

# EAL ASSESSMENT FRAMEWORK FOR SCHOOLS

Supporting primary and secondary schools in meeting the Department for Education (DfE) requirement to report a Proficiency in English level for English as an additional language learners and in assessing progression in EAL learners over time in Listening, Speaking, Reading and Viewing and Writing.

This framework will be updated from time to time. Please check that you have the latest version of the framework on The Bell Foundation website at [www.bell-foundation.org.uk](http://www.bell-foundation.org.uk).

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## Acknowledgements

The Bell Foundation was established in 2012 and is working to overcome exclusion through language education in the UK. The Bell Foundation is a charity and is focuses on two thematic areas: children with English as an Additional Language and offenders whose first language is not English.

The Bell Foundation would like to thank Dr Michael Evans, Dr Neil Jones, Professor Constant Leung and Dr Yongcan Liu for their thorough and robust work, which has culminated in the EAL Assessment Framework for Schools. We would like to give a special thank you to Professor Constant Leung, the Project Coordinator, for steering the project.

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## Foreword

Dear Colleagues,

As teachers and educators we are rightly proud of the ethnic and linguistic diversity in our schools. At the same time we acknowledge that we have to continually renew our efforts to meet the needs of all pupils. Many of our bilingual or multilingual pupils are in the process of learning English as an Additional Language (EAL). As the language of schooling is English, the vast majority of these pupils experience the curriculum content through, in effect, EAL.

We all know that the process of learning an additional language in school is not the same as early-years first language development. It is therefore very important that teachers are provided with EAL-sensitive assessment tools that can help them recognise pupil language achievements and needs.

I am very pleased to introduce the EAL Assessment Framework for Schools. In the research and development of this assessment framework we consciously adopted a classroom-friendly, curriculum-language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. Many of the assessment descriptors have been formulated in such a way that they can be used by teachers from different curriculum and subject areas.

On behalf of the Research and Development Team, I would like to thank The Bell Foundation for its generous financial support, and The Bell Foundation Associates for their critical comments and insightful advice.

Yours

A handwritten signature in blue ink that reads "Constant Leung". The signature is written in a cursive, flowing style.

Professor Constant Leung FAcSS,  
King's College London

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## I. Introduction

### I.1 The EAL Assessment Framework for Schools – what is it?

The EAL Assessment Framework for Schools was commissioned by The Bell Foundation to provide schools with a straightforward, easy-to-use assessment tool for assessing learners with English as an Additional Language. At its core are EAL assessment descriptors (one set for primary and one set for secondary) that teachers can use for both summative and formative assessment. The descriptors are designed specifically to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. The framework is underpinned by robust academic research and expertise and has been prepared with busy teachers in mind. (See also Arnot, et al., 2013, Evans, et al. 2016.)

### I.2 How does it fit with the DfE statutory reporting of EAL pupils' Proficiency in English?

For the school census, the DfE now requires schools to report levels of Proficiency in English for all EAL pupils aged 4-16 using a five-point scale. The EAL Assessment Framework for Schools is designed to align with and support the DfE Proficiency in English scales. The DfE states that an EAL code (from A – new to English to E – fluent) is 'required for all pupils [whose] language has been recorded as anything other than English'. The DfE definition of EAL is as follows: 'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (School Census Guide 2016-2017, DfE, 2016 p63)

The definition of EAL has always covered a wide range of EAL learners, from new arrivals to the country to those born in the UK. However, prior to the DfE's Proficiency in English requirement, there has been no statutory, national assessment of EAL learners – learners were simply categorised as either EAL or not. The DfE Proficiency in English scales have changed this by providing schools with a 'screener' for identifying a 'best fit' snapshot of the proficiency in English of EAL learners. This means that now, more than ever, schools need to have a rigorous EAL assessment system in place to supplement the screener and support the progress of EAL pupils.

The EAL Assessment Framework for Schools can be used to complement the DfE screener, as it assesses the four strands of language knowledge and use (Listening, Speaking, Reading and Viewing and Writing). It is also designed to support planning and target setting.

In the development of these rating scales it is assumed that, when necessary, pupils from diverse language backgrounds will use their other language/s, culture/s and experiences to help with comprehending and expressing themselves in English.

The EAL Assessment Framework for Schools similarly adopts a five-band scale, from A (New-to-English/Beginning) to E (Fluent), so it can be used for both on-going assessment as well as a tool for arriving at the A-E judgements required by the DfE for the census.

## 1.3 Why EAL assessment?

EAL learners are doing two things at the same time. They are learning the English language at the same time as learning the curriculum through English.

### **Assessing EAL is not the same as assessing Literacy**

Literacy assessment focuses on specific age-expected outcomes of the Literacy curriculum (such as writing stories or newspaper reports). EAL assessment focuses on the development of English in Listening, Speaking, Reading and Viewing and Writing for all purposes within the school context.

### **EAL assessment helps both teachers and pupils**

If teachers understand the English language needs of their pupils, they can help pupils to access the language of the curriculum and develop their English at the same time.

### **Pupils need to know particular uses of language to be able to succeed in school subjects**

For example, if pupils don't know how to use "if [this] ..., then [that] ..." or the modals *would, should, could, might, may*, they will struggle with expressing themselves in History or Science. Different areas of the curriculum make use of English in different ways.

### **EAL assessment spotlights the learner's needs in a particular area of language**

An EAL learner may appear to be 'fluent' because they can converse easily with their peers and teachers but this 'fluency' can be deceptive. The proficiency profile of an EAL learner can vary across the four strands of language use in different curriculum areas. For instance, a pupil may be fluent in everyday spoken English, but may find giving an oral report on a science experiment challenging. Some may find writing more demanding than listening and reading, and so on.

### **EAL assessment helps teachers teach all EAL learners**

EAL assessment is not just for the *new to English* learners, but is important for all EAL/bilingual learners who still need to develop their academic English to succeed at age-related expectations.

### **EAL assessment is fair and inclusive**

Appropriate assessment recognises a learner's potential and affects their life chances. Inappropriate assessment can lead to pupils being given unhelpful advice and being placed on the wrong pathway for their future learning.

For more on assessment read *Assessment affects the quality of teaching and learning* on page 67.

## 2. Primary EAL Assessment Framework for Schools

Internal progression within each band: although descriptors are not expected to be achieved in strict order, descriptors 1-3 are 'Early Development' and descriptors 8-10 are 'Getting Closer to the Next Band'.

### PRIMARY LISTENING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
	PrL-A1	Can understand single words or short phrases in familiar contexts
	PrL-A2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?')
	PrL-A3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities
	PrL-A4	Can follow and join in routine classroom activities willingly
	PrL-A5	Can show comprehension through action and gesture rather than words
	PrL-A6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom
	PrL-A7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker
	PrL-A8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)
	PrL-A9	Can sort pictures or objects according to oral instructions
	PrL-A10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings)



## PRIMARY LISTENING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Demonstrating an emerging ability to respond verbally in interactions with others</b>
	PrL-B1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker
	PrL-B2	Can respond to simply phrased factual questions (e.g. <i>'Which things use electricity?'</i> )
	PrL-B3	Can attend for short periods to simple stories and songs with visual scaffolds
	PrL-B4	Can follow day-to-day social communication in English
	PrL-B5	Can follow narrative/accounts with visual support
	PrL-B6	Can follow instructions where the context is obvious and recognise familiar words in spoken texts
	PrL-B7	Can respond to simply phrased factual questions about lesson content, (e.g. <i>'Is the leaflet about animals or about shops?'</i> )
	PrL-B8	Can attend actively to the conversations of other English speakers on familiar classroom topics
	PrL-B9	Can use contextual clues to gain meaning from age-level text read orally
	PrL-B10	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. <i>'Come to the mat'</i> )

## PRIMARY LISTENING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Developing more independence in the use of basic listening skills needed to engage with learning
	PrL-C1	Can follow oral instructions and compare with visual or non-verbal models (e.g. <i>Draw a circle under the line</i> )
	PrL-C2	Is acquiring topic/subject-specific vocabulary
	PrL-C3	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'do your best'; 'check your work')
	PrL-C4	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences
	PrL-C5	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)
	PrL-C6	Can respond appropriately in most unplanned exchanges
	PrL-C7	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone
	PrL-C8	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding
	PrL-C9	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes
	PrL-C10	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular

## PRIMARY LISTENING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band D</b>	<b>Applying listening skills over an increasing range of contexts and functions</b>
	PrL-D1	Can understand an unfamiliar speaker on a familiar topic
	PrL-D2	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand
	PrL-D3	Can participate confidently in shared texts, such as songs and poetry
	PrL-D4	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing
	PrL-D5	Has access to a wide vocabulary including abstract nouns (e.g. hunger; happiness) and a growing bank of subject-specific words related to curriculum tasks
	PrL-D6	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)
	PrL-D7	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent
	PrL-D8	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions
	PrL-D9	Can try to follow talk on unfamiliar topics and give appropriate responses in a classroom and school contexts
	PrL-D10	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication

## PRIMARY LISTENING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band E</b>	<b>Showing little or no disadvantage to English-speaking peers</b>
	PrL-E1	Can meet the language demands of group activities and class discussions without support for EAL
	PrL-E2	Can select key information for a purpose, rejecting irrelevant and unimportant information
	PrL-E3	Can draw on a range of discourse markers (e.g. expressions like <i>right; okay; anyway; as I said</i> ) to help make meaning
	PrL-E4	Can understand humorous references if not culturally laden
	PrL-E5	Can understand most of the content when teachers speak clearly at a normal pace
	PrL-E6	Can follow most audio and video materials
	PrL-E7	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
	PrL-E8	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register
	PrL-E9	Can deal with the language demands of all routines and common situations in school
	PrL-E10	Can respond to different registers appropriately (e.g. match a formal response to a formal request)

## PRIMARY SPEAKING A New-to-English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Emerging competence in basic oral expression
	PrS-A1	Can produce single words or short phrases and give simple greetings
	PrS-A2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball')
	PrS-A3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context
	PrS-A4	Can identify and name some school and everyday objects (e.g. 'table', 'pencil')
	PrS-A5	Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike')
	PrS-A6	Can use some common adjectives (e.g. 'big', 'fast', 'good')
	PrS-A7	Can ask simple questions about own work (e.g. 'Miss, is this right?')
	PrS-A8	Can make basic needs known to others (e.g. 'I not understand')
	PrS-A9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding and rehearsal, (e.g. speaking to a visual framework, copying a model OR answer patterns: e.g. 'It's a tree'; 'It's a flower')
	PrS-A10	Can pronounce comprehensibly and attempt to approximate English stress and intonation

## PRIMARY SPEAKING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Oral competence includes emerging ability to respond verbally in interactions with others</b>
	PrS-B1	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?')
	PrS-B2	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences
	PrS-B3	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths')
	PrS-B4	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?')
	PrS-B5	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support
	PrS-B6	Is beginning to use forms (mostly first [I] and third [he/she/it] person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play')
	PrS-B7	Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will still have difficulty with basic prepositions
	PrS-B8	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')
	PrS-B9	Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace)
	PrS-B10	Is beginning to participate independently in class discussions on familiar social and academic topics

## PRIMARY SPEAKING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Emerging competence in spontaneous expression and communication
	PrS-C1	Can communicate immediate, concrete matters using connected utterances
	PrS-C2	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'he do')
	PrS-C3	Can use some vocabulary that has been introduced on tasks and in taught sessions
	PrS-C4	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')
	PrS-C5	Can speak to others socially using simple but mostly regular grammatical structures
	PrS-C6	Can take part in role play making some appropriate unscripted contributions
	PrS-C7	Can ask questions for social and academic purposes
	PrS-C8	Makes relevant spontaneous comments socially and during tasks
	PrS-C9	Can use English spontaneously, without long pauses for internal translation and composition
	PrS-C10	Can make observations and explain ideas simply during creative and exploratory activities

## PRIMARY SPEAKING D Competent/Diversifying

Band D		Competence in producing more varied and complex speech in a wider range of contexts
<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	PrS-D1	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation
	PrS-D2	Can answer explicit questions from stories read aloud (e.g. who, what, or where)
	PrS-D3	Can give oral presentations on content-based topics approaching age-expected level
	PrS-D4	Can retell events in a connected narrative where content is familiar, using story language where appropriate
	PrS-D5	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. <i>'a dog barked': 'Last night, in the silent, empty park, a dog barked'</i> )
	PrS-D6	Can produce more complex sentences by using a small range of linking elements such as pronoun reference across sentences (e.g. <i>'I have a new friend. She is Polish'</i> )
	PrS-D7	Can complete phrases in rhymes, songs, and chants
	PrS-D8	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or prefixes that are shared by first language e.g. volcano - vulcan (Romanian), wulkan (Polish); tri-meaning 3 e.g. triangle)
	PrS-D9	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)
	PrS-D10	May still explore more complex ideas in first language, use first language features when attempting unfamiliar English constructions (e.g. a Turkish pupil's attempt at <i>'If he had gone home he would have seen the burglar'</i> might come out <i>'To house if went, he sees burglar'</i> ), or may mix first language and English to convey more complex ideas



## PRIMARY SPEAKING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band E	Developing competence in fluent, creative use of English
	PrS-E1	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. <i>'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct'</i> )
	PrS-E2	Can tell original stories with emerging detail
	PrS-E3	Can join in a social or on-task discussion without support or scaffolding for EAL
	PrS-E4	Can compare attributes of real objects (e.g., <i>'X and Y are similar/different because...'</i> )
	PrS-E5	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. <i>'Do you like?'</i> instead of <i>'You like?'</i> )
	PrS-E6	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
	PrS-E7	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms
	PrS-E8	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space)
	PrS-E9	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts
	PrS-E10	Can compare/contrast ideas and relationships in different subject contexts

## PRIMARY READING AND VIEWING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English
	PrR-A1	Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article)
	PrR-A2	Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)
	PrR-A3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)
	PrR-A4	Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics)
	PrR-A5	Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)
	PrR-A6	Can match pictures and other visuals with taught/rehearsed words
	PrR-A7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments
	PrR-A8	Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text
	PrR-A9	Can follow and make use of familiar words to extract basic meaning from a familiar text
	PrR-A10	Can choose books or other reading materials to join in learning activities, especially when guided

## PRIMARY READING AND VIEWING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning</b>
	PrR-B1	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')
	PrR-B2	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases
	PrR-B3	Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them
	PrR-B4	Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions, (e.g. 'in the beginning', 'a long time ago')
	PrR-B5	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate
	PrR-B6	Can attempt to read/check own writing for meaning with teacher/peer support
	PrR-B7	Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions
	PrR-B8	Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning
	PrR-B9	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting
	PrR-B10	Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts

## PRIMARY READING AND VIEWING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
	PrR-C1	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-tre' in 'centre')
	PrR-C2	Can recognise common prefixes (e.g. 're' in 'return') and suffixes (e.g. 'ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text
	PrR-C3	Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally engendered nuances (e.g. <i>'the angel twinkled on the top of the tree'</i> ), and figurative and metaphoric expressions (e.g. <i>'don't wind him up'</i> , <i>'life is a rollercoaster'</i> )
	PrR-C4	Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand
	PrR-C5	Can identify main idea/s in curriculum material and use own prior experience and learning to assist understanding where appropriate
	PrR-C6	Can understand most subject content texts, including factual accounts, narratives, opinion pieces; although may need support with unfamiliar vocabulary, complex sentences and writing styles
	PrR-C7	Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings
	PrR-C8	Can retrieve relevant details from curriculum and literary texts to retell gist of content
	PrR-C9	Can begin to differentiate between informational and fictional statements/texts independently
	PrR-C10	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)

## PRIMARY READING AND VIEWING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band D</b>	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks
	PrR-D1	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)
	PrR-D2	Can identify the purpose and intended audience of curriculum-related texts without prompting
	PrR-D3	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should)
	PrR-D4	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as <i>'If I had a choice ... I would ...'</i> )
	PrR-D5	Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently
	PrR-D6	Can identify figurative speech (e.g. <i>'a star was born'</i> ) and metaphoric expressions (e.g. <i>'he bottled up his anger'</i> ) in curriculum texts (and seek help if necessary)
	PrR-D7	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)
	PrR-D8	Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references
	PrR-D9	Can reread a text to check understanding if told that the information in the text has not been completely understood
	PrR-D10	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions

## PRIMARY READING AND VIEWING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band E</b>	<b>Engaging with curriculum-related reading activities independently and productively in different subject areas</b>
	PrR-E1	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content
	PrR-E2	Can understand and interpret visuals and graphics in conjunction with written text appropriately
	PrR-E3	Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice <i>'No pocket money until you tidy your room. You have been warned,'</i> said Mum)
	PrR-E4	Can recognise complex cohesive markers to link ideas across sentences and passages (e.g. although, in spite of, pronouns referring back across several sentences e.g. <i>'The stone age was ... It ...'</i> )
	PrR-E5	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions
	PrR-E6	Can identify explicit and implicit messages in informational and fictional texts
	PrR-E7	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness
	PrR-E8	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)
	PrR-E9	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose
	PrR-E10	Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding

## PRIMARY WRITING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Showing attempts at writing in English
	PrW-A1	Can mark/indicate familiar pictures, numbers and other visual images
	PrW-A2	Can communicate intentions and own meaning through drawing and mark making
	PrW-A3	Can show awareness of the differences between print and picture in attempting to write
	PrW-A4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in pupil's first language; leaving spaces between symbols or letters)
	PrW-A5	Can form and reproduce some English letters
	PrW-A6	Can copy or write own name
	PrW-A7	Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French 'table')
	PrW-A8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)
	PrW-A9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures
	PrW-A10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story

## PRIMARY WRITING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band B	Demonstrating basic skills of spelling and sentence construction
	PrW-B1	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit')
	PrW-B2	Can form and reproduce most English letters and attempt to produce words
	PrW-B3	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves
	PrW-B4	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [4 bananas]')
	PrW-B5	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number)
	PrW-B6	Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)
	PrW-B7	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script)
	PrW-B8	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')
	PrW-B9	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)
	PrW-B10	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)



## PRIMARY WRITING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Demonstrating competence in independent use of vocabulary and construction of simple sentences
	PrW-C1	Can use appropriate time sequencing (e.g. <i>'first', 'next', 'finally'</i> )
	PrW-C2	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. <i>'a', 'the'</i> ), prepositions (e.g. <i>'on', 'in'</i> ) and conjunctions (e.g. <i>'and', 'but'</i> )
	PrW-C3	Can use some formulaic expressions in writing (e.g. <i>'excuse me', 'I suppose so', 'at the beginning', 'once upon a time'</i> )
	PrW-C4	Can use some grammatical structures, such as subject-verb agreement (e.g. <i>'he walks'</i> ), inflections (e.g. adding <i>'ed'</i> to form the past tense)
	PrW-C5	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. <i>'Yesterday, I ..., then I went home'</i> )
	PrW-C6	Can combine ideas based on taught content, although they are not fully accurate (e.g. <i>'stone age peoples use sharp stone'</i> )
	PrW-C7	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models
	PrW-C8	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)
	PrW-C9	Can construct simple connected text based on short descriptions of events and activities for classroom purposes
	PrW-C10	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)

## PRIMARY WRITING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band D</b>	<b>Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency</b>
	PrW-D1	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text
	PrW-D2	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing
	PrW-D3	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks
	PrW-D4	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events, etc.)
	PrW-D5	Can write stories and descriptions of personal experience in an appropriate time sequence
	PrW-D6	Can use text models to scaffold content and structure of writing for different classroom purposes
	PrW-D7	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum
	PrW-D8	Can compare, contrast and summarise content-based information (e.g. environment, education)
	PrW-D9	Can participate in shared writing activities or write independently
	PrW-D10	Can produce texts in a variety of genres (e.g. narrative, argumentation, description), using subject - or topic-related vocabulary

## PRIMARY WRITING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band E</b>	<b>Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level</b>
	PrW-E1	Can demonstrate full control over grammatical features (including types of verbs, pronoun reference, compound and complex sentences)
	PrW-E2	Can write in clear, well-structured English across the curriculum using appropriate style and layout
	PrW-E3	Can use a variety of tenses (including present and past perfect)
	PrW-E4	Can write competently for a range of classroom purposes
	PrW-E5	Can connect or integrate personal experiences with literary writing
	PrW-E6	Can express ideas and opinions effectively for expectations of age group
	PrW-E7	Can write reports using technical vocabulary (e.g. scientific experiments)
	PrW-E8	Can justify, defend and debate opinions based on supporting information and evidence
	PrW-E9	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet)
	PrW-E10	Can review, revise and edit work with teachers or independently (depending on age)

### 3. Secondary EAL Assessment Framework for Schools

#### SECONDARY LISTENING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
	SeL-A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker
	SeL-A2	Can understand questions about topics learned in class
	SeL-A3	Can understand a small range of words, and, with help, is quickly acquiring a practical basic vocabulary
	SeL-A4	Can understand what people say about everyday things if they speak slowly and clearly and are helpful
	SeL-A5	Can understand and follow directions, (e.g. how to get somewhere)
	SeL-A6	Can understand a limited amount of frequently used vocabulary and language expressions across different subject areas (particularly the academic register)
	SeL-A7	Can ask a speaker to repeat or explain words in order to understand more of the message (particularly when in supportive situations)
	SeL-A8	Can listen for longer, and understand new words and phrases when content is delivered with enough contextual support
	SeL-A9	Can understand questions about topics learned in class
	SeL-A10	Appears to be increasingly confident, engaged and independent in tasks requiring speaking and listening

## SECONDARY LISTENING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Developing greater autonomy in processing speech</b>
	SeL-B1	Can understand and respond to longer questions and instructions
	SeL-B2	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
	SeL-B3	Is becoming aware of levels in the lesson beyond the most concrete or simple
	SeL-B4	Is beginning to engage with abstract or complex content, including concepts that cannot be illustrated easily
	SeL-B5	May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions
	SeL-B6	Is acquiring a range of vocabulary across different learning areas
	SeL-B7	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication
	SeL-B8	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous
	SeL-B9	Can understand and use, independently, many of the support systems and scaffolds that operate within lessons (e.g. a note-taking framework to jot down facts or ideas while listening)
	SeL-B10	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech

## SECONDARY LISTENING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Developing more independence in the use of basic listening skills needed to engage with learning
	SeL-C1	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly
	SeL-C2	Can follow and negotiate with other pupils during group work
	SeL-C3	Can understand some idiomatic or figurative expressions, but may require explanation
	SeL-C4	Can generally follow group discussion and ask for help and repetition where necessary
	SeL-C5	Can follow directions in classroom tasks, paying attention to details
	SeL-C6	Can follow and understand specialised or subject-specific terminology if it has previously been introduced
	SeL-C7	Can respond appropriately in most unplanned classroom exchanges
	SeL-C8	Can understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand
	SeL-C9	Can sustain listening efforts to a level approaching that of most peers
	SeL-C10	Can begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing, particularly when working with familiar topics

## SECONDARY LISTENING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band D	Applying listening skills over an increasing range of contexts and functions
	SeL-D1	Can begin to follow some culturally-specific practices when listening to English (e.g. eye contact, distance, gesture)
	SeL-D2	Can follow and identify a range of vocabulary across different learning areas
	SeL-D3	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication
	SeL-D4	Can follow and participate in group conversations, especially on familiar topics in informal English
	SeL-D5	Can follow reasoning and argument in the same way as most peers
	SeL-D6	Can understand audio-visual recordings in standard dialect likely to be encountered in social and learning contexts and can identify speaker viewpoints and attitudes as well as the information content
	SeL-D7	Can communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources
	SeL-D8	Can understand an unfamiliar speaker on a familiar topic
	SeL-D9	Can record and organise spoken information to set guidelines (e.g. use diagrams, graphs, tables)
	SeL-D10	Can follow and communicate in a variety of social and learning contexts, understanding ideas and information on a range of familiar topics and issues.

## SECONDARY LISTENING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band E</b>	<b>Showing little or no disadvantage to English-speaking peers</b>
	SeL-E1	Can define the nature and purpose of information being sought before listening or viewing
	SeL-E2	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
	SeL-E3	Can demonstrate understanding of well-known idioms in context
	SeL-E4	Can select key information for a purpose, rejecting irrelevant and unimportant information
	SeL-E5	Can follow the gist and some detail of a spoken text on a new topic at normal speed (e.g. on the media, visiting speakers)
	SeL-E6	Can order information gained from spoken language, choosing a suitable organising format
	SeL-E7	Can evaluate the quality and validity of information gained from spoken communication
	SeL-E8	Can follow a complex argument on familiar topics or themes and ask appropriate and relevant questions
	SeL-E9	Can identify the effects of devices such as rhythm, metaphor and repetition
	SeL-E10	Can identify implied meanings from spoken language (e.g. innuendo, racist attitudes)



## SECONDARY SPEAKING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Emerging competence in basic oral expression
	SeS-A1	Can establish social contact: greetings and farewells, introductions, giving thanks
	SeS-A2	Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. <i>'He explain me'</i> )
	SeS-A3	Can express basic needs or feelings in simple terms, with limited range of adjectives and inaccurate use of verbs (e.g. <i>'I not have ruler', 'I am feel happy'</i> )
	SeS-A4	Can use common verbs like go, do and make but frequent omission of inflection (e.g. <i>'Teacher say'</i> ) or problem with negative form (e.g. <i>'I not do it'</i> )
	SeS-A5	Can make simple statements, usually single words or short phrases, relating to lesson content, usually with scaffolding from the teacher (e.g. <i>'Curley try to say who is boss in the ranch'</i> )
	SeS-A6	Pronounces comprehensibly and attempts to approximate English stress and intonation
	SeS-A7	Can handle short social exchanges but may not understand enough to keep a conversation going of his/her own accord, although can be made to understand if the speaker will take the trouble
	SeS-A8	Can interact in a simple way but communication is dependent on repetition at a slower rate of speech and rephrasing
	SeS-A9	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics studied in class
	SeS-A10	Can say what he/she likes and dislikes.

## SECONDARY SPEAKING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Oral competence includes emerging ability to respond verbally in interactions with others</b>
	SeS-B1	Can describe people, places and possessions in simple terms (e.g. <i>'She is very tall lady with black glasses', 'my phone case it is blue and has picture of birds in trees'</i> )
	SeS-B2	Can express own feelings and wishes more independently
	SeS-B3	Can use some frequently heard adjectives (e.g. <i>'big', 'fast', 'good'</i> ) independently
	SeS-B4	Can communicate some content about concrete matters during simple, familiar tasks (e.g. <i>'This animal cell, it has 3 parts'</i> )
	SeS-B5	Can sometimes participate effectively in discussion with English speakers who modify their language to make it easier for them
	SeS-B6	Can give simple directions and instructions (e.g. explain how to get somewhere or do something)
	SeS-B7	Can participate in short conversations in routine contexts on topics of interest
	SeS-B8	Can discuss what to do next and make and respond to suggestions, but still has problems with, for instance, <i>'if'</i> clauses, conditionals and conjecture
	SeS-B9	Can indicate time by such phrases as <i>'next week', 'last Friday', 'in November', 'at three o'clock'</i>
	SeS-B10	Is beginning to successfully take part in group work and class discussion

## SECONDARY SPEAKING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Emerging competence in spontaneous expression and communication
	SeS-C1	Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next
	SeS-C2	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference
	SeS-C3	Can contribute to informal discussion with friends provided speech is clearly articulated in standard dialect
	SeS-C4	Can comment briefly on the views of others
	SeS-C5	Can self-correct some grammatical errors
	SeS-C6	Can express belief, opinion, agreement and disagreement politely
	SeS-C7	Can explain own point of view and defend it
	SeS-C8	Can discuss familiar subject content across different curriculum areas
	SeS-C9	Can use paraphrase to cover gaps in vocabulary or structural knowledge
	SeS-C10	Can use English effectively in problem-solving tasks

## SECONDARY SPEAKING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band D	Competence in producing more varied and complex speech in a wider range of contexts
	SeS-D1	Can summarise in longer utterances, with some cohesion, about subject content (e.g. <i>'When vaccination began number of deaths got lower'</i> )
	SeS-D2	Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation
	SeS-D3	Can use a growing range of technical vocabulary and begin to use some imagery and colloquialisms
	SeS-D4	Can use both formal and informal English in appropriate contexts
	SeS-D5	Can express his/her thoughts about abstract or cultural topics such as music, films
	SeS-D6	Can explain why something is a problem
	SeS-D7	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail
	SeS-D8	Can explain in reasonable detail the results of an enquiry (e.g. science experiment)
	SeS-D9	Can express thoughts and feelings by using allusions, making jokes and using some idiomatic expressions
	SeS-D10	Can use a growing range of everyday and specialist vocabulary in all learning areas (e.g. <i>'subtract'</i> , <i>'calculate'</i> ) and can identify multiple meanings of many familiar words (e.g. <i>'angle'</i> in English and <i>'angle'</i> in mathematics)

## SECONDARY SPEAKING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band E	Developing competence in fluent, creative use of English
	SeS-E1	Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points
	SeS-E2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options
	SeS-E3	Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings
	SeS-E4	Can synthesise and report information and arguments from a number of sources
	SeS-E5	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, unfamiliar topics
	SeS-E6	Can defend opinions in discussion by providing relevant explanations, arguments and comments
	SeS-E7	Can relate the plot of a book or film and describe his/her reactions
	SeS-E8	Can express himself/herself fluently and spontaneously, controlling a range of registers
	SeS-E9	Has good command of a broad vocabulary with little obvious searching for expressions or avoidance strategies
	SeS-E10	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately

## SECONDARY READING AND VIEWING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band A	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English
	SeR-A1	Continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates e.g. volcano – vulcan in Romanian, using factual knowledge acquired via first language) can recognise and use pictures and other visuals as a source of meaning
	SeR-A2	Can recognise and understand familiar words (including own name if new to reading or to Roman script) on displays and notices in the classroom and school
	SeR-A3	Can begin to identify sound-symbol correspondence at word level
	SeR-A4	Can understand the use of commas, full stops and other frequently used punctuation marks when reading
	SeR-A5	Can follow a short written text with aural and visual support (e.g. listening to it being read aloud, someone using the illustrations to clarify meaning by pointing, annotating)
	SeR-A6	Can use print and digital material in first language as a support for joining in curriculum activities
	SeR-A7	Can recognise and re-use new English vocabulary in the context of classroom activities, and understand words looked up in bilingual resources
	SeR-A8	Can recognise and understand words and short texts that have been taught/rehearsed in class
	SeR-A9	Can recognise common spelling patterns, prefixes (e.g. 're' in 'replace') and suffixes (e.g. 'cycle' in 'bicycle'), begin to use this awareness to assist comprehension
	SeR-A10	Can recognise and read common words out loud, with comprehensible pronunciation

## SECONDARY READING AND VIEWING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning</b>
	SeR-B1	Can recognise many frequently occurring words by sight or initial letter; begins to use awareness of sound-symbol correspondence to decode unfamiliar words
	SeR-B2	Can classify and sort visual images using word labels or icons (e.g. minerals versus metals)
	SeR-B3	Can understand phrases and simple sentences (with visuals) that have already been taught/rehearsed in class
	SeR-B4	Can find and extract information in a short text that has been taught/rehearsed (including visual images and graphics) to answer 'what' and 'who' questions
	SeR-B5	Can understand and use diagrams, charts and other displays showing announcements and notices around the school
	SeR-B6	Can recognise and understand subject-specific vocabulary and associated expressions with support (e.g. 'equals' in mathematics)
	SeR-B7	Can begin to combine developing learning strategies such as using word recognition, context, own experience and rereading to decipher meaning
	SeR-B8	Can attempt to navigate curriculum material, using headings, contents lists, page numbers, visuals and graphics (particularly if online)
	SeR-B9	Can begin to make use of visual cues and graphic information when reading without prompting
	SeR-B10	Can read and understand most of the words/sentences/short passages in the texts that have been taught/rehearsed

## SECONDARY READING AND VIEWING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band C</b>	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
	SeR-C1	Can understand and locate relevant information in online and printed curriculum material, and in everyday written items such as emails, school letters/notices and text messages
	SeR-C2	Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing
	SeR-C3	Can recognise meaning relationships such as cause/effect and time sequences within and across sentences signalled by signpost words such as 'because', 'different from'
	SeR-C4	Can understand and track meaning across sentences and passages, paying attention to topic-related language (e.g. 'forest', 'trees') and cohesion markers (e.g. 'firstly', 'secondly')
	SeR-C5	Can read short texts aloud, showing awareness of word inflections (e.g. '-ed' in 'walked') and using punctuation to guide intonation
	SeR-C6	Can understand fictional texts written in contemporary prose, but may still need help to distinguish literal meaning from implied meaning, oblique cultural references, sarcasm and humour
	SeR-C7	Can understand curriculum-related texts beyond the literal level, with teacher and peer support, using context and visual clues to deduce meaning
	SeR-C8	Can extract key information and messages from curriculum subject texts and re-present the information in a different form (e.g. a mind map)
	SeR-C9	Can begin to identify the author's perspective in curriculum content and literary texts
	SeR-C10	Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar idiomatic, figurative and metaphoric expressions



## SECONDARY READING AND VIEWING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band D</b>	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks
	SeR-D1	Can tackle most curriculum-related reading tasks, adjusting focus and speed of reading for different purposes, but may need support to deal with unfamiliar idioms and abstracted meaning
	SeR-D2	Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. 'brotherly', 'shellfish' or using knowledge of 'taken/took' to work out what 'shaken' or 'shook' means)
	SeR-D3	Can make predictions about the likely content of curriculum subject and literary texts based on knowledge of the different classroom activities and text types
	SeR-D4	Can read aloud a curriculum-related text without rehearsal, signalling meaning through volume and patterns of stress and intonation
	SeR-D5	Can search for and locate information from a range of sources, including the internet and social media
	SeR-D6	Can use a range of reading and viewing strategies such as adjusting reading rate, selective rereading, scanning and reading on, as appropriate for the task at hand
	SeR-D7	Can select, transfer and transform information from a text, selecting relevant details for the purpose at hand (e.g. from a novel for a book review)
	SeR-D8	Can search and locate information from a variety of sources, including the internet, and can track key information across passages (e.g. chapters in books)
	SeR-D9	Can read a wide range of curriculum-related material suggested by teachers and/or peers to enrich knowledge and understanding
	SeR-D10	Can read with understanding a wide range of curriculum-related texts (including literature), and interpret content meaning beyond the literal where appropriate

## SECONDARY READING AND VIEWING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band E	Engaging with curriculum-related reading activities independently and productively in different subject areas
	SeR-E1	Can read with ease all forms of the written language in print or online, including abstract, linguistically complex curriculum-related texts and some specialist articles (e.g. sports reports)
	SeR-E2	Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty)
	SeR-E3	Can distinguish between factual statements and a writer's point of view (e.g. an account of the historical events leading to the First World War versus an appreciation of a poem)
	SeR-E4	Can follow contemporary fiction independently and can discern the literary techniques involved (e.g. alliteration)
	SeR-E5	Can handle book-length factual and biographic texts, appreciating different styles; can understand some subject specialist jargon in own field/s of interest
	SeR-E6	Can comprehend printed and online articles and blogs concerned with news/current affairs, with an understanding of the author's stances or viewpoints
	SeR-E7	Can identify meaning, relationships and structures of information in curriculum texts (e.g. causal/effect, problem/solution, evaluation/choice)
	SeR-E8	Can analyse a range of texts and reflect on the purposes of different types of texts, including fictional and informative texts (e.g. space exploration), to support an opinion or recommendation
	SeR-E9	Can identify and interpret specific ideas and narrative developments in curriculum-related tasks (e.g. justifying an opinion or response)
	SeR-E10	Can search and collect information from different sources, including the internet, and can identify relevant information across complex passages and in lengthy texts

## SECONDARY WRITING A New to English/Beginning

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band A</b>	Demonstrating competence in managing basic, simple and isolated phrases
	SeW-A1	Can label pictures with simple words learnt in lessons (e.g. labelling a map)
	SeW-A2	Can form and reproduce some English letters as part of a curriculum task
	SeW-A3	Can show awareness of common and simple spelling patterns (e.g. words formed by letters, letters connected to certain sounds)
	SeW-A4	Can copy and write own name
	SeW-A5	Can use first language to scaffold their effort to form English words (e.g. use dictionary to find English equivalents, ask for English translation of words in first language)
	SeW-A6	Can complete sentence starters if examples are provided (e.g. 'I like', 'I am', 'I come from')
	SeW-A7	Can give personal information in written form (e.g. name, address, age, date of birth when filling in forms)
	SeW-A8	Can copy known letters and words related to curriculum subjects and attempt to communicate their meaning to teachers and peers (e.g. colours, school subjects)
	SeW-A9	Can write simple, isolated words on familiar topics in relation to the curriculum (e.g. 'water' and 'river' related to the topic of water cycle)
	SeWA-10	Can write simple phrases about themselves (e.g. likes and dislikes, their daily life)

## SECONDARY WRITING B Early acquisition/Emerging

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band B</b>	<b>Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations</b>
	SeW-B1	Can form and reproduce most English letters and familiar clusters of letters in frequently encountered words
	SeW-B2	Can use basic punctuations accurately for various purposes (e.g. commas to separate ideas, capitals to start a sentence, full stops to conclude sentences)
	SeW-B3	Can use everyday vocabulary and phrases (e.g. 'scrap paper', 'washing-up liquid', 'fed up', 'off you go') and start to experiment with common technical terms used in the classroom (e.g. 'get into pairs', 'fill in the blanks')
	SeW-B4	Can follow and reproduce examples of layout for subjects across the curriculum (e.g. title, subheadings, new page)
	SeW-B5	Can show some awareness of the differences between formal and informal language, but writing still has features of everyday spoken language (e.g. 'I mean', 'come on', 'you know', 'gonna')
	SeW-B6	Can show awareness of the range of tenses, but tends to use the same tense for different situations (e.g. simple present tense for both present and past events)
	SeW-B7	Can construct sentences independently, but might seek help or require modelling
	SeW-B8	Is starting to combine sentences to produce paragraphs in relation to their past experience or immediate environment (e.g. people, places, schools)
	SeW-B9	Can write simple and cohesive paragraphs on familiar topics after some rehearsal
	SeW-B10	Can write meaningful sentences and paragraphs, which reflect taught content in subjects across the curriculum

## SECONDARY WRITING C Developing competence/Expanding

<p>Early Development</p> <p>↑</p> <p><i>not expected to be achieved in order</i></p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band C	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
	SeW-C1	Can use cohesive devices to link within and between paragraphs (e.g. 'but', 'however'), but the usage is not always accurate
	SeW-C2	Can use a variety of tenses based on taught examples (e.g. simple past tense, present perfect tense)
	SeW-C3	Can connect simple sentences into complex sentences and incorporate information from different sources to form an extended paragraph
	SeW-C4	Can present abstract and concrete information in relation to curriculum subjects with reasonable precision and can suggest solutions to solve problems based on the information
	SeW-C5	Can communicate effectively with increasing independence through writing, but there are still errors in grammar and vocabulary
	SeW-C6	Can write personal messages in the form of blogs, emails, etc. sharing news and thoughts about issues of personal interest (e.g. sport, education, friendship)
	SeW-C7	Can write short, basic descriptions of past and present events in relation to personal experiences and emotions
	SeW-C8	Can write brief reports on curriculum activities (e.g. visits to a museum) based on taught formats (e.g. presenting factual information, justifying reasons for actions, stating causes of problems)
	SeW-C9	Can write short, simple essays on topics of personal interest or on a rehearsed curriculum topic (e.g. holiday, sports)
	SeW-C10	Can edit their writing with teachers and peers

## SECONDARY WRITING D Competent/Diversifying

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	Band D	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar
	SeW-D1	Is showing greater awareness of the differences between formal and informal language
	SeW-D2	Can use a wide range of grammatical features consistently, including use of passive voice, choice of modal verbs (e.g. 'would', 'could'), connectives (e.g. 'then', 'later') and conjunctions (e.g. 'although', 'however')
	SeW-D3	Can write coherent stories and descriptions of experiences with clear supporting details in relation to lesson content
	SeW-D4	Can produce detailed and well-structured texts across a range of genres at an age-appropriate level (e.g. narrative, exposition, argumentation)
	SeW-D5	Can produce extended texts with an attempt to develop coherent arguments based on logical reasoning
	SeW-D6	Can respond to controversial issues in writing by presenting different perspectives including their own
	SeW-D7	Can use some collocation and colloquialisms, but writing still has features of 'non-idiomatic' use of academic language
	SeW-D8	Can show some subtlety in expressions in personal writing and correspondence (e.g. expressions showing emotions)
	SeW-D9	Can demonstrate awareness of cultural conventions of writing in English and their first language (e.g. use of topic sentences and supporting details)
	SeW-D10	Can edit own work independently and writing shows greater fluency, accuracy and appropriateness after proofreading

## SECONDARY WRITING E Fluent

<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<b>Band E</b>	<b>Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing</b>
	SeW-E1	Can produce clear and detailed text on a variety of topics in relation to curriculum subjects (e.g. report on experiments, critique of current affairs)
	SeW-E2	Can present well-structured texts on complex subjects with clear points and justifications
	SeW-E3	Can summarise and synthesise information from a number of resources and formulate own opinions to develop convincing arguments
	SeW-E4	Can write clear, well-structured texts in English for subjects across the curriculum with an appropriate style and register
	SeW-E5	Can give critical appreciation and appraisal of literary and creative texts
	SeW-E6	Can show subtlety in use of English expressions (e.g. metaphor, humour, irony) and use them with confidence
	SeW-E7	Can express own views effectively and relate to others with reference to personal values and beliefs
	SeW-E8	Can plan writing with a particular audience in mind and, when needed, can redraft the text to suit different audiences
	SeW-E9	Can vary style and format to adapt to different requirements and contexts of writing
	SeW-E10	Can review, evaluate and edit their work independently

## 4. DfE Proficiency in English scales

<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</b>	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>C</b>	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
<b>D</b>	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
<b>E</b>	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.



## 5. How to use the EAL Assessment Framework for Schools

### 5.1 User guide

This user guide is for teachers, teaching assistants (TAs) and other practitioners who are using the EAL Assessment Framework for Schools to assess their pupils.

**Can the EAL Assessment Framework for Schools be used for the DfE Proficiency in English requirement (see page 48) for the annual census?**

Yes. Teachers can use the framework to make an informed decision on which DfE Proficiency in English band to assign to an EAL learner.

**How are the assessment descriptors organised?**

The assessment descriptors form two sets of rating scales – one for **Primary** and one for **Secondary**.

Each of set of scales covers the four strands of language knowledge and use:

Listening  
Speaking  
Reading and Viewing  
Writing.

Just as in the DfE scales, English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label that builds on the labels of the DfE scales:

**A**-New to English/Beginning  
**B**-Early acquisition/Emerging  
**C**-Developing competence/Expanding  
**D**-Competent/Diversifying  
**E**-Fluent.

Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages, for example) and you may well find that pupils attain the descriptors in a different order to those listed; this is not unusual and is not a cause for concern. However, it is important to be aware that the descriptors are sequenced to reflect internal progression within each band of descriptors, e.g. descriptors 1- 3 are 'early development' and descriptors 8 -10 are 'getting closer to the next band' Although the descriptors are not expected to be achieved in strict order by all pupils, this way of ordering the descriptors within each band enables teachers to set targets from the descriptors and to track progression.

### How do I use the Proficiency bands and assessment descriptors to assess an EAL learner?

Start the assessment by choosing the most appropriate band/s that a pupil is likely to be in for a particular strand. Apart from Band A New to English/Beginning, pupils are likely to have a 'spiky' profile – they may cross into different bands depending on their development within each strand. For example, a pupil may be comfortably in C-Developing competence/Expanding for Speaking but only be achieving the 'early development' descriptors in B-Early acquisition/Emerging for Writing. To decide on a 'best fit', look at the band above and below the one you think the pupil might be in, to ascertain which band best fits the pupil. The concept of 'best fit' means that the pupil's performance might not exactly match each of the 10 descriptors in a band, but it does match a good number of them, and their performance matches more in this band than the band above or the band below.

Remember, English language usage and development takes place in different contexts. It will help the teacher, teaching assistant or whoever is assessing the pupil, to think of the following competences when highlighting descriptors:

1. Acquiring academic content
2. Demonstrating learning
3. Following instructions and understanding teacher feedback
4. Using (age-) appropriate language and register in a classroom context
5. Functioning in social language situations in and outside the classroom

See *Pupil Assessment Profile examples* on page 54.

### How do I know which band to assign a pupil for the annual census– if s/he can do some things in one proficiency band and some things in another?

Choose a 'best fit' as mentioned in the section above. See *Pupil Assessment Profile examples* on page 54.

Points to consider:

Pupils do not need to 'tick-off' every descriptor in each band.

If the pupil has a 'spiky' profile, the most appropriate 'best fit' is to make a judgement on what is the average across the four strands (Listening, Speaking, Reading and Viewing, and Writing). Avoid choosing the lowest proficiency band as a 'best fit'. For example if a pupil is Band A in Writing but varies between A and C in Listening, Speaking and Reading and Viewing, Band A would almost certainly not reflect the pupil's overall Proficiency in being able to use English. You should read all the descriptors for bands A, B and C to decide which band is the 'best fit'.

**If a descriptor is assessing above an expected outcome for the pupil's year group, what do I do?**

Many of the descriptors have to be understood in relation to the year or Key Stage of the individual pupil – assessors should use their judgement and focus on descriptors that are relevant to the expected outcomes of the pupil's year group.

**Are the assessment descriptors for summative or formative assessment?**

The assessment descriptors and the Proficiency bands have been designed to be used for both formative and summative purposes.

For summative assessment, pupils' EAL Proficiency at the end of a term, year or Key Stage can be assessed on the basis of tasks and activities that tap into the knowledge and skills represented by the descriptors set out in the rating scales.

For formative assessment, the assessment descriptors and the Proficiency bands can be used as a road map for progress. As teachers, TAs and other staff work with EAL pupils in everyday teaching and learning, they can use the assessment descriptors to check pupil performance and to plan ahead to promote learning.

For more on the purposes and uses of summative and formative assessment, see *Assessment affects the quality of teaching and learning* on page 67.

**Can I use the Proficiency bands and descriptors to identify progress and set targets?**

Yes. The framework is designed so that it is easy to create targets. Teachers know that pupils do not necessarily 'jump' from one assessment descriptor to the next in the order they appear in the framework: English acquisition (or any kind of learning) does not work like that. However, the EAL Assessment Framework for Schools has been designed to show likely progression. The descriptors that appear first within any band indicate 'early development' within that band and the final descriptors in that band represent 'getting closer to the next band'. This enables teachers to chart progress and to set targets for progression into the next band.

Points to consider:

Set targets appropriate to the EAL learner's needs – they may not need a target in every strand (Listening, Speaking, Reading, Writing).

- It may sound obvious, but remember that in EAL, listening implies comprehension. Listening targets can focus both the learner and the teacher on the need for the learner to understand the language of the curriculum if they are to progress at age-expected levels.
- Targets can be taken directly from the descriptors themselves.
- If pupils are achieving the final 3 or 4 'getting closer to the next band' descriptors, they are probably achieving some of the 'early development' descriptors in the next band.

**Apart from using the descriptors is there anything else I should think about when assessing an EAL learner?**

Yes. The more you know about the pupil the better. The following considerations will affect a pupil's assessment profile.

- What was the pupil's previous educational experience? (if known)
- Is their first language age-appropriate and how were they doing academically and socially in their first language?
- Is there anything in their lives that could affect their learning (such as trauma, sudden change, or challenging home circumstances)?

**What do the codes in the framework mean?**

Each descriptor has a unique identifying code to make the descriptors easier to use. Each code is made up of a number of letters that give us the following information in this order:

- Firstly, Pr or Se tells us whether the descriptor is within the Primary (Pr) or Secondary (Se) framework.
- The next letter, L, S, R or W, tells us the language strand: Listening (L), Speaking (S), Reading and Viewing (R) or Writing (W).
- The next letter A, B, C, D or E tells us the band the student is working in for that skill. The bands map to the DfE Proficiency in English scales.
- Finally, each of the 10 descriptors within each band has been numbered 1-10.
- So for example, code PrS-C2 is the code for Primary Speaking Band C descriptor 2.

**Does the EAL Assessment Framework for Schools fit with other school assessments?**

It does – in that it will support an EAL learner to aim for age-expected outcomes, but in terms of direct alignment, however, it does not completely, because the acquisition of English as an Additional Language cannot be mapped directly on to other curriculum assessments.

The relationship between the EAL Proficiency bands should be seen in terms of complementary alignment. Whilst there is no need for exact correspondence (i.e. no need for Science to have a five-level scale and EAL a five-level scale, and both Science and EAL are assessed at the same level) as learners progress with EAL, they will be increasingly able to access the curriculum and their English usage will gradually become more year group-expected in the different areas of the curriculum.

The year group-appropriate outcomes of National Curriculum assessments will develop at different rates in different contexts and different subjects. Bearing in mind the five competences of English usage and development, as outlined above (see section above called 'How do I use the Proficiency bands and assessment descriptors to assess an EAL learner?'), an EAL pupil is likely, for instance, to reach year group-appropriate competence in 'social language situations' sooner than in 'acquiring academic content'. However, it is important to be aware that an EAL pupil who already has good knowledge of a subject in their first language from previous schooling is likely to acquire *age-appropriate* academic content more quickly and 'demonstrate *age-appropriate* learning' than s/he will be in another subject which, for this pupil, comes with unfamiliar content and language demands.

## 5.2 Assessment in action – what does it look like?

We have drawn up four example Pupil Assessment Profiles. You are not obliged to use this format for profiling your pupils but we have included a blank Pupil Assessment Profile form in this booklet on page 71 for you to use if you wish. Teachers are unlikely to have time to actually record this type of observational evidence – however it illustrates a helpful way of thinking when carrying out day-to-day formative assessments of EAL learners.

The four learners represent pupils with EAL in primary and secondary schools and between them they span the range of developing English proficiency from Band A (New to English/Beginning) to Band D (Competent/Diversifying).

When pupils learn a language as a curriculum subject (like French or Spanish), the convention is to examine and assess progress in each of the four strands of Listening, Speaking, Reading and Viewing and Writing. With EAL it is different. EAL learners are not being taught English as a separate subject. They are mostly ‘acquiring’ English across the curriculum and, of course, they are doing two things at once: they are learning the English language at the same time as learning the curriculum through English. They are also acquiring social language as they go along. When using the EAL Assessment Framework for Schools, it will help to think of Listening, Speaking, Reading and Viewing and Writing as being interdependent. It will also help to think of how your EAL learners perform in different language contexts.

In the Pupil Assessment Profile examples, evidence of the learners’ ability in English has been organised under five headings. These denote the key competences of English usage and development that a learner with EAL needs to function in school, in and outside the classroom, as listed above under the section called ‘How do I use the Proficiency bands and assessment descriptors to assess an EAL learner?’

As typical of most learners with EAL, the four learners have a ‘spiky profile’; each of them shows evidence that spans two or more bands of English Proficiency, although overall there is a definite ‘best fit’ into one particular band.

Crucially, the framework descriptors can be used to set targets for a pupil and this has been done for each of the learners on our Pupil Assessment Profiles.

## 5.3 Pupil Assessment Profile examples

### Pupil Assessment Profile example A

Marek - Year 10 – Secondary

Contextual Background	
<p>Learner: from Poland, first language Polish, in the UK for 6 weeks, joined school 4 weeks ago.</p> <p>School: large mixed comprehensive in Shire county, EAL population 12% with increasing numbers of students arriving with very little English, several Polish children also in the school. (We have provided the section about the school to give you some background to the setting of each profile. The blank form for your own school does not include this section.)</p>	
Assessment in Action: some example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band/Descriptor code
1. Acquiring academic content	
<ul style="list-style-type: none"> <li>Knows commonly used ICT vocabulary such as <i>save</i>, <i>print</i>, <i>document</i> and <i>scroll down</i>. His teacher writes down new ICT vocab for him in a book and he writes the Polish translation.</li> </ul>	A (SeL-A3)
<ul style="list-style-type: none"> <li>In PSHE he did not understand the word <i>illegal</i>, but engaged more easily with the group card sorting task once it was explained.</li> </ul>	A (SeL-A6)
<ul style="list-style-type: none"> <li>In mathematics, is building a small 'sight vocabulary' of mathematic words, which are often used in the topic being studied.</li> </ul>	A (SeR-A6)
<ul style="list-style-type: none"> <li>In 1:1 work he often comments about topic vocabulary that is similar in Polish and has stopped reading <i>W</i> aloud as <i>V</i>.</li> </ul>	A (SeR-A1, 3)
2. Demonstrating learning	
<ul style="list-style-type: none"> <li>Could point to three correct pictures when the teacher asked him to show her some examples of fossil fuels.</li> </ul>	A (SeL-A2)
<ul style="list-style-type: none"> <li>In gap-fill tasks, he usually chooses correctly from two options <i>if</i> the sentence and the two choices are read aloud for him.</li> </ul>	A (SeW-A6)
<ul style="list-style-type: none"> <li>In History, he placed five simple sentences in the right order to summarise The Versailles Treaty.</li> </ul>	A (SeR-A8)
3. Following instructions and understanding teacher feedback	
<ul style="list-style-type: none"> <li>In registration, when his form tutor said he wanted to check planners for stickers, he opened his planner at the sticker page.</li> </ul>	A (SeL-A5)
<ul style="list-style-type: none"> <li>In Art, he added more shading to his drawing in the places his teacher suggested (using gestures as she spoke).</li> </ul>	A (SeL-A8)
4. Using (age-) appropriate language and register in a classroom context	
<ul style="list-style-type: none"> <li>Has learned to use or omit please/thank you in situations and that this differs a lot from his first language.</li> </ul>	A (SeS-A1)
<ul style="list-style-type: none"> <li>Uses <i>Sir</i> and <i>Miss</i> when addressing teachers and now addresses them as 'you', rather than in the 3<sup>rd</sup> person.</li> </ul>	A (SeS-A1)
5. Functioning in social language situations in and outside the classroom	
<ul style="list-style-type: none"> <li>When his friend said, 'I'm getting chips, a burger and pizza', Marek laughed and replied, 'Oh, I think you next very fat'.</li> </ul>	A (SeL-A4; SeS-A7)
<ul style="list-style-type: none"> <li>Marek regularly chats to his form tutor at the end of the day, initiating conversation and giving some more extended responses.</li> </ul>	B (SeS-B1)
<p>Marek has made a lot of progress within Band A in just 4 weeks.</p> <p><b>Suggested 'next-step' targets for Marek:</b></p> <p>SeR-B8 Navigate curriculum material using headings, contents list, page numbers, visuals and graphics</p> <p>SeL-B1 Understand and respond to longer questions and discussions</p> <p>SeS-B10 Is beginning to successfully take part in group work and class discussion</p>	
Overall Proficiency (best fit)	
A	

## Pupil Assessment Profile example B

## Stefan – Year 2 - Primary

Contextual Background	
<p>Learner: First language: Romanian. New arrival to UK. Started school summer term Year 1. Had only just begun school in Romania before coming to UK.</p> <p>School: Two-form entry inner-city primary school, EAL population 56% including two other Romanian children. (We have provided the section about the school to give you some background to the setting of each profile. The blank form for your own school does not include this section.)</p>	
Assessment in action: some example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band/Descriptor code
<p>1. Acquiring academic content</p> <ul style="list-style-type: none"> <li>Starting to transfer his knowledge from phonics lesson – e.g. could read 'pig' and 'blow' in three little pigs word bank.</li> <li>Said to TA 'straw soft, no strong' showing he understood from the context why the pigs' house had fallen down.</li> <li>Understood all the words on the word mat when TA asked him to point to the corresponding pictures.</li> <li>Can label pictures well now if he has a bank of words to choose from, doesn't attempt words independently.</li> </ul>	<p>A (PrR-A8) B (PrL-B9) C (PrL-C2) A (PrW-A8)</p>
<p>2. Demonstrating learning</p> <ul style="list-style-type: none"> <li>Eager to tell teacher and TA any fact he has learnt and was able to tell the whole class the basic sequence of events in Fire of London recently.</li> <li>Now participates keenly in unsupported carpet partner/group talk – particularly with good role model.</li> </ul>	<p>B (PrS-B7, 9, 10) B (PrL-B8)</p>
<p>3. Following instructions and understanding teacher feedback</p> <ul style="list-style-type: none"> <li>Understands almost all procedure instructions.</li> <li>Understands most differentiated task instructions provided teacher/TA speaks clearly.</li> </ul>	<p>B (PrL-B10) C (PrL-C1)</p>
<p>4. Using (age-) appropriate language and register in a classroom context</p> <ul style="list-style-type: none"> <li>Talking is becoming really confident, uses correct person now (at start of term said 'you' when he meant 'I') and has a good go at verbs – often with errors (uses past but says 'comed' and 'goed').</li> </ul>	<p>B (PrS-B6, 7)</p>
<p>5. Functioning in social language situations in and outside the classroom</p> <ul style="list-style-type: none"> <li>Playground staff say he joins in a lot of the games and can stand up for himself.</li> <li>Finds some of the more complicated games difficult but tries hard to join in.</li> </ul>	<p>C (PrL-C3) B (PrS-B8)</p>
<p>Stefan's understanding and Speaking is securely within Band B and he is showing some elements of Band C. He is still operating in Band A for Reading and Writing. Being encouraged (through modelling and recasting) to use correct verbal forms will help his Reading as well as his Speaking to progress. He needs to be encouraged to have a go at writing independently.</p> <p><b>Suggested 'next-step' targets for Stefan:</b></p> <p>PrR-B2 Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words in phrases/sentences and try to make sense of them</p> <p>PrW-A9 Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures</p> <p>PrS-C2 Begins to notice and can sometimes self-correct irregularities in own speech</p>	
<p>Overall Proficiency (best fit)</p> <p><b>B</b></p>	

## Pupil Assessment Profile example C

## Leila – Year 8 – Secondary

Contextual Background	
<p>Learner: First language: Arabic. Refugee (with related additional pastoral needs). Joined school two terms ago after arriving in UK. Previous education included English lessons. Parents say Leila was doing well at school in all subjects.</p> <p>School: Rapidly-improving Academy on the outskirts of a large city, EAL population 64% with EAL learners at all stages. (We have provided the section about the school to give you some background to the setting of each profile. The blank form for your own school does not include this section.)</p>	
Assessment in action: some example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band/ Descriptor code
1. Acquiring academic content	
<ul style="list-style-type: none"> <li>Leila often shows by her reaction or behaviour that she has picked up on e.g. sarcasm or emphasis of a particular point.</li> <li>Leila listens actively to teacher inputs, assemblies etc. and no longer switches off because she cannot follow what is being heard.</li> <li>In Geography, she successfully selected key information she heard in a video clip about flooding to complete a blank grid.</li> <li>Leila is quite good at deconstructing longer words encountered in texts (e.g. <i>unthinkable</i>) to work out their meaning.</li> </ul>	D (SeL-D3) C (SeL-C10) D (SeL-D9) D (SeR-D2)
2. Demonstrating learning	
<ul style="list-style-type: none"> <li>Every Friday in Science, Leila updates the TA who supports her once a week, explaining recent lesson content and sharing any difficulties.</li> <li>When Leila did not know the word <i>'imply'</i>, she expressed this as <i>'when you say something without exactly say it with your words'</i>.</li> <li>Leila's writing shows her understanding, but she sticks mainly to simpler sentence structures and still makes regular errors.</li> </ul>	C (SeS-C8) C (SeS-C9) C (SeW-C1,5,8)
3. Following instructions and understanding teacher feedback	
<ul style="list-style-type: none"> <li>This morning Leila did not understand immediately when her Art teacher told her to <i>'get cracking'</i>.</li> <li>Leila understood the key content of an 'assignment sheet' her ICT teacher gave the class at the start of an extended task.</li> </ul>	C (SeL-C3) C (SeR-C1)
4. Using (age-) appropriate language and register in a classroom context	
<ul style="list-style-type: none"> <li>Yesterday in PE, Leila said <i>'I don't care'</i> instead of <i>'I don't mind'</i> when working with a partner. This kind of unintentional impoliteness is quite common with Leila.</li> <li>Leila over-uses <i>'and'</i> and <i>'then'</i> in her writing, or misuses words like <i>'however'</i> or <i>'therefore'</i>, as a KS1 or KS2 learner might.</li> </ul>	B (needs SeS-C6) C (SeW-C1)
5. Functioning in social language situations in and outside the classroom	
<ul style="list-style-type: none"> <li>Within her small group of friends or to trusted adults, Leila chats about a wide range of topics, although she still makes regular errors.</li> <li>Leila joins in group work mostly on a passive level, although she understands the group task and the dialogue taking place around her.</li> <li>She has a growing repertoire of phrases to express emotions e.g. pleasure, sympathy, surprise, shock and uses these appropriately.</li> </ul>	C (SeS-C3) B (SeS-B10) C (SeS-C2)
<p>Although Leila is meeting some D descriptors, she is mostly operating within Band C. She particularly needs to work on the C band descriptor SeS-C6 (see target below) but she is ready to be encouraged to meet more D descriptors.</p> <p><b>Suggested 'next-step' targets for Leila:</b></p> <p>SeS-C6 Can express belief, opinion, agreement and disagreement politely</p> <p>SeS-D4 Use both formal and informal English in appropriate contexts</p> <p>SeR-D5 Can search for and locate information from a range of sources, including the internet and social media</p>	
Overall Proficiency (best fit)	
C	



## Pupil Assessment Profile example D

## Nazan – Year 5 – Primary

Contextual Background	
<p>Learner: First language: Turkish. Born in UK. Spoke only Turkish at home until age of 4 when started school in Reception.</p> <p>School: Two-form entry London primary school, EAL population 70% including several other Turkish-speaking pupils. (We have provided the section about the school to give you some background to the setting of each profile. The blank form for your own school does not include this section.)</p>	
Assessment in action: some example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band/Descriptor code
1. Acquiring academic content	
<ul style="list-style-type: none"> <li>Recently made good use of real leaflets for persuasive leaflet on a theme park – tried using same structures in own writing, including some correct use of modals but also some insecure modals and prepositions ('You <u>can</u> [should] go <u>in</u> [on] the Thunder-ride').</li> <li>Got age-expected in spelling and grammar test recently – recognised present perfect (I have been) but not applying (e.g. in Ancient Greece diary 'I went to Athens many times' when she meant 'I have been') – but task well understood and most basic grammar and sentence structure in place.</li> </ul>	<p>D (PrW-D1, 6)</p> <p>D (PrW-D4, 5, 9)</p>
2. Demonstrating learning	
<ul style="list-style-type: none"> <li>Has started to participate more in class and usually answers questions showing understanding.</li> <li>Showed good understanding of group work and presentation on habitats after the school's 'Planet Earth' day, but lacked higher order vocabulary (e.g. hunger).</li> </ul>	<p>D (PrL-D6)</p> <p>D (PrL-D7, PrS-D2, PrS-D9)</p>
3. Following instructions and understanding teacher feedback	
<ul style="list-style-type: none"> <li>Doesn't need support in following instructions and understands clearly delivered teacher feedback.</li> </ul>	E (PrL-E1, PrL-E5)
4. Using (age-) appropriate language and register in a classroom context	
<ul style="list-style-type: none"> <li>Pronunciation is similar to most pupils in the class and language is close to age-appropriate in oral presentations and feedback – non-standard English grammar affects the more formal registers.</li> </ul>	D (PrS-D1, 2,3,4,6,9)
5. Functioning in social language situations in and outside the classroom	
<ul style="list-style-type: none"> <li>Apart from some occasional un-English phrasing (<i>I opened the TV</i>) Nazan's social language is age-appropriate.</li> </ul>	E (PrS-E3)
<p>Nazan is securely within Band D across Listening, Speaking, Reading and Writing and has some elements of Band E, but lack of higher order vocabulary and grammatical gaps prevent her from performing at age-expected levels across Band E. Support in enriching her vocabulary and using more complex grammar would make a big difference.</p> <p><b>Suggested 'next-step' targets for Nazan:</b></p> <p>PrL-D5 Has access to a wide vocabulary including abstract nouns and growing bank of subject-specific words related to curriculum tasks</p> <p>PrW-E3 Can use a variety of tenses (including present and past perfect)</p>	
<p>Overall Proficiency (best fit)</p> <p><b>D</b></p>	

## 6. Underpinning the EAL Assessment Framework for Schools

### 6.1 Research and development – what underpins the framework?

#### The goal of the study

The Research and Development Team were commissioned by The Bell Foundation to provide scales of Proficiency descriptors to chart the progress of EAL students. Our work on the EAL Assessment Framework for Schools contributes to work done in a range of countries and over a number of years to characterise the learning paths of EAL students and thus to develop a shared understanding of how their progress can be best supported.

The EAL Assessment Framework for Schools has five bands, comparable to the five-stage scheme originally developed in Wales and now adopted by the DfE.

Saying ‘comparable to’ in the previous sentence begs the question of how scales of Proficiency can be compared. A key aim of this study has been to address this issue and to illustrate best practice in constructing and interpreting such scales.

We believe that there is benefit in researching existing published frameworks to establish a solid foundation for further development. To do this we have sampled descriptors from existing scales and ordered them using state-of-the-art techniques.

### The principle of comparative judgement

Constructing the Proficiency scales involves ordering a large number of performance descriptors, from the most difficult down to the easiest. This has been done using skilled human judgements, but of a very specific kind.

There are two kinds of judgement: *absolute*, e.g. 'this student is at CEFR [Common European Framework of Reference for Languages] level A2', and *relative*, e.g.: 'this student is more competent than that student'. Humans are generally very good at making relative judgements, but generally much worse at making absolute judgements, and will often find themselves in disagreement.

Comparison is perhaps our most fundamental approach to making meaning: as Laming (2004) states, 'there is no absolute judgement. All judgements are comparisons of one thing with another'.

Thus the psychometric procedure called Comparative Judgement (hereafter CJ) sets out to organise and standardise human judgement so as to play to its strengths - that is, by making relative rather than absolute decisions. While the principles of CJ have long been understood there seems to be a new interest in exploiting CJ to address assessment issues.

### No More Marking

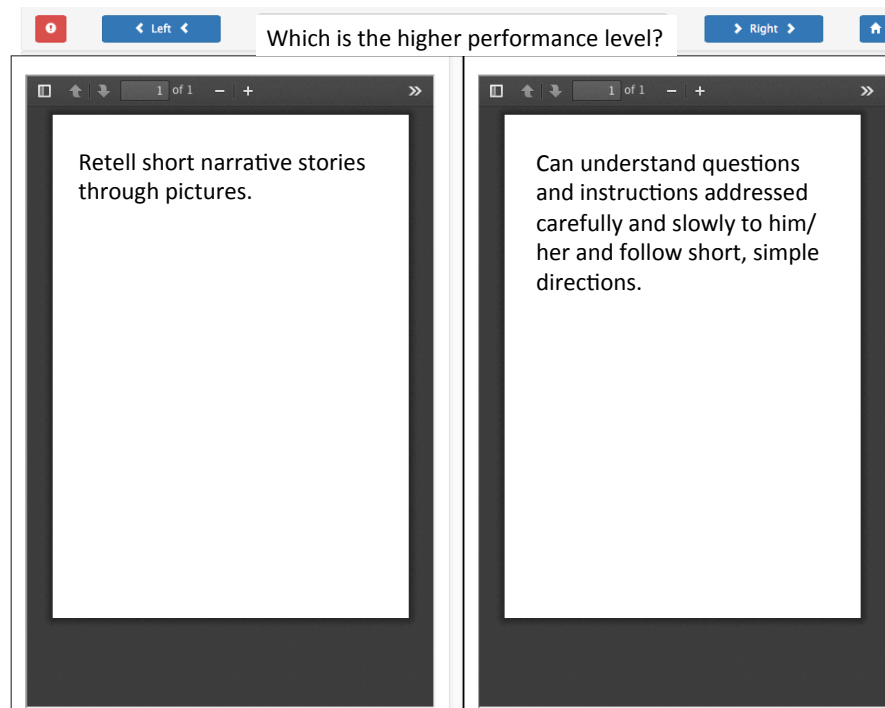
*No More Marking* (hereafter NMM) is the name of the website that hosted the data and the analysis for the descriptors contained in the EAL Assessment Framework for Schools. This site is promoting the use of comparative judgement to improve upon traditional approaches to marking used by assessment bodies in educational testing.

While the orientation of the NMM website is towards judging candidates in tests, the system can be used equally well for judging other entities - in our case, descriptors of EAL performance. The system is also flexible enough to enable working with several different comparative frameworks - in our study we were keen to treat the skills of Listening, Speaking, Reading and Writing separately, so that we could compare like with like.

### The judging process

We invited teachers to make judgements on the NMM website. When teacher-judges log on to the system they see a series of paired descriptors, as illustrated in Figure 1. Their task is simple: to click against the descriptor that is the more difficult or advanced, that is, higher on the Proficiency scale. Then the next pair is presented. Each descriptor may appear several times, and each pairing adds to the reliability of the measure. Judges had a fixed allocation of judgements to make for each category (e.g. secondary Reading), and most judges completed more than one category. In the notes provided to judges they were instructed as follows: 'The strength of the approach is in the number of judgements made and the simplicity of the judgement. Understandably, judges begin slowly and carefully, and tend to worry when they cannot decide. But it is vitally important to work quickly and trust to first impressions ... Remember that each descriptor will be judged a number of times by a number of judges. Ten or fifteen seconds per judgement should be about right.'

Figure 1 the No More Marking judging screen



A large selection of assessment descriptors organised into a number of categories were uploaded to the NMM website. The descriptors were then presented to the participant teachers for their judgement

By and large judging worked smoothly, although there were some issues with judges understanding how to use their credentials to log into the system. In the early stages judges also pointed out errors in the categorisation of some descriptors, which were by degrees rectified.

### The approach to analysis

The desired outcome was to construct for each language strand an ordering of descriptors on a calibrated measurement scale. How could the 11,755 judgements be processed to produce this outcome?

*Item Response Theory* (IRT) is the branch of statistics used in our approach. The essence of IRT is that it takes test scores and separates out the contribution to those scores of item *difficulties* and person *abilities*. These mutually-defining properties enable us to construct a scale, in a process called *additive conjoint measurement*. The scale measures invisible properties such as ability and difficulty in units, which is like a ruler measuring length in centimeters. The variant of IRT used by the No More Marking system is a specific one based on comparative judgements (the Bradley-Terry model). Essentially, the judgements in each paired comparison provide the basis for ordering the descriptors and estimating their precise difficulty (the column labelled "ability" in the table below).

The second column in Figure 2 is included here to remind us that the numerical ability values define a scale that can be transposed into meaningful levels. The text of the descriptors is shown truncated here.

Figure 2 An example of Bradley-Terry data

Ability	Working levels	Text
-3.0	Pre-A new to English	Can understand simple, straightforward language and ...
-3.0	Pre-A new to English	Can understand simple directions relating to how to get ...
-2.9	Pre-A new to English	Identify objects, figures, people from oral statements or ...
-2.9	Pre-A new to English	Listens to others for short periods of time.
-2.8	Pre-A new to English	Draw pictures in response to oral instructions.
-2.7	Pre-A new to English	Match oral language to classroom and everyday objects.
-2.7	Pre-A new to English	Can understand and use independently many of the ...
-2.6	Pre-A new to English	Can follow others to make choices in practical tasks and ...
-2.6	A new to English	Joins in willingly with routines.
-2.6	A new to English	Vocabulary is growing quickly and noticeably, fed by exper....
-2.5	A new to English	Point to stated pictures in context.

## 6.2 The guiding principles of EAL assessment

The development of the EAL Assessment Framework for Schools was guided by the following principles, drawn up by the Research and Development Team, Dr Michael Evans, Dr Neil Jones, Professor Constant Leung and Dr Yongcan Liu.

### 1. An assessment and evaluation framework for EAL

Collecting evidence to support EAL learners as they improve their proficiency in English should take account of individual and contextual factors. An EAL assessment and evaluation framework should support an evidence-based approach to assessing progress and to promoting learning, where evidence comes from multiple sources, including formal and informal assessment. Such an approach should have both quantitative and qualitative aspects: measurement of progress against a well-defined scale combined with a careful description of an individual pupil's knowledge, background experience and skills profile.

Such a framework must provide an orientation for learners and teachers as to each EAL learner's starting point, current level and potential development. Any EAL assessment framework should provide robust indicators of a learner's profile of English language knowledge and skills, strengths to build on and weaknesses to address.

The notion of progression in Proficiency is fundamental, whether we use terms such as 'standards', 'levels', 'phases' or 'stages'. The notion of progression allows a global scale against which all unique learner profiles can be evaluated, and which enables the development of a common understanding among practitioners. This is valuable for a range of teaching and administrative purposes, including curriculum development and teacher professional development.

An assessment framework for EAL should thus comprise both global measures and measures or evaluations of a range of aspects of language proficiency, relevant to the situation of EAL pupils. The framework should contain illustrations of pupil achievement through performance exemplars that characterise standards or levels in particular knowledge and skills. The complementary roles of classroom assessment and psychometric tests should be considered.

## 2. Key principles for an EAL assessment and evaluation framework

The following principles can be used to ensure that the impact of the assessment and evaluation framework is positive and effective.

### 2.1. Every EAL learner should achieve their full potential

EAL assessment should aim at ensuring that all learners achieve their full potential, with particular reference to English language development. The assessment and evaluation framework should be primarily formative in purpose. It should indicate what a pupil can do, inform curriculum provision, and enable diagnosis of needs and individualisation of learning, so as to promote potential development.

### 2.2. Every EAL learner has a unique profile

EAL learners are a heterogeneous group and each EAL learner has a unique profile that reflects the influence of the following factors:

Age

First language educational history

First language literacy

English language proficiency

English-medium schooling experience

Academic track record

Family and community circumstances.

**EAL assessment should take full account of profile factors in the following ways:****Age**

Age should be taken into account because it strongly influences the kind of cognitive operations and/or communicative uses of language that it is reasonable to expect of a child at particular stages, other things being equal. A pupil first entering English-medium education at age five is likely to have very different social and curriculum communication needs to a pupil entering at age 14. EAL assessment should capture this in its performance descriptors.

**First language educational history**

EAL pupils arrive in the UK at different ages and with different life experiences. They may have studied to a level where they understand much of the content of a school subject, and may also be familiar with the notion that particular academic subjects adopt particular modes of discourse. A pupil's first language educational history can be seen as an indication of first language development (see First language literacy below) and prior curriculum attainment.

**First language literacy**

If EAL pupils are literate in their first language, this will likely facilitate acquiring literacy in English. EAL assessment should make every effort to gather information on pupils' first language literacy, which can be used to inform expectations of progress.

**Academic track record**

Like all pupils, EAL pupils will vary in their academic track record, in general and in relation to particular subjects. On starting school in the UK, their academic track record should be evaluated as far as possible taking account of any language difficulties (see 'Initial profiling' under 2.3 below). This information can help teachers make informed decisions on target setting and programmes of work.

**Individual and family circumstances**

EAL pupils' propensities for learning can be influenced by a variety of individual and family circumstances within the local community context. EAL assessment should take account of information on relevant issues such as giftedness, Free School Meal, and Special Educational Needs & Disability where appropriate; these issues can impact on pupils' academic performance and language learning. EAL assessment should also track pupils' dispositions towards learning over time as an important aspect of a pupil's profile.



### 2.3. Assessment and evaluation serve multiple purposes

Any EAL assessment should, at a minimum, include an initial profiling system and rating scales of performance. It must provide different forms of evidence, to serve the following functions:

#### Initial profiling

Section 2.2 above listed the key features of the profile of an EAL learner. Most of these can be established initially through interview, with the learner and/or a parent (with interpreter support where appropriate); current state of English language proficiency might be determined by a suitably trained teacher, with reference to performance exemplars and descriptors adopted by the DfE, as well as through more formal assessment. Previous academic track records in particular subjects should be evaluated as far as possible taking account of language differences and/or difficulties.

#### Informing expectations

The initial profiling should reveal strengths as well as areas of need. It should provide the school with a clear expectation of what the pupil can achieve and what specific issues to address. Over time careful observation of the trajectories of EAL pupils with particular profiles, facilitated by an appropriate assessment framework, should enable better understanding of what can be achieved, and setting of appropriate targets.

#### Orientation

As already noted, any assessment framework must provide an orientation for both pupils and teachers as to each EAL pupil's starting point, current level and possible goals: where did we start, where are we now and where are we going? This is essential information for pupils if they are to take responsibility for their learning. It requires that there are clear criteria for assessment and decision-making, ensuring that pupils' use of English can be evaluated in terms of real-world communicative abilities.

#### Feedback into learning

A fundamental purpose of an assessment framework is to bring about better learning. The rating scales should provide indicators of the pathways of development. These pathways should inform feedback at various levels, to individual pupils and to teachers. This feedback should distinguish language issues from conceptual /content issues, and indicate where individuals might best focus attention. Evidence should inform teachers in terms of possible progression to assist pupils in becoming better at learning and more autonomous.

#### Feedback for management

An EAL assessment framework should provide information on pupil achievement and progress that can be aggregated for use by management and policy makers (as well as pupils and teachers): global indicators of learning progress and outcomes of EAL pupils. This information should be used for curriculum planning and development.

### 3. Key criteria for evaluating EAL assessment frameworks and rating scales

**3.1. Progression:**

Does the framework clearly differentiate the stages of progression in acquiring English?

Does the framework take account of differentiation in rate of progress in the different language skills, e.g. Speaking, Listening?

Does the framework identify progression in terms of communication (i.e. using English to convey meaning in context)?

Does the framework identify progression in terms of formal accuracy? Is account taken of the differences of age in early stage learners of English and how this will affect their use of English? Is this reflected in how the frameworks are constructed?

Does the framework accommodate evidence of pupils' unsuccessful attempts at language use as part of the overall assessment of progress?

Does the framework provide an orientation for learners and teachers that stimulates the development of learning autonomy?

**3.2. Language focus:**

Does the framework distinguish between informal use of English (social interaction) and formal use (as in some formal teaching in school contexts)?

What view of vocabulary and grammar is adopted (functional or formal approaches)?

Are grammar points prioritised, and if so on what basis?

Are issues related to social and cultural conventions of language use, e.g. politeness and formality, taken into account?

Does the framework refer to different registers and styles of English language use?

Does the framework draw attention to the differences between spoken and written English used for different social and academic purposes?

Does the framework refer to different genres, e.g. related to subject-specific discourse?

**3.3. Language across the curriculum**

Are there guidelines for assessing English in the context of different subject disciplines, e.g. on distinguishing between language-based and subject-related cognitive difficulties?

How are the linguistic aspects of curriculum subjects recognised, e.g. in terms of vocabulary, grammar, functional use, or specific classroom interactions?

Is there guidance on the development of the different language skills in the context of subject-related language use?

**3.4 Supporting materials and guidelines**

Is there guidance for teachers on the use of the rating scales, for instance, on avoiding an excessively rigid and linear view of progression?

Are there guidelines for assessing English in the context of different subject disciplines in the curriculum?

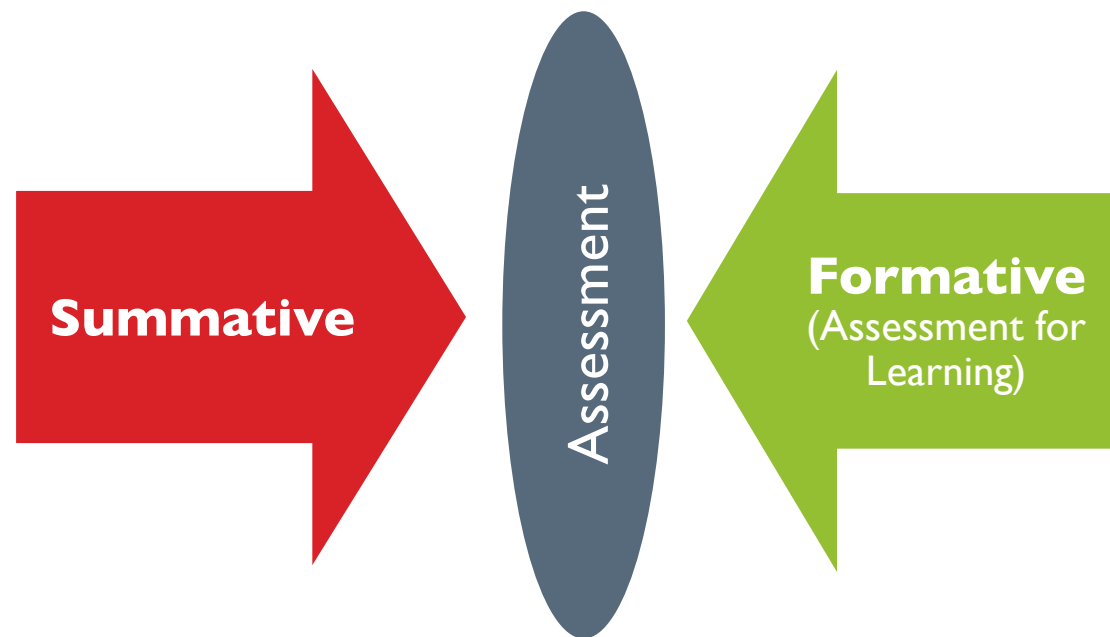
Are there useful exemplifications of evidence of EAL linguistic or social classroom behaviour, which can be indicative of different stages of learning and language competence?

**6.3 Assessment affects the quality of teaching and learning – what is its purpose and why do we need it?**

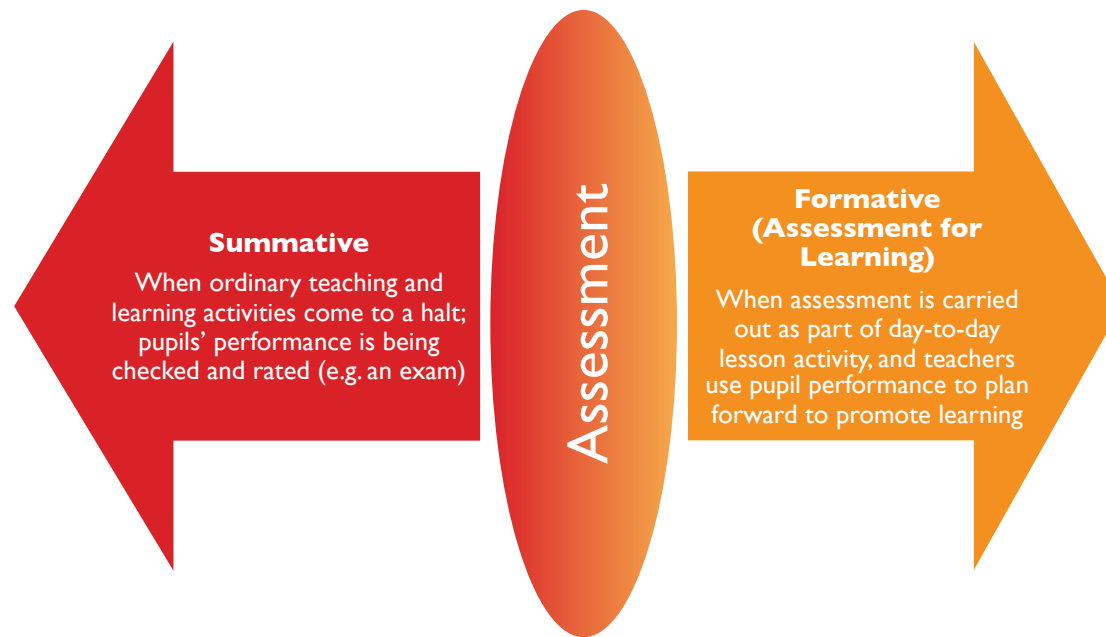
**Purposes and uses of assessment**

Assessment is an important part of educational provision. High quality assessment can help teachers and pupils to find out what has been achieved and what more needs to be done. While it is important for teachers to take account of the evidence of the development of EAL pupils' English language proficiency through observation of their use of the language in lessons as well as in informal interactions outside lessons, in this assessment framework we are mainly referring to assessment through teaching-learning activities.

Traditionally, assessment has been divided into two kinds: summative and formative. However, we have increasingly come to understand that assessment activities in themselves are essentially purpose-neutral.



It is the way/s in which we make use of the assessment process and outcome that would render them purpose-bound.



### Validity of assessment

An important characteristic of any high quality assessment is that it is valid. What makes any assessment valid? There are three key considerations:

- whether an assessment taps into the knowledge and skills that it claims to be focusing on
- what interpretation and use is made of the assessment outcomes
- what consequences the assessment may have on the key stakeholders (e.g. pupils, teacher, parents). (Assessment Reform Group, 2002; Bachman and Palmer, 2010; Black and Wiliam, 2009; Jones and Saville, 2016; Leung 2013; Messick, 1989)

Teachers know that any assessment can only provide a snapshot of what pupils have learned and can do. So it is very important that assessment tasks (e.g. questions in an examination or a classroom quiz) are closely matched to the knowledge and skills and/or pupil abilities that we claim to be assessing.

Outcomes of assessment have to be interpreted in relation to context and pupils' background experiences and present learning trajectories. This is a particularly important issue in EAL assessment. For instance, an accurate English language Proficiency assessment of a 10-year old pupil new to English, who has only been in school for a few weeks will, in all probability, show that s/he does not have the same knowledge and skills in English as her/his English-speaking background peers. Sensitive professional interpretation of such an assessment outcome will need to take account of the pupil's previous educational experience, first language and literacy development, present disposition in relation to learning and engagement with school life generally, and the processes of additional language development in school contexts. A low assessment outcome does not mean low capacity and motivation to learn and develop in the future. So the assessment outcome provides an informed basis for making appropriate teaching provision in response to pupil needs.

It follows then that the educational decisions we make on the basis of summative and formative assessment outcomes have an ethical dimension. For instance, we may choose to use assessment outcomes to select pupils for particular pathways in the curriculum, and/or to create different teaching programmes for pupils at different levels of attainment. Teachers and schools are encouraged to take account of all three considerations set out above when conducting EAL and other assessments.

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## 6.5 Blank Pupil Assessment Profile

### Pupil EAL Assessment Profile

Pupil name:

Year group:

Contextual Background of Pupil:	
First Language: [Previous educational experience? Pastoral needs? First language proficiency? Other?]	
Assessment in action: example performance indicators	Proficiency Evidenced by descriptors in Listening, Speaking, Reading, and Writing. Band/Descriptor Code
1.Acquiring academic content	
2. Demonstrating learning	
3.Following instructions and understanding teacher feedback	
4.Using (age-) appropriate language and register in a classroom context	
5.Functioning in social language situations in and outside the classroom	
Suggested 'next-step' targets [2-4 descriptors from higher up in band or next band]	Overall Proficiency (best fit)