



KINDERGARTEN TO GRADE 12
CURRICULUM FRAMEWORK FOR
EAL/LAL PROGRAMMING

Section 7: Assessment of EAL and LAL
Learners

SECTION 7: ASSESSMENT OF EAL AND LAL LEARNERS

7.1 Introduction: Assessment

The policies and practices concerning assessment of EAL and LAL learners in Manitoba draw on general assessment policies and practices, as well as research and effective practices specifically concerning EAL, bilingual education, and additional-language learning. This section begins with a discussion of Manitoba Education’s general policies and beliefs concerning assessment, and follows with a more detailed discussion of policies and effective practices concerning the initial reception, assessment, and ongoing monitoring of EAL and LAL learners. These are offered as general guidelines for school divisions and schools to consider and follow in establishing their own policies and protocols.

Note: In this section, the term *EAL* will refer to both EAL and LAL learners, unless otherwise indicated.

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7.2 General Assessment Policies and Practices in Manitoba

Manitoba Education believes that the primary goal of assessment is to support and improve student learning. The goal of education is to maximize achievement for all students, and to empower them with the skills and attitudes for lifelong learning. Assessment can help to achieve those goals.

Assessment is integral to instruction and learning. Assessment is an ongoing process of gathering evidence of student learning in order to determine next steps. When this information is used by students, teachers, and parents to inform subsequent teaching and learning activities, it can increase motivation, engagement, and student success. This information can also be used by the broader educational community to monitor student achievement, celebrate success, and ensure that appropriate supports for continued learning are provided.

Identifying the purpose of any assessment is critical to its effective use. Assessment serves three main purposes: assessment *for* learning, assessment *as* learning, and assessment *of* learning. These purposes relate to different aspects of the learning process and support and improve student learning in distinct ways.

Assessment *for* learning helps teachers gain insight into what students understand so they can appropriately plan and differentiate teaching strategies and learning opportunities to help student progress. By constantly checking for understanding, students' misconceptions can also be identified and addressed. 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. Considering these two purposes together, teachers and students work in partnership to

set and revise learning goals and adjust teaching and learning strategies to work toward the achievement of those goals and subject-area outcomes.

Assessment *of* learning serves to confirm whether or not students have met curriculum outcomes or the goals of their individualized programs, and provides evidence of achievement to students themselves, to parents, and, sometimes, to outside groups. Assessment *of* learning supports learning when it is used to celebrate success, adjust future instruction, and provide feedback to the learner. At the school, divisional, and departmental level, assessments *of* learning can be used to ensure that appropriate supports for continued learning are provided. Provincially, we collect data on student performance in key areas at three levels: from classroom-based assessments in Early Years and Middle Years, and through standards tests at Grade 12. These data are used to provide individuals with information about achievement to date, to gain an overall provincial view of student performance at these levels, and to help determine whether changes or additional supports would enhance learning opportunities for students.

Much of the educational literature and research today is focused on classroom-based assessment, specifically on how the ongoing, formative assessment* that occurs as part of everyday instruction can support learning. Many authors, including Lorna Earl, Ruth Sutton, Anne Davies, Ken O'Connor, Jay McTighe, Linda Allal, Lorrie Shepard, Rick Stiggins, Paul Black, and Dylan Wiliam, have described key elements of assessment that support learning in the classroom. While there is some variation in what is considered essential, the following are commonly identified as contributing to effective assessment during the instructional cycle:

- Clear learning targets, expressed in terms students understand, with explicit criteria for success illustrated through actual work samples
- Active student involvement in setting performance targets, self-assessment, planning and adjusting learning strategies, and monitoring and communicating progress
- Provision of specific, descriptive feedback (from the teacher, peers, or from self-assessment) that leads students to reflect on progress and take their next steps to achieve the learning outcome(s)
- Use of assessment evidence gained through observation, interaction, discussion, and written work, to plan and adjust instruction

When these elements are incorporated into daily classroom practice, research** shows that student achievement improves. Manitoba Education, along with many school

* Formative assessment is now defined by many as information gathered by teachers and students during and after learning that is used to plan and adjust teaching and learning. As such it would encompass assessment for and as learning described earlier.

** Black and Wiliam's (1998) well-known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

systems around the world*, is promoting the incorporation of these practices into regular classroom activity.

Periodically, it is necessary and helpful to use assessment to check for progress to date in order to provide information for student evaluation (grading, promotion, selection of programming). Some refer to this as summative assessment. Whether classroom-based or provincially developed, these assessments of learning must be aligned with the learning outcomes, and must be accurate, reliable, and fair. This involves collecting and interpreting evidence of student learning and students' ability to apply the knowledge, skills, and attitudes they are developing. Clear criteria for success are necessary, both for supporting learners in demonstrating their understanding and skill, and supporting the teacher in making valid and reliable judgments about student progress and achievement. Evidence gathered through the formative assessment process can be helpful in arriving at summative judgments, but only when the most current and stable evidence is used and is re-evaluated against the criteria that define reporting levels or grades.

Assessment has a profound influence on student motivation and self-esteem, both of which are critical influences on student learning. When the focus of assessment is on learning, and specific feedback is provided to help the student move forward in manageable steps, assessment builds confidence and success. When students experience success, and are part of collecting and communicating evidence of success in their learning, their motivation and willingness to persevere increases.

However, assessment can also cause students to disengage. Struggling learners may have experienced assessment as evidence of failure, which confirms negative beliefs about themselves as learners. For those learners especially, assessment must focus on clear, manageable learning goals, and be conducted in a safe classroom climate that values risk-taking, eliminates threat, and enhances students' beliefs about themselves as learners.

Research** has shown that assessment practices promote learning, especially when they involve students in goal setting and self-assessment and are underpinned by a belief that every

Assessment Purposes and Audiences**	
Assessment is intended to	Assessment results are intended for
inform and guide instruction	teacher
gauge programming effectiveness	teacher
identify student strengths and learning requirements	teacher, student
communicate learning expectations	student, parents
provide feedback on learning	student, parents
encourage student reflection and self-assessment	student
focus student attention and effort	student
provide information for student evaluation (grading, promotion, selection of programming)	student, parents, teachers, school administrators

* OECD (2005)

** Black and Wiliam's (1998) well-known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

student can improve. In contrast, this research also suggests that classroom-based assessment practices can actually inhibit learning when they place too much emphasis on marks and grading rather than feedback for improvement, and when students' performance is compared to their peers.

Assessment *for*, *as*, and *of* learning all serve valuable and different purposes. The challenge is to find an appropriate balance. Traditionally, the focus of classroom assessment has been on assessment *of* learning. Research and experience is suggesting that shifting the focus to assessment *for* and *as* learning practices, where educators help students understand themselves as learners and students take increasing responsibility for their learning, increases student achievement and motivation, and empowers students to become self-directed, self-managing learners.

The entire teaching and learning process should be informed by an assessment strategy that is interwoven throughout the planning, instruction, and feedback cycle.

7.3 Purposes of EAL Assessment

“Every assessment is an assessment of language.” The assessment of EAL learners parallels that of non-EAL learners, but it is more critical because the differences in language, culture, and educational background may hinder the collection of accurate data, while at the same time, that data is needed to inform instructional and evaluative decisions. Almost all forms of educational assessment involve language. Even in tests that rely on performance or non-verbal skills, language is commonly used in directions or in mental formulation of a response. For example, mathematics may appear to rely on symbols and thinking more than language, but skills are often assessed through questions that use abstract or unique terminology or word problems. The more teachers and specialists understand about the interplay of culture, language, and learning, the more they will understand the complexity of assessing EAL learners (Trumbull).

Furthermore, acronyms such as EAL may lead to stereotypes that blur differences among students (*Reading Teacher* 60.1); understanding each student's unique profile will increase the opportunity for success.

EAL assessment provides information to

- assist in making student grade placement and programming plans
- evaluate the effectiveness of the teaching program and learning activities, and make decisions concerning both short- and long-term curriculum and program planning
- identify or diagnose students' needs, strengths, and weaknesses
- monitor and measure linguistic and academic progress
- determine whether changes are needed in instructional approaches, content, and associated language development activities

- help students participate in the learning process by giving constructive feedback that encourages them to reflect on their learning
- inform other teachers of student progress
- inform parents of student progress
- meet divisional and departmental EAL funding and accountability needs

Therefore, all EAL and LAL learners and educators will benefit from assessment policies, protocols, and practices that are appropriate for EAL learners.

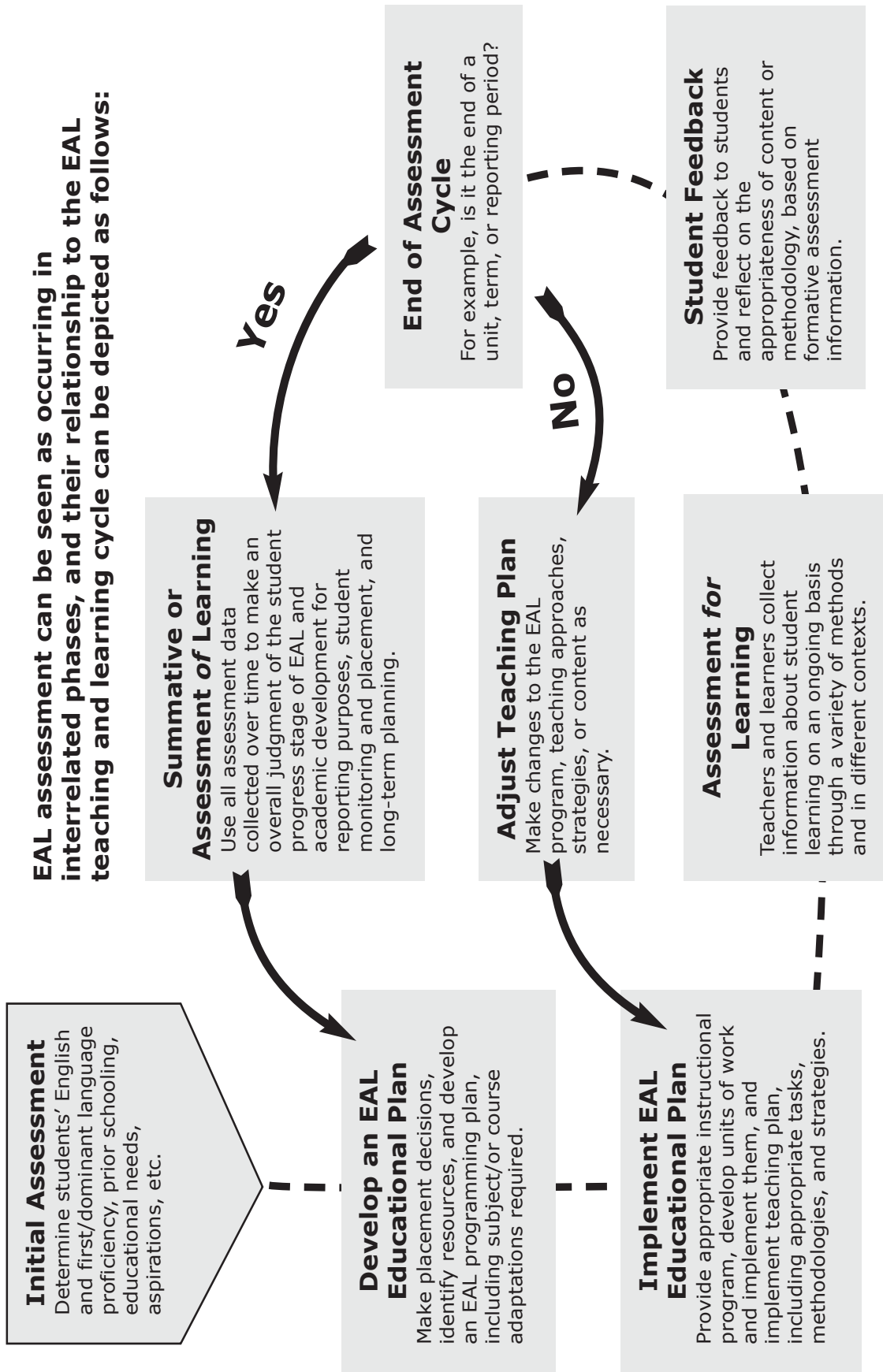
Familiarizing EAL Students and Families with the Manitoba Approach to Assessment

Ways of assessing a child's development and educational progress are embedded in cultural contexts (Trumbull). Because many newcomer EAL students and their families come from educational backgrounds that are very different from the Manitoba context, they may not be familiar with the assessment cycle as practised in schools here. For example, they may be coming from educational systems that place heavy emphasis on summative assessment ("marks"), which determine educational opportunities and futures early in students' lives. Parents may not be accustomed to the student's personal growth and achievement of outcomes or learning goals being included on the progress report if they come from systems that rank students in comparison to their peers. Students may need to learn the process of peer and self-assessment and the purpose of feedback without marks in the teaching and learning cycle. In addition, classroom teachers need to clarify for themselves and students the balance between EAL learning goals and their subject-area outcomes in assessment (e.g., refer to the section on EAL-designated course planning).

Schools should ensure that students and parents understand the purpose and means of various assessment activities and that information about progress is communicated in clear and meaningful ways.

Principles of Assessment that Assist Learning and Inform Instruction

1. An Integral Part of Instruction and Learning	2. Continuous and Ongoing	3. Authentic and Meaningful Language Learning Processes and Contexts
<p>Assessment</p> <ul style="list-style-type: none"> ■ is meaningful to students ■ leads to goal setting ■ fosters transfer/integration with other curricular areas and application to daily life ■ reflects instructional strategies used ■ uses a wide variety of strategies and tools ■ reflects a definite purpose 	<p>Assessment</p> <ul style="list-style-type: none"> ■ occurs through all instructional activities (observations, responses, logs) ■ occurs systematically over a period of time ■ demonstrates progress towards achievement of learning outcomes 	<p>Assessment</p> <ul style="list-style-type: none"> ■ focuses on connecting prior knowledge and new knowledge (integration of information) ■ focuses on authentic literacy contexts and tasks ■ focuses on application of strategies for constructing meaning in new contexts
4. Collaborative and Reflective Process	5. Multidimensional —Incorporating a Variety of Tasks	6. Developmentally and Culturally Appropriate
<p>Assessment</p> <ul style="list-style-type: none"> ■ encourages meaningful student involvement and reflection ■ involves parents as partners ■ reaches out to the community ■ focuses on collaborative review of products and processes to draw conclusions ■ involves a team approach 	<p>Assessment</p> <ul style="list-style-type: none"> ■ uses a variety of authentic strategies, tasks, and tools ■ is completed for a variety of purposes and audiences ■ reflects instructional tasks 	<p>Assessment</p> <ul style="list-style-type: none"> ■ is suited to students' developmental levels ■ is sensitive to diverse social, cultural, and linguistic backgrounds ■ is unbiased
7. Focused on Students' Strengths	8. Based on How Students Learn	9. Offer Clear Performance Targets
<p>Assessment</p> <ul style="list-style-type: none"> ■ identifies what students can do and are learning to do ■ identifies competencies in the development of knowledge, skills and strategies, and attitudes ■ considers preferred learning styles ■ focuses on celebrations of progress and success ■ provides for differentiation ■ provides information to compare a student's performance with his/her other performances 	<p>Assessment</p> <ul style="list-style-type: none"> ■ uses sound educational practice based on current learning theory and brain research ■ fosters development of metacognition ■ considers multiple intelligences and learning styles ■ uses collaborative and co-operative strategies ■ considers research on the role of memory in learning ■ reflects current models of language learning 	<p>Assessment</p> <ul style="list-style-type: none"> ■ encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards) ■ encourages application beyond the classroom ■ provides a basis for goal setting ■ provides students with a sense of achievement ■ provides information that compares a student's performance to predetermined criteria or standards



7.4 Guidelines for Reception, Initial Assessment, Placement, and Monitoring of EAL and LAL Learners

Regardless of whether a school division or school receives one EAL student or hundreds, it needs to establish appropriate EAL programming and maintain a student monitoring system that extends from entry to exit. This will ensure that the needs of these learners are addressed appropriately and effectively throughout their English language acquisition and development. School staff—including EAL specialists, classroom and subject-area teachers, resource teachers, counselors, and other individuals involved with the reception, educational planning, and monitoring of EAL learners—need to base decisions on the most accurate information available about students’ educational and life experiences. The information, guidelines, and support materials (including sample templates) provided here will assist with the initial reception, assessment, short- and long-term educational planning (including adapting the Senior Years curriculum), and monitoring the progress of EAL and LAL learners.

Assessment and EAL Policies and Protocols

It is important that schools and school divisions develop EAL policies and protocols that define the EAL programming models, roles and responsibilities, supports, and resources available. Clear and well-developed policies and protocols help ensure EAL learners receive appropriate and effective programming. They need to address all aspects of the short- and long-term educational planning and programming for EAL learners: from their initial assessment to the point where they are at an age- and grade-appropriate level of English language development and fully integrated into the classroom and school. The use of division-wide assessment protocols and tools for assessing EAL language proficiency, along with the use of the EAL Stages, across schools and divisions, will promote consistent understandings about students and their learning.

Reception and Orientation

When EAL students first arrive in a school, it is important that as much information as possible be shared by the student, family, and school. Schools should develop a protocol for receiving and welcoming new EAL students and their families to ensure that they receive and understand the information they need about the school, and to make sure the school is able to collect the information it needs for planning. School personnel who make the first contact with new families should be aware of the reception protocol and be prepared to welcome them.

School divisions and schools may decide to establish a team that is responsible for the reception of EAL learners and their families and for their induction into the school community. Depending on individual school circumstances, the team may comprise administrators, teachers, and support staff. A member of the team should be responsible for providing essential orientation information to the learner and family. It is helpful to

have this information available in printed form so that newcomers are not overwhelmed with a great deal of information all at once. It is also helpful to provide this information in the learner's first language.

Orientation information may include

- basic information about the school community and the structure of the school day and year
- the names of the principal, the classroom/subject-area teachers, and the EAL teacher, where available
- the telephone numbers of the school, of relevant community organizations, and of bilingual contact persons and interpreter services
- a description of support services available from the school division
- a description of important school norms and rules, such as those outlined in the code of conduct (including the dress code), and information about lunch times and facilities, bus schedules, and emergency procedures
- a description of the Manitoba school system
- information about the roles and responsibilities of parents in Manitoba schools

Allow ample time for the reception interview to give students and parents a chance to feel comfortable and to begin building a trusting relationship.

The classroom teacher, the EAL teacher, or a designated person should introduce the new learner to classroom learning partners or learner guides, including, if possible, some who speak the newcomer's language and who will help orient the learner to the school and its routine. Some of the things that students need to know include the following:

- Washroom location
- How to find particular places in the school
- Time allotted for various activities, such as recess, lunch, class change
- How to find their way to their class or to another location where they can go if they are lost or feeling unsure (a card with a room number and name can be helpful)
- The names of a few key adults and students
- The location of siblings' classrooms
- How to open and close their lockers
- School expectations about absences, lates, notes, dress code, and behaviour
- Lunch and breaks—location, procedures
- Getting home—bus, walking route, location of a phone
- School supplies

Initial Identification and Assessment

The purpose of the initial assessment is to determine appropriate programming needs by gathering critical and detailed information about each learner's educational background and level of proficiency in English and/or the first or dominant language. The gathering of student information is important because it provides schools and teachers with important insights or factors that can affect student success.

Note that, although students need to be registered and placed in classes as quickly as possible, it is preferable to have a short delay to ensure that a thorough and accurate initial assessment can be made than to have a placement based on insufficient information. Either the family or the school should arrange for an interpreter, and, where possible, have relevant documents translated. Ideally, initial assessment information should be gathered formally and informally over a period of one to two weeks. For elementary learners, a more thorough assessment of language and learning may occur after they are placed in an age-appropriate classroom. Observation of learners as they participate in reading and writing tasks and in mathematics activities, interact with peers, and respond to new tasks and learning situations will provide important information about learner development and language competence. However, educational planning for Senior Years students needs to be done after the initial assessment because appropriate courses must be selected.

During the initial assessment time, a designated member of the reception team (often the EAL or resource teacher) collects initial background information about the learner. This process should include the review of any educational documents that the learner may bring or may be able to access. If documents are not accessible, information should be gathered about previous schooling from the learner and/or the parents/guardians, including details of the number of years of schooling completed and any significant interruptions in the learner's education (e.g., in the case of refugees). Immigration documents should be requested to be certain of the student's residency status. The family should be asked to provide the name of a relative or friend who speaks English so the school has an emergency contact.

In addition to information about cultural background, educational, and family background, there are other important factors concerning a student's background that need to be considered because they may affect learning. Such factors include their

- level of proficiency in English
- proficiency in other languages, especially first- or dominant language literacy
- prior schooling experience (e.g., whether their schooling has been interrupted)
- refugee or immigration experiences
- trauma due to war or other factors
- health, physical, and other characteristics that may affect learning
- interests and skills
- long-term educational or career goals

EAL learners arrive with a variety of literacy experiences. Some have well-developed literacy skills in their first or dominant language. Others, who may have had limited, disrupted, or non-existent educational opportunities, may not have developed grade-appropriate literacy skills in their first language. Determining the learner's level of literacy in his or her first language will help clarify the level of support the learner will require while learning English. If interpreters or translators and dual language materials are available, these services and resources may be helpful. Learners' proficiency in using their first language in initial writing tasks provides information about their literacy skills.

Whenever possible but especially with beginning learners who have limited English-learning opportunities and Middle and Senior Years students from war-affected and disrupted schooling backgrounds, it is important to undertake an assessment of students' first or dominant language proficiency, as well as to develop a profile of other possible language experiences. Some students will have spoken one language with one parent, another with a grandparent, and another at school. They may or may not have some degree of literacy in their dominant language. They may have receptive knowledge of other languages if their family has moved several times. All of these language experiences can affect English oral and literacy development. Informal and formal assessment of a learner's first or dominant language will provide important programming information. Interviews with the student and family are especially important, as are reading and writing assessments. While bilingual teachers or educational assistants would be helpful in this regard, the observation of students and the collection of their writing samples will provide important insights into their literacy skills and programming needs.

For students with some level of English language development, locally or commercially developed EAL assessment tools and the EAL/LAL Framework help to identify their stages of English language development. Conducting an initial assessment of EAL students, as defined in the EAL/LAL Framework, helps EAL and classroom teachers plan more comprehensively and appropriately for their EAL learners.

Much of this information should be collected during the first days and weeks in school. It is also important to maintain and update the information over time. As students relax in their new setting, further insights into what they bring with them will occur. Time spent getting to know the students in the beginning will result in a better understanding of their needs and the most effective learning experiences to develop their language and academic proficiency. The decisions based on this information may need to be adjusted as more ongoing assessment information is obtained and EAL educational planning proceeds.

Appropriate Placement

Early and Middle Years learners should generally be placed in the grade that is appropriate for their age, rather than in a lower grade based on their level of academic functioning. Learners' academic development and social development are enhanced in

an environment where they are able to engage in the learning process with their peers. Information gathered from learner records, from parents/guardians, and through the initial assessment will help identify what type of EAL programming would be most appropriate for the learner. Rates of English language acquisition vary from learner to learner.

For students arriving with a background of interrupted schooling, consideration should be given to both their educational needs and a placement at an age-appropriate grade level. This determination must be made on the basis of each student's circumstances. Age-appropriate placement may be acceptable in one case and not in another. Some students may benefit from being placed in a lower grade level, allowing for more schooling to meet their educational needs. (refer to the Manitoba Education guidelines *Evaluating Out-of-Province Course Completions for Senior Years Credits: A Guide for School Administrators*.)

Senior Years students should generally be placed in courses that reflect their previous academic achievement, background knowledge of a subject area, and English language skills. For example, while a SY Stage 3 EAL student with a strong Grade 10 Mathematics background may be successful in a Grade 11 Pre-Calculus course, the same student may need an EAL-designated Grade 11 History course.

If there is doubt about the level of education that Senior Years students have completed before coming to Manitoba, especially in the case of LAL students with interrupted schooling, refer to the Manitoba Education guidelines *Evaluating Out-of-Province Course Completions for Senior Years Credits: A Guide for School Administrators*. Students who are not studying specific EAL courses may still require careful sequencing of courses, differentiations, and ongoing monitoring.

Reviewing Student Progress

Ongoing review and evaluation of learner progress and a flexible approach are necessary to ensure that learners' EAL programming continues to be appropriate for them. The classroom teacher and, where available, the EAL teacher can monitor academic progress, language acquisition, and social integration. Learners may appear to be completely integrated into general programming within two or three years, but their progress should still be monitored until they have demonstrated English proficiency that is similar to their English-speaking peers.

At least annually, each learner's progress should be reviewed through an assessment of English language proficiency as outlined in the EAL/LAL framework and by academic progress. If the learner is not progressing as expected, it may be necessary to further assess his or her needs and to adjust programming and supports accordingly. If the learner appears to be functioning several grade levels behind her or his peers, teachers should try to obtain more information about the learner's educational background, including disrupted or limited access to schooling in the country of origin. With focused literacy instruction, the learner can probably make steady improvement toward catching

up with peers. If the review determines that the learner is functioning at the age and grade level commensurate with his or her ability, the learner may no longer require EAL services. This does not, however, preclude the learner from receiving EAL programming and supports in the future, should the need arise.

Even so, some EAL learners—about the same proportion as learners in the general school population—may have learning difficulties that are not related to a lack of knowledge of English or to gaps in their schooling. Because language and learning are so interconnected, it may take some time to discern what is a natural variability in the rate of language acquisition, a learning disability, or both. Sanchez-Lopez suggests that if a struggling learner only receives a short period of comprehensible input during the day but is in a learning environment that is incomprehensible the rest of the time, it will be difficult to know the cause of the struggle. She suggests that schools be proactive and look at a range of supports as soon as difficulties are detected.

Reporting Progress

Assigning marks or other summative measures presents the same ethical dilemmas as assessment of EAL learners in general, due to concerns for validity, fairness, and equity (Trumbull).

The requirements for reporting the progress and achievement of EAL learners who are following a non-adapted or non-modified provincial curriculum for a specific course, subject, or grade are the same as those established in the provincial curriculum documents. Performance scales, where appropriate, are used to indicate the learner's levels of performance in relation to the identified learning outcomes. Where Senior Years learners are enrolled in EAL school-initiated courses (SICs), EAL-designated courses, and/or provincial Senior Years EAL courses, percentages are used to report learner progress; however, schools may also include additional, more concrete descriptions of student progress towards the EAL goals. In courses bearing an EAL designation, the percentage will reflect the balance between language goals and content outcomes (see section on EAL designation).

Some Kindergarten to Grade 6 EAL learners may initially be unable to follow the provincial curriculum in some subject areas due to their beginning stage of English language proficiency. In those cases, progress reporting should indicate that their work is focusing on learning English within the context of the subject area. Assessment resources developed specifically for EAL/LAL learners should be used to assess their learning and to prepare progress reports. Where possible, consider giving more emphasis to more recent data. English language learners often accelerate rapidly in their achievement as they overcome the initial language barriers, and later evidence will more accurately reflect their performance.

Progress reports should contain information describing what the learners can do, areas in which they require further attention or development, and ways of supporting them in their learning. It is important that parents be informed of their child's progress in

social and academic language competence as part of the regular reporting process. Wherever possible and appropriate, interpreters should be provided for parent-teacher conferences. Communicating with families and students about assessment is sometimes difficult because of the educational terminology and different cultural beliefs about purposes and methods of assessment.

Teachers have the professional obligation to report the progress only of learners whom they have personally instructed, assessed, and evaluated. Where an EAL specialist is responsible for providing some portion of the learner's educational programming, he or she should provide written information on the learner's progress for inclusion with the classroom teacher's report.

7.5 Student-Specific Planning for EAL Learners

This section is currently in revision

Formative Assessment

Once EAL learners have been initially assessed for programming and planning purposes and an individual educational plan has been developed and is being implemented, teachers begin to collect formative assessment information. Formative assessment that includes observations, conversations, and student samples is integral to implementing the education plan, as well as to the overall teaching-learning process.

Assessment of English language development is a key component in the overall assessment of EAL learners' progress at school. It will also affect the assessment of learning in the other subjects. Ongoing assessment of English language learning will be based on the language that is focused on in the learning program, as well as on developmental progress in English language learning.

Teachers collect and record assessment information about students through a range of assessment activities. The information can relate to the language learning goals of the EAL programming or courses, as derived from the EAL Acquisition Continuum, and also to affective factors such as students' confidence, motivation, learning styles, et cetera.

The EAL Acquisition Continuum provides the basis for ongoing formative and summative assessment. Although students may be at different EAL stages in different skill areas, an on-balance assessment of learners' overall progress of EAL development may be reflected in a single stage designation. Therefore, a student may be assessed as an "entry EAL Stage 2" learner or a "late LAL Phase 2" learner.

In relation to the EAL/LAL Framework, this will involve using the assessment data collected about students to make judgments about student progress in each of the language modes and to provide data for school planning.

Student Assessment using the EAL Acquisition Continuum

The EAL Acquisition Continuum, with its learning goals and descriptors for the various stages, can be a useful part of an EAL assessment program. It can help provide assessment of English language learning. Assessment based on the EAL Acquisition Continuum can also provide the following information.

For an individual student, it can

- locate the student on an EAL/LAL learning continuum, and thus indicate the amount of progress that has already been made in learning English, as well as how far the student may need to “travel” before he or she reaches a level of English language development that is appropriate for his or her age and grade
- provide a basis for an assessment of overall progress in English learning, and whether or not such progress is satisfactory, taking into account the time the student has been learning English and the student’s language-learning background
- assist in assessing learning in different subject areas other than English by ensuring that the stage of English learning is considered when assessing content learning

At the class or whole-school level, it can

- indicate the spread of students across the stages, both in and across classes, and provide information for the organization, help in prioritizing the EAL programming, and highlight the need for a particular EAL teaching focus in the program
- identify classes that would benefit from collaborative planning or team teaching
- assist in assessing the effectiveness of the EAL programming from term to term or from year to year by monitoring the movement, through the stages, of students of comparable backgrounds

7.6 A Whole-School Approach to EAL Assessment, Using the EAL/LAL Framework

EAL learning and assessment of EAL learners’ development in English is a long-term process. This necessitates an approach to EAL assessment that is consistent across the whole school and ideally across the division. Progress can then be monitored in ways that are meaningful from year to year, and that can indicate areas of concern. Using a tool such as the EAL Acquisition Continuum allows reasonably consistent and comparable results to be obtained over time.

Using the EAL Stage Learning Goals and Descriptors for Monitoring Student Progress (See Section 4),

- develop student observation charts or booklets using the appropriate stage goals and descriptors.

- Individual student profiles can be gradually built up by regularly observing and talking to students in various learning contexts, and collecting and analyzing their work. One way of doing this is to highlight in different colours the indicators that are appropriate for the individual student for each cluster. Eventually, a picture of student development will be built up as those indicators that are demonstrated regularly are noted. Remember that students may demonstrate indicators at two or more stages in different modes and substrands.
- If appropriate, classroom or EAL teachers should confer with other teachers, such as the librarian or other specialists, to confirm that indicators are regularly demonstrated in a number of different contexts.
- The indicators given may not perfectly describe each individual student. For example, the language examples given may not always be entirely appropriate for particular students, or the context of use may not be relevant. However, it is the essence of the examples that is important.
- Significant achievements that relate to the language goals will be observed, but do not appear as examples in the EAL/LAL Framework. The lists of examples are by no means complete, and additional examples should be recorded for individual students, perhaps by jotting them down in the student’s booklet. In this way, a broader picture of what the student is actually able to do will be built up, and information that is useful when reporting individual achievement will be recorded.
- Teachers should also record in the student booklets the contexts in which particular behaviour has been observed, and the dates of the observation.

When making evaluations of student progress and language development, teachers will need to bear in mind that the descriptors are written as complementary end-of-stage learning goals. The goals are summative descriptions of learning—that is, a student must demonstrate the skill consistently in different contexts over time before it can be said that he or she has met a particular learning goal.

There is no foolproof formula or tool that can be applied to students to determine their stage or level on any of the curriculum frameworks or continua, including the EAL Acquisition Continuum. Evaluating student progress and performance requires that teachers know students well, have observed them over time, and have collected relevant data.

It is important to

- observe students in a variety of informal and formal classroom situations (assessment *for* learning)
- talk to them about their own learning, where they think they are doing well, or where they feel they need extra help or need to try harder (assessment *as* learning)
- observe students in conversation and when working with other students and other adults

By providing information collected over time, this process of profiling helps teachers make a balanced judgment about student progress. Once the evidence of learning has been highlighted and annotated, the targeted outcome statements can be considered in order to assess whether they accurately summarize what students are actually able to do (assessment *of* learning). This information could be used to describe whether the student is just *beginning* to meet the goals in the stage or has *achieved* or *met* the goal.

Assessment *of* EAL learning can also be made through EAL learning profiles, using the EAL descriptors provided in this document.

EAL teachers and classroom teachers will find they are constantly assessing their students' English development and evaluating their own instructional practice as they listen to and watch their students in the classroom, and as they plan programs and units of work. The process of assessment, program evaluation, and planning is interactive. The information gleaned may be used by teachers to include certain elements in their program or to further adjust their units of work based on their overall perceptions of the students' needs and abilities.

Time, Student Learning, and the EAL/LAL Framework

While educators recognize that students develop at different rates and some students require more time to achieve specific outcomes, English first-language students are generally expected to meet grade-level expectations on a relatively continuous basis, and EAL learners are expected to develop English language skills asynchronously from English first-language learners. Therefore, EAL students will not initially be at age- and grade-appropriate levels of English language development. An initial "silent" period of a few weeks or even several months is common, while students absorb the patterns of the language and gain confidence. While the EAL/LAL Framework prescribes no explicit timeframe, it is expected that students will move through the early stages more quickly than the later stages. For example, students are likely to move through Stage 1 of Middle Years EAL more quickly than Stage 2 of Middle and Senior Years. The time taken by an individual student to move through the stages will be influenced by many factors, such as

- extent, intensity, and type of EAL support provided
- support from home
- educational background
- literacy in first or dominant language
- similarity between first language and English

Literacy, academics, and language (LAL) learners will generally develop formalized aspects of the language at a slower pace than EAL learners with strong prior literacy skills. The cumulative demands of developing EAL literacy and developing foundational science, mathematics, and other subject-area knowledge and skills mean that students, while in an accelerated learning process, simply need more time to successfully integrate

the “volume” of language and academic learning required. More time might include extending learning beyond the regular school hours and time frame. The variability of students’ backgrounds means that it is not possible to be explicit about the time it “should” take students to move through the stages, and the progress of each student will need to be evaluated individually.

Although the EAL/LAL Framework does not have a specific timeframe, the time a student takes to progress through the stages is a factor to consider when making an assessment of the overall progress of that learner. By observing the learning patterns of other EAL learners (including those from a similar background), having discussions with other teachers, and taking into account the student’s background, teachers are able to come to an overall assessment of whether or not an individual student is making satisfactory progress in learning English.

It is important that there is a common interpretation of the learning outcomes of the subject-area curriculum frameworks and the learning goals of the EAL Acquisition Continuum. Teachers can facilitate this process by discussing their assessment of individual students with other teachers, and by developing shared assessment criteria. This can occur within schools in professional development sessions or between schools, perhaps at teacher network meetings or workshops. Student work samples could be used to assist this process (e.g., writing samples, transcripts, and tapes or video recordings of students talking or reading).

Monitoring and Recording Student Progress

Record keeping is an essential part of a good assessment program. Teachers are constantly making both formal and informal judgments about student progress. It is important to record the assessments in a way that provides a comprehensive picture of student progress, and in a manner that makes the task of reporting as straightforward as possible.

Records can be kept in many different formats. They vary according to the type of skills being assessed and the type of information being recorded. Records kept may also depend on the kind of reporting that is envisaged. Student progress should be evaluated and recorded as part of any individual educational plan.

Planning for Assessment

Effective teachers constantly use assessment information when making decisions about teaching and learning needs in their daily interactions with students. Students, however, require that sufficient time be allotted and opportunities for learning take place before any decisions are made about their levels of achievement.

Teaching and learning strategies and assessment measures should allow differing groups of students to relate learning to their own experiences, knowledge, and interests. This will enhance each student’s ability to demonstrate learning.

At all levels, and particularly in the primary years, many of the compulsory subjects are taught in an integrated way. Nevertheless, teachers need to ensure there is a balanced and sequential approach to the compulsory subjects' learning areas across K-12. The EAL Educational Plan can assist in ensuring that subject area foundations are appropriately addressed and evaluated.

Planning for assessment is an essential part of this process. In planning for assessment, teachers need to ensure that they

- include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student achievement
- develop a manageable system of keeping records that can provide a rich mixture of observations of student learning
- use the data they have collected to make judgments about student achievement in relation to the Manitoba curriculum frameworks of outcomes for specific subjects
- develop with other school personnel a common interpretation of the learning goals within the EAL Acquisition Continuum.

Within schools, teachers can develop common interpretations by discussing their assessments of students' work, developing assessment criteria together, or keeping files of representative student work.

Across schools, common interpretations can be developed by teachers discussing and assessing sample student work together in teacher networks.

Assessment Formats

Teachers need to keep those 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 should include several of the following:

- information on student progress towards achieving the learning goals of the EAL Acquisition Continuum
- anecdotal or descriptive records
- individual progress sheets
- dated, and perhaps annotated, collections of student work, such as drawings, writing in English or in their first language, and completed worksheets
- lists of books read by students, perhaps with teacher annotations about students' reading or comprehension of the text
- cassette or video recordings of students during activities or in conference situations
- student self-assessment formats
- checklists of specific vocabulary

The kinds of 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 forms to suit their style of working, planning, and reporting.

7.7 EAL Assessment and Subject-Area Curriculum Frameworks

EAL students should be held to the same high expectations of learning as other students and should reach learning outcomes in the various subject areas consistent with other students. However, given that instruction for individual students should be based on their stage of EAL development and their educational and cultural backgrounds, appropriate and valid assessment of their subject-area progress should take these factors into account. A brief discussion of planning for combined EAL and subject-area assessment follows.

When students are studying in various subject areas, they are also learning social and academic language. Beyond learning vocabulary and grammar, they will need to use language in particular communicative contexts (“notions”) for particular purposes (“functions”) in those contexts. As an example, the notion or context of performing a science experiment with a partner requires several language functions, such as formulating hypotheses; proposing alternative solutions; describing, inferring, and interpreting data; predicting, generalizing, and communicating findings (National Science Foundation). The complexity of language that students are using in particular situations will vary. In earlier stages, students may be using formulaic structures or interlanguage structures, and may also use non-verbal language, such as pointing or nodding, to help achieve a certain function. In more advanced stages, students will use more complex and natural collocations. As teachers plan learning experiences for students at particular EAL stages, they will include language features that are appropriate to those stages and that naturally support the content learning or tasks. Teachers may observe the functions, vocabulary, and grammatical features that students are able to use in their classroom interactions. Observations of individual students may be recorded on checklists or anecdotally, perhaps every two or three weeks, thereby building up a picture of progress.

While EAL learners are still learning the English language, they will also be using English to learn in all the subject areas. Therefore, students’ stages of English language development will influence their learning in all the subject areas. Learning new concepts and knowledge also involves learning new vocabulary and new ways to articulate and communicate what has been learned.

If students have not developed the English language skills needed to achieve outcomes in a specific subject area, teachers will need to draw on learning goals from both the EAL Acquisition Continuum and outcomes from the subject-area frameworks. By determining the subject-area learning outcomes and what language is needed to meet them, teachers can plan how students will be prepared for the language demands of the subject-area learning and how learning can be assessed given the stage of the language learner. When EAL learners have age-appropriate schooling, it is not usually appropriate

to refer to subject-area outcomes from lower grade levels. (See also Section 7.8: Planning Senior Years Courses for EAL Purposes.)

It is crucial that student progress in understanding new content is not confused with developing the ability to express that understanding through conventional English or through culturally unfamiliar assessment tasks. EAL students' difficulties with the English language can mask their true understanding and abilities. Subject-area learning outcomes tend to use words such as *describe*, *identify*, *explain*, *compare*, *contrast*, *analyze*, *evaluate*, and *discuss*. This can make them sound very language-dependent, which is particularly demanding for an EAL learner who is still at the early stages of English language learning. In order to ensure that EAL learners are actually being assessed on the learning they have achieved in the subject area and not simply on their ability to use English to communicate the understanding, it is necessary to determine what content concepts the student understands. If the learning program has been well planned to give students a broad range of learning experiences that allow them to listen, speak, read/view, and write/represent about a topic, assessment is much more straightforward.

General Assessment Principles and Suggestions for Subject-Area Assessment of EAL Learners

Typical assessment strategies, especially for assessment *of learning*, are often highly language-dependent and teachers often question how they can separate subject-area knowledge from English language skills. The following guide, based on research by Reiss and Coelho, is relevant to all subject areas and may assist teachers in self-assessing their use of appropriate approaches that provide useful and accurate information about EAL students.

Always

- Determine the purpose of the assessment
- Choose the form of assessment that fits the purpose
- Distinguish between language and content outcomes
- Ensure that the assessment of content-area learning does not require grade-level knowledge of language forms that are not part of the stated outcomes

A. Student Expectations/Outcomes

- Maintain challenging expectations for students while recognizing their individual EAL stage and educational background
- Focus on what will be taught and what students should reasonably be expected to know, and build assessment into the teaching and learning cycle
- Focus on the development of the individual student
- Recognize that EAL learners are on a continuum of language development and may demonstrate more or less progress in different skills (*e.g., a student may understand more than she or he can produce*)
- Focus on what the student can do rather than on what the student cannot do, while indicating targeted outcomes and areas of concern
- Give clear criteria of what is expected and valued in a good response, as some EAL students may be accustomed to a more traditional assessment process. This particularly applies to more open-ended tasks where a degree of analysis or reflection is required
- Communicate to the student and the parent from the beginning if the focus of learning and assessment is on EAL Curriculum goals and alternative subject-area outcomes due to the stage of the student
 - However, it should also be explained that as the student progresses, the course outcomes and balance of assessment will increasingly reflect the regular curriculum

B. Assessment Strategies

- Employ assessment activities across a range of tasks and contexts
 - Collect data over an extended period of time (a “photo album” of the student’s progress rather than a snapshot of one point in time)
 - Distinguish between objective and subjective assessment
 - Include alternative and authentic strategies, tasks, and tools within learning experiences and sequences
 - Ask students in the earlier stages of learning English to show their understanding visually, (*e.g., through hands-on demonstrations or drawings*)
 - Where appropriate, use graphic organizers, sequenced pictures, labelled diagrams, and maps to demonstrate content knowledge instead of essay questions that require strong writing skills
 - Substitute linguistically simplified formats, such as true/false, identification, and completion questions, or reduce the number of options on multiple-choice questions, which require strong reading skills and the ability to discern subtle distinctions in wording
 - Use shorter extracts of texts, or ask for shorter responses
 - Observe and note how students perform specific tasks or activities
 - Ask questions, preferably while the students are engaged in a relevant task, as this provides contextual support
 - Teach students the skills and language needed to understand how to reflect on their own learning (*e.g., journals, logs*)
 - Discuss and compare assessments with other teachers
 - Increase the language component of the tasks as students become more proficient
 - Avoid using standardized norm-referenced tests that are intended for English speakers to gather critical information about an EAL learner
-

C. Conditions for Accurate and Equitable Assessment

- When possible, use the student's dominant language to assess prior content learning; assess the student's academic knowledge and not just language knowledge
- Where appropriate, ensure that tasks are graded in terms of language demands so that, while the rest of the class may attempt all questions or tasks, there will be some more accessible ones that EAL students can also perform successfully
- Give students time to prepare for formal assessment tasks
- Explain the assessment procedures, conditions, and criteria for assessment when setting formal assessment tasks (using bilingual assistance where necessary)
- On tests, consider allowing students to use a bilingual dictionary to clarify English words they are not being tested on
- Use flexible timing to allow students to process reading, think, and write in their new language (*e.g.*, *Allow additional time; break one assessment task into several parts; shorten the length of the task*)
- Show models of acceptable to outstanding work for performance tasks, and provide some guidance on how the task is to be presented
 - For larger presentations, such as a report, model a sample structure of what each section might contain and, where appropriate, offer some language support
 - Give sentence starters for each section or provide examples on the board of the kind of language needed
- Allow students opportunities to improve their performance (students may use the assessment task as a way of identifying areas to improve, as they need opportunities to do so)

* (Reiss; Coelho)

Assessing EAL Learners in Content-Area Classes

Reflecting on my practice, I	Consistently	Sometimes	Seldom	Evidence
1. Choose the form of assessment to fit the purpose (<i>e.g., distinguish between language and content outcomes; assessment for/as/of learning</i>)				
2. Use the student's first language to assess prior content learning, when possible				
3. Collect data over an extended period of time ("photo album" vs. "snapshot")				
4. Focus on the development of the individual student				
5. Consider outside factors, such as culture and adjustment to a new setting				
6. Maintain challenging expectations for students while recognizing their individual EAL stage and educational background				
7. Ensure that learning and assessment tasks are relevant to a learner's stage of English language development				
8. Give clear criteria and models of what is expected and valued in a good response or product				
9. Focus on what the student can do rather than on what the student cannot do, while indicating targeted outcomes and areas of concern				
10. Include alternative and authentic strategies, tasks, and tools within learning experiences. Use non-verbal tools, such as drawing, when language limits the student's expression of comprehension				

Assessing EAL Learners in Content-Area Classes

Reflecting on my practice, I	Consistently	Sometimes	Seldom	Evidence
11. Observe and note how the student performs particular tasks and activities				
12. Use flexible timing to allow students to process reading, think, and write in their new language, by allowing additional time, by breaking one assessment task into several parts, or by shortening the length of the task				
13. Converse with the student about his or her work, using first language if necessary and feasible				
14. Give specific feedback on targeted outcomes for language or content				
15. Allow students opportunities to improve their performance following assessment				
16. Teach students the skills and the language needed for self-assessment				
17. Avoid standardized norm-referenced tests that are intended for English speakers to gather critical information about EAL learners				
18. Communicate to the student and the parent from the beginning if the focus of learning and assessment is on alternative subject-area outcomes and on language outcomes (This is necessary due to the stage and educational background of the student, but it is done with the understanding that as the student gains language and content proficiency, the balance for assessment will gradually shift towards regular subject-area outcomes.)				

Large-Scale Assessments

(e.g., the Grade 3 Reading Comprehension and Numeracy Assessment)

In many countries, state-run assessments determine the student's educational future and, therefore, career and economic opportunities. EAL learners and their parents may feel strong pressure to achieve well on provincial assessments and may need explanation about their purpose and significance in Manitoba.

Although participation in such assessments is required for EAL learners, educators and parents should consider the validity and reliability of assessments that may assume a certain level of English language proficiency or understanding of Western or even mainstream Manitoba culture. Students may not be able to accurately demonstrate what they know and can do for a number of reasons. For example:

- Many students and parents have experienced more traditional large-scale examinations in their home countries and are not familiar with the formats and procedures of the Manitoba assessments.
- Learners in the early stages will need more time to process their language and thoughts, but may be reluctant to ask for additional time, even when it is permitted.
- Learners may have good reading skills in their own language but these skills may not be evident because the assessment tools are based on the language they are learning.
- Reading proficiency is often demonstrated through written answers; however, productive skills in a language usually take longer to develop than receptive skills, and students may comprehend more than they are able to demonstrate.
- Unfamiliar vocabulary, paraphrasing, and unfamiliar expressions in academic language may confuse students who actually “know” the answer (McKay).
- Questions or performance tasks that are designed for Manitoba first-language speakers may be embedded in cultural experiences or topical knowledge that newcomers are not familiar with (e.g., camping trips, seasonal sports, or leasing a car).
- All of these considerations will be intensified for LAL learners whose limited school experience may seriously affect performance.

These factors may result in parents and schools drawing inaccurate conclusions about students' abilities and progress or the effectiveness of instruction. Although teachers attempt to prepare all students in their classes for large-scale assessments, additional explanation and preparation, in addition to the use of permitted accommodations, may be necessary to help learners perform at their best possible level.

Although it is not wise to judge an EAL learner's progress against assessment criteria that are normed for first-language speakers, parents and learners often want and sometimes need to see how the student's English language skills compare to grade-level expectations. This information can contribute to an appropriate educational plan.

Using Student Portfolios for Assessment

Portfolios provide an excellent assessment tool for both students and teachers to document classroom learning. They allow users to demonstrate the growth students experience through the year with richer, more illuminating evidence than test marks can give. By collecting student samples over a period of time and analyzing the resources collected, students and teachers can gain a better understanding of how well students are progressing, and identify strengths and successes, as well as learning gaps or areas where students need to improve. Through a varied collection of artifacts, students can demonstrate the versatility of their language achievement. Materials gathered in the portfolio can be used for assessment *for/as/of* learning and should reflect the EAL learning goals and/or subject area outcomes that have guided instruction and learning for that period of time. It is important that students be made aware of what materials are to be used for what purposes, and that they have a voice in deciding which elements of their work they may wish to include in the portfolio.

Portfolios should include a variety of work, including both oral and written texts the student has created in the form of audio recordings, video recordings, multimedia texts, as well as print texts. Observation checklists, learning logs, self-reflections, peer observation forms, teacher comments, and traditional tests can also be included. The use of an electronic portfolio system may be of value. Students may wish to include materials they have created in their first language to demonstrate their proficiency and to encourage their continued development in that language (Coelho). They may also appreciate the opportunity to select one or two weekly journals or reading responses to polish for inclusion in the portfolio. Students should be given an opportunity to reflect on their choices and the progress they see. The EAL teacher may also choose to include elements from the students' subject-area classes, especially if those classes do not use portfolios, in order to show the language development that is occurring across the curriculum. Therefore, some collaboration between EAL teachers and subject-area teachers may be necessary.

If the portfolio is used as part of the summative assessment process, marking can be assigned by adding up individual pieces, using a set of pre-determined criteria to look at the portfolio as a whole or using a combination of both (McKay). Feedback on individual items will be more useful to students for their future learning. Criteria for marking should always be shared with students to guide them on what is required. Because the use of portfolios may be a new experience for many EAL students, exemplars of appropriate and outstanding performance will be helpful.

7.8 Planning Senior Years Courses for EAL Purposes

Senior Years EAL Planning

While the focus of this part of the document is on Senior Years students, many of the ideas and suggestions will apply to other grades. K-8 students will also participate in

subject-area learning and need planning that includes content-area outcomes and EAL curriculum learning goals. The EAL-Designated Course Planning Template (provided later in this chapter) could also be adapted to guide the development of subject-area learning experiences that combine EAL and content learning in K-8 classrooms.

Although most EAL students acquire English language skills at an accelerated pace, they need to be provided with appropriate learning experiences and instructional supports. As students develop English language proficiency, they will benefit from a variety of locally developed and Department-developed or -approved courses, including both EAL and non-EAL designated courses. Successful planning is based on an accurate initial assessment of the students' language proficiency and prior learning, as well as the development of an EAL educational plan. This plan should specify the courses that students will be enrolled in, including EAL-designated, school-initiated, specialized EAL courses, and non-EAL-designated courses.

Senior Years EAL and LAL students may have the opportunity to benefit from specialized EAL/LAL courses developed specifically for the acquisition of English. These may be Department-developed and -approved or locally developed school-initiated courses that draw on the EAL/LAL curriculum.

EAL-Designated Courses

In addition, both EAL and LAL students may take EAL ("E")-designated courses. The EAL ("E") course designation is appropriately used for a Department-developed or -approved course for which the curriculum goals and outcomes (as outlined in the curriculum documents or frameworks for a course) have been significantly rewritten to include language and culture learning goals drawn from the EAL Curriculum framework for one or more students at a specific stage of EAL development. The EAL designation is not to be confused with the M course designation, which involves curricular modifications that take into account the learning requirements of students with significant cognitive disabilities. When the subject-area curriculum outcomes remain largely the same, but differentiations are made in instructional strategies, processes, reading level of texts, or time allowed, the course receives the regular F, S, or G designation.

EAL-designated courses provide students with the opportunity to continue the development of their general English language skills in a specific subject-area classroom or context. As well, they serve to assist the student in developing language skills directly related to that subject, and provide the student with the opportunity to develop foundational knowledge and skills for that subject/course. Therefore, the EAL-designated courses weave together EAL Curriculum goals and subject-area outcomes. Learners at earlier stages of EAL development who require a greater degree of differentiation and instruction should focus primarily on general English language development rather than on the subject/course knowledge, values, and skills. As students move towards the higher stages of EAL development, instruction will increasingly focus on academic EAL language skills **as well as** developing the

subject-area knowledge, values, and skills that are directly related to the subject/course and that are appropriate for their age-grade level.

The EAL course designation is not intended to restrict access; it is intended to provide EAL students with appropriate programming and the benefits of a variety of Senior Years learning experiences, as well as to facilitate their successful transition into non-EAL classrooms. The designation does not set limitations on teacher-student contact time nor on the percentage of time students spend in the classroom versus pull-out time. These factors are determined by the learning requirements of the EAL student and the class as a whole in relation to the resources available in each school or school division. **The “EAL” designation is not to be applied globally to a full year of study.** The EAL designation is not to be used as an afterthought when a student has been unsuccessful in meeting the curricular outcomes. Use requires planning.

Planning for EAL Learning Goals and Subject-Area Outcomes

Planning for an EAL-designated course occurs before a student or group of students at a similar stage of EAL development begin the course. Drawing on the learning goals and descriptors of growth for the student’s current and next stage on the EAL Acquisition Continuum, teachers need to consider the content of the course and how language development and subject-area knowledge and skills will be assessed. The sample EAL-Designated Course Planning Templates that are provided in the Appendix will facilitate the selection and differentiation of subject-area/course and EAL goals, tasks, and learning resources that are appropriate for the EAL stage of the learner(s). Specialized strategies for enhancing language and subject-area integration should also be noted. Lastly, an assessment plan that specifies EAL and content-area learning criteria and weighting needs to be developed.

The focus of an “E”-designated course is on developing general English language skills and subject-area/course knowledge, values, and skills appropriate for a particular stage of EAL development. Teachers need to decide which aspects of the course will be covered, which will need to be rewritten, and which will be deleted, considering the subject-area outcomes from the standpoint of essential learnings, or what students **must** know, **should** know, and **could** know. It is important to consider not only which topics or content to cover, but also to what depth and complexity.

For example, students at beginning levels of EAL development will require resources and teaching approaches that provide a great deal of context and involve “hands-on” activities, as well as subject-area concepts and vocabulary that are more concrete and involve less complexity. As a result, the focus should be on developing foundational vocabulary and text patterns related to the course, and exploring essential or core concepts, language, and skills. Students at later stages of their language development will have the language skills to interact with more complex texts and relate to concepts that are more abstract.

Note: Stage 1 and many Stage 2 Senior Years EAL learners usually will not have the language skills to engage successfully in general subject-area classes, except those that have a strong “hands-on” component (e.g., physical education, art, music, foods). Even these classes will require language support and preparation for safe and successful participation. LAL students will need opportunities to build foundational academic concepts before they can engage in general Senior Years courses and will need ongoing literacy support (See Sections 5 and 6).

Weighting of EAL and Subject-Area Learning for Evaluation Purposes

As an “E” designated course combines both EAL curriculum goals and subject-area outcomes, the evaluation of student learning should reflect the balance of the two aspects of learning found in the course. At the earlier stages of EAL/LAL learning, emphasis will be placed on general English language development and foundational subject-area language, especially vocabulary. As students develop greater EAL skills and move towards age-/grade-appropriate language skills, greater focus will be placed on academic language and subject-area outcomes. The table below provides a **suggested** weighting of EAL goals and subject-area outcomes for each EAL stage. The subject-area portion is based on the adapted subject-area outcomes, knowledge, and skills.

Senior Years EAL Stage 1	EAL 70%	Subject Area 30%
Senior Years EAL Stage 2	EAL 60%	Subject Area 40%
Senior Years EAL Stage 3	EAL 40%	Subject Area 60%
Senior Years EAL Stage 4	EAL 20%	Subject Area 80%

Note: As this weighting indicates, a Stage 3 or 4 learner could be achieving the majority of the subject-area outcomes in addition to a continued emphasis on EAL learning; **therefore, this student may actually receive the regular F, S, or G designation for the course.** A student who begins a course with an EAL designation may make rapid progress in language learning and meet the majority of the subject-area outcomes by the end of the course. **In this case, the course designation would change to the regular one.**

The following chart summarizes the factors involved in planning for a Senior Years EAL-designated course, but the same process can be used for any grade and content area; when the emphasis shifts to a majority of content-area outcomes, with ongoing considerations for language learning, the regular designation is appropriate.

A. First, consider:

The Student's EAL Stage Characteristics

(See Section 1.)



The EAL Stage Learning Goals

(See Section 4.)



Regular Content-Area Outcomes

B. Then, rewrite accordingly:

Chosen subject-area outcomes

Differentiated topics or content

Differentiated tasks, products, skills

Learning resources required

Differentiated instructional strategies/support

Assessment plan (balance of language and content)

At earlier stages, the emphasis leans towards language outcomes; by later EAL stages, the emphasis shifts to content-area outcomes.

EAL learning goals
