



BATH & NORTH EAST SOMERSET



ETHNIC MINORITY ACHIEVEMENT SERVICE

EARLY STAGE BILINGUAL LEARNERS PUPIL ASSESSMENT PACK

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BATH & NORTH EAST SOMERSET



Ethnic Minority Achievement Service

Pupil Information Sheet

Full name of pupil:..... L A:.....
.....
..... School:.....
.....
Date of birth:..... M / F Tel. no:.....
Home address:..... Head Teacher:.....
.....
..... Contact Teacher(s):.....
.....
Tel. No. (Home):.....
(Other):..... Year group:.....
(Emergency):..... Date of admission:.....
..... Date of arrival in UK (if
applicable):.....
Home language:..... EMAS Team:.....
EMA Staff:.....

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Family information

Parents / Carers:

.....
.....
.....

Languages used at home:

.....
.....

Preferred language of communication:

- (a) Spoken.....
- (b) Written.....

Interpreter required: Yes / No

Brothers / Sisters:

Name(s)	Ages	School	Class / Year
.....			
.....			
.....			
.....			
.....			

Religious and Cultural information:

.....
.....
.....

Intended length of stay in UK: (where applicable)

.....

Pupil information

Languages used by the pupil: (v. good / good / fair / basic)

Language	Speaking	Reading	Writing
1.....			
2.....			
3.....			

Have you any comments to make about your child's first language development?

.....
.....
.....

Countries in which pupil has been resident:

Country	Length of residency
.....	
.....	
.....	

Pupil's strengths and interests:

at school.....
at home.....

Previous schooling outside the UK:

School	Language of instruction	Dates
1.....		
2.....		
3.....		

Previous schooling within the UK:

LA / School	Dates	Support received?
1.....		
2.....		
3.....		

Community / Language / Supplementary School attendance:

.....
.....
.....

Medical information

Has your child had a recent sight test?.....
Has your child had a recent hearing test?.....
Has your child had a recent medical examination?.....
Does your child require any regular medicines during the school day?

.....

Any other information

.....
.....

Form completed by: *EMAS*:.....

Parent(s) / Carer(s):.....

.....

Interpreter (if applicable):

Date:.....

EMAS points to discuss with school:

EARLY STAGE BILINGUAL LEARNERS ASSESSMENT – School Interview Prompt Sheet

Social Integration	Initial Meeting: Contact Person	Review 1	Review 2
<ul style="list-style-type: none"> • Friendships in and out of school • After school involvement • Language for social integration (mother tongue/English) • School clubs 			
<p>Classroom</p> <ul style="list-style-type: none"> • Understanding of classroom organisation • Understanding of tasks set • Motivation • Ability to work as an individual • Ability to work within a group • Languages other than English being used in class 			
<p>Playground/Social</p> <ul style="list-style-type: none"> • Functioning well • Activities enjoyed • Languages used in the playground 			

Confidence			
<ul style="list-style-type: none"> • Self esteem • Problem solving • Demeanour • General attitude 			
Behavioural			
<ul style="list-style-type: none"> • Attentiveness • Following of instructions • Following of routines • Concentration • Bullying • Appropriacy 			
Attendance and punctuality			
<ul style="list-style-type: none"> • % attendance • % on time • Holiday issues • Health issues 			
Parental engagement			
<ul style="list-style-type: none"> • Ease of communication • Parent's ability to access school meetings • Understanding of school systems • Homework • Involvement in school life/events 			
Other Agencies			

Assessing Early Stage Bilingual Learners using National Curriculum Levels and Extended Scales

Extended scales should be used as needed in the assessment of early stage bilingual learners as an interim measure. As soon as possible ordinary National Curriculum levels should be used in relation to all subjects, not just English. QCA guidance and assessment scales 'A language in common: Assessing English as an additional language' (QCA 2000) should be used. These scales provide steps towards national curriculum level 1, and differentiation within level 1, and are reproduced below.

The full document "A Language in Common" is available for further guidance on www.qca.org.uk.

The extended scale for listening

- Step 1** Pupils listen attentively for short bursts of time. They use non-verbal gestures or respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.
- Step 2** 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.
- Level 1 (Threshold)** 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 presentation to the whole class.
- Level 1 (Secure)** 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 conversations.

The extended scale for speaking

- Step 1** Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meanings. They express some basic needs using single words or phrases in English.
- Step 2** Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.
- Level 1 (Threshold)** 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.
- Level 1 (Secure)** 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 listeners' interest.

The extended scale for reading

- Step 1** Pupils participate in reading activities. 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** 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
- Level 1 (Threshold)** 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.
- Level 1 (Secure)** 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.

The extended scale for writing

- Step 1** 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** 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.
- Level 1 (Threshold)** 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.
- Level 1 (Secure)** Pupils use phrases and longer statements, which 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.

Appendix 1 – Writing & Oral language sampling sheet

Writing samples

School:

Date:

Pupil's name:

Class:

Type of writing:

Writing features	Pupil's writing
Range and type of sentences	
Accuracy of vocabulary choice/spelling	
Grammatical accuracy, including punctuation	
Figurative/descriptive language	
Idiomatic language	
Handwriting	

Additional comments(including on storyline and ending) :

Action/intervention :

Oral language sampling

School Date.....

Pupil's name

Class

Task

Type of language	Pupil's language
Length of response	
Accuracy of vocabulary	
Grammatical accuracy	
Descriptive language	
Idiomatic language	
Self correction	

Additional comments :

Next action/ intervention:

Appendix 2 – EARLY STAGE BILINGUAL LEARNERS observation sheets key

<u>Sentences</u>	<u>Name</u>	<u>School</u>	<u>Date</u>
	<u>Class Teacher</u>	<u>Class Group</u>	
		Literacy	Numeracy
	<u>School Overview</u>		
	<u>Previously Recommended Targets Update</u>		
	<u>EMAS KS1 Record Update</u>		
<u>In the Classroom</u>			
	attentive engaged	comfortable willing	communicating chatty mixing

<u>Colours</u>	<u>Classroom vocabulary</u>	<u>Numbers</u>	<u>Articles</u>	<u>Positional</u> in on up down behind beside near in front of middle between between left right left right under	<u>Descriptive</u>
<u>Naming Vocabulary</u>		<u>Action Vocabulary</u>			
<u>Plurals</u>		<u>Pronouns</u> I he she it We you they		<u>Connectives</u> and but or so because when then	<u>Phrases</u>
<u>Question words</u> what? where? who? which? why? when?		<u>Possessives</u> my mine our your(s) your his his her(s) her our(s) their their(s)		<u>Word Order</u>	<u>Retell</u>
<u>Reverse interrogative</u>		<u>Negatives</u> Isn't didn't doesn't wouldn't aren't Isn't couldn't shouldn't		<u>Omissions</u>	

<u>Retell</u>	<u>Written Work</u>	<u>Name</u>	<u>School</u>	<u>Date</u>
		<u>Class Teacher</u>	<u>Class Group</u> Literacy Numeracy	
<u>Sentences</u>		<u>School Overview</u>		
		<u>Previously Recommended Targets Update</u>		
		<u>EMAS KS2 Record Update</u>		
		<u>In the Classroom</u> attentive comfortable communicating engaged willing chatty mixing		

<u>Colours</u>	<u>Classroom vocabulary</u>	<u>Numbers</u>	<u>Articles</u>	<u>Positional</u> in on up down behind beside near in front of middle centre side between left right underneath next to	<u>Descriptive</u>
<u>Naming Vocabulary</u>		<u>Action Vocabulary</u>			
<u>Plurals</u>	<u>Pronouns</u> I he she it we you they me him her them us		<u>Connectives</u> and but or so then because when suddenly next	<u>Phrases</u>	
<u>Question words</u> what? where? who? which? why? when? how?	<u>Possessives</u> my mine our your(s) your his his her(s) her our(s) their their(s)		<u>Reading Strategies</u> phonic cues accuracy picture cues fluency context comprehension self-correction		
<u>Reverse interrogative</u>	<u>Negatives</u> Isn't didn't doesn't wouldn't aren't Isn't couldn't shouldn't				

Secondary 'Round Robin' - Initial Assessment

Student _____ **Tutor Group** _____ **Date** _____

Subject _____ **Subject Teacher** _____

To inform the assessment and monitoring of the named pupil, please comment on the above student in relation to the points noted below and return to the EMA Coordinator within 7 days. Many thanks.

For initial assessment disseminate table 1 only, for further monitoring disseminate table 1 & 2 with previous targets added to the appropriate column in table 2. **Table 1**

Listening skills: Does the student listen carefully & respond appropriately?	
Speaking skills: Does the student make oral contributions / with other individuals / in small groups / in class contexts?	
Reading skills: (a) Is the student able to read & show understanding of age-appropriate texts? (b) Does the student use a bilingual dictionary?	
Writing skills: Is the student able to write independently conveying meaning?	
Homework: Does the student regularly complete homework tasks?	
Behaviour:	
Relationships with others:	
N.C level in your curriculum area (if available & appropriate):	
General ability to access the curriculum:	
Other comments:	

Secondary 'Round Robin' - Initial Assessment

Have the following Action Plan targets been met?

Table 2

(1)	Yes/No
(2)	Yes/No
(3)	Yes/No
(4)	Yes/No

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Section E : Guidance Notes

For mainstream teachers

As with any guidance notes these will only be general in nature and cannot cover every eventuality. Please seek advice from EMAS as needed. Pupils with a high level of need should always be assessed by, or in close collaboration with, an EMAS member of staff.

EMAS recommends that this group include:

- All pupils from asylum and refugee backgrounds, including unaccompanied minors.
- New arrivals to the UK with obvious high level needs eg: limited prior education, high level SEN issues (a joint assessment by EMAS and the Educational Psychology Service will be needed), immediate pastoral concerns.
- Pupils who have been initially assessed within the school but are making poor progress.
- All bilingual learners with possible SEN difficulties.

Section A. Pupil Information Sheet

Interpreter support may be needed for successful completion of this document. Professional support is advised, although some families have friends or relations that can take on this role. Children should not be used as interpreters. Contact details of the Translation and Interpreting Service are on the EMAS website under Local Contacts.

Allow about 40 minutes for the interview.

Page 2.

Pupil name

Be aware of gender specific spellings of surnames in some languages, e.g. Polish & Czech and of differing order of “first” and family names in others eg Chinese.

Date of birth –very occasionally there may be difficulties establishing dates of birth. Please seek advice from EMA, if this is the case.

Emergency telephone number – in the case of families with very limited command of English please establish a bilingual family contact who can be telephoned when necessary.

Year group – pupils should join their chronological age group. Occasionally there may be exceptional circumstances. Please contact EMAS if you have any queries.

EMAS team – name of support teacher from EMAS

EMA staff – name of school staff member with responsibility.

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Parents / Carers:

Ask for full titles and names (and correct spellings) of primary carer(s) for the pupil. Again, be aware of gender specific spellings of surnames in some languages, e.g. Polish & Czech and of differing order of “first” and family names in others e.g. Chinese.

In the eventuality of informal fostering arrangement ensure that a referral is made to Social Services and information given to Education Welfare in line with national requirements. You may wish for EMAS support in such cases.

Home language – please note there may be more than one main language spoken.

Country of origin – some families will have been living in the UK for considerable periods others may have lived in several countries. Sensitivity may be required.

Languages used at home:

Which is the language mostly used at home? Are any others used? If so, by whom, and for how much of the time?

Preferred language of communication:

(a) Spoken

In which language does the family prefer to communicate with the school verbally ?

(a) Written

In which language does the family prefer to communicate with the school in writing?

Interpreter required: Yes / No

Will there be a need for an interpreter to be used to assist the family in communication with the school at meetings, etc?

Will the school need to consider writing letters home in the family’s home language?

Brothers / Sisters:

List names of all siblings, and if in education, ages, current school, class / year

Religious and Cultural information:

Any religious and/or cultural information that should be taken into consideration by the school, e.g. name of religion, dietary concerns, dress code, PE arrangements, etc. Make a note of the implications for school life.

Intended length of stay in UK: (where applicable)

Given information previously obtained either formally or informally in the interview this question may not need to be asked at this stage. If it does, this issue should be approached sensitively so as not to cause offence, e.g. 'Is it the family's intention that the child/children complete their education in the UK?'

In the case of Asylum Seeking and Refugee families it may be appropriate to ask for current asylum /refugee status.

The intention of these questions are purely to inform educational action planning.

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Have you any comments to make about your child's first language development?

Has there been any language delay in spoken language or difficulties with literacy in first language. Does the child speak in age-appropriate first language; has any support been received in previous schooling?

Countries of residence.

Some families are very mobile, others are not and may have lived permanently in the UK.

In which country was the child born?

Has she/he lived anywhere else? For how long?

Language of instruction

This is the language used by teachers in schools in the delivery of mainstream education. Some countries teach in more than one language. Many countries have specialist schools which teach in a language different from the dominant language, e.g French speaking schools in the UK, American schools in various countries etc.

Previous schooling

Specific names of schools, outside the UK, are not always necessary although may be useful if any issues are raised. State whether infant/ junior/ secondary/ state/ private/ international/ language school/ single-sex/ co-ed, etc

Specific dates may be important, but the year and age child first went to each school referred to should be noted. School starting and leaving ages vary between countries.

Reports and notes from previous schools should be requested wherever possible, and may need translation.

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Notes from previous schools should be requested.

Community/language/supplementary schools

Does the child receive or have they received any specific religious teaching, e.g. at a school, mosque, temple, church, etc? Does the child attend or have they attended 'Saturday School' or a community language school, e.g. Polish School, Chinese School?

Pupils may well be attending such provision outside the LA in which they are living. Local supplementary schools are listed on the EMAS website (See front page).

The school may wish to make links with supplementary schools attended by their pupils. Contact EMAS for guidance.

Has the family registered with a doctor?

The school should refer to the school nurse if the child has not received routine health checks.

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Section B- School interview prompt sheet

This prompt sheet is a check list for use with the pupil's teacher / tutor. It is divided into columns to enable any issues raised to be monitored easily. Add other issues if needed.

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Section C – Language Descriptors

This section contains guidance on the use of the extended language scale with early stage bilingual learners. More information is available from QCA as indicated. Another document giving **English language descriptors** from Dudley EMAS service is also available on the EMAS website and may be of assistance to some in terms of target setting for bilingual learners. EMAS is grateful to the Dudley EMAS Service for the latter.

Section D : Appendices

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Appendix 1

Written and oral sampling sheets are useful for ongoing assessment and monitoring purposes in support of action planning. Fill in examples of the pupil's oral or written work in the appropriate section. Not all sections will need to be filled in.

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Appendix 2

KS1 and 2 observation sheets are designed for use in the classroom.

Photocopy double sided, fold to A5 and clip onto a diary if helpful. Circle / note language features that the child **is** using; this will enable a baseline proficiency to be recorded which can inform action planning.

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Appendix 3

Secondary Round Robin

This has been designed for use in secondary schools where there are several teachers working with each pupil. It can be used at primary if seen as helpful.

The document enables staff to comment quickly on a range of descriptors, mainly English Language. There are two tables in this document. Table 1 should be used for gathering information from staff for both initial assessment and monitoring purposes. Table 2 should be added for monitoring only with the targets column completed. The tables should be disseminated to staff by an agreed completion date.