

# **NASSEA**

## **EAL ASSESSMENT SYSTEM**

# Acknowledgements

The contents of this booklet have been developed by the NASSEA Assessment Working Group. We would like to acknowledge the contribution that QCA has made to the development of the EAL ( English as an Additional Language ) assessment system described in this publication. The first 4 Steps of the NASSEA Assessment System have been based on the four assessment steps contained in the QCA publication 'A Language in Common: Assessing English as an additional language'.

Much work has gone into the development of the NASSEA system. Representatives from the following Local Authority EAL or EMAS support services were members of the working group and played a very active part in developing the assessment system:

Bury Curriculum and Language Access Service  
Calderdale Education Effectiveness Service  
Manchester Ethnic Minority Achievement Service  
Rochdale EAL Team  
Sandwell Ethnic Minority Achievement Project  
Tameside Ethnic Minority Achievement Service.

The NASSEA EAL Assessment System is based on an earlier NASSEA EAL Mapping System. NASSEA would like to thank those staff and services that responded to the consultation that we undertook when developing that system. In addition we would like to thank NASSEA colleagues who were involved in the consultation and trialing of the system contained in this booklet.

# Background

For many years local authorities have independently developed their own EAL assessment systems. These systems have traditionally had a dual purpose. Firstly they have been used by teaching staff to assess the language level of pupils who speak English as an additional language. Such assessments have informed teaching staff (both mainstream and support) about the needs and background of the learners and about what tasks might be appropriately set. Such assessment systems in most cases involve a number of language levels or categories, a distinction between oracy and literacy and a series of statements about what learners at such a level are likely to be capable of linguistically. In many cases EAL learners are also profiled and they will additionally, of course, be assessed in terms of National Curriculum levels.

Locally devised EAL assessment systems typically have had a second purpose as a mechanism for allocating resources and support staff. Therefore a pupil with a lower language level is more likely to receive support than one with a higher language level and a school with more pupils with lower language levels is likely to have greater language support resources than one with fewer pupils at such levels.

The independent development of EAL language assessment systems across the country has meant that it has been difficult to compare authorities with each other and determine whether pupils in different authorities are receiving fair and equitable levels of support.

Recently there have been two developments in this area.

1. NASSEA decided to devise a framework that could be used to help map an individual LEA's EAL assessment system onto a common system. It was felt that by doing this individual Authorities would be able to maintain their own assessment and recording systems, but would be able to communicate what this meant to other Authorities using a common assessment language. The system developed was not intended to be used to assess the language level of pupils for diagnostic or formative purposes, but rather it was intended as a mechanism for determining the number of pupils in a school/authority at each step of language development. This system was consulted on in the autumn of 1999 and was positively received by majority of EAL professionals who saw it.
2. QCA launched a document entitled 'A Language in Common: Assessing English as an additional language.' This document provided guidance on how to assess the early progress pupils make in learning English as an additional language and sought to link this to the National Curriculum.

Over the last year there has been much debate among professionals who work in the field of EAL about the value of assessing EAL pupils using a distinct EAL scale, the link with National Curriculum for English statements, and the need to have a national consensus on these issues.

In response to the discussions that have taken place in the field, NASSEA has looked again at the Mapping System that was previously developed and also at the QCA approach set out in 'A Language in Common'.

Many authorities and schools have welcomed QCA's commitment to addressing the distinct issues faced by EAL pupils, and have been pleased that the additional needs of this group of pupils has been recognised through the four Steps that QCA has developed. However, many have also expressed some concern that the guidance produced by QCA only describes pupils who are in the earlier stages of English language acquisition and is more difficult to use with older pupils who may have the conceptual skills to work at higher levels of the national curriculum, but lack the English to demonstrate what they can do.

In response to this concern NASSEA has developed an assessment system that builds on the work that has already been carried out by QCA in this area. The NASSEA EAL Assessment system has been developed to support teachers in recording the progress children learning EAL make towards full social and academic fluency, in both oracy and literacy. The process runs alongside their progression through the National Curriculum for English levels, but affects the rate of that progression. We strongly believe that it is only when EAL pupils are assessed as fully fluent and independent users of the English language for academic purposes, that they can be assessed fairly using National Curriculum English level descriptors alone.

# Principles of the System

It is important to understand that the system described in this booklet has not been designed as a diagnostic tool that teachers can use to determine the learning and language needs of an individual pupil who is learning English as an additional language. We feel that work is still needed in this area.

Our experience is that EAL is a growing issue in the schools in which we are working; the recent dispersal of significant numbers of asylum seekers to different parts of the country has highlighted this issue in particular. This means, therefore, that LEA support services and staff working with EAL pupils in schools will need to continue to assess the children that they work with. Such assessments will need to determine the language level of the child in English on the basis that the child does not speak English as a first language and will be following a distinctive pattern of English language acquisition. It will need to take into account the knowledge and skills the child has in their first language and it should also make reference to the conceptual and curriculum skills the child has, including a National Curriculum assessment.

The Assessment system described here is based on the Steps proposed by QCA to describe pupils who are in the early stages of English language acquisition. Each of the steps is broken down into the following four skill areas:

- Reading
- Writing
- Speaking
- Listening and Understanding

QCA's document 'A Language in Common' describes the first two Steps in terms of pre-National Curriculum Level 1 steps. These two steps are reproduced here. QCA then divides the National Curriculum Level 1 into Level 1 (Threshold) and Level 1 (Secure). Our feeling is that these two steps can be used to describe pupils who are developing their English language skills. For our purposes we have adopted these two further steps, but to indicate that they may be used for pupils who are working beyond Level 1 National Curriculum, but who still have very significant EAL needs, we have described them as just Threshold and Secure steps.

Finally, in recognition that there are pupils who may be socially fluent in English but underachieving because of a lack of full academic English competency, and using the work earlier developed with the mapping system, NASSEA are proposing three additional steps: Consolidating, Competent and Independent.

When developing these steps the NASSEA Assessment Working Group has been careful to look at examples of pupils' work. All of these EAL steps have been trialed; the steps have then been moderated. A consultation meeting was also held with NASSEA members. We feel confident that the seven steps described in this booklet are easy to use, describe pupils that EAL professionals will be familiar with and which can be easily

adopted by staff working for schools and language support services.

## **NASSEA EAL Assessment System**

### **LISTENING AND UNDERSTANDING**

#### **Step 1 (S1)**

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

#### **Step 2 (S2)**

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

#### **Threshold (S3)**

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.

#### **Secure (S4)**

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

#### **Consolidating (S5)**

Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.

#### **Competent (S6)**

Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed.

#### **Independent (S7)**

Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

## **SPEAKING**

### **Step 1 (S1)**

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

### **Step 2 (S2)**

Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.

### **Threshold (S3)**

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

### **Secure (S4)**

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.

### **Consolidating (S5)**

Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.

### **Competent (S6)**

Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences.

### **Independent (S7)**

Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

## **READING**

### **Step 1 (S1)**

Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

### **Step 2 (S2)**

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

### **Threshold (S3)**

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

### **Secure (S4)**

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

### **Consolidating (S5)**

Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.

### **Competent (S6)**

Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.

### **Independent (S7)**

Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.



## **WRITING**

### **Step 1 (S1)**

Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

### **Step 2 (S2)**

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

### **Threshold (S3)**

Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

### **Secure (S4)**

Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

### **Consolidating (S5)**

Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when they receive no such support.

Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing.

### **Competent (S6)**

Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts.

### **Independent (S7)**

Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.

## **The links with the National Curriculum for English**

When developing their document 'A Language in Common' QCA recognised that the National Curriculum for English could not fully describe the needs of EAL pupils. It therefore proposed two pre-Level 1 steps, and in addition divided Level 1 into the threshold and secure steps.

NASSEA has further built on these links by identifying the range of National Curriculum levels that children are likely to pass through as they acquire English and move through the different Key Stages during their school life.

The EAL Assessment System that we have developed is in no way intended to replace the National Curriculum English levels but is rather intended to complement them. We believe that EAL pupils should be ascribed a National Curriculum level (including a level for English) which reflects their ability and progress through the curriculum, together with an EAL Step which describes their English language level. The two are not the same. This was apparent to the working group during the development of the NASSEA EAL Assessment System. We found many cases where pupils with the same National Curriculum for English levels (in some cases based on SAT results) were independently described by different staff as having different EAL levels/steps. The reverse situation also occurred.

In this booklet we are providing a chart which we believe clearly shows how the steps achieved in English language acquisition during the four Key Stage periods may be mapped into the National Curriculum English levels. At each step in their acquisition of English, learners may attain within a range of different National Curriculum levels. Their level of attainment will depend upon their skills in English, but also on other circumstances such as their competence in their first language, previous educational experience and age.






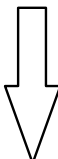


It is good practice that staff working with a child who speaks English as an additional language has information about the child's English language level, their first language skills and their National Curriculum levels, including any end of Key Stage assessment levels. A National Curriculum level indicates knowledge and understanding within the curriculum regardless of the level of English language acquisition. Without all of the information, no true profile can be made of the child and any predictions about future progress is likely to be misleading. Key Stage 2 SAT levels are often, for example, used by secondary schools to help make a judgement about which set to place a child in. If the child is still acquiring English as an additional language then any judgement made should also take into account their EAL step/level.

The diagram included on the next page of this booklet shows the range of English National Curriculum levels that are likely to be achieved by EAL pupils in different Key Stages and at different levels/steps of English language acquisition. Our work indicates that for the first three steps, regardless of the age of the pupil, it will not be possible to achieve beyond Level 1.

























































From Step 4 onwards the National Curriculum level range varies according to the age of the child. This reflects the fact that older pupils are expected to use language in a more sophisticated way. The range indicated by the final step (S7) reflects the expected range that QCA recommends any child of that age, *and who is fully fluent in English*, should be able to achieve.

A group of learners who are described as being ‘independent’ may have quite different National Curriculum levels. Such levels will be determined by both the age of the child and their level of ability and progress within the curriculum. Similarly learners at different steps of fluency in English may be assessed as having the same National Curriculum level, once again based on age and levels of ability. Such a distinction avoids the problem of children of different ages being assessed only as having the same National Curriculum level (measuring ability), when in fact levels (steps) of fluency are different as is the amount of language needed to function independently within the curriculum.

#### **NASSEA EAL ASSESSMENT: KEY TO DIAGRAM**

	<b>S1 Step 1</b>		<b>S5 Consolidating</b>
	<b>S2 Step 2</b>		<b>S6 Competent</b>
	<b>S3 Threshold</b>		<b>S7 Independent (Can be assessed using the National Curriculum)</b>
	<b>S4 Secure</b>		<b>Independent - extended for KS 4</b>

## NASSEA EAL ASSESSMENT LINKS WITH THE ENGLISH NATIONAL CURRICULUM

ENGLISH NC LEVELS KS1	NASSEA STEPS	ENGLISH NC LEVELS KS2	NASSEA STEPS	ENGLISH NC LEVELS KS3/KS4	NASSEA STEPS
W	     	W	     	W	     
L1	    	L1	    	L1	    
L2	  	L2	   	L2	   
L3		L3	  	L3	  
L4		L4	 	L4	 
L5		L5		L5	
L6		L6		L6	
L7		L7		L7	
L8		L8		L8	

## **Exemplification of the NASSEA EAL Assessment System**

In the next few pages we have provided five examples of pupils' work which we believe helps to show how both the EAL Step level and National Curriculum for English level of the child has been determined. The first example is a summary of an extended observation of a child and of his spoken English. The next four examples are all based on written work. Apart from the first example we have concentrated on pupils who are in the later stages of English language acquisition. For detailed analysis of pupils who are in the earlier stages you should look at the QCA document 'A Language in Common: Assessing English as an additional language'.

### **Pupil G**

**NC Year R**

**EAL Step 1**

**NC Level W**

Pupil G recently joined a Reception class. When he started he spoke no English. He was observed in the classroom by an EAL teacher (Teacher Y) one morning.

He entered the room hanging on to his father's hand; on seeing Y, an unfamiliar face, he took a step back, but then came into the room. He was pale, but not visibly upset. He took his father straight over to the play area and played for a while. He seemed comfortable to play alongside other children, and moved further away from his father. His father remained in the classroom. G did not interact particularly with the other children, nor did they interact with him.

The class teacher, S, took the children into the reading corner. G called his father over to be near him, for a lot of the time G watched the teacher S intently. After coming out of the reading corner Y talked with his father. G moved off to another area. Y asked the father what his concerns were. He said that his son was not settling in and that he was concerned about him not speaking English. He wondered if it would help if G spoke more English at home – his wife had suggested that for half a day at weekends they should only speak to him in English. Y advised against this, pointing out that the child's Polish would not be fully developed yet, and that the best way to help was to talk to him in Polish to develop his conceptual understanding, as this would transfer to English as he learned the vocabulary.

Y called to G to come and sit with her and G's father, he turned away. His father called him over and sat him on a chair between them, Y said 'hello' to G, and he turned away. Y admired his tracksuit, he turned away. His father tried to get him to respond to Y. Y told him not to worry and explained that it was not important to her that he responded; Y was just getting G used to her being there. G picked up some paper and a pencil and started to draw. Y picked up some paper and started to draw a cat, G stopped drawing and watched Y. 'Dog, he said 'You want me to draw a dog?' Y asked, Y drew the same shape but with different ears. 'Is this a dog?' Y asked him. He nodded, Y wrote the word dog under the drawing. His father pointed to the letters 'dee, oh, gee..dog' Y drew a picture of a face with a big smile and said 'G', he nodded. Y drew another face and said

'Daddy' he repeated 'Daddy'. Y drew another face, G said 'Mama'. Y said 'Oh' and drew some mid length hair around the face, and said 'Mama'. He nodded. Y drew another face and tried 'Granddad' his father translated this – 'Ja Ja'. 'Ja ja' Y said, G nodded. Y pointed to G's jumper and then to the pencil crayons saying 'blue'. He watched Y as she picked up a pencil with a multicoloured lead and showed it to him, miming looking for the blue. Y pointed to the red part 'Is this blue?' No answer. Y pointed to the blue part 'Is it blue?' G nodded. Y started to colour in the jumper. Part of it came out red – Y feigned surprise, and said, 'Red. Ja Ja' (Grandad). G shook his head.

G is operating at EAL Step 1. He is not yet operating at National Curriculum for English Level 1. He is able to listen and can respond to some simple questions. He is not yet able to understand or take part in simple conversations. Given the short length of time he has been in the UK and his age, his development is normal.

### Pupil M

NC Year 4      EAL Step 4      NC Level 1

The aeroplane is flying.  
~~the aeroplane~~ The girl is  
 back. The grandma is  
~~the baby~~ eat a cake.  
 is drinking a cup. The  
 [Ying] down. They have  
 picnic.  
 The aeroplane is fall in U.  
 The boy is crying. he is  
 "Don't cry. You get the jet  
 The grandma is taking the  
 girl is the baby. ~~to the~~  
 behind the chair. The  
 to get the aeroplane.  
~~the~~ The boy is looking  
 So they will look at  
 The dog go in the water.  
 The aeroplane. There is a  
 aeroplane. The mother  
 You want a biscuit  
 he is hugging the  
 She sister is ~~the~~ "at

M arrived in the UK from Bangladesh during Year 1. He was new to English when he came to the UK. The piece of writing highlighted above was based on a set of picture prompts and some limited teacher guidance.

The text above shows that while M is able to manipulate basic English grammar, there is a lack of consistency in a number of areas, in his use of articles, for instance, both the

definite and indefinite articles are occasionally omitted 'reading book', 'get aeroplane'. Pronouns and some prepositions are usually used correctly but 'she sister', 'looking the aeroplane' are exceptions. In the piece, M uses the simple verb form 'is --ing' with some correctly formed past tenses mixed in 'said', 'fell', 'They have gone' and this can become confusing, for instance when he uses 'the dog go in the water'. It is not clear if he wants to use the simple present or the past, but this may be because of the way in which the picture sequence scaffolds the writing. He manages 'do you want' but uses 'try' for 'tries'. He correctly employs a negative command 'don't' and the question form 'do you want?'

The sentences are simple and short, usually statements following a similar pattern and M uses 'so' to extend sentences. The narrative sequence is carried forward by a description of each picture in the sequence. There is little use of cohesive devices such as pronoun referencing or temporal connectives. The paragraphs are largely determined by the picture stimulus which may also account for the inappropriate placing of 'They have gone for a picnic'.

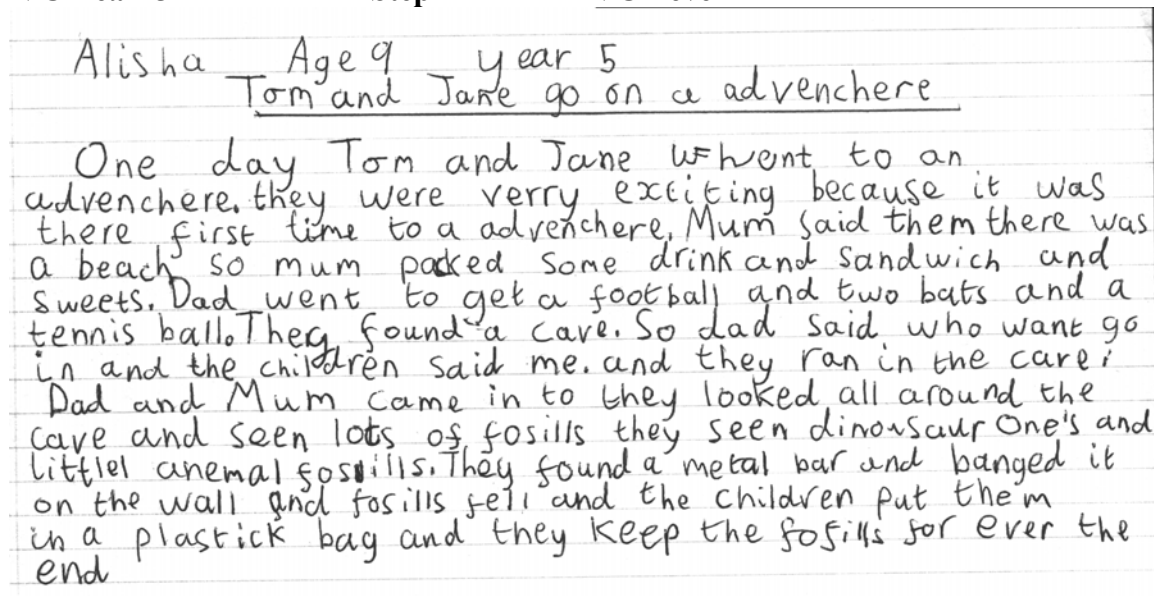
M's uses the basic vocabulary appropriate to the pictures 'hugging', 'knitting' but the choice of verbs is limited such as the use of 'catching'. His letters are clearly shaped and correctly oriented but not consistent in size at this stage. Capital letters and full stops are used to determine sentence boundaries and there are examples of question mark, speech marks and apostrophe. Spelling is also usually correct. The meaning is clear on the whole though there is some confusion in parts and it is clear that M is not yet operating at Level 2 of the National Curriculum for English.

### Pupil A

N C Year 5

EAL Step 4

N C Level 2



Alisha Age 9 year 5  
Tom and Jane go on a advenchere

One day Tom and Jane w<sup>h</sup> went to an advenchere. they were verry exciting because it was there first time to a advenchere. Mum said them there was a beach so mum packed some drink and sandwich and sweets. Dad went to get a football and two bats and a tennis balls. They found a cave. So dad said who want go in and the children said me. and they ran in the cave. Dad and Mum came in to they looked all around the cave and seen lots of fosills they seen dinosaur One's and littel anemal fosills. They found a metal bar and banged it on the wall and fosills fell and the children put them in a plastick bag and they keep the fosills for ever the end

A comes from Sri Lanka and her first language is Tamil. She has been in school in the UK since Year 2.

The narrative in the example text hangs together reasonably well in terms of setting the scene and the main events. The overall meaning is clear although the ending needs work. A uses a range of appropriate vocabulary, *'adventure', 'fossils', 'cave', 'packed', 'metal bar'*, although some of these were the result of a previous class discussion. There are few examples of adjectives or adverbs so the text is mainly a sequence of events using articles, nouns and verbs.

Ideas are expressed clearly in sentences, some use is made of full stops and capital letters and capitals are correctly used for proper names. Most simple common words are spelt correctly and A makes creditable, phonetically plausible attempts at longer or more complex words. Her handwriting is clear and letters are correctly formed.

She is beginning to establish some basic story conventions attempting to set the scene and sequencing events properly. She is also beginning to make links between sentences using connectives and pronouns. She includes some direct speech, *'who want go...'* although at this stage it is not punctuated and some indirect speech, *'Mum said them there was a beach'*.

Much of the grammar is correct with some areas not completely embedded. Articles and pronouns are used appropriately, as are prepositions although there is a need for more work around the use of *to/too* *'to a advenchere'*, *'came in to'*, *'want go'*. Inflection for plurals is evident, *'fossills'*, *'two bats'*, but there are also occasions where inflection is omitted, *'some drink and sandwich and ...'* there are other occasions where inflection is omitted, *'some drink and sanwich and sweet'* and the only example of a present tense *'who want go in'*. Past tenses used for the narrative are largely formed correctly including some irregulars *'put', 'found', 'fell'* the exceptions being *'keep'* which may be influenced by the use of *'forever'* and *'seen'* which may be as a result of informal speech patterns. *'They were very exciting'* would be worth noting in case of a recurrence in similar patterns.

Although most of the sentences are short, A is beginning to construct longer and more complex sentences. She uses *'and'* frequently but also uses *'so'* and *'because'* to form clauses and there are examples of prepositional phrases. In addition, she uses pronouns to link sentences by simple referencing. *'They (Tom and Jane) were verry exciting because it was there first time to a advenchere'*.

While still obviously showing features of an EAL learner, many aspects of A's English language are becoming established and this is reflected in her progress in National Curriculum English.



## Pupil S

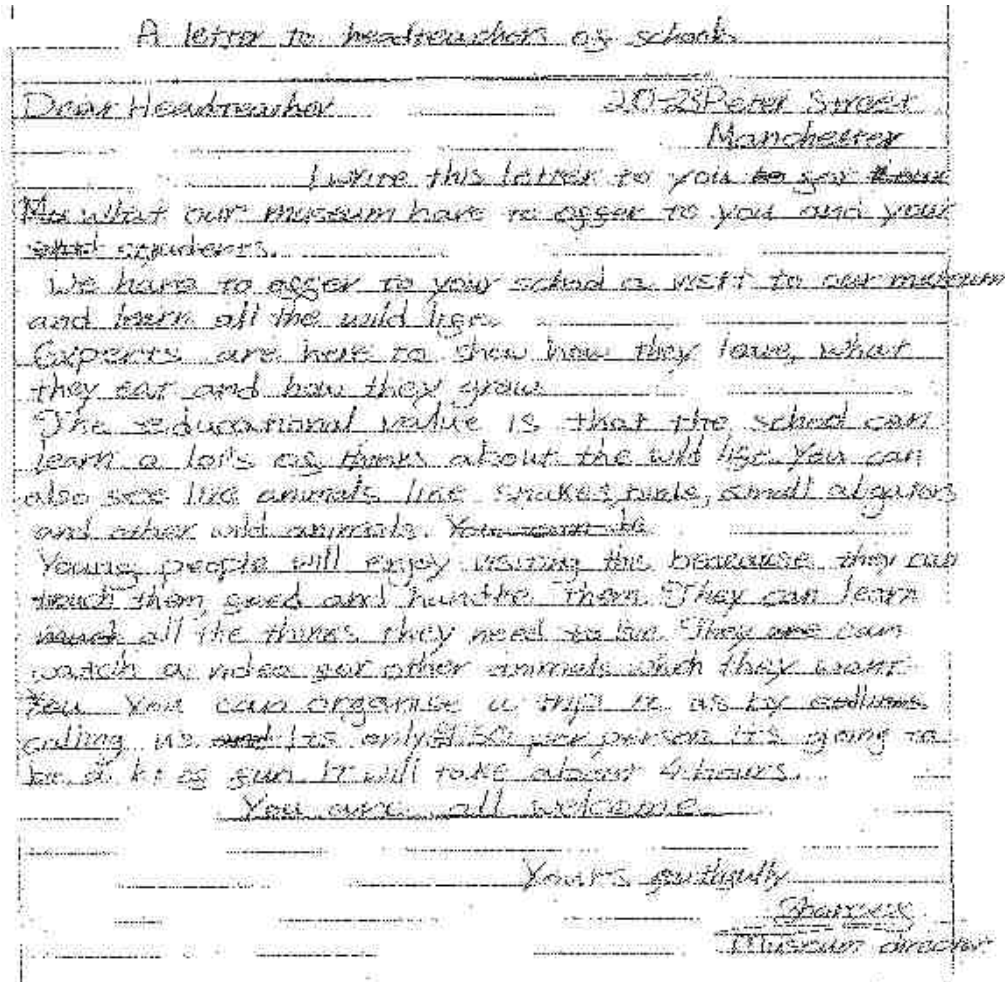
NC Year 9

EAL Step 5

NC Level 4

S is a Year 9 pupil who arrived in England from Pakistan at the beginning of year 7.

Two written pieces from the pupil's records provide the basis for the assessment; a letter to school heads advertising a museum from the museum director and a piece on the character of the Nurse from 'Romeo and Juliet'. Both were completed unaided.



S shows that he is able to handle the non-sequential writing to a point but still needs more practice. The format of the letter is not entirely correct and there is a lack of paragraphing in the analysis. He has not entirely mastered successfully the referencing needed in non-fiction writing to avoid ambiguity, particularly in the use of pronouns, as with the use of 'they' in the following examples,

'Experts are here to show you how they live.....', 'Young people will enjoy visiting this because they can touch them....They can learn all the things they need to live.'

He makes an effort to vary sentence length appropriately and shows that he can construct complex sentences,

'The nurse feels very happy and proud of Juliet because she is going to marry.'  
but in doing so, does not always make the right choice of connective.

'...She is very angry with Mercutio which is not stopping. 'They can watch a video for other animals which they want'. 'I write this letter to you for what our museum have...'

The short sentences at the end of the letter possibly intended as an attempt at punchy advertising writing, are a bit disjointed.

The work is generally grammatically correct but there are some problems with agreement and referencing, particularly in more complex sentences.

'museum have', 'the nurse feelings', 'she don't likes', 'The different ways Romeo Mercutio and Juliet treat Nurse is...'

'...the school can learn a lot's of thinks'.

Task 5

The Nurse feelings about her involvement in the secret arrangements. The Nurse feels very happy and proud of Juliet because she is going to marry. The Nurse is happy because she is involved in the secret arrangements. She feels like she is mummy her own child. The only thing she don't like is the parents of Juliet don't know about the arrangements. The different ways the Nurse speaks to Romeo and Mercutio are amusing. The Nurse speaks very well with Mercutio and Romeo but in good words gentlemen but they are not speaking well with her they are making her laugh. The Nurse speaks very good with Romeo but she is very angry with Mercutio which is not stopping. The different ways Romeo Mercutio treat and Juliet treat Nurse is. Romeo is using a very serious language to describe her life. He is making her angry. He makes her angry. Mercutio is using a dirty language full of sexual phrases like. "Good for to have her, see her face the way she is" and "It is no less, I tell you for the lady hand on the dust now upon the back of moon". Juliet is different. She is making a humour with the Nurse and the Nurse is making humour with her. "I would thou hadst my horses, and I thy nurse. Nay, come, I pray thee speak, good, good Nurse, speak."

The choice of tenses and verb forms is usually appropriate, using simple present tense appropriately for both pieces. However, some more specific tense usage is less certain. *'I write this letter to you...'*, *'We have to offer to your school a visit.....'*

He has a reasonable command of basic vocabulary but has difficulties with some less common items and with some idiomatic expressions and usage. His choice of connectives and prepositions in such expressions is not always appropriate. *'She feels like she is marrying...'* instead of *'as if she was...'*, *'watch a video for other animals'*

*'The nurse speaks very well with Romeo.'*, *'They are making laught of her'*, *'She is making humour with her.'* *'.....lots of thinks about the wild life.'*

The handwriting is fairly clear and the letters reasonably formed but not fully joined. There are frequent alterations. Capital letters and full stops are usually used appropriately and speech marks are used for quotations. However, commas are not fully used and apostrophes are inconsistent.

Spelling is usually accurate but there are one or two places where the spelling is inaccurate based on the sound of the word *'thinks'* for *'things'*, *'leave'* for *'live'*.

The overall meaning is clear but some lack of specific vocabulary in the analysis and issues around referencing in the letter tend to make the meaning less exact in places.

There is evidence of scaffolding possibly built into the instructions for the tasks but S----- is not always able to integrate this smoothly into his text.

*'The educational value is....'*

*'The nurse feelings about her involvement in the secret arrangements are.....'*

*'The different ways R M and J treat nurse is....'*

S is beginning to achieve the appropriate style for both the letter and the analysis but the scaffolding built in to the task makes the extent to which this has been embedded difficult to ascertain. There is some incongruity at the end of the letter. *'Its only £1.50..... Its going to be a lot of fun'* doesn't fit with the style of the earlier sections.

In neither piece is the conclusion effective.

There is also evidence that he is beginning to grasp the format for giving evidence to support assertions in analytical writing such as causal clauses and the use of quotations. Occasionally, he uses a less formal speech pattern, for instance *'like'* (*'.....language to describe her like...'*) instead of, *'for example'*.

## Pupil R

N C Year 8

EAL Step S6

N C Level 4

### Arrival in England

On 2nd October I reached Sabar airport in Bombay (India) with my family. We went through the check-in. Then, we boarded the plane, with much tears and sorrow but happiness and curiosity. It was a beautiful British Airways plane. The air-hostesses were quite kind and good friendly. It was a wonderful flight to England. We reached Heathrow airport in the early hours of morning. I was quite fascinated by the lights at The Heathrow airport. I could see a wonderful scene. From the east side the sun was rising with a glow of orange and a hint of purple. From the other side I could see the lights. I kept looking at the scene, and I couldn't take my eyes off it. We were waiting, we got off the plane and went inside the airport. First we went through the check-in. Then we went where our bags were kept. We took them and waited for my aunt to take us home. She came after some time. Then after taking breakfast at the airport we started to go home. I liked the hour hours very much. I liked London because it's quiet, clean and tidy. At last we reached home ... And this is the end of my story. Arrival in England

R arrived in the country from India three months ago. Her first language is Gujarati in which she is literate. She had learned some English in school. This piece of free writing 'Arrival in England' was carried out unaided.

Her command of English is already quite sound and she is able to make a creditable job of this recount combining description with events in sequence quite successfully. Her language does exhibit features that indicate that she is an EAL learner but these are useful indicators of the type of support she needs.

Her grammar is usually correct. She forms and uses past tenses correctly including some irregulars 'reached', 'was rising', 'boarded', 'took'. She uses modals 'could see' and one example of a passive form 'were kept'. There are one or two minor omissions or problems with agreement or with articles, 'I liked London because it's..', 'the Heathrow airport'. She appears to have a good grasp of plurals, pronouns, prepositions, negatives and other grammatical features which are all used accurately in this text.

Sentences are mainly simple, short statements but there are some compound and more complex sentences '*.....where our bags were kept*'. Adverbial phrases and connectives are used appropriately '*with a glow of orange and a tinge of purple*', '*Then after taking breakfast*'. There is a degree of internal coherence and referencing. '*We took them and waited for my aunt to take us home*'. The text is not broken into paragraphs, however.

Her vocabulary choices are good '*scene*', '*curiosity*', '*tinge*', '*sorrow*' although some specialist words not are familiar '*through the checking*' (customs) and there is an occasional unusual turn of phrase '*with many tears and sorrow but happiness and curiosity*', '*the row houses*' (terraced?).

R's handwriting is fluent, joined and legible, her spelling is largely accurate and she makes attempts at more difficult words '*fascinated*' and '*friendly*'. Full stops and capital letters are used and there are examples of quotation marks and apostrophes, '*couldn't*'.

She holds the readers attention with her choice of words and, apart from a rather abrupt ending, produces a sound, clear piece of description.

It could be anticipated that the pupil's English would progress rapidly to the next level with some focused support.

# Recording and Reporting

This guidance also includes a suggested system for recording pupils' progress. This consists of an individual pupil EAL assessment sheet and a format for tracking the progress of groups/ classes of pupils. The disk accompanying this guidance contains the following:

- individual pupil profile sheet - for paper-based record systems
- individual pupil profile sheet with a summary of exam results - for electronic record systems
- individual pupil profile sheet with space for comments - designed for electronic record systems
- KS1 group / class tracking sheet - designed for electronic record systems
- KS2 group / class tracking sheet - designed for electronic record systems
- KS3 and 4 group / class tracking sheet - designed for electronic record systems

All of the electronic record system sheets are based on Microsoft Excel and can be customised for local requirements by modifying the spreadsheets. Examples of the screen displays can be seen on the next page.

The recording format is intended to chart the language development in English of each child throughout their school career and to make it easy to cross reference this information to the level they are attaining within the core subjects of the National Curriculum. It should thus serve to prevent the misinterpretation of lower levels of attainment being associated with SEN needs for developing bilingual learners. Conversely, it should also support the investigation of SEN issues where language development is well advanced but National Curriculum levels are unusually low. It is also designed to help schools to analyse and monitor children's progress/achievement by ethnicity.

## **Additional notes**

### KS1

At KS1, after much discussion during the consultation stage, it was decided to assess the EAL steps using Listening and Speaking only. It was felt that this was the fairest way of making an assessment for EAL learners at this early developmental age.

### Assessing the four skills.

Again, after much discussion, it was decided to record development in all four skill areas separately rather than try to aggregate them, since this would give a much more detailed profile of needs. However, it was also recognised that an aggregated step might be useful for purposes such as allocation of support resources, but that this could vary across local areas.

If aggregation would be useful locally, we would suggest that the easiest way of doing this would be to record the lowest of the step levels gained from the four skill assessments.

Below are the two versions of the electronic Individual EAL Pupil Record Sheets - the first includes a summary of external exam scores :

The screenshot shows the first version of the NASSEA EAL Record Sheet. It is a Microsoft Excel spreadsheet with the following structure:

- Header Section (Rows 1-4):** Contains fields for Name, DoB, AP%, HomeLg, Ethnicity, L1, and L2.
- Assessment Grid (Rows 5-25):** A grid for recording assessment results. Columns include School, Assessment, Year Group, and various assessment types (e.g., SATs, GCSE, etc.). Some cells are highlighted in black.
- External Exam Scores (Rows 26-30):** A section for recording scores for various exams, including SATs, GCSE, and others.
- Comments Section (Rows 31-35):** A section for recording comments on progress, with a date field.

The second has a space for dated comments on progress.

The screenshot shows the second version of the NASSEA EAL Record Sheet. It is a Microsoft Excel spreadsheet with the following structure:

- Header Section (Rows 1-4):** Contains fields for Name, DoB, AP%, HomeLg, Ethnicity, L1, and L2.
- Assessment Grid (Rows 5-25):** A grid for recording assessment results. Columns include School, Assessment, Year Group, and various assessment types (e.g., SATs, GCSE, etc.). Some cells are highlighted in black.
- Comments Section (Rows 26-35):** A large section for recording dated comments on progress, with a date field.







# **Feedback**

The NASSEA Assessment Working Group would like to monitor the use of the system which we have developed. We would be grateful if any Local Authority support service or school which adopts this system, either fully or in part, contacts us. A suggested feedback sheet is provided below.

We can be contacted at the following address:

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