

Assessment Activity 1: EAL Assessment Reflection Grid

	Describe each assessment	What is it assessing?	Why? What is the purpose of this assessment?	Who is it for? The stakeholders	Is it reported? To whom and when?	How does it reflect AfL principles?
1	e.g. Running Record	Reading fluency & reading behaviours What sources of information (Meaning v Structure) are they using/not using?	To measure reading level & aid appropriate text selection What behaviours they can/cannot use Gauge level of understanding	<ul style="list-style-type: none"> EAL teacher Reading Recovery teacher Mainstream teacher 	<ul style="list-style-type: none"> To students each time To parents twice yearly Classroom teacher Literacy leaders 	To inform future teaching & text selection and grouping
2	PROBE	As above –including different types of comprehension and vocabulary Difficulties students have when reading and comprehending	As above -also used for new arrivals students to assess readiness for mainstream	<ul style="list-style-type: none"> As above Literacy levels 	<ul style="list-style-type: none"> As above All stakeholders 	As above Informs planning
3	TORCH	A) Level of understanding - meaning/sentence structure, grammar B) Comprehension Years 3-6 tenses, cloze	A) Analyse what they understand and language skills B) To assess comprehension Use in triangulation of data	A) <ul style="list-style-type: none"> As above Literacy teachers B) Class teachers	A) <ul style="list-style-type: none"> Teachers B) To teachers 2x per year	A) As above B) ✓
4	Writing samples	a)Genre – structure Writing fluency Writing conventions Spelling	a)Measure ability Where to from here?	a) <ul style="list-style-type: none"> As above 	a) Reports to parents	a)To inform future teaching of text types

		b) how a student has improved a writing skill	b)to see if student has improved and understood structure and purpose of a text	b)Teacher Parents Student	b) portfolios reports	b) as above
5	Observations/anecdotal records	Oral language Literacy skills	Inform teaching Pre/post testing Monitor improvements	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> To students To parents 	
6	PM benchmark comprehension tests f/p assessments	Understanding of text types /general understanding of language/meaning	To measure reading level-inferential comprehension	<ul style="list-style-type: none"> As above 	Parent reports	
7	Letter/sound ID	Phonics	Use of phonics; blending , breaking words apart, linking letter information to text	<ul style="list-style-type: none"> As above 		
8	Speaking and listening	Oral language	<ul style="list-style-type: none"> Circle time Develop ability to speak in sentences Ask questions 	<ul style="list-style-type: none"> As above 		
9	Record of Oral Language	<p>a)Oral Language</p> <p>b) Mimic speech/recall Pronunciation Acquisition of language</p>	<p>a)To measure speaking and listening skills Knowledge of English language structure</p> <p>b)To measure how much structure of adult speech has been learned</p>	<p>a)</p> <ul style="list-style-type: none"> Classroom teachers Leading teachers EAL teacher Student services <p>b)Teacher Language intervention Speech pathologist</p>	<p>a)</p> <ul style="list-style-type: none"> To classroom teachers Health professionals e.g. speech pathologists <p>b) Catholic Education Office (CEO)- beginning and end of year Improvement in report Parents</p>	<p>a)</p> <ul style="list-style-type: none"> To inform understanding of English and teaching points <p>b)informs or assists grouping</p>

10	Writing Analysis	Skills in writing - Grammar/syntax - Spelling - Punctuation -	To measure writing skills and develop teaching points	Everyone	Level is reported on reports	To inform focused writing teaching
11	Alpha B	Phonological awareness	To measure the student's ability to differentiate between sounds in English	Everyone	Data is recorded and teaching points noted	To inform focused Speaking & Listening and writing teaching
12	Synonym expressive	Vocabulary knowledge	To measure vocabulary knowledge	Everyone	As above	As above
13	BURT	Reading words in isolation	To measure reading and word attack skills	Everyone	As above	To inform teaching of reading
14	a)Early years assessment b)English online - Early years	a)Literacy skills and behaviours b)Foundation 1&2 base level and concepts	a)A standardized test that gives a clear indication of a student's ability b)Inform teaching and see where gaps are	a)Everyone b) Class teacher	a)Central data base Colleagues b)start of Foundation year	a)To inform teaching and text selection b) ✓
15	Checklists from Bortolotto, C. et al , <i>Easy ESL Strategies for Effective Teaching</i>	Oral language Functions of speech	Ensures teachers are providing sufficient opportunities for practice of particular language functions	EAL teacher	Teachers/parents	To inform teaching and oral text selection
16	Pre and post testing in writing	Years 3-6 Structure of language of writing	Inform teaching	Class teacher	teachers 2x per	✓
17	Marie Clay Observation survey	Reading development F-1	Identify gaps	Reading recovery teacher	To class teacher from reading recovery teacher	✓
18	Writing moderation	a)F-6 b) writing knowledge	a)Assess teaching and student capacity b)Goal setting	a)Class teacher	a)To parents 1 x term To class teacher	✓

		sentence structure punctuation and spelling	Intervention Next step in planning Reporting	b) Class teacher Leadership Education support officers	b) Writing ability to patents	b) To inform teaching and text selection
19	Cars and stars	Reading strategies and comprehension	Assessing strengths and weaknesses in comprehension	Literacy support	Literacy team and class teacher	✓
20	Speaking and writing	Analyzing prepositions in speaking and writing	To see whether students can understand and apply a range of prepositions correctly	EAL teacher EAL students Mainstream classroom teacher	To students /group	Future teaching Peer and self- assessment
21	Letter 10	Students knowledge of letters/sounds/initial letter/sound/words	Find students' prior knowledge Find misconceptions	Teachers	Parents twice a year CEO Daily-scrapbook	Know where students need to improve Future teaching
22	Hearing /recording sounds - dictation	Students knowledge of sounds in words	Measure student sound/letter knowledge	Teachers	Parents CEO – beginning of the year	Reflects known sounds Where to next
23	Write as many as you can	How they write numbers Ordering Number knowledge	Measures their number knowledge Misconceptions when writing numbers (e.g. 13-31)	Teachers	Parents twice a year Students	Informs teaching Grouping
24	SINE/Observation Maths interview	Number	To measure maths levels and knowledge	Class teacher Leadership Education support officers	Parents	Future teaching
25	SENA Test	Maths mental	Know where students are in whole number	Teacher Student	Support groupings	Ensures no gaps

26	School spelling test	Sounds Spelling out of 100	Note understanding Data- out of 100	Teacher Parents Student	Portfolios	
27	End of unit maths test	Student knowledge of maths topic covered Concepts and maths language	To see if students have understood concepts covered	Teacher Student	To students Reports	Ensures student understands and informs future activities
28	Initial assessment	General language skills	To inform teachers	Mainstream teachers	On arrival	Inform future teaching
29	Oral presentations	Oral language Confidence	To assess students oral language	Class teacher	Parents	Inform future teaching
30	ELL Assessment (Reading A- Z)	Listening Reading fluency and comprehension Speaking Writing	Initial placement of students	EAL teacher	No	Provides rubric indication and the rest of the A-z program gives a teacher direction
31	Oral language video	Oral language Sentence structure	To provide evidence for assessment on EAL Continuum	EAL teacher Class teacher Students	For assessment on EAL Continuum Feedback to student Basis of peer feedback	Assists student/teacher self—reflection
32	Writing EAL checklist	Sentence structure Text type understanding Spelling/punctuation	To see how they are progressing Assessment of learning	Teacher Team Parents	Yes- toward reports –for their scrapbook	It can , what to plan for in future lessons

Assessment Activity 2: EAL Assessment Reflection Grid

In the light of your discussion and/or your learnings from TEAL, indicate how you could adapt or change one or two assessment practices to better meet the needs of your EAL learners.

	Assessment Task	How will you change or adapt this assessment practice?
1	Writing assessment/ samples	<ul style="list-style-type: none"> • Have students more involved in assessment • Provide a pictorial checklist for students to gauge their and monitor their progress
2	Letter/sound ID	<ul style="list-style-type: none"> • Have a checklist for students to tick off when letters/sounds are learnt • 3 letter word analysis –where students are building knowledge and seeing results on a pictorial graph
3	Oral language	<ul style="list-style-type: none"> • Use a rubric when interviewing a child • Using TEAL rubrics when assessing • Record and video students voice and work
4	Oral language video following written text	<ul style="list-style-type: none"> • Use the video as further front loading and as a scaffold to support the writing process later
5	Writing moderation	<p>a)</p> <ul style="list-style-type: none"> • Using work samples/activities from TEAL website • Having samples of EAL Continuum writing from stages <p>b)</p> <p>visuals</p> <p>visual steps for a process</p>
6	Record oral language	<ul style="list-style-type: none"> • Picture stimulus –students describe • Students encouraged to speak in sentences, about day /weekend etc.

7	Applying prepositions in speech and writing	<ul style="list-style-type: none">• Extend to encompass further assessment• E.g. role play/model the reading of a book• Read someone else's book
8	Writing Task Pre writing analysis	<ul style="list-style-type: none">• Add pronoun and preposition components
9	Spelling assessment	<ul style="list-style-type: none">• Assess EAL students on different sets of words, appropriate to their level• Make sure there are success stories – words they know and are familiar with
10	Writing	<ul style="list-style-type: none">• Using rubrics multiple times to see progress• Checklists to see progress