Placement Considerations and Assessment

Throughout the school year, teachers will need to consider students' learning and continually make decisions about next steps, including the following:

Sections	
Placement Considerations for EAL Stage 1, EAL Stage 2, and EAL Stage 3	Since this guide encompasses three credits and language learning can be complex, guidelines are provided for deciding in which credit students should begin and for scheduling time for the credits.
Assessment	This section provides an explanation of how assessment is used to enhance learning within the classroom and how to determine when a student has earned a credit.

Placement Considerations for EAL Stage 1, EAL Stage 2, and EAL Stage 3

This curriculum guide addresses course content for EAL Stage 1, EAL Stage 2, and EAL Stage 3.

EAL Stage 1 is for learners working within Stage 1	**EAL Stage 2 is for learners working within Stage 2**	**EAL Stage 3 is for learners working within Stage 3**

Important Considerations

- Teachers can use the information about the student's English language skills from the *English as an Additional Language (EAL) Intake Process (Senior Years)* to determine in which credit new students should be registered.

- If a student is working within multiple stages at the same time, such as Stage 2 for Reading and Writing and Stage 3 for Listening and Speaking, they should be registered for the credit that is at the earlier language level (i.e., EAL Stage 2 for Stage 2).

- The skills, attitudes, strategies, and knowledge in the "I can" statements are all essential for future student success, so students should be given the opportunity to develop proficiency in them all before they progress to the next credit. Once students have demonstrated proficiency in approximately 80 per cent of the "I Can" statements in each domain, the credit would then be reported as Complete (CO) on their report card and transcript.

- These credits shall not be granted unless the student has studied the skills and knowledge of the credit in a Manitoba high school. For example, a new student who is in Stage 2 and starting in EAL Stage 2 would not be granted an EAL Stage 1 credit on their transcript. Instead, they would start in EAL Stage 2, and could earn the EAL Stage 2 and EAL Stage 3 credits.

- Students should only be registered in one of the EAL credits at a time. Students can continue to work to earn a credit longer than one semester. Conversely, if they have demonstrated the necessary skills and knowledge for a credit mid-semester, they can be awarded the credit and begin working on the next credit.

- Students should be registered in the credit for part of their day as a regular part of their high school schedule. The EAL credits are not meant to be a sheltered full-day program, so students should be registered in other high school courses simultaneously. However, at the teacher's discretion, students could have extra time allotted in their schedule to work on the skills within a single credit, especially for Stage 1 learners in the EAL Stage 1 credit.

- The three EAL credits are essential for student success in content-area courses but do not replace the required courses that students must complete for graduation. Therefore, students enrolled in EAL Stage 1, EAL Stage 2, and EAL Stage 3 will also take regular and/or E-designated courses for required credits.

Assessment

The Role of Assessment in Learning

The primary goal of assessment is to support and improve student learning. The continual assessment process of gathering evidence of student learning is integral to instruction and learning. When assessment information is used by students, teachers, and parents to inform next steps in teaching and learning, it can increase motivation, engagement, and student success. Meaningful, relevant, ongoing, and authentic assessment and evaluation are both directly connected to curricular strands and student learning; there is a clear alignment between what teachers teach and what teachers assess.

Using the "I Can" Statements Checklist

While teaching these credits, teachers should use the "I Can" Statements Checklist as the basis for all assessment, including the following:

Formative assessment	Self-assessment	Summative assessment
where teachers design learning opportunities and provide quality feedback (assessment *for* learning)	where students determine goals for language learning and reflect on their progress (assessment *as* learning)	where teachers evaluate a collection of evidence and determine future programming (assessment *of* learning)

As a Formative Assessment Tool (Assessment *for* Learning)

Formative assessment (assessment *for* learning) is "ongoing assessment information (what teachers see and hear) gathered during instruction to determine what students know and can do and to provide descriptive feedback to improve learning and inform teaching . . ." (Manitoba, 2008b, Glossary). Examples of formative assessment . . . in language learning are oral questioning, teacher observations, draft work, think-alouds, checklists, role-playing, learning logs, portfolio reviews, and reflections.

As they observe and collect data through formative assessments, teachers can use the descriptors in the "I Can" Statements Checklist to provide feedback on individual progress. Within the checklist, teachers can describe student proficiency for each "I can" statement at three benchmarks: beginning, developing, and proficient.

Teachers can use these benchmarks to give specific feedback on a student's current performance and to provide tips for how students can improve. Effective feedback includes three types of information for students, answering the questions:

1. "Where am I going? *Feed up*
2. How am I going to get there? *Feed back*
3. Where to next? *Feed forward*" (Hattie and Timperley, 2007)

This timely and carefully worded feedback is key to language development. Coelho urges educators to "remember that making errors is an important part of the language acquisition process" (p. 205). If teachers give feedback on every error that students make, it is overwhelming and may cause learners to stop taking risks with language. Thus, a teacher might notice many errors in a student's written text but will make a professional judgment by choosing one error to point out for student correction. Generally, choosing errors that

interfere with meaning or are mentioned in the "I can" statements at the student's current language learning stage would be most beneficial.

Hattie, J., and H. Timperley. "The Power of Feedback," *Review of Educational Research* 77, 1 (2007): pp. 81–112. http://www.columbia.edu/~mvp19/ETF/Feedback.pdf

Coelho, Elizabeth. (2016). *Adding English: A Guide to Teaching in Multilingual Classrooms*. 2nd edition. University of Toronto Press. (ISBN 978-1-4875-2049-6)

As a Self-Assessment Tool (Assessment *as* Learning)

Assessment *as* learning refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop their understanding and refine their learning strategies. Many of the examples of formative assessments for language learning work well for student self-assessments, such as checklists, learning logs, portfolio reviews. and reflections.

Students can use the "I can" expectations to reflect on their learning and to determine goals for their immediate language learning. Students can reflect on their progress in a conference with their teacher, in a pair discussion with a peer, or independently. Hattie (2020) advises that students need to ask themselves:

- "Where have I done well?
- Where can I improve?
- How do I improve?
- What can I do next?" (Hattie, 2020)

Assessment must focus on clear, manageable learning intentions and be conducted in a safe classroom climate that values risk-taking, eliminates threats, and enhances students' beliefs about themselves as learners. When students experience success and are part of collecting and communicating evidence of success in their learning, their motivation and willingness to persevere increases.

Hattie, John. (2020, October 9). Effective Feedback [Conference Presentation]. Seven Oaks School Division Virtual Divisional Inservice Day, Winnipeg, MB, Canada.

## As a Summative Assessment Tool (Assessment *of* Learning)

Assessment *of* learning evaluates whether or not students have met the goals or expectations of their individualized programs. It provides evidence of achievement to students, parents, and teachers.

When considering a midterm or end-of-term assessment of student learning, teachers can use triangulated data and a diverse collection of evidence to ensure that they are most accurately assessing student progress. They may choose to have students develop portfolios within the assessment process. Using the "I can" checklist, teachers will evaluate whether the student has met the expectations for the course and plan next steps with the student and their family.

Using Triangulated Data:

Whether conducting assessment *for* learning or assessment *of* learning, a teacher needs sufficient evidence of a student's mastery of language learning goals. Teachers can use a process known as triangulation of data to collect evidence of student learning using three different sources:

- teacher observations in class (in a variety of formal and informal situations)
- conversations with the student or student reflections (where the student shares their insights)
- student products (such as projects, tasks, tests, etc.)
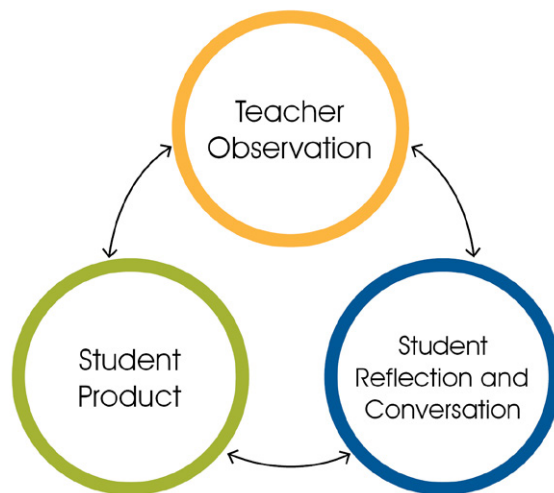
Using a Diverse Collection of Evidence:

Teachers need to keep records that give them comprehensive information about student progress and that allow them easy access to the information they need to report on student progress. Such records could include any proof that demonstrates student progress towards achieving the "I can" statements, such as

- anecdotal and/or descriptive records, including peer or teacher observation forms
- dated, and perhaps annotated, collections of student work, including student writing
- lists of books read by students, perhaps with teacher annotations about students' reading or comprehension of the text
- video or audio recordings of students during activities or in conference situations
- checklists of specific vocabulary
- student reflections and self-assessment

The records kept should combine to form a comprehensive set of cumulative information that can be used for subsequent reporting. Teachers could also develop their own assessment resources or record keeping to suit their style of working, planning, and reporting.

Using Student Portfolios for Assessment:

Portfolios provide an excellent assessment tool for both students and teachers to document EAL competencies and proficiencies. They allow students to demonstrate growth experienced through the semester with richer, more illuminating evidence. By collecting student samples over a period of time and analyzing the evidence collected, students and teachers can gain a better understanding of how well students are progressing, and they can identify strengths and successes as well as learning gaps or areas where students need to improve.

Portfolios developed with EAL students should include a variety of work, including both oral and written texts the student has created in the form of audio and video recordings, multimedia texts, and print texts. Materials gathered in the portfolio should reflect the EAL learning expectations that have guided instruction and learning for that period of time. It is important that students have a voice in deciding which elements of their work they may wish to include in the portfolio. Students should be given an opportunity to reflect on their choices and the progress they see. Since the use of portfolios may be a new experience for many EAL students, appropriate and outstanding exemplars will be helpful.

Deciding on Next Steps in Student Learning:

Once the evidence of learning is collected, the student's progress should be evaluated based on the "I can" statements. The descriptors in the "I can" statements are written as end-of-stage learning goals. These goals are summative descriptions of learning; a student must demonstrate the skill consistently in different contexts over time before it can be said that they achieved a particular learning goal.

> In order to earn a credit, students should demonstrate competence in all of the "I can" statements pertaining to the particular stage (Stage 1 for EAL Stage 1, Stage 2 for EAL Stage 2, and Stage 3 for EAL Stage 3).

Often teachers will determine that students can currently demonstrate most of the skills within one stage, such as mainly working in Stage 1 or Stage 3, and thus the majority of the "I can" statements that are appropriate for their immediate language learning needs are in one credit. At the same time, it is important to note that language learning is fluid and individual.

Students may demonstrate different proficiencies for receptive and productive uses of language (e.g., listening/reading and speaking/writing). Students might be working on "I can" statements that are from different credits at the same time, such as practising the "I can" statements for speaking in Stage 3, while focusing on the "I can" statements for reading in Stage 2. As much as possible, teachers should facilitate opportunities that allow students to work on the statements that reflect the stage they are in for each of the seven distinct aspects of the "I can" checklist.

The EAL Intake Process will determine the stage of the student's English language skills. The skills delineated in the "I can" statements are foundational so students need to gain proficiency in them all. At the same time, teachers can use discretion about the amount of time that students spend working on each credit. If a student is able to demonstrate competence in all of the statements prior to the end of the semester, the credit could be granted and they could start working on the "I can" statements for the credit at the next stage. However, if students need more than one semester to learn the skills within their current stage, they should be given more time to continue working and developing. Therefore, students may progress to a subsequent course at different times throughout the school year based on individual progress.

Teachers should communicate openly and frequently with students' families so that the families have a clear understanding of both the student's current progress and that language learning can take a significant amount of time. It can be misleading since students often learn conversational English more quickly. Generally, a student may take up to two years to develop social language proficiency, but it may take a student up to seven years to develop grade-level academic proficiency. Both the student and their family need to understand that it takes much more time to gain academic fluency, and that this academic fluency is essential for success in post-secondary courses and workplaces. If students spend more time on these foundational skills in high school it will lead to greater success overall in the future.

Quick Overview of Assessment for EAL Stage 1/EAL Stage 2/EAL Stage 3

- Enroll students in the credit that has the earliest stage of "I can" statements that they are working on (based on the EAL Intake Process).
- The "I can" checklist can be used as both a formative and summative assessment tool, using it both to plan learning experiences and to give feedback on student progress.
- Assess students individually, recognizing that they may be working on "I can" statements that are in different stages across the domains.
- Engage students in using the "I can" checklist to self-reflect and set personal goals.
- Triangulate data to collect ample evidence of student learning.
- Consider granting the credit once a student has demonstrated proficiency in the "I can" statements across different contexts or in multiple learning activities.
- Allow students to continue in a credit for more than one semester or to start the next credit at different times throughout the school year based on their individual progress.
- Ensure that families understand their student's current stage and goals for their language learning, including the extended time needed to develop academic language.