

Slough has experienced an increase in the number of pupils arriving in our schools with little or no English. Equality Services has been focusing on developing resources to help schools, mainstream teachers, EAL specialists and the pupils themselves to respond to the challenge of developing fluency in English in our Slough schools.

This assessment pack offers a framework to staff and schools in making initial assessments of the English language competence of newly arrived pupils from non-English speaking countries or contexts. All pupils are individuals and the assessment materials will need adaptation or augmentation depending on the individual learner and their circumstances.

The pack is designed to be used by monolingual English speaking assessors. Where an assessor speaks the learner's first language, responses from the child in L1 will provide a clearer picture of the child's level of literacy in their home language.

Notes to Assessors

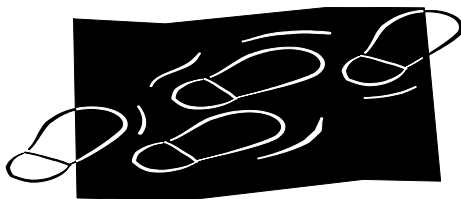
Assessments should be carried out in a situation which is familiar to the learner. The assessment involves questioning in 5 key areas: speaking, listening, reading, writing and mathematical language. The materials provided can be augmented or substituted with material more appropriate to the learner or the setting.

Assessors should use their professional judgement regarding the assessment procedure and should ensure that the assessment does not cause distress or discomfort to the learner. Assessors should be particularly sensitive and shorten the assessment if a learner is at the very earliest stages of learning English. It is however useful to undertake some of the assessment for each skill area, as learners may have differing competence across the skills. Assessors should also be aware that an English language assessment carried out very soon after arrival in school may not give an accurate picture of the learner's level of English and a reassessment after a period of acculturation is advised.

Initial assessments undertaken of pupils' fluency in English as an additional language should inform schools' systems of profiling, target setting and tracking. These may include SMART, QCA based profiles or schools' own systems. Copies of QCA based pupil profiles, QCA descriptors and NASSEA draft assessment mapping are included in the back of this booklet for information.

Equality Services is continuing to develop resources and initiatives in this area and additional support and guidance can be provided by our recently arrived, refugee and asylum seeker support team (RARA) who can be contacted on 01753-523699 or email ndavies@tgc.org.uk

Nicola Davies 2001



Speaking

For parts 1, 2, and 3 the assessor may use the following wording or adapt this section to best match the English competence, age and circumstances of the learner. Particular sensitivity should be used when requesting personal information. Any part should be discontinued if the learner is unable or unwilling to respond.

1. Greetings

Hello!

How are you?

2. Simple Instructions

Come in.

Close the door.

Sit down.

Stand up.

Go to the

Give me the

3. Personal Information

What's your name?

How old are you?

Where do you come from?

Which language do you speak at home?

Can you speak English?

Who do you live with?

Have you got any brother or sisters?

Have you been to school?

What do you like doing?

4. Naming vocabulary items

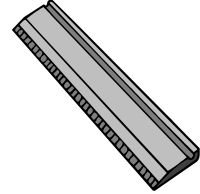
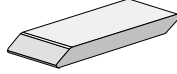
Assessor should ask about each of the following items using the illustrations or items available in the classroom.

Colours

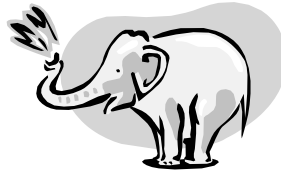
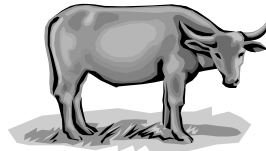
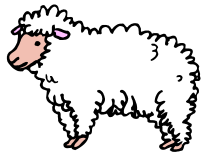
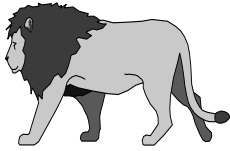
What colour is this?



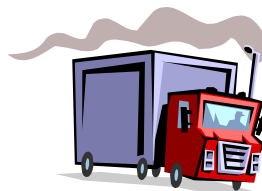
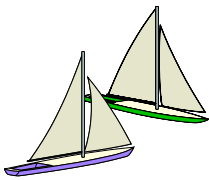
School Items



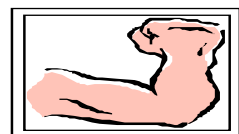
Animals



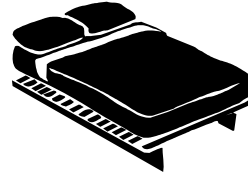
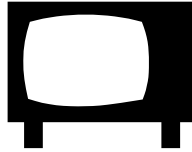
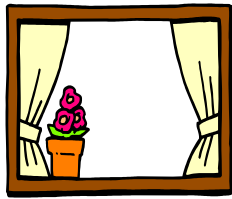
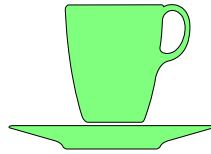
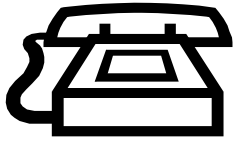
Transport



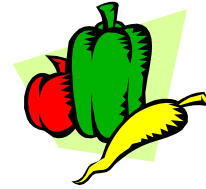
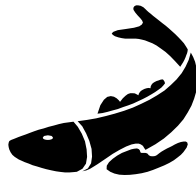
Body Parts



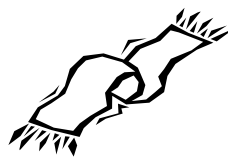
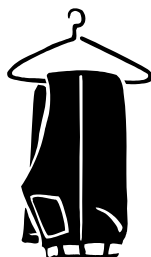
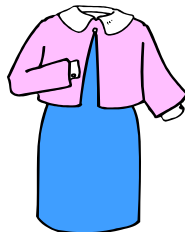
Household Items



Food



Clothes



5. Narrating a story

Ask the learner to sequence the cards to make a simple story. Give some initial help if required. Ask the pupil to tell the story and scribe the learner's words verbatim. A second stage language learner may also be asked to write the story themselves. If the learner is unable to make any attempt to narrate the story, move on to Section 6.

6. Responding to requests for information about a picture

Suggestions are made below but questions should be appropriate to the level of the individual child.

Picture 1

Who is in the bed?

Picture 2

What is the girl doing?

Picture 3

Who is the girl with?

Picture 4

Where is the girl now?

Picture 5

Who is reading the book?

Picture 6

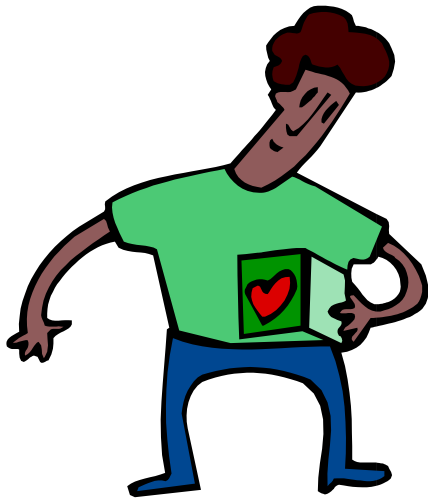
Where are they going?

What do you think will happen next?

Listening

1. Assessor should read the descriptions and ask the learner to identify which of the pictures on the following page it corresponds to.

- He is wearing a T-shirt and jeans.
- He has grey hair and a moustache. He is wearing a shirt and a jumper. He is holding a baby.
- He is wearing a white shirt. He has short hair. He is reading a book.
- She is wearing shorts, a vest and trainers. She has long hair.
- They are wearing coats, trousers and boots. They have hats and gloves.



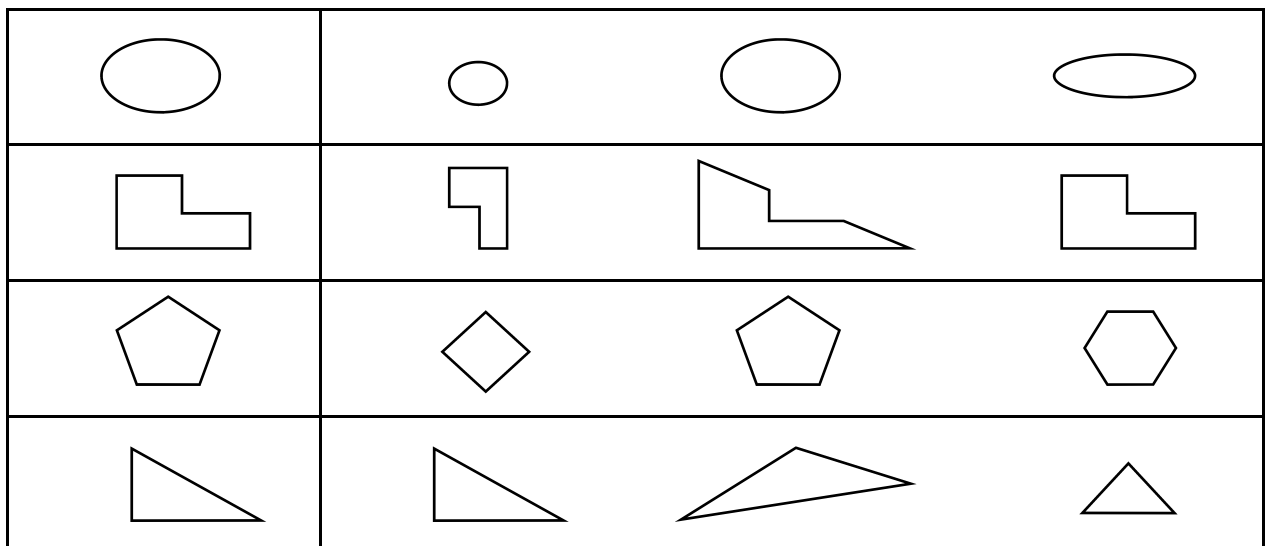
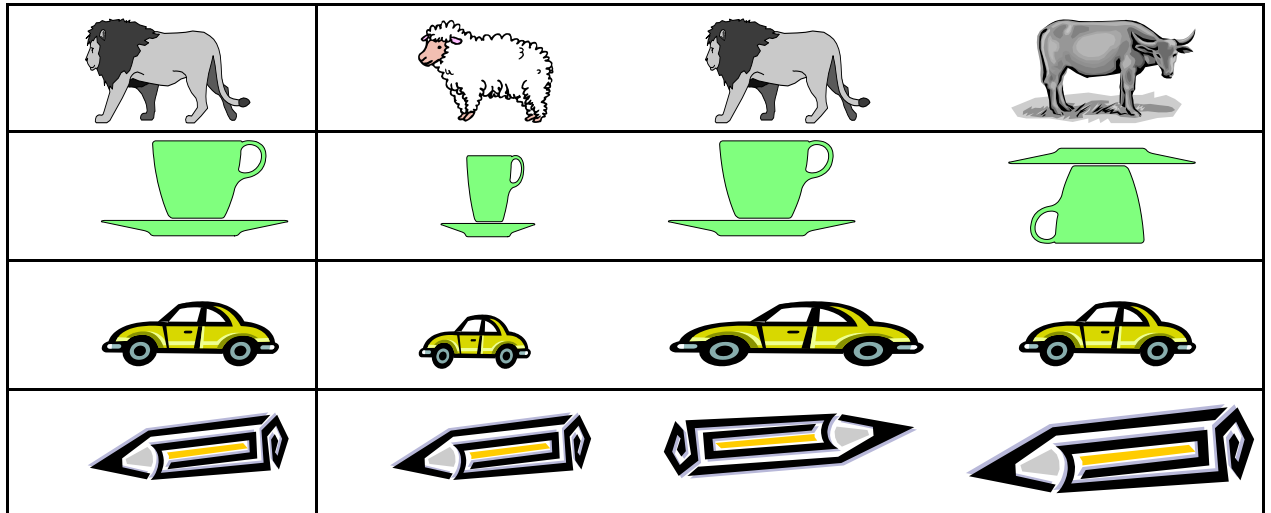
2. This text may be used as a listening or reading comprehension.

Asif and his sister Bashira were at the park with their father. Their older brother was at home. Bashira had a red coat. Asif's coat was the same colour as his sister's. Asif was seven years old and his sister was two years younger. The park was very cold. There was a lot of snow on the ground. The pond was frozen.

- | | | | |
|---|---------------------------------------|-----------|----------|
| 1 | How many children were at the park? | (two) | implicit |
| 2 | Where was Asif's brother? | (at home) | explicit |
| 3 | What colour was Asif's coat? | (red) | implicit |
| 4 | How old was Bashira? | (five) | implicit |
| 5 | How many children were in the family? | (three) | implicit |
| 6 | What was the weather like? | (cold) | explicit |
| 7 | What season do you think it was? | (winter) | implicit |

Reading

1. Matching



a	o	e	q	c	g	a
o	c	a	p	d	o	e
b	h	d	b	q	g	p
d	p	b	q	d	h	g

sp	sh sp sq so sa st sk
fr	st fa dr fi fl fr cr
ca	co ce ao ae aa ca ee
mu	ma nu mu ne my na me

map	mad tap mop map may top
straw	strew slew strap straw stray
mean	meet moon mean near meal
change	chance chime chant change chin

a green book	a green hook a grey book a green book
after the game	after the game after the gun after their game

2. Letter names

Assessor should ask the learner for the names of the letters in English. If unsuccessful with random letters, the learner may be asked to read them in alphabetical order.

Q W E R T Y U I O P A
S D F G H J K L Z X C
V B N M

q a w s e d r f t g y
h u j i k o l p z x c
v b n m

2. Phonic awareness

Initial letter sounds

q a w s e d r f t g y h u j i k
o l p z x c v b n m

Medial vowels

big bag beg bug bog

fan hog lit wed pun mop vet chat thin shut

Modified vowel sounds

lake time mile joke plate

Vowel digraphs

tea coat main beak root boil sound

Initial and final consonant clusters

clap drop flat still list lump hand

3. Basic sight reading vocabulary

I	go	come	went	up
you	day	was	look	are
the	of	we	this	dog
me	like	going	big	she
and	they	my	see	on
away	mum	it	at	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in

REC

after	because	brother	called	could
down	girl	house	just	laugh
morning	Monday	never	outside	him
clothes	stopped	those	thought	together
year	fair	right	when	world
young	school	where	many	would
eleven	blue	August	nine	five
Saturday	what	write	come	small
book	who	made	October	people

KS1

Writing

Ask the learner to copy the three items below onto lined paper. The learner should also be asked to write their name. Where appropriate, the pupil may also be asked to write other known words or a text, in English or L1, to accompany the pictures sequenced earlier.

1. B L k o p z s H M

2. bread purple

3. Today is Monday.

Mathematical language

The learner should be given a copy of the following sheet.

1. Shapes

Ask the pupil to name the shapes in English/L1.

2. Numbers

Before identifying the numbers given, they should be asked to count to twenty (or to write the numbers if unable to count in English). The learner may be asked to count in L1.

3. Symbols (number operations)

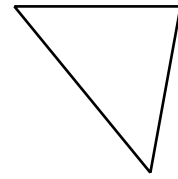
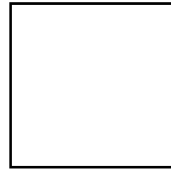
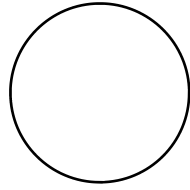
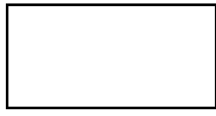
The learner should be asked to name the symbols in English and to carry out the operations.

4. Money

Real or 'toy' money should be provided to identify the value of coins. The learner should then be asked to give the total of a number of coins and to make up given amounts, as appropriate (e.g. to 20p, to 50p, above £1).

5. Time

A clock face will be needed. Different times should be shown. The learner's response should be given in words. If the pupil is unable to give the words in English, they should be asked to write the times in digital form.



3 15 20 32 47 69 100 1000

+ - \times \div =

$3 + 2 =$

$4 - 1 =$

$2 \times 4 =$

$6 \div 2 =$

$1 + 3 =$

$3 - 2 =$

$3 \times 3 =$

$8 \div 2 =$

$$\begin{array}{r} 13 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$3 \overline{)645}$$

$$\begin{array}{r} 27 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 23 \\ \hline \end{array}$$

Summary of Assessment of English as an Additional Language

Pupil name _____ School _____

Date of birth _____ Year _____ Assessment date _____

Speaking

- | | | |
|---|--------------------------|--------------------------|
| Can offer and respond to greetings | <input type="checkbox"/> | <input type="checkbox"/> |
| Can respond to simple instructions | <input type="checkbox"/> | <input type="checkbox"/> |
| Can respond to requests for personal information | <input type="checkbox"/> | <input type="checkbox"/> |
| Can name | | |
| colours | <input type="checkbox"/> | <input type="checkbox"/> |
| school items | <input type="checkbox"/> | <input type="checkbox"/> |
| animals | <input type="checkbox"/> | <input type="checkbox"/> |
| transport | <input type="checkbox"/> | <input type="checkbox"/> |
| body parts | <input type="checkbox"/> | <input type="checkbox"/> |
| household items | <input type="checkbox"/> | <input type="checkbox"/> |
| food | <input type="checkbox"/> | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | <input type="checkbox"/> |
| Can narrate a simple story | <input type="checkbox"/> | <input type="checkbox"/> |
| Can respond to requests for information about a picture | <input type="checkbox"/> | <input type="checkbox"/> |

Listening

- | | | |
|--|--------------------------|--------------------------|
| Can identify pictures following an aural description | <input type="checkbox"/> | <input type="checkbox"/> |
| Can listen to a passage and respond to requests for | | |
| explicit information | <input type="checkbox"/> | <input type="checkbox"/> |
| implicit information | <input type="checkbox"/> | <input type="checkbox"/> |
| prediction | <input type="checkbox"/> | <input type="checkbox"/> |

Reading

Can match

pictures

shapes

single letters

2 letter combinations

words

phrases

Can name random upper case letters

Can name random lower case letters

Can read

initial letter sounds

medial vowels

modified vowel sounds

vowel digraphs

initial and final consonant clusters

Has a basic English sight vocabulary (R or KS1)

Writing

Can write on lined paper

Can copy

Can write own name

Can write a number of words

Can write a simple narrative based on a picture story

Mathematical language

Can name shapes

Can count to twenty

Can identify random numbers

Can identify mathematical symbols and carry out operations

Can identify coinage and give totals

Can tell the time



Equality Services 2001

