Canadian Language Benchmarks
for the Deaf
Working Draft
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and

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Ottawa Catholic School Board
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Introduction

The Canadian Language Benchmarks (CLB) describe levels of ability for the main languages that are used in Canada. Canadian Language Benchmarks: ESL for Adults is the document that describes the ability to listen, speak, read and write in English, for learners of English as a Second Language (ESL). Niveaux de Competence Linguistique Canadiens is the document that describes the ability to listen, speak, read and write in French, for learners of French as a Second Language (FSL).

Canadian Language Benchmarks for the Deaf (CLBD) is a document intended for Canada’s Deaf community. It describes levels of receptive and productive ability in American Sign Language (ASL) for learners of ASL as a Second Language. It also describes the ability of Deaf immigrants to learn how to read and write in English.

The CLBD are Competency-based
The CLBD reflect competencies that apply to authentic language functions in real-life situations. Competencies and functions are expressed through the performance of communication tasks.

The CLBD are Task-based
The descriptors in this document focus on a person’s ability to accomplish communication tasks for specific purposes. Sample tasks are provided for each level to illustrate how competencies are expressed in real-life contexts. Tasks can provide an observable demonstration of underlying knowledge and ability.

The CLBD are Learner-Centred
The content of this document is intended to take into account the interests and goals of learners. Language learning and usage should always be relevant, meaningful and tailored to individual language needs.

CLBD Contexts are Community, Study and Work-related
Language should always be considered in terms of the situation. Appropriate language usage requires an understanding of the ways in which language must be adapted depending on the context and the audience. The three main contexts - community, study and workplace - cover a broad range of language usage that would occur in ‘real world’ situations and contexts that are relevant and meaningful to learners.

The CLBD provide a National Standard for Language Ability
This document can provide a professional foundation of shared theoretical knowledge to inform instruction and assessment of Deaf learners. It can also serve as a common national framework for describing the ability of Deaf learners so that curricula, resources and assessment tools can be aligned and shared across Canada. The intended audience for this document is the professional field of instructors, assessors, test designers, curriculum and resource developers who serve the needs of the Deaf immigrant population.
**CLBD Stages**

The benchmarks are organized into three stages, numbered I, II, III. Each stage is associated with a degree of complexity and demand. Within each stage, there are four levels, or benchmarks.

The three stages are:

**Stage I - Basic Language Ability (Benchmarks 1-4)**
Basic language ability encompasses abilities that are required to communicate in common and predictable contexts about basic needs, common everyday activities and familiar topics of immediate personal relevance. These are non-demanding contexts of language use.

**Stage II - Intermediate Language Ability (Benchmarks 5-8)**
Intermediate language ability encompasses abilities that allow fuller participation in a wider variety of contexts. It is the range of abilities required to function independently in most familiar situations of daily social, educational and work-related life experience, and in some less predictable contexts. These are moderately demanding contexts of language use.

**Stage III - Advanced Language Ability (Benchmarks 9-12)**
Advanced language ability encompasses abilities required to communicate effectively, appropriately, accurately and fluently about most topics in a wide range of contexts and situations, from predictable to unfamiliar, from general to professionally complex and from specific to nuanced, in communicatively demanding contexts. Learners at this stage have a sense of purpose and audience when communicating (including distance, politeness and formality factors, appropriate register, suitable style and length of communication, accuracy and coherence of discourse, vocabulary range and precision). At this stage, communicating can involve using language within high-stakes or high-risk social, academic and work-related contexts, and in situations in which features of the communication (such as diplomacy, tact, precision) can have significant consequences. These are demanding contexts of language use.

**Separate Skills:**
Each language skill is treated separately. This is because learners are often stronger in some skills and weaker in others. By separating the skills, the CLBD can provide a comprehensive and accurate snapshot of a learner’s ability. For example, a learner could be at ASL Receptive CLBD 4, ASL Expressive CLBD 3, English Reading CLBD 2 and English Writing CLBD 1. Research shows that learning a new language takes time and effort. Rates of progress differ for each learner. A learner may be adept at one skill but struggle in another. Progress may be inconsistent or slow for a period of time and then pick up again. This is a normal aspect of the learning process, and separate-skill benchmarks effectively capture this reality.
## Model of Communicative Ability

This document is based on the CLB 2012 and on the model of communicative ability that underpins it (Bachman, 1990; Celce-Murcia, Dornyei & Thurrell, 1995; Bachman & Palmer, 1996, 2010).

<table>
<thead>
<tr>
<th>Organizational Knowledge</th>
<th>Language knowledge</th>
<th>Strategic competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical knowledge:</strong> Knowledge of grammar and vocabulary at the sentence level, which enables the building and recognition of well-formed, grammatically accurate communication, according to the rules of syntax, semantics, morphology and phonology/graphology</td>
<td><strong>Strategic competence:</strong> Ability to manage the integration and application of all the other language competence components to the specific context and situation of language use, involving planning and assessing communication, avoiding potential or repairing actual difficulties in communication, coping with communication breakdown and using affective devices, all to ensure effectiveness of communication</td>
<td></td>
</tr>
<tr>
<td><strong>Textual knowledge:</strong> Knowledge and application of cohesion and coherence rules and devices enabling the connection of information into cohesive, logical and functionally coherent texts and/or discourse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Pragmatic Knowledge | Functional knowledge: Knowledge of the intent (or function) behind communication, encompassing macro-functions of language use (e.g., transmission of information, social interaction and getting things done/persuading others, learning and thinking, creation and enjoyment) and micro-functions (e.g., requests, threats, warnings, pleas), and the conventions of use |
|---------------------| Sociolinguistic knowledge: Knowledge of rules that govern the appropriateness of communication, such as politeness, sensitivity to register, awareness of variations, stylistic appropriateness, culture and cultural references, customs, institutions, sensitivity to "naturalness", use of idioms and figurative language, and interactional skills to establish and maintain social relationships |
Overview of the Document

This working document includes only Stage I of the CLBD. There are four sections in the document, and each section describes one language skill across Stage I. Each section contains the following information.

- *Title Page* that outlines the general range of abilities for Stage I
- *Profiles of Ability* that provide a snapshot of what a learner can do at each benchmark
- *Knowledge and Strategies* page that explains things that need to be learned during Stage I
- *CLBD Pages* that describe features of communication and sample tasks for each benchmark

The example below shows the information on a CLBD page.

![CLBD Page Example](image)

**Competency:** This is the overall function of the communication.

**Competency Statement:** This summarizes what a learner at the benchmarks can typically do.

**Features of Communication:** Information in square brackets indicates some features that are relevant to communication, such as length, complexity or audience.

**Sample Indicators of Ability:** These give a general indication of what a person might need to do to successfully complete a task. These are just suggestions, as the actual indicators for an authentic communicative task are dictated by the purpose and context of the communication.

**Sample Tasks:** These provide examples of the kinds of things that learners at a benchmark might be able to accomplish in social, academic and workplace situations, but these tasks do not define a benchmark. Communicative tasks are relevant across a range of benchmarks, and what distinguishes one benchmark from another is the way a person is able to demonstrate their ASL ability when attempting to perform a task.
Receptive ASL

Benchmarks 1 - 4

Benchmarks 1 to 4 cover communication in common predictable situations. Topics are familiar and relate to basic needs and routine, everyday activities. These are non-demanding contexts of language use.
# Profiles of Ability for Receptive ASL Benchmarks 1 to 4

<table>
<thead>
<tr>
<th>Receptive ASL Benchmark 1</th>
<th>Receptive ASL Benchmark 2</th>
<th>Receptive ASL Benchmark 3</th>
<th>Receptive ASL Benchmark 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
</tr>
<tr>
<td>Understand a very limited number of common individual ASL words or classifiers, simple phrases and routine courtesy formulas related to immediate personal needs.</td>
<td>Understand a limited number of individual ASL words or classifiers, simple phrases and short simple sentences related to immediate personal needs.</td>
<td>Understand simple ASL words or classifiers and short sentences on topics of immediate personal relevance.</td>
<td>Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.</td>
</tr>
<tr>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
</tr>
<tr>
<td>• Signed clearly at a slow pace</td>
<td>• Signed clearly at a slow to normal pace</td>
<td>• Signed clearly at a slow to normal pace</td>
<td>• Signed clearly at a slow to normal pace</td>
</tr>
<tr>
<td>• Strongly supported by body language, non-manual signals and pictures</td>
<td>• Strongly supported by body language, non-manual signals and pictures</td>
<td>• Often supported by body language, non-manual signals and pictures</td>
<td>• Sometimes supported by body language, non-manual signals and pictures</td>
</tr>
<tr>
<td>• Very short, with a highly supportive signer, in person or via digital media (usually one-on-one)</td>
<td>• Short, with a highly supportive signer, in person or via digital media (usually one-on-one)</td>
<td>• Relatively short, with a supportive signer, in person or via digital media (usually one-on-one or in small groups)</td>
<td>• Relatively short, with a supportive signer, in person or via digital media (usually one-on-one or in small groups)</td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
</tr>
<tr>
<td>• Understands a few factual details</td>
<td>• Understands a few factual details</td>
<td>• Understands main idea and some factual details</td>
<td>• Understands many factual details and some implied meaning</td>
</tr>
<tr>
<td>• Understands familiar ASL words, classifiers, and formulaic phrases</td>
<td>• Understands familiar ASL words, classifiers, phrases, and some simple sentences</td>
<td>• Understands familiar phrases and simple sentences</td>
<td>• Understands simple and some moderately complex sentences</td>
</tr>
<tr>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
</tr>
<tr>
<td>• Relies heavily on contextual clues and other visual support</td>
<td>• Relies on contextual clues and other visual support</td>
<td>• Often relies on contextual clues and other visual support</td>
<td>• Sometimes relies on contextual clues and other visual support</td>
</tr>
<tr>
<td>• Needs extensive assistance (repetition, paraphrasing, ASL word modification, demonstration)</td>
<td>• Needs considerable assistance (repetition, paraphrasing, ASL word modification, demonstration)</td>
<td>• Needs some assistance (repetition, paraphrasing, ASL word modification, demonstration)</td>
<td>• May need some assistance (repetition, paraphrasing, ASL word modification, demonstration)</td>
</tr>
</tbody>
</table>
These are some things that may need to be learned at Benchmarks 1 to 4.

**Grammatical knowledge**

*Recognition of:*
- Grammatical function of ASL words in simple sentences
- Syntax and structures that convey meaning (such as yes/no questions, wh-questions, negation, basic time references, simple modal expressions)
- ASL words, classifiers, and expressions relating to basic personally relevant facts (such as name-signs, address, ethnicity, family, school environment, community facilities, common actions, jobs and occupations, housing, food, weather, clothing, time, calendar, seasons, holidays, activities, needs, shopping, weights and measures, sizes, methods of purchase and payment)
- ASL words to describe people, objects, situations, daily routines and emergencies
- Meaning based on body positioning, shift, eye gaze and non-manual signals

**Functional knowledge**

*Understanding of:*
- Common conversational structures, such as how to open and close a conversation
- Fingerspelling, including lexicalized fingerspelling, and its usages in discourse
- Common language functions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others, expressing and acknowledging appreciation)

**Sociolinguistic knowledge**

*Beginning recognition of:*
- Registers and levels of formality
- Socio-cultural information relating to social interactions and service transactions
- Common basic idiomatic expressions
- Common social conventions and norms of politeness

**Textual knowledge**

*Beginning understanding of:*
- Frequently used cohesion links (pronoun references, agent markers, location markers, spatial referencing)
- Structures that show the relationship of ideas (such as compare and contrast)
- Uses of spatial locations and inflected vocabulary
- Discourse markers to convey shifts in topic
- Chronological sequence
- Genres, such as telling a story, giving instructions, and reporting information

**Strategic competence**

*Beginning recognition of:*
- Appeals for help
- Requests for repetition and clarification
- *Ability to:*
  - Seek clarification and confirmation if required
At this level, the signer can understand a very limited number of common ASL words, classifiers, simple phrases, and routine courtesy formulas related to immediate personal needs.

Communication is very short, with a highly supportive signer who signs clearly at a slow pace. The communication is strongly supported by body language, non-manual signals and other visual aids. The signer must also provide extensive assistance, such as repetition, paraphrasing, ASL word modification and demonstration.

### I. Interacting With Others

- Understand individual greetings, introductions and goodwill expressions.

  [Communication is very brief, 1 or 2 short turns.]
  - Identifies individual familiar ASL words or classifiers used in common courtesy formulas.
  - Recognizes appeals for repetition.
  - Indicates comprehension with appropriate responses.

**Sample tasks**

Understand a simple greeting from a neighbour, co-worker or classmate.
Understand someone’s introduction and ask for it to be repeated, if necessary.

### II. Comprehending Instructions

- Understand very short, simple instructions, commands and requests related to immediate personal needs.

  [Instructions/commands are very short and simple.]
  - Identifies letters and numbers.
  - Identifies ASL words for positive or negative commands or requests.
  - Responds to requests and directions to provide personal information.
  - Indicates comprehension with appropriate responses.

**Sample tasks**

Follow simple instructions from a teacher, co-worker or classmate to open the window or close the door.
Follow a simple instruction about which bus to take to get to a destination.
Receive and follow a simple request to produce an ID card, such as a health card.
III. Getting Things Done

- Understand strategies used to get attention and to request or offer assistance in situations of immediate personal need.
  - Identifies a few common ASL words or classifiers and formulaic expressions.
  - Indicates comprehension with appropriate responses.

**Sample tasks**
Understand a very short simple offer to help with a day-to-day routine task. Understand someone’s attempt to attract attention and request assistance.

IV. Comprehending Information

- Understand very simple information about highly familiar, concrete topics.
  - Identifies a few obvious factual details (name-signs, numbers, fingerspelled words, times, dates).
  - Identifies a few key ASL words and expressions related to immediate needs.
  - Indicates comprehension with appropriate responses.

**Sample tasks**
Understand a few obvious details about someone being introduced, such as where they are from. Understand someone’s personal information (name and address) when they are introduced. Understand a request for the time.
At this level, the signer can understand a limited number of individual ASL words, classifiers, simple phrases and short simple sentences related to immediate personal needs.

Communication is short, with a supportive signer who signs clearly at a slow pace. The communication is supported by body language, non-manual signals and other visual aids. The signer must also provide considerable assistance, such as repetition, paraphrasing, ASL word modification and demonstration.

I. Interacting With Others

- Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. [Communication is very brief, 2 or 3 turns.]
  - Identifies common courtesy phrases and some expressions.
  - Responds to requests for basic personal information.
  - Recognizes appeals for repetition or clarification.

Sample tasks
Understand a short greeting that includes a goodwill expression from a neighbour or co-worker.
In a social interaction with an acquaintance, recognize an appeal for repetition or clarification.
Understand simple expressions of welcome made by a teacher or classmate.

II. Comprehending Instructions

- Understand short, simple, common instructions, commands, requests and directions related to immediate personal needs. [Instructions/commands are short and simple.]
  - Identifies letters and numbers.
  - Identifies ASL words or phrases for commands or requests.
  - Recognizes whether a command is positive or negative.
  - Responds by following instructions or answering questions.

Sample task
Follow instructions, directions and requests from a teacher, friend or family member, such as what to do in case of fire.
III. Getting Things Done

- Understand expressions used to make and respond to requests and warnings in situations of immediate personal need.
  - Identifies ASL words, classifiers, and expressions for basic requests and warnings.
  - Recognizes apologies.
  - Responds appropriately.

Sample tasks

Understand a simple food order.
Understand a request to borrow office supplies or use a computer.
Understand a supervisor’s request to work overtime.
Understand and follow a warning not to use a piece of equipment that is out of order.

IV. Comprehending Information

- Understand simple information about familiar, concrete topics.
  - Identifies specific factual details, such as numbers, letters, time, place.
  - Identifies key ASL words and classifiers related to personal identification information.

Sample tasks

Understand simple information from a classmate about his/her life.
Understand simple personal details from a new acquaintance, such as his/her name, street address, postal code and email address.
Understand information from a co-worker about where he/she has parked and what his/her license plate number is.
At this level, the signer can understand simple ASL words, classifiers, and short sentences on topics of immediate personal relevance.

Communication is relatively short, with a supportive signer who signs clearly at a slow to normal pace. The communication is sometimes supported by body language, non-manual signals and other visual aids. The signer may need to provide some assistance, such as repetition, paraphrasing, ASL word modification or demonstration.

I. Interacting With Others

- Understand simple social exchanges, including styles of greetings, introductions and leave-taking.
  [Communication is brief, about 5 turns.]
  - Identifies a range of common courtesy expressions.
  - Begins to identify formal and casual style and register.
  - Identifies roles and relationships based on introductions.
  - Identifies common basic conversational openings and closings.

Sample tasks
Understand an informal greeting, simple exchange and leave-taking when meeting a child’s teacher, a new colleague or a neighbour.
Understand a formal introduction by a teacher or supervisor.
Understand an apology from a classmate or co-worker for mistakenly taking a pen or stapler.

II. Comprehending Instructions

- Understand instructions and directions related to familiar, everyday situations of immediate personal relevance.
  [Instructions are about 2 to 4 steps.]
  - Identifies ASL words, classifiers, and phrases that indicate measurement, weight, amount, size.
  - Identifies the use of signing space that indicates movement and location
  - Identifies basic expressions and connectors related to time.
  - Responds with correct actions to directions and instructions.

Sample tasks
Follow simple instructions from a salesperson in order to locate items in various sections of a store.
Follow instructions for completing a class assignment or a short test.
Receive simple directions to a friend’s house and follow them to get there.
III. Getting Things Done

- Understand expressions used in familiar everyday situations (such as requests, permission and warnings).
  - Identifies phrases and sentences related to simple persuasive functions.

Sample tasks
- Receive a colleague’s request to swap shifts and understand the reason for the request.
- Receive a teacher’s encouragement to read a certain book that might be interesting or helpful.

IV. Comprehending Information

- Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine.
  - Gets the main idea.
  - Identifies factual details, key ASL words and expressions as required.

Sample tasks
- Receive a classmate’s story about a personal experience.
- Receive descriptions of various people and comprehend sufficiently to point them out in photographs.
- Receive a short, simple announcement by an instructor.
At this level, the signer can understand, with considerable effort, factual details and some implied meanings in simple formal and informal communication on topics of personal relevance.

Communication is relatively short, with a supportive signer who signs clearly at a slow to normal pace. The communication is sometimes supported by contextual clues and other visual aids. The signer may need to provide occasional assistance, such as repetition, paraphrasing, ASL word modification or demonstration.

I. Interacting With Others

- Understand short social exchanges containing introductions, casual conversation and leave-taking.
  [Communication is about 6 turns.]
  - Identifies formal and casual style and register.
  - Identifies specific factual details and some implied meanings.

Sample tasks
Understand a friend’s simple casual familiar small-talk.
Receive a co-worker's description of plans for the weekend.
Receive opinions from family about who should do which household task.

II. Comprehending Instructions

- Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.
  [Instructions are about 4 to 5 steps.]
  - Identifies ASL words, classifiers, and phrases that indicate manner, frequency, duration.
  - Identifies uses of signing space that indicates location and movement
  - Responds with appropriate actions to directions and instructions.
  - Recognizes and identifies correct sequence of steps.

Sample tasks
Follow simple instructions from a doctor to deal with a common ailment.
Follow instructions for a simple recipe to identify the order of the steps.
Follow directions to locate items in a room, on a map or in a diagram.
Follow instructions for a basic task at work, such as making a photocopy.
### III. Getting Things Done

- Understand short communication intended to influence or persuade others in familiar, everyday situations.
  - Identifies purpose, main ideas, factual details and some implied meanings in simple announcements, commercials or infomercials.

**Sample tasks**
- Receive a short promotion for a product or service and decide whether the product is worth purchasing.
- Receive information about airline flights or train schedules in order to book a trip.
- Understand a conversation between a salesclerk and a customer to determine the nature of the transaction.

### IV. Comprehending Information

- Understand short descriptive or narrative communication on topics of personal relevance.
  - Gets the main idea.
  - Identifies factual details, some implied meanings, key ASL words, classifiers, and expressions.
  - Identifies who, what, where and when.

**Sample tasks**
- Receive a classmate’s story about shopping at a particular store to decide whether or not to shop there.
- Receive a very short, clear weather report to use the information to decide what to wear.
- Receive a brief description of topics to be covered in a course.
Expressive ASL

Benchmarks 1 - 4

Benchmarks 1 to 4 cover communication in common predictable situations. Topics are familiar and relate to basic needs and routine, everyday activities. These are non-demanding contexts of language use.
### Profiles of Ability for Expressive ASL Benchmarks 1 to 4

<table>
<thead>
<tr>
<th>Expressive ASL Benchmark 1</th>
<th>Expressive ASL Benchmark 2</th>
<th>Expressive ASL Benchmark 3</th>
<th>Expressive ASL Benchmark 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
<td><strong>The signer can:</strong></td>
</tr>
<tr>
<td>Communicate very basic</td>
<td>Communicate basic personal information using short phrases and some sentences, syntax and grammatical markers.</td>
<td>Communicate basic information about immediate needs and personal experiences using simple sentences, some syntax and grammatical markers.</td>
<td>Communicate information about common everyday activities, experiences, wants and needs using simple sentences, syntax and grammatical markers.</td>
</tr>
<tr>
<td>personal information using a few common familiar ASL words, classifiers, and formulaic expressions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
</tr>
<tr>
<td>• Short and in person</td>
<td>• Strongly supported by demonstration and non-manual signals</td>
<td>• In person or via digital media</td>
<td>• In person or via digital media</td>
</tr>
<tr>
<td>• Very strongly supported by demonstration and non-manual signals</td>
<td>• Informal, with one familiar person at a time</td>
<td>• Integrated with some systematized non-manual signals</td>
<td>• Integrated with some systematized non-manual signals</td>
</tr>
<tr>
<td>• Informal, with one familiar person at a time</td>
<td></td>
<td>• Informal, with one person at a time</td>
<td>• Informal, with one person or in a small supportive group</td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
</tr>
<tr>
<td>• Uses isolated ASL words or strings of 2 to 3 ASL words or classifiers</td>
<td>• Uses short phrases and some short sentences</td>
<td>• Uses short sentences with some evidence of connected discourse</td>
<td>• Uses short sentences with clear evidence of connected discourse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some control over basic syntax</td>
<td>• ASL vocabulary is adequate for basic everyday routine communication</td>
</tr>
<tr>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
</tr>
<tr>
<td>• No evidence of connected discourse</td>
<td>• Very little evidence of connected discourse</td>
<td>• Needs some encouragement, questions and prompting from the receiver</td>
<td>• Needs occasional questions and prompting from the receiver</td>
</tr>
<tr>
<td>• Needs a lot of guidance, questions and prompting from the receiver</td>
<td>• Needs guidance, questions and prompting from the receiver</td>
<td>• Signing pace is slow with pauses and hesitations</td>
<td>• Signing pace is slow to normal with some pauses or hesitations</td>
</tr>
<tr>
<td>• Signing pace is slow with frequent pauses, false starts, and hesitations</td>
<td>• Signing pace is slow with frequent pauses and hesitations</td>
<td>• ASL vocabulary is somewhat limited for basic everyday routine communication</td>
<td>• Errors may sometimes impede simple communication</td>
</tr>
<tr>
<td>• ASL vocabulary is extremely limited for basic everyday routine communication</td>
<td>• ASL vocabulary is limited for basic everyday routine communication</td>
<td>• Fluency is just barely adequate for simple conversations</td>
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</tr>
<tr>
<td>• Very little or no control over basic syntax</td>
<td>• Little control over basic syntax</td>
<td>• Errors impede attempts at simple communication</td>
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<tr>
<td>• Fluency is not adequate for simple conversations</td>
<td>• Fluency is not adequate for simple conversations</td>
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<tr>
<td>• Errors seriously impede attempts at simple communication</td>
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</tbody>
</table>
These are some things that may need to be learned at Benchmarks 1 to 4.

**Grammatical knowledge**

*Ability to produce:*

- ASL vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc.
- Accurate fingerspelling, including lexicalized fingerspelling
- Basic syntax to indicate statements, negatives, yes/no questions, wh questions, time references
- ASL vocabulary or classifiers adequate for basic time references, chronological sequences, needs, wants, describing personal experiences, people, objects, situations and daily routines
- Meaning based on body positioning, shift, eye gaze and non-manual signals

**Textual knowledge**

*Beginning ability to use:*

- Chronological sequence
- Discourse markers to convey shifts in topic
- Cohesion links (pronoun references, agent markers, location markers, spatial referencing)
- Use of spatial locations and inflected vocabulary
- Genres, such as telling a story, giving instructions, and reporting information

**Functional knowledge**

*Beginning ability to:*

- Convey intended purpose through non-manual signals and emphasis
- Use common ASL vocabulary for specific purposes (such as greeting and leave-taking, making introductions, getting someone's attention, inquiring about others)
- Produce basic ASL vocabulary or classifiers with adequate accuracy to convey basic meaning
- Use typical openings, pre-closings and closings in conversation

**Sociolinguistic knowledge**

*Understanding of and beginning ability to use:*

- Some cultural references or information
- Culturally appropriate communication for the situation
- Culturally appropriate strategies to convey politeness and respect
- Socio-cultural conventions related to specific topics (such as responding to introductions, giving instructions and directions, attracting attention and addressing sensitive topics, such as age, name-signs, income, marital status)

**Strategic competence**

*Beginning ability to use:*

- Strategies to indicate problems in understanding (such as requesting repetition, repeating back, seeking clarification)
- Strategies to ensure understanding, such as confirming information and paraphrasing
- Techniques and strategies to learn and memorize language chunks and fixed expressions
At this level, the signer can give very basic personal information using strings of 2 or 3 isolated ASL words, with no evidence of connected discourse and no control over basic syntax. Signing pace is slow with frequent pauses, false starts, and hesitations. Use of ASL vocabulary or classifiers is extremely limited for basic everyday communication.

Communication is with one familiar person at a time, and strongly supported by demonstration and non-manual signals. The signer needs a lot of guidance, questions and prompting from the receiver. Fluency is not adequate for simple conversations. Errors seriously impede attempts at simple communication.

I. Interacting With Others

- Use and respond to basic courtesy formulas and greetings.  
  [Interlocutors are familiar and supportive.]
  - Responds appropriately to common greetings.
  - Responds appropriately to common introductions and leave-takings.
  - Uses appropriate basic courtesy formulas.
  - Indicates communication problems.

Sample tasks

Introduce self to a new neighbour, classmate or teacher.

Greet the receptionist at a community centre.

Use appropriate leave-taking expressions when departing from a party or other social event.

II. Giving Instructions

- Give brief, simple, common, routine instructions to a familiar person.
  [Instructions are a few ASL words, a short phrase, or classifiers and may be supported by demonstration or non-manual signals.]
  - Uses simple vocabulary and memorized stock expressions.
  - Uses appropriate courtesy words. (*PLEASE, THANK-YOU*)

Sample tasks

Give a short instruction at the dinner table to place a dish or pass the salt.

Tell a friend to open the door or close the window.
III. Getting Things Done

- Make and respond to simple requests related to immediate personal needs (such as asking for assistance, the time, a price or an amount).
  - Uses appropriate ASL words, classifiers, or phrases.
  - Uses memorized expressions and courtesy formulas.
  - Uses simple expressions of time.
  - Uses expressions for money, prices and amounts.

Sample tasks
Attract attention and make a request.
Ask for the time.
Ask for assistance.
Tell how many quarters and dimes are on the counter.

IV. Sharing Information

- Give basic personal information in response to direct questions.
  - Answers simple questions about personal information.
  - Uses fingerspelling, including lexicalized fingerspelling, when needed.

- Ask for basic personal information.
  - Asks simple questions using memorized stock phrases.

Sample tasks
Answer 2 or 3 questions from a co-worker, classmate or neighbour about self and family.
Answer 2 or 3 personal information questions (such as name, address and postal code) from a receptionist.
At this level, the signer can communicate basic personal information about immediate needs using short phrases and some sentences along with some syntax, grammatical markers, and non-manual signals with very little evidence of connected discourse and little control over basic syntax. Signing pace is slow with frequent pauses and hesitations. Use of ASL vocabulary and classifiers is limited for basic everyday communication.

Communication is with one familiar person at a time and supported by demonstration and non-manual signals or classifiers. The signer needs guidance, questions and prompting from the receiver. Fluency is not adequate for simple conversations. Errors impede attempts at simple communication.

I. Interacting With Others

- Use and respond to courtesy formulas and greetings.
  [Interlocutors are familiar and supportive.]
  - Initiates and responds appropriately to introductions and leave-takings.
  - Uses appropriate courtesy formulas.
  - Opens a short conversation.
  - Indicates communication problems, if needed.

Sample tasks

Introduce self and respond to another person's introduction.
Initiate a very short conversation with a classmate or neighbour.
Respond to a common goodwill message with a simple and appropriate stock phrase.

II. Giving Instructions

- Give short, simple, common, routine instructions to a familiar person.
  [Instructions are short phrases or sentences.]
  - Uses memorized stock expressions.
  - Uses appropriate courtesy.
  - Gives both positive and negative commands.

Sample task

Give instructions to a friend or co-worker to water a plant.
Give a polite negative instruction to tell a friend or classmate not to do something.
III. Getting Things Done

- Make and respond to simple requests related to common everyday activities.
  - Uses simple sentences.
  - Uses appropriate memorized expressions and courtesy formulas.

- Give very simple warnings and cautions.
  - Uses simple sentences.
  - Uses appropriate memorized expressions and courtesy formulas.

Sample tasks
Make a simple food order in a cafeteria at school or at work.
Request an item from a friend, co-worker or classmate.
Request that the landlord fix a simple problem in an apartment.

IV. Sharing Information

- Give expanded basic personal information to a supportive interlocutor.
  - Answers simple questions about personal information.
  - Uses fingerspelling, including lexicalized fingerspelling, as needed.
  - Expresses likes and dislikes.
  - Expresses basic ability or inability.

- Ask for basic personal information.
  - Asks simple questions using memorized stock phrases.

- Give basic descriptions of concrete familiar objects in a few ASL words, short phrases, or classifiers.
  [Descriptions are in response to questions.]
  - Describes concrete objects.
  - Indicates like or dislike.
  - Describes sizes, colours and numbers.

Sample tasks
Describe a personal photograph of a family member or a friend in a few short phrases.
Ask questions about a friend’s favourite food or possession.
Give a brief concrete description of basic abilities related to a work task.
At this level, the signer can communicate basic information about immediate needs and personal experiences using short simple sentences, some syntax and grammatical markers, with some evidence of connected discourse and some control over basic syntax. Signing pace is slow with pauses and hesitations. ASL vocabulary is somewhat limited for basic everyday communication.

Communication is with one familiar person at a time and supported by some demonstration and non-manual signals or classifiers. The signer needs some encouragement, questions and prompting from the receiver. Fluency is just barely adequate for simple conversations. Errors may impede simple communication.

I. Interacting With Others

- Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions. [Interlocutors are familiar and supportive.]
  - Opens a conversation.
  - Initiates and responds appropriately to introductions and leave-takings.
  - Initiates and responds appropriately in short routine exchanges.
  - Uses an expanding range of courtesy formulas and phrases.
  - Uses simple questions to ask about another person.
  - Indicates comprehension and communication problems, if needed.

Sample tasks

Participate in a short, casual conversation. Introduce self and ask about the other person at a party, in the workplace or in class. End the conversation appropriately.

At a doctor’s office, greet the receptionist and exchange a few simple pleasantries. State the reason for the visit and provide personal information, such as a health card number.

II. Giving Instructions

- Give simple, common, routine instructions and directions to a familiar person. [Instructions are 2 to 3 steps.]
  - Uses appropriate courtesy forms and syntax.
  - Uses signing space to express movement and location.

Sample task

Give short directions to a friend, co-worker or classmate to a location in a building.

Give a short instruction to a friend to help him/her find something in the room.
III. Getting Things Done

- Make and respond to an expanding range of simple requests related to everyday activities.
- Give an expanding range of simple warnings, apologies and cautions.
  - Uses appropriate politeness.
  - Uses simple sentences and question formations.
  - Repeats and attempts to explain when necessary.
  - Uses appropriate simple expressions.
  - Provides some basic details.

Sample tasks
Ask an employer or teacher for permission to leave early.
Ask a friend to help move, organize a party or house sit.
Advise someone to be careful because the floor is wet.

IV. Sharing Information

- Ask for and give information about immediate needs and some feelings related to common everyday activities.
  - Asks and answers simple, factual questions.
  - Follows conventions for personal information (address, postal code).
  - Expresses some feelings.
  - Expresses very simple immediate and future needs, wants, and plans.

Sample tasks
Give a brief simple description of a home or work space.
Give a brief basic description of a simple health symptom to a doctor or nurse.
Tell a friend about simple activities of last weekend.
Ask about a friend’s weekend.
Describe simple plans for a future event or activity.

- Give simple descriptions of concrete objects, people or experiences in a few short sentences.
  [Descriptions are an attempt at a longer turn with one person at a time.]
  - Sustains about 4 or 5 sentences.
  - Sentences may not be adequately connected as discourse.
At this level, the signer can communicate about common everyday activities, experiences, wants and needs using simple sentences, syntax and grammatical markers, with clear evidence of connected discourse and adequate control over basic syntax. Signing pace is slow to normal with some pauses or hesitations. Use of ASL vocabulary and classifiers is adequate for basic everyday communication.

Communication is with one familiar person or in a small group, sometimes supported by demonstration and non-manual signals or classifiers. The signer needs some occasional questions and prompting from the receiver. Fluency is adequate for simple conversations. Errors may sometimes impede simple communication.

I. Interacting With Others

- Use a range of courtesy formulas and casual routine phrases in one-on-one or small group interactions.
  [Interlocutors are familiar and supportive.]
  - Opens and closes a short conversation.
  - Introduces two known people.
  - Asks and responds to questions about common, everyday routines.
  - Uses strategies, such as eye contact and nodding, to show interest and encourage conversation.
  - Uses a range of casual routine phrases and expressions.
  - Indicates comprehension and communication problems, if needed.

- Participate in very short video phone calls.
  - Initiates simple video phone calls.
  - Uses appropriate greetings.
  - Sustains conversation with great effort.
  - Uses appropriate closing remarks.

Sample tasks
Greet a neighbour, ask about his/her health and discuss the weather.
Extend the conversation by asking questions.
Introduce a teacher or employer to a family member.
Send a simple video message to a friend, co-worker or classmate.

II. Giving Instructions

- Give a set of simple, common, routine instructions and directions to a familiar person.
  [Instructions are about 4 to 5 steps.]
  - Uses appropriate courtesy forms and syntax.
  - Uses signing space to express movement and location.

Sample tasks
Give short instructions on how to set a vibrating alarm clock or watch.
Tell a friend how to print a file from a computer.
Give directions to a new co-worker or classmate on how to get to the lunchroom.
III. Getting Things Done

- Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services).
  - Asks questions and makes requests and suggestions politely and appropriately.
  - Uses modals with some accuracy.
  - Facilitates the interlocutor’s comprehension by repeating and explaining.
  - Elicits or provides details as needed.

Sample tasks
- Request a hotel room and ask about services.
- Respond to a warning about a simple by-law violation.
- Request a review of a pay cheque because overtime hours were not included.
- Make a request to an instructor to hand in an assignment late and explain the reason.

IV. Sharing Information

- Ask for and give information about needs and feelings related to common everyday activities.
  - Asks and answers simple, factual questions.
  - Expresses feelings, needs, preferences, satisfaction and dissatisfaction.

- Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.
  [Descriptions are an attempt at a longer turn with one person or in a familiar supportive group.]
  - Sustains about 5 to 7 sentences, which are adequately connected as discourse.
  - Gives short coherent descriptions.

Sample tasks
- Tell a short story about a memorable day.
- Tell a short story about a common activity (such as grocery shopping or finding an apartment).
- Give a brief description of a typical day at home or at work.
- Tell what happened (by narrating a brief series of events) in a short TV show.
Benchmarks 1 to 4 cover communication in common predictable situations. Topics are familiar and relate to basic needs and routine, everyday activities. These are non-demanding contexts of language use.
<table>
<thead>
<tr>
<th>English Reading Benchmark 1</th>
<th>English Reading Benchmark 2</th>
<th>English Reading Benchmark 3</th>
<th>English Reading Benchmark 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The reader can:</strong></td>
<td><strong>The reader can:</strong></td>
<td><strong>The reader can:</strong></td>
<td><strong>The reader can:</strong></td>
</tr>
<tr>
<td>Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.</td>
<td>Understand individual words, simple learned phrases and some very short simple sentences related to immediate needs.</td>
<td>Understand and get some information from short simple texts related to familiar routine everyday topics of personal relevance.</td>
<td>Understand and get most information from short simple texts related to familiar routine everyday topics of personal relevance.</td>
</tr>
<tr>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
<td><strong>Communication is:</strong></td>
</tr>
<tr>
<td>• Limited to everyday words and phrases</td>
<td>• Limited to everyday words and phrases</td>
<td>• Limited to common, factual concrete vocabulary</td>
<td>• Limited to common, mostly factual concrete vocabulary</td>
</tr>
<tr>
<td>• Clear, sparse and very easy to read</td>
<td>• Clear, sparse and very easy to read</td>
<td>• Clearly organized and easy to read with simple layout</td>
<td>• Clearly organized and easy to read with simple layout</td>
</tr>
<tr>
<td>• Supported by gestures and visual clues</td>
<td>• Supported by gestures and visual clues</td>
<td>• Sometimes supported by gestures, visual clues, graphics, charts, diagrams</td>
<td>• Sometimes supported by graphics, charts, diagrams</td>
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<tr>
<td>• Very short</td>
<td>• Very short</td>
<td>• Short</td>
<td>• Short</td>
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<tr>
<td>• In non-demanding contexts</td>
<td>• In non-demanding contexts</td>
<td>• In non-demanding contexts</td>
<td>• In non-demanding contexts</td>
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<tr>
<td><strong>Strengths:</strong></td>
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<td><strong>Strengths:</strong></td>
<td><strong>Strengths:</strong></td>
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<tr>
<td>• Understands a few key words and simple details</td>
<td>• Understands key words and simple details</td>
<td>• Understands some simple connected discourse</td>
<td>• Understands most simple connected discourse</td>
</tr>
<tr>
<td></td>
<td>• May be able to get the main idea of short phrases and sentences based on familiar words and phrases</td>
<td>• Gets the main idea based on familiar words and phrases</td>
<td>• Gets the overall meaning</td>
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<tr>
<td></td>
<td></td>
<td>• Improving awareness of spelling conventions</td>
<td>• Identifies purpose, main ideas, some specific details and links between paragraphs</td>
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<td></td>
<td></td>
<td></td>
<td>• Occasionally guesses meaning of unknown words and identifies some very common idioms</td>
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<td></td>
<td></td>
<td></td>
<td>• Developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures</td>
</tr>
<tr>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
<td><strong>Limitations:</strong></td>
</tr>
<tr>
<td>• Little ability to apply spelling conventions</td>
<td>• Limited knowledge of spelling conventions</td>
<td>• Limited ability to guess meaning of unknown words</td>
<td>• May rely on graphics, visual clues and other support to interpret meaning</td>
</tr>
<tr>
<td>• Almost no ability to read connected discourse, decode or guess meaning of unknown words</td>
<td>• Very limited ability to read connected discourse, decode or guess meaning of unknown words</td>
<td>• Limited knowledge of basic grammar</td>
<td>• May identify some aspects of register and style</td>
</tr>
<tr>
<td>• Relies heavily on graphics, visual clues and other support to interpret meaning</td>
<td>• Limited knowledge of basic grammar</td>
<td>• May rely on graphics, visual clues and other support to interpret meaning</td>
<td>• May rely on a both an ASL/English dictionary (picture or video) and a bilingual dictionary for their first language (E.g. Arabic/English, Nepali/English)</td>
</tr>
<tr>
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</tbody>
</table>
These are some things that may need to be learned at Benchmarks 1 to 4.

Grammatical knowledge

Recognition of:
- Basic words, phrases and expressions to describe people, everyday objects and activities
- Words on simple signs (danger, washroom, exit); words to indicate emergencies
- Words used to discuss personal identity, weather, clothing, holidays, interests, hobbies and other activities
- Basic grammar structures (simple and continuous verb tenses, simple modals, comparatives, superlatives)
- Basic syntax (for statements, negatives, questions), basic word order, prepositional phrases, co-ordinating and some subordinating conjunctions
- Basic mechanics and punctuation
- Simple yes/no and wh questions

Functional knowledge

Beginning recognition of:
- Textual and contextual clues that indicate the purpose of a text (invitation, greeting card, newsletter, schedule)
- Typical formats used for specific purposes (complaint, invitation, request)
- Typical formats used for specific genres (dictionary entries, news articles, letters, application forms)

Sociolinguistic knowledge

Beginning recognition of:
- Common figures of speech, idioms and expressions specific to different situations
- Cultural references
- Politeness conventions
- Words and phrases to convey tone and register
- Formal and informal language

Strategic competence

Beginning ability to use:
- Basic reading strategies (skimming, scanning, guessing, inferring)
- Background knowledge to enhance understanding
- Supporting resources (looking in a bilingual dictionary or asking for help with unknown words)
- Linguistic, textual, functional and sociocultural knowledge to interpret meaning
- Online search engines
At this level, the reader can recognize letters, numbers and a small number of everyday words and very short phrases. Print must be clear and layout must be sparse and very easy to read. The reader needs support, such as visual clues, to understand.

The reader uses familiar key words to understand meaning and has almost no ability to decode unknown words or to read connected discourse. If the reader has learned to read in another language, he or she may rely heavily on a both an ASL/English dictionary and a bilingual dictionary for their first language (E.g. Arabic/English, Nepali/English).

I. Interacting With Others

- Understand short greetings and simple goodwill messages.
  [Texts consist of a few simple phrases and are related to routine social interactions.]
  - Identifies specific goodwill expressions and their meanings.
  - Locates specific words and phrases.
  - Locates dates, times, addresses, phone numbers.

- Read very short messages in face-to-face communication with non-signers.
  [Messages consist of single words or very short simple phrases on paper or hand-held devices, highly supported by gestures and visual clues.]
  - Locates specific words and phrases.
  - Understands a few very simple details.

Sample tasks
Read a simple greeting card for a special occasion.
Read an invitation to find the date of a party.
Read a 1-line thank-you note from a friend.
In a social situation, read a short message from a non-signer giving their name and occupation.

II. Comprehending Instructions

- Understand very short, simple instructions for common familiar everyday situations.
  [Instructions have only 1 step and may be accompanied by illustrations, gestures, or other visual support.]
  - Recognizes individual words (simple imperative verbs and common nouns).
  - Follows instructions by responding with action.

Sample tasks
Read and follow a 1-line instruction for an everyday activity. (Take one pill. / Pay server.)
Read and follow very simple instructions on a class worksheet.
In a public place, follow a simple direction written by a non-signer. (Use the stairs. / Walk to Main Street.)
III. Getting Things Done

- Get information from very short, common, formatted texts (such as simple sections of forms, maps, diagrams, receipts, traffic signs and civic symbols).
  - Identifies numbers, such as amounts and dates, on receipts and other simple documents.
  - Identifies names and addresses.
  - Identifies where to write information on simple forms.

Sample tasks
- Identify where to write personal information on a very simple application.
- Identify the price, tax and total on a receipt.
- Find a street name on a simple map.
- Check expiration dates on food packages.
- Read a simple common sign with a rule or warning. (Stop. / No parking. / No smoking.)

IV. Comprehending Information

- Recognize names, numbers and some basic details in very simple short texts related to everyday situations and immediate needs.
  - Identifies numbers, letters, a few key words and short expressions.

- Read very short simple messages with needed information in face-to-face communication with non-signers.
  [Notes may be on paper or hand-held devices. Information may be supported by gestures and visual clues.]
  - Recognizes individual key words.
  - Gets the main idea.
  - Message may be supported by hand gestures and contextual cues.

Sample tasks
- Refer to a picture dictionary to understand a short shopping list.
- Read very short captions on photographs to understand the nature of an event, such as a birthday or anniversary.
- Read a phrase written by a non-signer in response to a request for information. (Marla wants tea.)
At this level, the reader can understand everyday words, simple learned phrases, and some very short simple sentences. Print must be clear and layout must be sparse and very easy to read. The reader needs support, such as visual clues, to understand.

The reader may be able to get the main idea of a sentence based on an understanding of familiar words and phrases. The reader has a limited knowledge of basic grammar and limited ability to decode unknown words, guess the meaning of unfamiliar words or read connected discourse. If the reader has learned to read in another language, he or she may rely heavily on a both an ASL/English dictionary and a bilingual dictionary for their first language (E.g. Arabic/English, Nepali/English).

I. Interacting With Others

- Understand short greetings and other goodwill messages.
  [Texts are up to a few short, simple sentences and related to routine social interactions.]
  - Gets the main idea.
  - Identifies specific goodwill expressions and their meanings.
  - Identifies when and where.
  - Finds a few simple details.
  - Locates specific words and phrases.

- Read short messages to establish relationships and share a dialogue in face-to-face communication with non-signers.
  [Messages are a few short phrases or simple sentences, related to personally relevant situations, on paper or hand-held devices, supported by gestures and visual clues.]
  - Gets the main idea.
  - Understands a few simple details.

Sample tasks
Read a short personal message, such as a postcard or farewell message.
Read a short e-mail or text with an invitation to lunch to find out when and where the function is.
In a social situation, read a short message from a non-signer to get to know the person. (I like this party. The food is good.)

II. Comprehending Instructions

- Understand short, simple, clearly sequenced instructions for common familiar everyday situations.
  [Instructions are up to about 4 steps, in point form or bullets and may be accompanied by illustrations, gestures, or other visual support.]
  - Recognizes individual words, phrases and symbols commonly used in instructions.
  - Follows instructions in proper sequence.

Sample tasks
Read and follow onscreen instructions for withdrawing money from an automatic teller machine (ATM)
Read and follow simple instructions for a basic work task. (Type the form. Make 12 copies. Sign the copies.)
In a public place, follow a simple set of directions written by a non-signer in response to a request for directions. (Take the elevator. Go to the third floor. Turn left. Look for room 309.)
III. Getting Things Done

- Get information from simple formatted texts (such as simple forms, maps, diagrams, signs, labels, tables and schedules).
  - Recognizes layout.
  - Identifies where to write personal data.

- Get basic information from short, simple business or service notices.
  - Scans text to find specific details.

Sample tasks
Read hours of operation on a store sign.
Get basic information about specials from a grocery store flyer.
Identify details in a credit card statement.
Find details on an invoice or bill.
Refer to a bus schedule to find out when the next bus will arrive.

IV. Comprehending Information

- Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations.
  - Identifies purpose.
  - Identifies numbers, a few key words and short common expressions.

- Read short simple messages with needed information in face-to-face communication with non-signers.
  - Recognizes individual words and short common expressions.
  - Messages may be supported by hand gestures and visual clues.

Sample tasks
Match a shopping list with pictures in a catalogue or with the actual items.
Read a few short, simple sentences about a familiar person and use key words to identify concrete facts.
Read short sentences about own occupation and identify a few basic, familiar, concrete facts.
Read a short, simple message written by a non-signer in response to a request for information. (We just have green apples. No red ones.)
At this level, the reader can understand and get some information from short, simple texts on familiar everyday topics. Print and organization must be clear and easy to read. The reader sometimes need support, such as visual clues, graphics, charts or diagrams to understand.

The reader can understand some simple connected discourse and get main ideas based on familiar words and phrases. Comprehension is based on a limited knowledge of basic grammar and limited ability to guess the meaning of unfamiliar words.

I. Interacting With Others

- Understand short, personal social messages (such as invitations, thanks, apologies, updates and arrangements) within predictable contexts of daily experience.
  - Gets the main idea.
  - Identifies some specific details and information (such as sender, date, response required).

- Read short texts to establish relationships and share a dialogue in face-to-face communication with non-signers.
  [Texts are written with simple sentences, related to personally relevant situations, on paper or hand-held devices, sometimes supported by gestures and visual clues.]
  - Gets the main idea.
  - Understands some specific details and information.

Sample tasks
Read a short text from a classmate or colleague describing his or her weekend.
Read an email from a medical office to confirm an appointment.
Read an invitation to a wedding or company event.
In a social situation, read a short text from a non-signer to learn about the person. (I am married. I have 2 children. My son goes to pre-school. My daughter is in grade 3.)

II. Comprehending Instructions

- Understand short, simple, clearly sequenced instructions for familiar everyday situations.
  [Instructions are up to about 5 steps, in point form or prose and may be accompanied by illustrations, gestures, or other visual support.]
  - Identifies sequence and location signals (such as first, second, next).
  - Recognizes words, phrases and symbols used in instructions.
  - Follows instructions in proper sequence.

Sample tasks
Read and follow directions to get to a nearby location.
Read a note from a neighbour with simple instructions to care for their home or pet while they are away.
Read and follow short instructions for a work-related task.
III. Getting Things Done

- Get information from simple formatted texts (such as forms, tables, charts, schedules and directories).
  - Identifies layout and specific information.
  - Scans to find specific information.

- Get basic information from short business or service texts (such as brochures, notices, form letters and flyers).
  - Gets overall meaning.
  - Interprets simple graphics.

Sample tasks
Read a simple advertisement to decide whether to buy the product.
Check a bank balance and make a payment online.
Read a short notice about workplace kitchen rules.

IV. Comprehending Information

- Understand the purpose, main idea, key information and some details in short, simple texts related to familiar and personally relevant situations and topics.
  [Texts may be supported by simple graphs, tables and diagrams.]
  - Gets overall meaning and main idea.
  - Identifies key information.
  - Identifies key events, people, places, things (who, what, where and when).

- Access simple standard reference texts (such as dictionaries and encyclopedias).
  - Finds words.
  - Identifies definitions and relevant details.

- Understand simple closed captions in short television segments.
  [Captions are supported by visual clues, photos, maps or diagrams.]
  - Recognizes key words, numbers and phrases.
  - Gets the main idea.
  - Identifies some relevant details.

Sample tasks
Read the first paragraph of simple story to determine what it is about.
Read a short text from a non-signer with information about an event. (The party will be at Kim’s house. She lives downtown. We can take my car. I know how to get there.)
Use an online bilingual dictionary to find the meanings and usages of words and phrases that relate to own occupation or area of interest.
Read simple closed captions that accompany a televised weather report.
At this level, the reader can understand and get most information from short, simple texts on familiar everyday topics. Print and organization must be clear and easy to read. The reader may occasionally need support, such as visual clues, graphics, charts or diagrams to understand.

The reader can understand most simple connected discourse, get the overall meaning, identify purpose, some specific details and links between paragraphs. Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures.

I. Interacting With Others

- Understand simple personal social messages (such as invitations, thanks, apologies, updates and arrangements) within predictable contexts of daily experience.
  - Gets the main idea.
  - Identifies specific details (such as sender, date, response required).
  - Identifies words that indicate politeness and tone.

- Read short texts to establish relationships and share a dialogue in face-to-face communication with non-signers. [Texts are short and related to personally relevant situations, on paper or hand-held devices, occasionally supported by gestures and visual clues.]
  - Gets the main idea.
  - Understands specific details and information.

Sample tasks
Read an email from a friend with an update on what is happening in his or her life. 
Read a text from a colleague apologizing for missing an appointment or lunch date. 
In a social situation, read a paragraph from a non-signer about a change of plans.

II. Comprehending Instructions

- Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations. [Instructions are up to about 6 steps, in point form or as a short continuous text, and may be accompanied by illustrations, gestures, or other visual support.]
  - Identifies sequence and location signals (such as first, next, before).
  - Recognizes common sentence patterns, phrases and symbols commonly used in instructions.
  - Follows instructions in proper sequence.

Sample tasks
Read and follow instructions to remove temporary internet files from a computer. 
Read and follow a simple recipe or the preparation instructions on a food label. 
Read and follow instructions for a simple board or card game. 
Read and follow instructions to set up and prepare for a workplace event.
III. Getting Things Done

- Get information from simple formatted texts (such as forms, tables, charts, schedules and directories).
  - Identifies layout and specific information.
  - Scans to find specific information.

- Get basic information from short business or service texts (such as brochures, notices, form letters and flyers).
  - Gets overall meaning.
  - Interprets simple graphics

Sample tasks
Read a simple advertisement to decide whether to buy the product.
At a store, read a short paragraph about the customer loyalty program to decide whether to sign up for a points card.
Check a bank balance and make a payment online.
Read a short notice about workplace kitchen rules.

IV. Comprehending Information

- Understand the purpose, main idea, key information and some details in short, simple texts related to familiar and personally relevant situations and topics.
  [Texts may be supported by simple graphs, tables and diagrams.]
  - Gets overall meaning and main idea.
  - Identifies key information.
  - Identifies key events, people, places, things (who, what, where and when).

- Access simple standard reference texts (such as dictionaries and encyclopedias).
  - Finds words.
  - Identifies definitions and relevant details.

- Understand simple closed captions in short television programs.
  [Captions are supported by visual clues, photos, maps or diagrams.]
  - Gets the main ideas.
  - Identifies relevant details.

Sample tasks
Read the first paragraph of a simple story to determine what it is about.
Use an online bilingual dictionary to find the meanings and usages of words and phrases that relate to own occupation or area of interest.
Read a series of closed captions that accompany a short simple television news story.
English Writing

Benchmarks 1 - 4

Benchmarks 1 to 4 cover communication in common predictable situations.
Topics are familiar and relate to basic needs and routine, everyday activities.
These are non-demanding contexts of language use.
<table>
<thead>
<tr>
<th>English Writing Benchmark 1</th>
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These are some things that may need to be learned at Benchmarks 1 to 4.

**Grammatical knowledge**

*Ability to use:*
- Basic words, phrases and expressions to write about familiar, everyday topics (shopping, housing, daily routines, work, banking, food, health, education, family, customs, weather, clothing, travel, safety, citizenship)
- Basic grammar structures (simple and continuous verb tenses, simple modals, comparatives, superlatives)
- Basic syntax (for statements, negatives, questions), basic word order, prepositional phrases, co-ordinating and some subordinating conjunctions
- Basic mechanics and punctuation for simple sentences and structures
- Simple yes/no and wh questions
- Vocabulary and conventions for completing simple forms (personal identification)

**Functional knowledge**

*Beginning ability to use:*
- Words, phrases and expressions for different purposes (salutations, invitations, thanks, congratulations)
- Common formats for specific purposes (notes, goodwill messages, letters)
- Basic format and paragraph structure
- Basic e-mail conventions (subject line, greeting, stating purpose, paragraph structure, closing)
- Basic business writing conventions (subject line, opening, stating purpose in first paragraph, paragraph structure, closing)
- Format and layout of basic forms (headings, instructions, sections) to determine where to write information

**Textual knowledge**

*Beginning ability to use:*
- Common cohesion links (pronoun references) to connect sentences
- Connective words and phrases within and between sentences to show additions and examples (also, such as) and to indicate sequence (first, second, next)
- Logical sequencing of main ideas and subordinate information

**Sociolinguistic knowledge**

*Understanding of and beginning ability to use:*
- Canadian social conventions related to specific occasions (births, marriages, losses)
- Significance of written messages on cards that convey expressions of congratulations, goodwill or sympathy

**Strategic competence**

*Beginning ability to use:*
- Supporting resources (dictionaries, thesauruses)
- Computer support functions (spell check, internet search engines, grammar check)
At this level, the writer can write some very basic personal identification information and a small number of familiar words and short simple phrases. The reader needs to be highly supportive and willing to work to understand the communication.

The writing shows very limited knowledge of English, extremely limited vocabulary and very little ability to use simple structures. The writer has very little awareness of basic spelling, punctuation and capitalization and has extreme difficulty communicating even the simplest facts or ideas.

I. Interacting With Others

- Convey greetings or other short messages by completing cards or simple texts.
  - [Messages are a few words in length, intended for a familiar reader and related to personally relevant situations.]
  - Completes a standard greeting card or message with simple and minimum information.
  - Uses appropriate salutations and closings (Hi, Hello, Dear, To, From, Regards, Love).

- Convey words and some short memorized phrases in face-to-face communication with non-signers.
  - [May write notes on paper or use a hand-held device to communicate.]
  - Writes a few words or a short phrase.
  - May support the message with hand gestures and contextual cues.

II. Reproducing Information

- Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages.
  - [Texts to copy are 2 to 3 sentences in length, have clear layout and basic everyday information. Lists have 5 to 10 items.]
  - Copies letters, numbers, words and short sentences, including capitalization and punctuation.
  - Follows standard Canadian conventions and styles when copying addresses and phone numbers.
  - Copies text legibly, but reader may still have difficulty decoding some letters and numbers.

Sample tasks

- Complete a standard greeting card or e-card for a special occasion.
- Address an envelope.
- Write a memorized phrase, such as “I am Deaf” to communicate with a non-signer.

- Copy information from an appointment reminder card onto a personal calendar.
- Make a list of e-mail contacts for own use.
- Copy words from a picture dictionary into a guided text.
III. Getting Things Done

- Complete very short or simplified forms that require only basic personal identification information.
  [Forms have up to 5 personal identification items. There are clear labels and spaces in which to write.]
  - Writes the required information.
  - Puts information in the right sections.
  - Follows some conventions for address, phone number, etc.
  - Writes legibly.

- Write very short memorized requests and directives when in face-to-face communication with non-signers.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a short memorized phrase.
  - Shares basic personal information, such as name, in writing.
  - May support the message with gestures and contextual cues.

Sample tasks
Fill out the personal identification section of a change of address form or application.
In a public place, request assistance by writing a short phrase in a note or on a hand-held device.
(Help please.)

IV. Sharing Information

- Write a few words to complete a short guided text or answer simple questions.
  [Text to complete is about 3 to 5 sentences.]
  - Writes words to convey a few personal details.
  - Writes legibly.

- Provide very simple information to non-signers in response to face-to-face written requests.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a few familiar words.
  - Shares basic personal identification information.
  - May support the message with gestures and contextual cues.

Sample tasks
Complete a simple guided text in a language class. (My name is ____. I am from _______. I have _______.
Write answers to simple questions with assistance from a family member or settlement worker.
Write own name in response to a request from a non-signer.)
At this level, the writer can write basic personal identification information, everyday words, simple phrases and a few simple sentences about highly familiar information. The reader needs to be highly supportive and willing to work to understand the communication.

The writing shows limited knowledge of English and very limited vocabulary. There is some initial ability to use simple structures and some initial awareness of basic spelling, punctuation and capitalization. The writer has difficulty with word order and word forms and finds it hard to communicate simple facts and ideas.

I. Interacting With Others

- Convey goodwill messages by means of standard cards or guided notes. Messages can include thanks, apologies, congratulations, get-well wishes, good-byes and sympathy.
  [Messages are a few words or short phrases intended for a familiar reader and related to personally relevant situations.]
  - Completes a standard greeting card or message with simple information.

- Convey short messages to establish relationships and share a dialogue in face-to-face communication with non-signers.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a short phrase or very simple sentence.
  - May support the message with hand gestures and contextual cues.

II. Reproducing Information

- Copy a range of information from simple lists or very short passages, for personal use or to complete short tasks.
  [Texts to copy are 3 to 5 sentences in length, have clear layout and basic everyday information. Lists have 10 to 15 items.]
  - Copies letters, numbers, words and sentences with correct capitalization and punctuation.
  - Follows standard Canadian conventions and styles when copying addresses and phone numbers.
  - Copies text legibly, but reader may still have some difficulty decoding some letters and numbers.
  - Copies text with no major omissions and only occasional mistakes.

Sample tasks

- Complete a short message to thank a classmate or to wish a friend well, by following an example or with assistance from another person. Write a short 1-clause message to a non-signer to start a very brief written dialogue.

- Copy names and email addresses from a directory.
- Copy information from signs and schedules, such as hours of operation, or hours to be worked.
- Copy the company name, address, application deadline and contact information from a simple job posting.
- Copy emergency fire instructions.
III. Getting Things Done

- Complete short simple (or simplified) forms that require only basic personal identification or other highly familiar information. [Forms have up to 10 personal identification items. There are clear labels and spaces in which to write.]
  - Writes the required information.
  - Puts information in the right sections.
  - Follows some conventions for address, phone number, etc.
  - Follows some basic spelling conventions.
  - Writes legibly

- Write short requests and directives when interacting in face-to-face communication with non-signers. [May write notes on paper or use a hand-held device to communicate.]
  - Writes a phrase or a short sentence.
  - Shares basic personal information.
  - May support the message with hand gestures and contextual cues.

Sample tasks
Fill out the personal identification section of a simple online form to set up an e-mail account.
Enter personal information on an application to rent an apartment.
Fill out an application for a magazine subscription.
In a store, write a short sentence to a non-signer to communicate what is needed. (Please help me. I need socks.)

IV. Sharing Information

- Write a few words to complete a short guided text or answer simple questions to describe a personal situation. [Text to complete is about 5 to 7 sentences.]
  - Writes personal details in response to short questions.
  - Follows some spelling and punctuation conventions.
  - Writes legibly.

- Provide simple information to non-signers in response to face-to-face written requests. [May write notes on paper or use a hand-held device to communicate.]
  - Writes a phrase or a short sentence.
  - Shares basic personal information.
  - May support the message with gestures and contextual cues.

Sample tasks
Write a simple 1-line description to accompany family photos in an album or on a social media site.
Text simple 1-line responses to questions from friends or co-workers.
Provide 1-line responses to questions from a non-signer in an informal written dialogue using pen-and-paper or a hand-held device to communicate.
At this level, the writer can write simple sentences about familiar information related to personal experience and everyday situations. The reader needs to be somewhat supportive.

The writing shows a developing range of simple everyday vocabulary, developing control of simple structures, spelling, punctuation and capitalization. The writer has difficulty with word order and word forms and some difficulty communicating a simple message.

I. Interacting With Others

- Convey short, personal, informal social messages related to everyday situations (such as invitations, thanks, updates, cancellations and apologies).
  [Messages are a few short sentences for a familiar reader and related to personally relevant situations.]
  - Conveys the simple message.
  - Uses language and content appropriate for the message and social context.
  - Describes details such as time and location.
  - Describes some feelings about the occasion.
  - Reader may have to work a bit to follow the message.

- Convey short messages to establish relationships and share a dialogue in face-to-face communication with non-signers.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a few short simple sentences.
  - May sometimes support the message with hand gestures and contextual cues.

II. Reproducing Information

- Copy or record a range of information from short texts for personal use.
  [Texts to copy are about 1 paragraph and have clear layout. Texts include passages, directories, schedules and dictionaries.]
  - Copies or records letters, numbers, words and sentences with correct capitalization and punctuation.
  - Follows standard Canadian conventions and styles for the genre.
  - Copies text legibly, and reader has only slight difficulty decoding some letters and numbers.
  - Copies text with no major omissions and only occasional mistakes.

Sample tasks

Write a note to a neighbour before going on vacation. Include a contact address, timelines and emergency contact information.

Write a short email to invite a friend to lunch. Include details about time and location.

Write a simple message to a friend on a social networking site.

Write a short sympathy or get-well message to a co-worker.

Write a short note to a non-signer to share personal information, with a few short sentences about self and family.
III. Getting Things Done

- Complete short simple forms that require only basic personal information and familiar responses to simple questions.
  [Forms have up to 15 items with clear labels and spaces to write.] 
  - Writes the required information with no major omissions.
  - Puts information in the right sections.
  - Follows conventions for address, phone number, etc.
  - Follows some basic spelling conventions.
  - Writes legibly.

- Write short simple business or service messages in face-to-face communication with non-signers.
  [May write notes on paper or use a hand-held device to communicate.] 
  - Writes a few simple sentences.
  - Conveys the message.
  - Uses language and content appropriate to the intent and context.
  - Reader may have to work a bit to follow the message.

Sample tasks
Fill out an emergency information form for a school or employer.
Write a short note to tell a colleague to lock the door and turn off lights at the end of the shift.
In a restaurant, write a short message to tell a non-signing server that the soup is not hot or there is too much salt.

IV. Sharing Information

- Write a few sentences to describe a familiar person, object, place, situation or event.
  [Writing is up to about 5 sentences.] 
  - Uses a few connected sentences.
  - Follows most spelling and punctuation conventions.
  - Provides adequate descriptions.
  - Describes likes and dislikes relevant to the topic.
  - Reader may have to work a bit to understand.

- Share some simple information with non-signers in a face-to-face situation.
  [May write notes on paper or use a hand-held device to communicate.] 
  - Writes a few short sentences.
  - Shares information about self and situation.
  - May support the message with some gestures and contextual cues.

Sample tasks
Write a short description of a friend or family member.
Write a few sentences about a family event on a social networking site.
Write a few sentences to a non-signer who has asked for a description of a familiar place, such as a restaurant, hotel or park.
At this level, the writer can write short, simple texts about personal experience and familiar topics related to everyday situations. The writing consists mostly of simple sentences, with some co-ordinated clauses using basic tenses.

The writing shows adequate knowledge of language for simple tasks, adequate range of simple everyday vocabulary, adequate control of simple structures, spelling, punctuation and capitalization. The writer has some difficulty with word order and word forms but is able to communicate a simple message.

I. Interacting With Others

- Convey short, personal, informal social messages related to everyday situations (such as invitations, thanks, updates, cancellations and apologies).

  [Message is a few sentences or a short paragraph to a familiar person.]
  - Conveys the message so that the reader can follow it.
  - Uses language and content appropriate for the message and social context.
  - Conveys main ideas and supports them with some detail in a basic paragraph structure.
  - Describes feelings in a way that is appropriate for the situation.

- Convey short messages to establish relationships and share a dialogue in face-to-face communication with non-signers.

  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a short paragraph.
  - May sometimes support the message with hand gestures and contextual cues.

II. Reproducing Information

- Copy or record an expanded range of information from short texts for personal use.

  [Texts to copy are up to about 2 paragraphs and have clear layout. Texts include passages, directories, schedules instructions, directions, dictionaries and manuals.]
  - Copies text legibly with no major omissions.
  - Follows standard conventions for capitalization and punctuation.
  - Accurately reproduces the formatting of the original text.
  - Reader has only slight difficulty understanding the information.
III. Getting Things Done

- Complete simple forms that require basic personal information and familiar responses to simple questions.
  [Forms have up to 20 items with clear labels and spaces to write.]
  - Writes the required information with no major omissions.
  - Puts information in the right sections.
  - Follows conventions for address, phone number, etc.
  - Follows most spelling conventions.
  - Writes legibly.

- Write short simple business or service messages, sometimes in face-to-face communication with non-signers.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a short paragraph.
  - Conveys main ideas and supports them with some detail in a basic paragraph structure.
  - Uses language and content appropriate to the intent and context.
  - Reader has only slight difficulty understanding the message.

Sample tasks
- Fill out an application form for pre-authorized payments for water, power or phone service.
- Write an email to your company to cancel a service.
- Write an email asking a supervisor for a day off.
- Write a short note for a non-signing repair person to tell about a problem with heating or plumbing.
- At the bank, write a short text to request a series of transactions, such as transferring money, paying some bills, and then making a withdrawal.

IV. Sharing Information

- Write a short paragraph to describe a familiar event, personal experience or future plan.
  [Writing is up to about 1 paragraph.]
  - Uses basic paragraph structure.
  - Follows most spelling and punctuation conventions.
  - Conveys main ideas and supports them with some detail.
  - Describes the situation adequately.
  - Expresses preferences and gives some explanation.
  - Reader has only slight difficulty understanding the information.

- Share information with non-signers in a face-to-face situation.
  [May write notes on paper or use a hand-held device to communicate.]
  - Writes a short paragraph.
  - Shares information about self and situation.
  - Provides some relevant details.
  - May occasionally support the message with a few gestures or contextual cues.

Sample tasks
- Write a paragraph to describe coming to Canada.
- Write an email to a colleague to describe a recent trip or vacation.
- Write a text of one paragraph to a friend to describe a new home.
- In a face-to-face situation, write a text to a non-signer who has asked about future goals and plans. Describe plans and expectations for the future.