**ESL Literacy** Progress Report – Comments about Language Learning[[1]](#footnote-1)

The following comments bank is intended to help teachers prepare the progress reports for **ESL Literacy students** at the end of a term or course. The comments reflect the *CLB 2000: ESL for Literacy Learners* outcome statements for Reading, Writing and Numeracy and the *CLB 2000* descriptors for Listening and Speaking. (Teachers may prefer to use comments from the bank based on the *Canadian Language Benchmarks 2000* levels, if their students have sufficient reading skills.)

Teachers should begin the language learning comments with a sentence about the themes/topics in which students practised English. They should then give comments for each skill, including strengths and/or difficulties.

Several phrases to introduce the **Listening and Speaking** comments are provided below, which teachers should use depending on whether the student is at a beginning, developing or completing point in his/her progress in the CLB level.

N.B. The Reading, Writing and Numeracy comments DO NOT use these introductory phrases. The Reading, Writing and Numeracy comments are complete as written.

The comments for each skill can be modified to reflect the particular tasks/competencies that have been addressed in class and are reflected in the portfolio.

Comments can be copied and pasted from Word into the Adobe Reader PDFs. However, please be aware that font size, font face, bold/underline/italics, and spacing will also be copied. If you modify the comments bank in Word, please keep these properties the same. For your reference, the current Word settings are:

* font face = Calibri
* font size = 11-14 (depending on learner’s reading ability)
* spacing = single (no space before or after paragraphs)

You may notice an extra space after a paragraph in a progress report PDF; you can avoid creating this extra space by pressing shift+enter (hold shift, then press enter) instead of just pressing enter to start a new paragraph.

# Comments Bank

**Context statement**:

You practised English for (shopping for groceries, going to the doctor...)

**Progress point introduction phrase for Listening and Speaking comments**:

Beginning – You are beginning to...

Developing – You can sometimes...

Completing – You can usually...

**Comment statements:**

N.B. Teachers can add, change or remove competencies to reflect what they have taught and what is in the portfolio.

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| Listening | |
| CLB 1 | ...understand a few words for greetings, questions and information. You can see the speaker. The speaker talks slowly. The speaker points or uses pictures. You need a lot of help or translation.  You usually...  It is difficult for you to... |
| CLB 2 | ...understand some words, phrases, and short sentences for politeness, instructions, warnings and basic information. You can see the speaker. The speaker talks slowly. The speaker often repeats. You need a lot of help.  You usually...  It is difficult for you to ... |
| CLB 3 | ...understand key words, phrases, and most short sentences in short conversations for saying hello/good-bye, 2-4 step instructions, permission and stories. You can see the speaker. The speaker talks slowly and often repeats. You frequently need help.  You usually...  It is difficult for you to ... |
| CLB 4 | ...understand with some effort simple formal and informal conversations or short talks that are important to you, such as small talk, introductions, 4-5 step instructions, commercials, or reports from other students. You can understand some short videos or CDs if you are prepared for them. The speaker talks a little slower than normal. You probably need some repetition. You need a little help.  You usually...  It is difficult for you to ... |
| CLB 5 | ...understand very broadly and with some effort the situation and relationship between speakers, the gist of moderately short conversations and talks that are on everyday, personally relevant topics, such as compliments or invitations, instructions, advice or suggestions, description or stories. You can broadly understand short videos, CDs and some radio talks when you are prepared for them. The speaker talks a little slower than normal. You may need some repetition.  You usually...  It is difficult for you to ... |
| CLB 6 | ...understand main idea and speaker’s mood/attitude, key words and most details of conversations and talks in moderately demanding contexts, such as apologies, excuses, instructions that are not in order, advice, presentations or meetings. You can follow audio tapes or radio talks and participate in phone calls which are simple, short, predictable. Conversations are face-to-face, formal/ informal, and at a slower to normal rate. You may need some repetition.  You usually...  It is difficult for you to ... |

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| Speaking | |
| CLB 1 | ...use a few words to greet people, ask some questions and give some information. You speak very slowly. Conversations are very short with one person. The other person usually asks you questions. The other person helps you understand. You have very little control of grammar. Pronunciation may cause big problems.  You usually...  It is difficult for you to ... |
| CLB 2 | ...use some words and phrases to say hello/good-bye and be polite, say you have a problem, give a few instructions or commands, give/ask for something, give basic, everyday information and talk about things you like. You speak slowly. Conversations are very short with one person. The other person asks you questions. The other person helps you understand with gestures and pictures. You have little control of grammar. Pronunciation may cause big problems.  You usually...  It is difficult for you to ... |
| CLB 3 | ...use basic words, phrases and grammar with some control, to introduce yourself and ask about the other person, give short directions, ask for/give permission, ask for or accept help, tell a story and talk about people, things, needs and health. Your speech is slow to normal speed. Conversations are short with one person about everyday topics. You sometimes need gestures and pictures to help you. You have some control of grammar. Pronunciation may often cause problems.  You usually...  It is difficult for you to ... |
| CLB 4 | ...use adequate basic words, phrases and a variety of short sentences to take part in short routine conversations, give short instructions, tell a story or describe a situation or process. Your speech is slow to normal speed. Conversations are short with one person or in small familiar groups. You can occasionally make very short, simple phone calls. You have control of basic grammar. Pronunciation may cause problems.  You usually...  It is difficult for you to ... |
| CLB 5 | ...use a variety of simple and some complex grammar, a range of common vocabulary and some idioms to take part in small talk, give 5-6 step instructions, get things done, make a detailed report or presentation in routine, face-to-face conversations and participate in some group discussions in moderately complex ‘real-world’ situations. Conversations are short with one person or in small familiar groups or may be on the phone. Your speech is reasonably fluent with frequent hesitations or pauses. Grammar and pronunciation errors are frequent and sometimes cause problems.  You usually...  It is difficult for you to ... |
| CLB 6 | ...use a variety of structures, a range of everyday vocabulary, phrases and idioms to take part in routine/non-routine conversations and show understanding, take turns, encourage others or avoid a question, take short phone messages, give sets of non-sequential instructions, make formal suggestions with reasons, tell a detailed past story, participate in an interview or small group discussion. Conversations are with one familiar/unfamiliar person, in small informal groups or on the phone. Your speech is reasonably fluent with frequent normal hesitations. Grammar and pronunciation errors are frequent and may sometimes cause problems.  You usually...  It is difficult for you to ... |

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| Reading | |
| Foundation - Beginning | (Teachers are encouraged to focus on the development of their students’ listening and speaking skills at this level. They may begin to introduce competencies from the next level of development (Reading Foundation – Developing), but Reading will not be assessed on the Progress Reports.) |
| Foundation –  Developing  (formerly Initial) | You understand left to right, top-down, same/different, ABCs, numbers 0 – 10, and some words to match them to pictures or things. You form simple words with letters. You have made a word bank.  You usually...  It is difficult for you to ... |
| Foundation –  Completing  (formerly Developing) | You now recognize your name and address and read these aloud. You read simple forms your teacher makes. You match words to pictures. You recognize important signs in the community or a short sentence with help. You use a picture dictionary.  You usually...  It is difficult for you to ... |
| Phase 1 – Beginning  (aligns to  Ph 1 -Initial) | You understand a few words in greeting cards, 1- 2 word instructions, calendars, signs and stories with 1- 3 sentences. Sentences are very short and have pictures. You read simple, teacher-made forms. You are beginning to use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 1 – Developing | You understand a few ‘sight’ words to match words and pictures, choose a greeting card, read 2 - 3 word instructions, simple, teacher-made forms, labels, signs or stories with 1- 3 sentences. Sentences are very short and have pictures. You are beginning to use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 1 – Completing  (aligns to  Ph 1 - Adequate) | You understand some ‘sight’ words to find information, answer questions and read simple teacher- made messages, 1-step instructions, forms, maps, signs and 1- 5 sentence stories. Sentences are very short and have pictures. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 2 – Beginning  (aligns to  Ph 2 - Initial) | You understand some words, names and phrases to read and answer questions about simple invitations, 1-3 step instructions, short messages, bills, menus and 1-6 sentence stories. Sentences are short and have pictures. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 2 – Developing | You understand some words, names and phrases to read and answer questions about greeting cards, and other simple messages, follow 1- 4 sentence instructions, read stories with 1- 7 sentences and find information on simple signs, maps, and the telephone white pages. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |

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| Phase 2 – Completing  (aligns to  Ph 2 - Adequate) | You understand some words, names and phrases, to read simple notes, 1-4 step instructions, maps, diagrams, signs, business notices and directories, and stories, descriptions or dialogues with 5 - 10 sentences. Sentences are short and have pictures. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 3 – Beginning  (aligns to  Ph 3 - Initial) | You understand a range of basic words, phrases, and spelling patterns. You sound out some words to understand the information and purpose of simple personal and business messages, notices, job descriptions, schedules, 1-5 step instructions, and ideas. The texts you read are 1 - 2 paragraphs, somewhat familiar and have pictures. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 3 – Developing | You understand a range of basic words, phrases, and spelling patterns, and you guess and sound out some words to understand the information and purpose of personal and business messages, notices, job descriptions, schedules, 1-6 step instructions, and ideas. The things you read are 2-3 paragraphs on familiar topics with pictures. You use a bilingual dictionary.  You usually...  It is difficult for you to ... |
| Phase 3 – Completing  (Adequate) | You understand a range of basic words, phrases, spelling patterns, prefixes and suffixes, guess and sound out some words, to read, understand and use information in short notes and letters, 7 - 10 step instructions, tables, charts, brochures, newspaper articles, stories and poems. The things you read are 2 – 3 paragraphs long, and may be somewhat unfamiliar. You are beginning to use an English-only dictionary for EAL students.  You usually...  It is difficult for you to ... |

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| Writing | |
| Foundation - Beginning | (Teachers are encouraged to focus on the development of their students’ listening and speaking skills at this level. They may begin to introduce competencies from the next level of development (Writing Foundation – Developing), but Writing will not be assessed on the Progress Reports.) |
| Foundation –  Developing | You can sometimes use a pencil, pen or marker, to match, underline, circle, or cross out, trace letters and numbers 0-9 on a blank paper or a white board, print some upper and lower case letters, numbers and words (your name), fill out a simple form with help, and copy words from a model. You understand that writing moves from left to right and from the top to the bottom of the page.  You usually...  It is difficult for you to ... |
| Foundation - Completing | You can use a pencil, pen or marker, to match, underline, circle, or cross out, trace letters and numbers 0-9 on lined paper, print upper and lower case letters, numbers and words (your name), fill out a simple form with help, and copy a short sentence. You understand that writing moves from left to right and from the top to the bottom of the page.  You usually...  It is difficult for you to ... |
| Phase 1 – Beginning  (aligns to  Ph 1 -Initial) | You use a few words and phrases to copy some words onto a form, a calendar, a picture, an invitation or a greeting card. You can write/copy 1-word answers to questions and can complete short sentences or a simple form.  You usually...  It is difficult for you to ... |
| Phase 1 – Developing | You use a few words and phrases to copy a 2-3 word message onto a greeting card, an invitation, or a note, fill out a simple 3 – 5 item teacher-made form, write a 1-3 word answer to a question, or 1 – 3 sentences (guided writing) and copy a 5 – 10 item list.  You usually...  It is difficult for you to ... |
| Phase 1 – Completing  (aligns to  Ph 1 - Adequate) | You use a few words, simple phrases, 3-5 short sentences (guided writing), correct spelling and punctuation to copy numbers, letters, or words correctly on lines or in boxes, give information, like *name, address phone number*...,choose and write on a greeting card, fill out a 5 – 7 item form, and write about your likes/dislikes, health and feelings, and copy a 10 – 20 item list.  You usually...  It is difficult for you to ... |
| Phase 2 – Beginning  (aligns to  Ph 2 - Initial) | You use some familiar words and can write 4 – 5 short sentences (guided writing) with correct spelling and punctuation to choose a card and write a 1-2 word message, copy/write information from a phone message, schedule, card or flyer, fill in a simple 5 – 10 item application, registration or cheque, and describe yourself, your family, your likes/dislikes, preferences and/or needs.  You usually...  It is difficult for you to ... |
| Phase 2 – Developing | You use some familiar words, 5 – 6 short sentences (guided writing) with correct spelling and punctuation to write invitations, absence notes, or greeting cards or complete a simple letter, record information from flyers, menus, and calendars, fill out a simplified 8 – 12 item form and cheques, and write descriptions, compliments, ideas and feelings.  You usually...  You need to... |

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| Phase 2 – Completing  (aligns to  Ph 2 - Adequate) | You use some familiar words, very short sentences, correct spelling and punctuation to write 5 – 7 sentences (guided writing) for notes of thanks, congratulations, condolences, short letters, descriptions of pictures, your opinion, ideas and suggestions. You copy information, fill out a simple form of 10 – 16 items, a cheque or chart and copy short texts from a dictionary.  You usually...  You need to... |
| Phase 3 - Beginning  (aligns to  Ph 3 - Initial) | You use a variety of short, simple sentences and correct spelling and punctuation to write from 5 - 8 sentences or copy a 1 paragraph note, greeting card message or list, describe an event or future plan, fill in 15 - 20 items on a form or copy information from a dictionary, schedule or job ad.  You usually...  It is difficult for you to ... |
| Phase 3 – Developing | You use a variety of short, simple sentences and correct spelling and punctuation to write a short note or announcement of about 10-15 lines, record 10-15 items from a recipe, or manual, fill in a registration or accident report, or write a one paragraph description of an event or a short letter. You can complete a simple form of about 20 items.  You usually...  It is difficult for you to ... |
| Phase 3 – Completing  (aligns to  Ph 3 - Adequate) | You use a variety of short, simple sentences to write 1 paragraph with correct spelling and punctuation, formal messages and invitations, emails and cover letters. You can record 15-20 lines of information, fill out 20 - 30 items on a form or express ideas and feelings. Your writing is now more formal.  You usually...  It is difficult for you to ... |

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| Numeracy | |
| Foundation | You can say, read, and write the numbers 1-10 and count things. |
| Phase 1 – Beginning | You are starting to count, read, and write the numbers 1-30, read the time (to the hour), the temperature and use measuring tools.  You usually...  It is difficult for you to ... |
| Phase 1 – Developing | You can put the numbers 1-100 in order, count by 2s, 5s, and 10s using the number chart, make simple patterns, show some simple number sentences and ½, or ¼ using a circle, tell time to the ½ and ¼ hour, read dates or the temperature, read prices up to 99₵.  You usually...  It is difficult for you to ... |
| Phase 1 – Completing | You can put the numbers 1-100 in order, count by 1s, 2s, 5s, and 10s, sort, make simple estimates and patterns, show some simple number sentences and fractions ½, ¼ or ¾, show and tell time to the ½ and ¼ hour, read and record dates, time and the temperature, use a calculator, and use ₵ $ to read/show prices.  You usually...  It is difficult for you to ... |
| Phase 2 | You understand and use Math words and skills to show an understanding of numbers, count to 1000 by 1s, 2s, 5s, 10s, 25s, and 100s, talk about shapes, patterns, time, temperature, and measurement, read bar graphs and solve some problems and use money.  You usually...  It’s difficult for you to... |
| Phase 3 | You understand and use a words, patterns, number concepts and the correct intonation to read and create bar graphs, count past 1000, classify, calculate time, distance or cost, wages, pay bills and make budgets, measure distances, and weigh items.  You usually...  It is difficult for you to ... |

**Example:** Foror an ESL Literacy student whose outcome levels are: (L) 3B; (S) 3D; (R) Ph 2 D, (W) Ph2 B, and (N) Ph 2, a teacher *might* write...

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| You practised English for shopping for groceries, going to the doctor, visiting a library, voting in an election, and looking for a job.  Listening (3B):  You are beginning to understand key words, phrases, and most short sentences in short conversations for saying hello/good-bye, 2-4 step instructions, permission and stories. You can see the speaker. The speaker talks slowly and often repeats.  You usually use good strategies when you don’t understand. You say, *please repeat that,* or *Sorry, I don’t understand*.  Speaking (3D):  You can sometimes use basic words, phrases and grammar with some control, to introduce yourself and ask about the other person, give short directions, ask for/give permission or help, tell a story and talk about people, things, and health. Your speech is slow to normal speed. Conversations are short with one person about everyday topics. You sometimes need gestures and pictures to help you.  You usually practise and use many of our new words.  It is difficult for you to remember the ‘s’ on he/she/it verbs. Sometimes your pronunciation is a problem.  Reading (Ph 2 D):  You understand some words, names, phrases and 1-9 sentences to choose, read and answer questions about greeting cards, and other simple messages, follow an instruction, read stories and find information in the telephone white pages.  You usually You usually try to review your worksheets at home. This helps you to remember better.  You can say many new words, but it is difficult for you to read them.  Writing (Ph 2 B):  You use some familiar words, very short sentences, correct spelling and punctuation to choose a card and write a 1-2 word message, copy information from a phone message, or flyer, fill in a simple application or cheque, and write 2-3 sentences to describe your family, and your likes and dislikes.  You usually remember capital letters and periods. You can use the computer to write some messages.  It’s difficult for you to remember the correct spelling of your new words.  Numeracy (Ph 2):  You understand and use Math words and skills to show an understanding of numbers, count to 1000 by 1s, 2s, 5s, 10s, 25s, and 100s, talk about shapes, patterns, time, temperature, and measurement, read bar graphs and solve some problems and use money.  You usually count by 5s and 10s easily and with no mistakes. You always check your measurements.  It’s difficult for you to solve some problems with more than one operation. |

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| **Suggestions.**  Congratulations! You are becoming a more independent language learner! To learn faster, you should join the library. You can borrow books and CDs for free. You will be able to borrow many simple English books to read. Some books also have CDs. You can listen and read. You can borrow books to help you learn to spell new words and the sounds of letters. There are also books to help you practise number problems. You should write new words 10 times each to help you remember the spelling. |

1. Developed in collaboration with the Winnipeg School Division and the Province of Manitoba. [↑](#footnote-ref-1)