simple past and continuous tenses regularly in narratives and reports.
- make meaning of a paragraph by using a topic sentence at the beginning and during the paragraph.
- choose suitable materials from many places during the planning stage to improve my writing.
- take notes from written or oral information to help me write my own text.



Comments from the ESL Scales

Level 6: Oral Interaction

Students at this level can communicate at a literal level and can express ideas in own words. They are aware of the needs of the listener and they work to improve the fluency and accuracy of their spoken language.

This means I can:

- paraphrase content of short oral and written texts.
- use common colloquialisms in everyday interactions.
- use suitable awareness of the appropriate polite register when speaking to adults.
- add further information or rephrase to make meaning clearer.
- use a set of terms specific to topic including technical terms.
- make variable use of common abstract nouns (eg NSW State, state of matter, state of affairs).
- use a range of discourse markers like 'however', 'unless', 'although'.
- recall spoken texts by means of notes.
- plan and organise talks using outlines or notes.
- show understanding that speakers need to provide background information.
- contribute to group activities by clarifying task goals and negotiating roles.



Level 6: Reading and Responding.

Students at this level can interpret texts beyond the literal level and can understand more complex language structures.

This means I can:

- read extensively as well as intensively (ie refer to current issues as reported in newspapers).
- give my own opinion of a text in class or a group discussion.
- describe characters, mood, settings and motivation in a story.
- find and record information from a variety of sources eg libraries, Internet, etc.
- identify formal and informal styles of language in common texts.
- identify social purposes of a range of text types eg myths, biographies, recipes, etc.
- demonstrate understanding of well-known idioms like 'pull up your socks' and euphemisms like 'passed away'.
- show understanding of causal or hypothetical statements like 'If the temperature rises the polar caps will melt.'.
- recognise specialised non-technical terms in technical texts eg 'eventual', 'subsequent', 'progressively'.
- assess information from texts for relevance, accuracy and completeness.
- use a table of contents and index to skim for and to find information.
- scan words or sentences to locate key information in texts.

Level 6: Writing

Students at this level communicate on a range of topics using a variety of text types. They produce a variety of clearly written texts. They can plan and revise their own writing to improve it.

This means I can:

- write imaginative narratives showing plot development and character portrayal.
- write an explanation of a complex process.
- write an exposition text containing a number of supporting points for the argument.
- show words need to be carefully chosen for social sensibilities like 'fat' and 'plump'.
- refer to topical issues or current affairs when writing argumentative texts.
- use a range of sophisticated linking expressions eg 'on the other hand', 'as a result'.
- incorporate direct speech appropriately in a text.
- monitor my own writing for irrelevant sentences, phrases or ideas.
- monitor my own writing to check for errors in spelling and grammar.
- plan texts with particular audiences in mind.

