Assessing Proficiency in English for Pupils with EAL

About

This tool has been developed to support the use of the Hounslow Language Service (HLS) Framework for Assessing Proficiency in English for Pupils with EAL.

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 a '*'. 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.

HLS Description	DfE Description	DfE Code
Beginning	New to English	A
Emerging	Early Acquisition	B
Developing 1 Developing 2	Developing Confidence	C
Consolidating 1 Consolidating 2	Competent	D
Fluent	Fluent	E

Statements that are not highlighted can be used as targets. Provide a date to aim at for mastery of that skill. Highlight the box in a different colour to indicate the child is working towards it. Tick when the child has mastered it.

Provide a best fit overall level based on the levels for speaking, listening, reading and writing. Bear in mind that literacy skills often lag behind oracy skills and the judgement can be made accordingly for each pupil.

Tips on using the tool

Adding a new child
When the tool opens and has loaded, you should see a new option on the top menu bar (File, Edit, View…) for 'Add Child'
To add a new child to the tool, click this and then click the 'Add Child' option that appears
The code will take a couple of seconds to complete.

The first time you do this from any account, authorisation to run Apps Script will be required.
This is perfectly safe and has been added to make the process of adding children to the tool easier for the user.
The permissions are very broad but the code will only ever reference this spreadsheet and no others.

Once permission has been allowed, you may need to repeat the initial steps.

Summary tab
The 'Summary' tab is a view only sheet to see the assessments for all of your children in one place.
Changes to a child's assessments must be made on the individual child's sheet.

Hiding and showing statements
You may wish to hide/show statements at different times.
This can be done manually for each code, but clicking the relevant '+' or '-' symbol on the left hand side of the sheets, next to the row numbers.
You can also show/hide all statements at once, by right clicking anywhere in column containing the '+' and '-' symbols and selecting the appropriate option.

Other key points
Changing the sheet layout (e.g. adding/removing rows) or renaming sheets will cause issues with the tool.
Similarly, hiding/editing the 'Template' sheet will stop you from being able to add new children.

You cannot input data on this tab - it must be done on the separate pupil tabs

	Matt											
Highest Secured (80%) Code												
Speaking & Listening												
Code A, Beginning												
Can use a few isolated words learnt prior to arrival.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Has some receptive understanding and is not ready to actively produce language (silent period can last even though listening comprehension develops).	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can attempt to communicate.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Uses gesture or First Language (L1) to communicate.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can use single/two word utterances to express themselves (e.g. 'Me finished', 'No milk').	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can echo words or phrases said to them without understanding.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Is beginning to follow simple instructions or understand limited information and is heavily reliant on gestures/pictures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can observe what others are doing and copy them.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can understand some everyday expressions in English.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can make verbal responses but only with support from visuals.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Code B, Emerging												
Is beginning to identify and remember words and then combine these into simple phrases to convey meaning (e.g. me no pencil) - sometimes with accompanying gestures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Has a little understanding of word order.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Can repeat words and phrases taken from songs/rhymes/stories and set phrases used by other children.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

A	B	C	D	E ◄ ► G	H	I	J	K	L ◄ ► N	O

Pupil name

Date of arrival into UK / start of schools: dd-mm-yyyy

	Prv Yr	Aut	Spr	Sum		Prv Yr	Aut	Spr	Sum	
Speaking & Listening	-	-	-	-	**Reading**	-	-	-	-	**Writing**

Summary	Prv Yr	Aut	Spr	Sum	Summary	Prv Yr	Aut	Spr	Sum	Summary
-	-	-	-	-	Beginning 1	0%	0%	0%	0%	Beginning 1
Beginning	0%	0%	0%	0%	Beginning 2	0%	0%	0%	0%	Beginning 2
Emerging	0%	0%	0%	0%	Emerging	0%	0%	0%	0%	Emerging
Developing 1	0%	0%	0%	0%	Developing 1	0%	0%	0%	0%	Developing 1
Developing 2	0%	0%	0%	0%	Developing 2	0%	0%	0%	0%	Developing 2
Consolidating 1	0%	0%	0%	0%	Consolidating 1	0%	0%	0%	0%	Consolidating 1
Consolidating 2	0%	0%	0%	0%	Consolidating 2	0%	0%	0%	0%	Consolidating 2
Fluent	0%	0%	0%	0%	Fluent	0%	0%	0%	0%	Fluent

Code A, Beginning	Prv Yr	Aut	Spr	Sum	Code A, Beginning 1	Prv Yr	Aut	Spr	Sum	Code A, Beginning 1
Can use a few isolated words learnt prior to arrival.	☐	☐	☐	☐	Is new to reading.	☐	☐	☐	☐	Can write in first language.
Has some receptive understanding but is not ready to actively produce language (silent period can last even though listening comprehension develops).	☐	☐	☐	☐	Can read in first language.	☐	☐	☐	☐	Can hold a pencil correctly.
Can attempt to communicate.	☐	☐	☐	☐	Can handle a book appropriately with an understanding of left/right orientation.	☐	☐	☐	☐	Is learning the letters of the alphabet and their sounds
Uses gesture or First Language (L1) to communicate.	☐	☐	☐	☐	Is aware that print carries meaning.	☐	☐	☐	☐	Can use English letters and letter like forms to convey inaccurately formed).
Can use single/two word utterances to express themselves (e.g. 'Me finished', 'No milk').	☐	☐	☐	☐	Can recognize their own name.	☐	☐	☐	☐	Can write from left to right.
Can echo words or phrases said to them without understanding.	☐	☐	☐	☐	Is beginning to understand 1:1 correspondence in words.	☐	☐	☐	☐	Can copy their own names.
Is beginning to follow simple instructions or understand limited information but is heavily reliant on gestures/pictures.	☐	☐	☐	☐	Can tell a story from pictures and play read.	☐	☐	☐	☐	Can copy labels and captions for pictures.
Can observe what others are doing and copy them.	☐	☐	☐	☐						Can write their own names.
Can understand some everyday expressions in English.	☐	☐	☐	☐						Can copy and match simple sentences.
Can make verbal responses but only with support from visuals.	☐	☐	☐	☐						

					Code A, Beginning 2	Prv Yr	Aut	Spr	Sum	Code A, Beginning 2
					Can recognize some familiar words from their environment and other curriculum areas and some key words from Reception High Frequency word list.	☐	☐	☐	☐	Can form letters of the alphabet.
					Can identify some letters of the alphabet by shape and sound.	☐	☐	☐	☐	Can form letters and knows some related sounds.
					Is beginning to hear rhyme.	☐	☐	☐	☐	
					Can follow simple repetitive texts with support and join in using picture cues to gain	☐	☐	☐	☐	