

Assessing Pupils Learning EAL - taking the best descriptors from NASSEA and QCA guidelines

Pupil Name:

NASSEA/ QCA Steps	NC Level	Listening and Understanding	Speaking	Reading	Writing
Step 1	Pre NC Level 1	<ul style="list-style-type: none"> • Listens attentively for short bursts of time. • Uses non-verbal gestures to respond to greetings and questions. • Follows simple instructions based on the routines of the classroom. • Relies on listening skills in home language. 	<ul style="list-style-type: none"> • Echoes words and short phrases drawn from classroom routines and social interactions. • Expresses some basic needs, using simple single words or phrases in English. • Speaks in home language. 	<ul style="list-style-type: none"> • Participates in reading activities and knows the difference between print and pictures. • May read in home language and be able to build on knowledge of literacy in this language. • Knows that print, in English, is read from left to right and top to bottom. • Recognises own name and other familiar words. • Can identify some letters of the alphabet by shape and sound. 	<ul style="list-style-type: none"> • Uses English letters and letter-like forms to convey meaning. • Copies or writes name and familiar words. • Can write from left to right. • Evidence of some writing skills in home language.
Step 2	Pre NC Level 1	<ul style="list-style-type: none"> • Understands simple conversational English in familiar contexts. * Responds to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. * Demonstrates understanding of classroom language with teacher repetition and explanation. 	<ul style="list-style-type: none"> • Joins in predictable refrains/repetitive language. • Copies talk that has been modelled. • Generates single word utterances and telegraphic language in the context of social interactions. 	<ul style="list-style-type: none"> • Begins to associate sounds with letters in English. • Begins to predict what texts will be about. • Can read some words and phrases learned in different curriculum areas. • Can follow a text read aloud with support. 	<ul style="list-style-type: none"> • Attempts to express meaning. • Writing is generally intelligible to self and a familiar reader. • Shows some knowledge of sound and letter patterns in English spelling. • Shows knowledge of the function of sentence division. • May be able to write in home language.
Step 3	L1 Thresh- old	<ul style="list-style-type: none"> • Understands and responds appropriately to simple comments. • Closed questions or instructions with contextual support. • Listens attentively to a range of speakers, including teacher presentations to the whole class. • Responds appropriately when the teacher is talking in a small group. • Listens to stories, poems and demonstrates interest. 	<ul style="list-style-type: none"> • Speaks about matters of immediate interest in familiar settings. • Conveys meaning through talk and gesture and can extend what they can say with support. • Speech is sometimes grammatically incomplete at word and phrase level. • Has a functional vocabulary for social needs. 	<ul style="list-style-type: none"> • Can read a range of familiar words. • Can identify initial and final sounds in unfamiliar words. • Can establish meaning when reading aloud phrases or simple sentences, with support. • Uses contextual clues to gain understanding. • Responds to events and ideas in poems, stories and non-fiction. 	<ul style="list-style-type: none"> • Produces recognisable words in texts, which convey meaning. • Can generate simple sentences. • Most commonly used letters are correctly shaped but may be inconsistent in their size and orientation. • Demonstrates a growing awareness of spelling patterns of familiar words.
Step 4	L1 Secure	<ul style="list-style-type: none"> • Follows what others say in familiar contexts. • Listens and responds appropriately to a sequence of instructions. • Responds appropriately to a range of different question types (including open questions) 	<ul style="list-style-type: none"> • Speaks about matters of interest to a range of listeners. • Has a growing repertoire of extended phrases or simple sentences in the context of a range of curriculum activities. • Speech shows some grammatical complexity in expressing relationships between ideas and sequences of events. • Begins to develop connected utterances. 	<ul style="list-style-type: none"> • Can read simple texts. • Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. • Comments on events or ideas in poems, stories and non-fiction. • Beginning to guess the meaning of unknown words from context. 	<ul style="list-style-type: none"> • Uses phrases and longer statements that convey ideas to the reader. • Make some use of full stops and capital letters. • Begins to apply grammatical rules in familiar contexts (eg narratives), with some accuracy. • Letters are usually clearly formed and correctly oriented.

Steps	NC Level	Listening and Understanding	Speaking	Reading	Writing
Step 5	KS1 L2 KS2 L3 KS3 L3	<ul style="list-style-type: none"> Shows evidence of understanding of the gist of lesson content. Understands most conversations when the subject of the conversations is more concrete (fully competent in BICS)* Understands some conversations when the subject is more abstract with figurative and idiomatic expressions *(CALP) 	<ul style="list-style-type: none"> Begins to engage in a dialogue or a conversation within an academic context. Begins to produce lengthy chunks of organised connected speech. Demonstrates the ability to modify own language use in context. Demonstrates an increasing range of academic and more abstract vocabulary. 	<ul style="list-style-type: none"> Uses more than one strategy (phonic, graphic, syntactic and contextual) in reading unfamiliar words. Can read and extract information from a variety of texts Beginning to recognise the features of different genres. 	<ul style="list-style-type: none"> Uses a range of grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different writing. Without support, ideas are contained in separate sentences or through simple connectives (e.g. and, but) rather than linked through the use of clauses. Attempts to modify writing as appropriate to the demands of the genre.
Step 6	KS1 L2 KS2 L4 KS3/4 L4/5	<p>Understands most conversations when the subject is more abstract with figurative and idiomatic expressions.</p> <ul style="list-style-type: none"> Participates as active speaker and listener in group tasks. Understands more complex academic discourse and specialist interactions as appropriate to age (cognitive and academic language proficiency). Understands social and general school interactions delivered at normal speed. Understands many culturally embedded references and idioms, but some may still require explanation. 	<ul style="list-style-type: none"> Uses language appropriately across the curriculum for different academic purposes (e.g. explaining) - some minor errors may still be evident. Shows control of functional use of language at discourse level. Becoming more competent at academic clause constructions. Makes appropriate choice of vocabulary for different context and purposes (including some use of idioms). 	<ul style="list-style-type: none"> Demonstrates understanding of some culturally embedded references & idioms. Reads a range of complex texts. Reads beyond the literal using higher order skills such as inference, deduction and hypothesis. Evaluates and analyses the content of texts. 	<ul style="list-style-type: none"> Produces appropriately structured and generally accurate work in a variety of familiar contexts with support. Recognises and applies organisational features of new genre with support.
Step 7	KS1 L3 KS2 L4/5 KS3 L5-8	<ul style="list-style-type: none"> Has a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only NC English levels. 	<ul style="list-style-type: none"> Has the range of speaking skills necessary to participate fully within the curriculum and can be fully assessed using only the NC for English. 	<ul style="list-style-type: none"> Has the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using on NC English levels. 	<ul style="list-style-type: none"> Has the range of writing skills necessary to participate fully within curriculum and can be fairly assessed using on NC English levels.

BICS = Basic Interpersonal Communication Skills (1-2 years) **CALPS= Cognitive Academic Language Proficiency (5 - 7 years) (Ref: J Cummins 1984 Multilingual Matters)

Using the QCA/NASSEA assessment system : Refs: A Language in Common QCA1001584; NASSEA ISBN: 0-9546944-2-2

To track progress in learning English as an Additional Language (EAL) and cross referencing to approximate NC Level in English

The early steps of EAL - Steps 1 & 2 precede the split NC Level 1 into Threshold & Secure for EAL pupils

From Level 1 onwards progress can be monitored using the NASSEA Steps for EAL and NC Levels for English

Can be used for all pupils learning EAL, regardless of Key Stage, except those at Foundation Stage (see note below)

Review termly, particularly with pupils new to English who can make rapid progress in the first few terms.

Use for layered target setting for EAL pupils

Base judgements on a range of evidence e.g. classroom observations (how often pupils interacts; when and with whom)

Progression rates may vary between skills; this is normal. EAL pupils often achieve higher levels in speaking than in writing.

Use the Steps to identify gaps in progress and target support and strategies accordingly.

NB

Foundation Stage pupils are assessed using the Foundation Stage profile. it is not necessary or appropriate to assess bilingual pupils using the QCA EAL steps,

(ref: Marking Progress: QCA DfES/1 096/2005)

NB : Use the QCA Common Scale of assessment for EAL pupils when requesting special arrangements for SATs