

ESL BANDSCALES MATRIX: ADAPTED FROM NLLIA SECONDARY ESL BANDSCALES

	READING	WRITING	LISTENING	SPEAKING
LEVEL 1 Study in Intensive High School Preparation Course	Are able to recognise their name, and language related to immediate environment. (eg. Name of school, street name, international logos). May be able to recognise and name letters of the Roman Alphabet, may be able to pick up English loan words eg. Computer. Will generally be unable to operate in English in learning contexts.	May be able to write their name, age, address and family details. May use bilingual dictionary. May be doing work for-word translation from L1. May not be familiar with Romanised script.	Can comprehend instructions and routine interactions through non-verbal cues which match own culture or are visually supported. Will join in an activity, but may not speak. May often ask other speakers in L1 for clarification or translation.	Use non-verbal gestures and/or single words to express immediate needs. May have some learned courtesy formulae (eg. Sorry, excuse me). May be able to name some objects. May not say anything in English due to very recent arrival or through choice “silent period”. May experiment with the key routine social words and short phrases
LEVEL 2 Study in Intensive High School Preparation Course	Can comprehend short recounts on personal experiences. Can read short teaching texts and teacher-written procedures. Able to read simple factual descriptions and informational texts on familiar topics. Can comprehend school timetables, simple notices and isolate essential information.	Can write short factual descriptions and short recounts on a familiar topic. Written language tends to mirror spoken language. May choose to write in L1 to organize thoughts in preparation for writing.	Able to comprehend limited range of utterances on familiar topics. Dependent on slow, careful speech. Have basic listening strategy, need time to process language.	Can participate in predictable face-to-face interactions. Can make short contributions to the discourse. Are drawing to a large degree on their L1 and this is demonstrated in pronunciation, stress and intonation. Utterances may be fragmented.
LEVEL 3 Study in Intensive High School Preparation Course	Can understand short non-complex texts. Can understand simple instructions or visually printed materials. Can identify purpose and structure of short texts using L1. Can guess meaning of unfamiliar but highly contextualised vocabulary. Can get the gist of simple informational texts on a familiar topic. Can locate main ideas in short, simple texts.	Can write short texts for social purposes and short factual texts with familiar content made up of simple sentences. Sentences are typical of the spoken mode. Structures evidence of forming their ideas in L1 and translating to English. Haphazard control of sentence structure, inconsistent punctuation, simple but repetitive cohesive devices.	Able to extract essential information from short simple spoken texts relevant to personal experience. Dependent on slow careful speech and face-to-face context on familiar topics. Can comprehend some familiar questions spoken at normal rate. Have difficulty understanding structures in longer utterances in unfamiliar situations.	Can participate in short interactions and contribute to short dialogue, classroom interactions on familiar topics. Can ask for help and repetition, but use hesitation when vocabulary is not present. Will use common tense forms but formation and selection of tenses are uneven. May attempt extended utterances but cannot sustain them unless rehearsed.
LEVEL 4 Entry Level into Main Stream Grades 7/8	Can get essential information and sometimes fully comprehend straight forward factual texts with familiar content and some visual support ie: newspaper and magazine articles with familiar content. Can handle such texts if they do not require significant cultural knowledge.. Can read for pleasure simple prose and literature. Can extract main ideas from simple straightforward texts.	Can write short texts for personal, school and social purposes. Can write short comparison/contrast texts, recounts, longer descriptive and informational texts. May be able to express complex thoughts but text may become less accurate and coherent and require more attention on the reader to comprehend intended meaning. Facility with sentences is uneven, when they attempt to write complex thoughts.	Can follow gist of careful speech on familiar topics. Have comprehension problems with concentrated information eg. Radio, TV, news and lengthy discourse. Reliant on speaker paraphrasing if subject is complex. Can sometimes follow unpredictable utterances and recognise emotive uses of interpersonal language.	Able to participate in expanded interactions, describing past and present events. Can give opinion on familiar topics. May attempt complex thoughts and feelings but this may be marked with increased errors. Vocabulary sufficient to express themselves simply but with paraphrasing and circumlocutions.
LEVEL 5 Minimum Entry Level into Main Stream Grade 9/10	Able to comprehend some textbook materials and non-abstract topics. Able to locate main ideas and details and predict meaning in texts. Able to get the gist in specialist texts in those subject areas in which they have strong background in their L1. Has difficulty with lengthy texts, unable to follow and hold meaning throughout. May be able to comprehend technical words more easily than sub-technical words. Will have a broad technical vocabulary which has not yet been consolidated.	Are able to write with some precision and in some detail about most common topics. Able to write a range of texts required in tasks across subject areas. Texts on unfamiliar topics and insufficient time may display inaccurate and incomprehensible parts.	Able to understand most routine social demands, classroom instructions and procedures. Able to comprehend detailed information on topics they have some background knowledge. Able to extract essential information but not the details from concentrated texts. Can get the gist of texts on familiar topics.	Able to participate effectively in social and school contexts. Able to use longer utterances although not always accurately. Able to use a growing amount of spoken language in academic classroom contexts. Has sufficient vocabulary to discuss familiar topics.

<p>LEVEL 6 Minimum Entry Level into Main Stream Grade 11</p>	<p>Are able to scan, skim and comprehend a variety of authentic technical and non-technical texts. Able to comprehend (although at a slow pace) unfamiliar and lengthy texts. Can read a range of texts for personal reading on subjects of interest. Are able to interpret the expectations of task demands. Have difficulty with complex and dense texts and difficulty interpreting texts at inferential level and discerning point of view.</p>	<p>Can write a full range of formal and informal texts with sufficient command of appropriate structures and linguistic features. Able to use a wider range of cohesive devices but sometimes inappropriately. Able to write longer complex sentences.</p>	<p>Can follow complex extended teacher discourse on familiar topics. May sometimes miss details if information is concentrated. May have difficulty sustaining comprehension in quick discussions.</p>	<p>Able to participate effectively in most classroom discussion on familiar and unfamiliar topics. Able to participate in interactions with English speakers but may need additional support to substantiate arguments and points of view.</p>
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