

# Assessing Proficiency in English for Pupils with EAL



## INTRODUCTION

The Hounslow Language Service (HLS) Framework for Assessing Proficiency in English of Pupils with EAL is aligned to the DfE English codes (A-E) for data collection commencing Autumn 2016. The aim is to assist schools in identifying the language needs and levels of EAL pupils in listening, speaking, reading and writing in order to provide accurate target setting, planning and ensuring pupil progress. Additionally, this would help schools assign the right language proficiency codes.

This updated version builds on an established EAL assessment framework which has been tried and tested and used in schools across London and nationally. It is a document which is classroom friendly and devised to help the class teacher identify the language needs of their EAL pupils at different stages of learning English so as to provide effective teaching and learning.

The following are some underpinning principles of the assessment framework:-

- The development of listening and speaking is fundamental in pupil progress to aid communication, thinking and writing. When looking at speech samples of EAL pupils, use the listening and speaking column but attention needs to be paid to grammatical features. These features are detailed in the writing column and denoted by \*. These can also be used to analyse pupils' spoken language.
- The writing descriptors are strongly linked to those grammatical features listed in the English Curriculum. The mastery of these features is key to success in acquiring academic language.
- The age at which an EAL learner enters the English education system, their previous education (if any) and ability may have a significant impact on their progress. This is reflected in the separate primary and secondary frameworks.
- In assessing EAL learners' proficiency in English, a 'best fit' approach is necessary. The rate of progress in listening and speaking may differ from reading and writing. Research shows that social language can take up to 2 years to acquire but academic language can take between 5 to 10 years, with some pupils never attaining age appropriate levels of academic language proficiency. Evidence of language use needs to be gathered from initial assessments and from different subjects, both throughout the year as well as at end of year summative assessments.

<b>HLS Proficiency in English description</b>	<b>DfE Code</b>	<b>Proficiency in English DfE description</b>
<b>Beginning</b>	<b>A</b>	<b>New to English</b>
<b>Emerging</b>	<b>B</b>	<b>Early Acquisition</b>
<b>Developing 1 Developing 2</b>	<b>C</b>	<b>Developing Competence</b>
<b>Consolidating 1 Consolidating 2</b>	<b>D</b>	<b>Competent</b>
<b>Fluent</b>	<b>E</b>	<b>Fluent</b>

Although aligned to the A to E codes for data collection, Hounslow Language Service are using different terminology to describe each code to better reflect the progression of language learning for EAL pupils. The terminology used by the DfE follows that used within the Welsh Education system.

# HOUNSLOW LANGUAGE SERVICE (HLS)

## Assessing Proficiency in English for Pupils with EAL - Primary

HLS Proficiency in English Description				DfE Code and proficiency in English Description
	Listening & Speaking	Writing	Reading	
<b>Code</b> <b>A</b> <b>B</b> <b>E</b> <b>G</b> <b>I</b> <b>N</b> <b>N</b> <b>I</b> <b>N</b> <b>G</b>	<ul style="list-style-type: none"> <li>• May have a few isolated words learnt prior to arrival</li> <li>• May be silent (silent period may last even though listening comprehension develops)</li> <li>• May attempt to communicate using gesture or first language (L1)</li> <li>• May use single/two word utterances to express themselves e.g. 'Me finished', 'No milk'</li> <li>• May echo words or phrases said to them without understanding</li> <li>• Is heavily reliant on gestures/pictures to follow instructions or understand information</li> <li>• Will observe what others are doing and copy them</li> <li>• May understand some everyday expressions in English</li> <li>• Can lose concentration if talk is not supported by visuals</li> </ul> <p><i>NB A silent period of 6 months is not unusual</i></p>	<p><b>Non-literate in L1 (1<sup>st</sup> Language)</b></p> <ul style="list-style-type: none"> <li>• Can hold a pencil correctly</li> <li>• Is learning the letters of the alphabet and their sounds</li> <li>• Is using English letters and letter like forms to convey meaning but these may be inaccurately formed</li> <li>• Can write from left to right</li> <li>• Can copy their own names</li> <li>• Can copy labels and captions for pictures</li> <li>• Can write their own names</li> <li>• They can copy and match simple sentences</li> </ul> <p><b>Literate in L1</b></p> <ul style="list-style-type: none"> <li>• Can form letters of the alphabet</li> <li>• Can form letters and know some related sounds</li> </ul> <p><i>NB: Some pupils familiar with Roman script may already have advanced handwriting skills.</i></p> <p><i>Pupils may be fluent writers in L1 and can build on their knowledge of literacy in that language</i></p>	<p><b>Non-literate in L1</b></p> <ul style="list-style-type: none"> <li>• May have no previous experience of reading</li> <li>• Can handle a book appropriately with an understanding of left/right orientation</li> <li>• May be aware that print carries meaning</li> <li>• Can recognize their own name</li> <li>• Is beginning to understand 1:1 correspondence in words</li> <li>• Can tell a story from pictures and play read</li> </ul> <p><b>Literate in L1</b></p> <ul style="list-style-type: none"> <li>• Can recognize some familiar words from environment and other curriculum areas and some key words from Reception High Frequency word list</li> <li>• Can identify some letters of the alphabet by shape and sound</li> <li>• Beginning to hear rhyme</li> <li>• Can follow simple repetitive texts with support and join in using picture cues to gain understanding</li> <li>• Can sequence a supported text e.g. story or instructions using pictures or other visuals</li> <li>• May be able to use a bilingual dictionary to aid understanding</li> </ul> <p><i>NB Pupils may be fluent readers in their L1 and can build on their knowledge of literacy in that language if it shares the same script.</i></p>	<p><b>Code A New to English</b></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
	<p><b>Pupils will need considerable support in class</b></p>			



If you would like more information, please contact us.  
ਯਾਂ ਆਪਨਾ ਆਗਾਓ ਫਿਰ ਕਾਮਰ ਆਏ, ਤਾਦੇਲ ਆਪਾਦਰ ਆਗਾਓਆ ਕਰ੍ਯਾ।

*Nese deshironi më shumë informata, ju lutemi kontaktoni qendren tone.*

Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات و سہولتیں درکار ہیں تو ہم سے رابطہ کریں۔

પરધારે માહિતી માટે સહાયતાની કસ્ટોનેર અમાને મળો.

Se precisar de mais informações, contacte-nos.  
اذا رغبتم في الحصول على معلومات ارجاء الاتصال بنا

ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

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