

EAL English Assessment Guide (KS1&KS2)



Name _____

School _____

Level

Date

Step 1

A little access to
cursive, the
English

- 1.1 Uses gestures to respond to greetings and questions about themselves.
- 1.2 Words - Can name frequently used classroom objects (book/pencil etc.)
- 1.3 Instructions - follows simple instructions based on classroom routine (eg take your coat off)
- 1.4 Communication - Shows understanding drawn from their multilingual interactions to communicate meaning
- 1.5 Structures (single words) Responds to simple questions (Do you want a drink?) with positive responses and expresses some basic needs using single words or phrases in English

Step 2

Some access to
cursive, the
English-
Eng long
learning
needs are
obvious

- 2.1 Expresses needs that have been modelled
- 2.2 Words - Can name the basic classroom objects/items in school, being aware of the main classroom space
- 2.3 Instructions - Can follow day to day instructions but needs support for more complicated instructions
- 2.4 Communication - understands instructions but communication is restricted by differences from standard Eng. is almost always sentence
- 2.5 Structures (phrases) - can use "please" / "thank you" using with and without context
- 2.6 They can follow a well structured story - usually through illustrations/ pictures with single word/short phrases
- 2.7 Shows some control of English word order
- 2.8 Pronunciation is generally intelligible
- 2.9 Writing (if/only) - attempts to express meaning in writing supported by and with or pictures but uses only related words or very short phrases

Level 1
Threshold
(10)

Access to
cursive, the
English

- 3.1 Words - Shows understanding but is the vocabulary restricted but shows awareness of ability to substitute - knows only what words are like but not grammatical rules
- 3.2 Instructions - can follow simple instructions and needs help for more complicated instructions
- 3.3 Communication - manages meaning through talk and gesture and can extend what they say with support. Spoken shows markers of structure around a familiar message. Mostly can a single word usually the person asked and word relating to eg. yes, no, please

Eng long for
language
learning
needs even
occasionally

- 3.4 Words - words come but not only the original, being used because of gaps in vocabulary, are some different from standard English at all points
- 3.5 Communication - Shows some markers of interest in a range of topics but begins to develop extended sentences. When they say there some grammatical complexity in expressing meaning extending their conversations and the others' interest
- 3.6 Writing (if/only) - Can write meaning using single phrases around using single grammatical structures but grammatical and spelling errors and lack of coherence still there.

Level 2

Becoming
a
confident
user of
English.

- 3.7 Words - mostly developing words in order to extend vocabulary to express a range of feelings, in stories, stories, etc. but sometimes struggle to find the right word
- 3.8 Instructions - Can follow simple steps, direct and sequence of instructions for personally, academically, classroom work, learning, being asked to help, when interrupted, join in
- 3.9 Communication - Shows understanding and a number of markers in writing using short phrases for eg
- 3.10 Structures (if/only) - can use sentences fluently which has, etc.
- 3.11 Communication - can communicate with and for self increasingly, understanding when
- 3.12 Words - can write a story, written for eg given through they can longer understand that is the original
- 3.13 Writing (if/only) - Can write longer across a paragraph independently although they often lack coherence and cannot discuss grammatical items
- 3.14 Writing (if/only) - can produce independently, different types of sentences with some grammatical and lexical level being starting the (see in 2) - Writing continues meaning, using sequences and meaning vocabulary, and showing some awareness of the reader (see in Step 2 in a sequence of sentences)

Comments

NB: The actual QCA step level descriptions are in **bold**



Go English Assessment Guide Grade

PCG Education



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Cost and Assessment Guide: Best Practices for Estimating and Managing Program Costs Barry Leonard,2008-04
Contents Characteristics of Credible Cost Estimates Why Cost Estimates Are Required for Gov t Programs Criteria for Cost Estimating EVM Cost Analysis Overview The Cost Estimate s Purpose Scope The Cost Assessment Team Technical Baseline Description Work Breakdown Structure Ground Rules Data Developing a Point Estimate Estimating Software Costs Sensitivity Analysis Cost Risk Validating the Estimate Documenting the Estimate Presenting the Estimate to Mgmt Managing Program Costs Planning Execution Appendixes Tables Figures Checklists **Resources in Education** ,2001-04

Differentiating Assessment in Middle and High School English and Social Studies Sheryn Spencer-Waterman,2013-09-27
This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools With numerous examples and strategies it is an all inclusive manual on assessing student readiness interests learning and thinking styles It includes examples of Pre Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics **Higher English -Topical Guide** Ramesh Chandra Dash,2023-04-30 A subject wise recasting of English words in current use meant for graduate level students

Strategies for Formative Assessment with English Language Learners ebook Sonja Bloetner,2014-06-01 Assess and address the language proficiency and linguistic needs of your English language learners using the assessment techniques and resources in this handbook Strategies for Formative Assessment with English Language Learners aids in monitoring students success towards developing English language proficiency across the content areas Assessment samples templates and recording forms are included for grade spans K 2 and 3 5 Approaches to Inclusive English Classrooms Kate Mastruserio Reynolds,2015-03-02 This book provides educators with an accessible guide to best practices concerning content based instruction CBI models and their use in English learner inclusive classrooms The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K 12 general education courses The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms By providing a lens through which both ESL teachers and general educators are able to analyze compare and contrast a range of widely employed CBI methods this book allows teachers to make informed decisions in their EL program development and work with English learners in K 12 schools **Cambridge Reading Adventures Green to White Bands Transitional Teaching and Assessment Guide** Sue Bodman,Glen Franklin,2016-01-21 Our international primary reading series will help your learners become confident independent readers **English Language Arts, Grade 7 Module 3A** PCG Education,2015-12-14 Paths to College and Career Jossey Bass and PCG Education are

proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences, the standards require Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research, and write from sources and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception, Blended learning experiences for teachers and leaders that enrich and extend the learning, A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation. **Going**

Gradeless, Grades 6-12 Elise Burns, Elise B. Naramore, David Frangiosa, 2021-02-23. Grade reform and standards-based grading (SBG) is a hotly debated issue in education. As one high school administrator puts it, "Traditional letter grading is probably the biggest elephant in the room in regard to school reform. We start grading at a young age, and it becomes all about accumulating points, and it's not about the learning anymore." Dan Kelley, principal of Smithfield High School, Rhode Island, says, "When students can focus less on the score and more on the learning, great things happen." SBG is even more challenging in high school. In this book, the authors share their districts' successes moving to alternate assessment methods that promote learning rather than solely achievement. The proponents of grade reform highlight the arbitrary nature of grades, the undue stress experienced by some learners, and the potential interference in the process of learning. On the other hand, opponents reference the lack of accountability and a shift away from content knowledge that is perceived in many alternate assessment models. This book outlines how to remove the negative impacts of grades while still maintaining a high level of accountability. While the majority of other books in this space provide a rationale for why the shift is necessary, these authors provide the classroom teacher's perspective and concrete examples of how these approaches can be developed and

applied They provide sample assessments student work samples an accountability checklist a sample of their rubrics and a review of our collected data

Navigating English Policy and Practice in Japan's Primary Schools Peter

Ferguson,2025-09-10 This book investigates recent changes in language education policy and the implementation of English as a foreign language EFL in Japan s public elementary schools Through interviews with policymakers school principals and elementary school teachers it examines the challenges in creating transmitting and applying this new language policy It reveals not only the contents of language policy documents but the political and socioeconomic rationale for introducing EFL into Japan s national curriculum This book will aid understanding of various macro level discourses such as progressive and conservative views of schooling in Japan and how globalization has affected attitudes toward English education It will be of interest to researchers in language policy and planning second language acquisition second language teacher education and Japanese studies

English Language Arts, Grade 6 Module 1 PCG Education,2015-10-01

Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

English Language Arts, Grade 8 Module 2 PCG Education,2015-10-29

Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum

and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, *Paths to College and Career* includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. *Paths to College and Career* is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, *Paths to College and Career* delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research, and write from sources, and expand their academic vocabulary. *Paths to College and Career*'s instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the *Paths* ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception, Blended learning experiences for teachers and leaders that enrich and extend the learning, A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. *Paths* offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

Common Core English Language Arts in a PLC at Work®, Grades 3-5 Douglas Fisher, Nancy Frey, 2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3-5 in this interdisciplinary resource which focuses on areas of instruction, curriculum, assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning. *Common Core English Language Arts in a PLC at Work® Grades 6-8* Douglas Fisher, Nancy Frey, 2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6-8 in this resource which focuses on areas of instruction, curriculum, assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

Closing the Circle Sean A. Walmsley, 2008-03-07 In *Closing the Circle*, Sean Walmsley offers education practitioners at all levels—district and school administrators, curriculum supervisors, staff developers, literacy coaches, classroom teachers, and special education teachers—a coherent framework along with practical advice for setting K-12 language arts expectations and for effectively guiding instruction, assessment, reporting, and data analysis. Distilled from the author's extensive experience

working with schools and districts the framework enables educators to prioritize literacy learning and work together more productively to achieve better literacy outcomes for all students The innovative framework includes five major elements 1 a set of clearly defined literacy attributes concise expectations for what students should know do understand and experience in the language arts 2 instructional contributions that best support students including struggling learners in acquiring the attributes 3 appropriate assessments for tracking students progress 4 reporting practices that clearly explain the progress achieved and 5 rigorous analysis of data to inform instruction The model embraces a broad conception of literacy and includes expectations for reading writing listening and speaking as well as viewing and representing making it especially suitable for learning in the digital era [The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1](#) Timothy S. Brophy, 2019-01-02

In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook's first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook's second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field **Preparing English Learners**

for College and Career Maria Santos, Martha Castellon Palacios, Tina Cheuk, Rebecca Greene, Diana Mercado-Garcia, Lisa Zerkel, Kenji Hakuta, Renae Skarin, 2018-06-22 How do school communities create environments that fully prepare both English learners and dual language learners for colleges and careers Profiling six high performing high schools the authors identify design elements and shared values that were key factors in yielding extraordinary results **English Language Arts, Grade 6 Module 3** PCG Education, 2015-11-24 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a

concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

Seeing Complexity in Public Education Donald Peurach,2011-09-15 This book examines the complexity of effective large scale and sustainable education reform through a historical analysis of the Success for All Foundation an organization that has collaborated with thousands of elementary schools across the US to enact a common design for comprehensive school reform all in the effort to improve the reading achievement of millions of students The purpose of the book is to develop an analytic framework to assist education reformers in seeing and confronting complexity in their own improvement efforts

[This Is Balanced Literacy, Grades K-6](#) Douglas Fisher,Nancy Frey,Nancy Akhavan,2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for different learners at different stages Instruction in foundational skills and meaning making including oral

language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy program Grow as a reading and writing teacher while leading your students to grow as readers and writers

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