

Assessment ideas linked to the EAL Developmental continuum

EAL Developmental continuum – Stage or Indicators		Assessment			
1.	B2.2 Writing – to classify nouns and matching pronouns and use as a reference for S&L and Writing	Male	Female	Neither	Both
		Me my family I she my dad you he my mum we her the book they him my brothers it his hers			
2.	A1/2 Speaking and listening	<ul style="list-style-type: none"> • Picture chat • Personal goals • Prayers • Roll chat – a different topic everyday • Role play • Story telling: Sharing at the end of activities • Think, pair, share • Circle time 		<ul style="list-style-type: none"> • Feedback and modelling • Questioning and scaffolding • Self-assessment and reflection 	
3.	A1.3 Writing: Learning intention: to write about a shared or individual experience	Recount – e.g. excursion/incursion, weekend /story - Shared writing - Word/picture wall (key vocab.) - Individuals label, draw, plan, write recount - Teacher scribes Feedback throughout to check in, how they are going, possibly from students at the end			

		<p>Self-reflection –child’s own checklist – heading/ structure</p> <p>Rubric/Checklist</p> <ul style="list-style-type: none"> - Contribute to shared writing activities - Correct spelling , formation, pencil grip - Basic punctuation (upper/lower case) - Writing for a particular audience - Knowledge of sound/letter relationship - Sentence structure/ phrasing - Use words e.g. word lists - L→R , top to bottom - Understand word terminology - Evidence of planning, layout - Re-read own text - Re-read scribed text
4.	A2 Speaking	<p>A cooking task-</p> <p>How to cook toast and honey</p> <ul style="list-style-type: none"> - Show students visuals of ingredients and utensils - Video yourself making toast in the morning to show students who are unsure of what toast is - Charts with verb imperatives - Ask students for clarification of meaning <p>Learning intention – we are going to follow the steps of a procedure</p> <p>Success criteria (for A2 only)</p> <ul style="list-style-type: none"> - Has the toast been made? - Is it toast and honey? Is it edible? - Has appropriate vocabulary been used? Expressed own opinion of toast and honey? - Did they like/dislike the task and why? - Can they give verbal instructions as to how the toast and honey was made - Self-reflection of task. Use smiley /neutral/ unhappy faces

5.	<ul style="list-style-type: none"> • A1 Writing • Indicators : • Drawing as a means of expression • Copy writing from the board • Demonstrate letter /sound relationships 	<p>As part of a unit on animals:</p> <p>Lesson 1- Begin by discussing types of animals. Use visuals/photos to assist students' ability describe features. Model use of vocabulary by generating a word wall.</p> <p>Students to choose favourite animal and draw it.</p> <p>Discuss with a partner and identify features – use number/descriptive language (colours)</p> <p>Model on board. Record key vocabulary for students to use. Students to label their picture using vocab. modelled. Share back to class. Provide peer and teacher feedback.</p> <p>Lesson 2- Students have a go at copying/writing their own sentence. Model on board with student input.</p> <p>My animal is a _____. It has _____.</p> <p>Share with class –provide feedback.</p>
6.	A1.2 Speaking & Listening	<p>Learning Intention: Describes a series of actions from a language experience activity (Blowing bubbles).</p> <p>Pre load You tube blowing bubbles and book, <i>Max blows bubbles</i></p> <p>Vocabulary- blow, bubble, float, pop, first, then , next, in, on</p> <p>Video/photograph students blowing bubbles. Fist putting on art smock and making bubble blower with a pipe cleaner.</p> <p>Making bubble liquid. Pouring into buckets. Walking outside. Blowing and chasing bubbles.</p> <p>Children describe a series of actions – How to blow buubles</p> <p>Success Criteria</p> <p>Used 1, 2 or 3 words, whilst speaking in front of a small group.</p> <p>Expresses an opinion.</p> <p>Tells someone how to blow bubbles.</p>