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English as an Additional Language (EAL) Intake Process
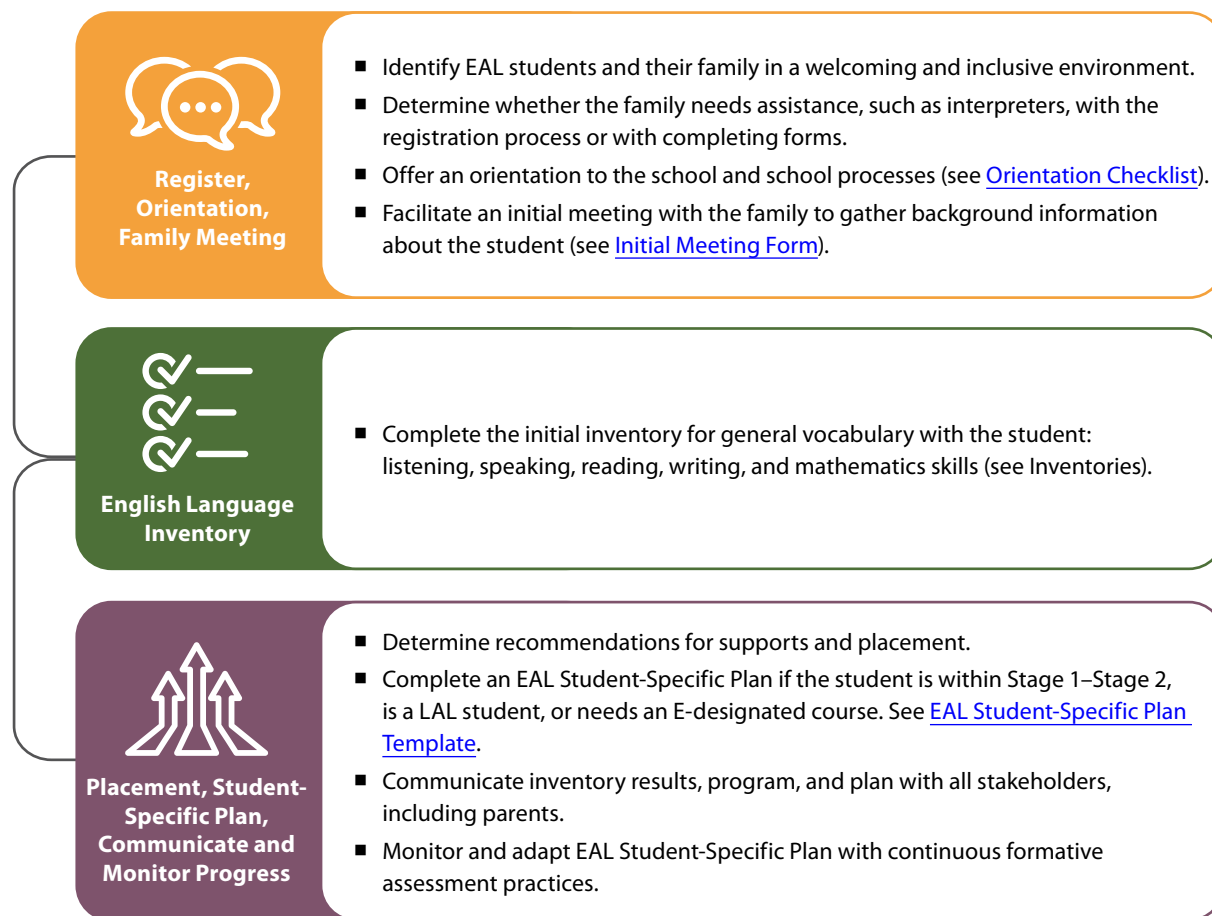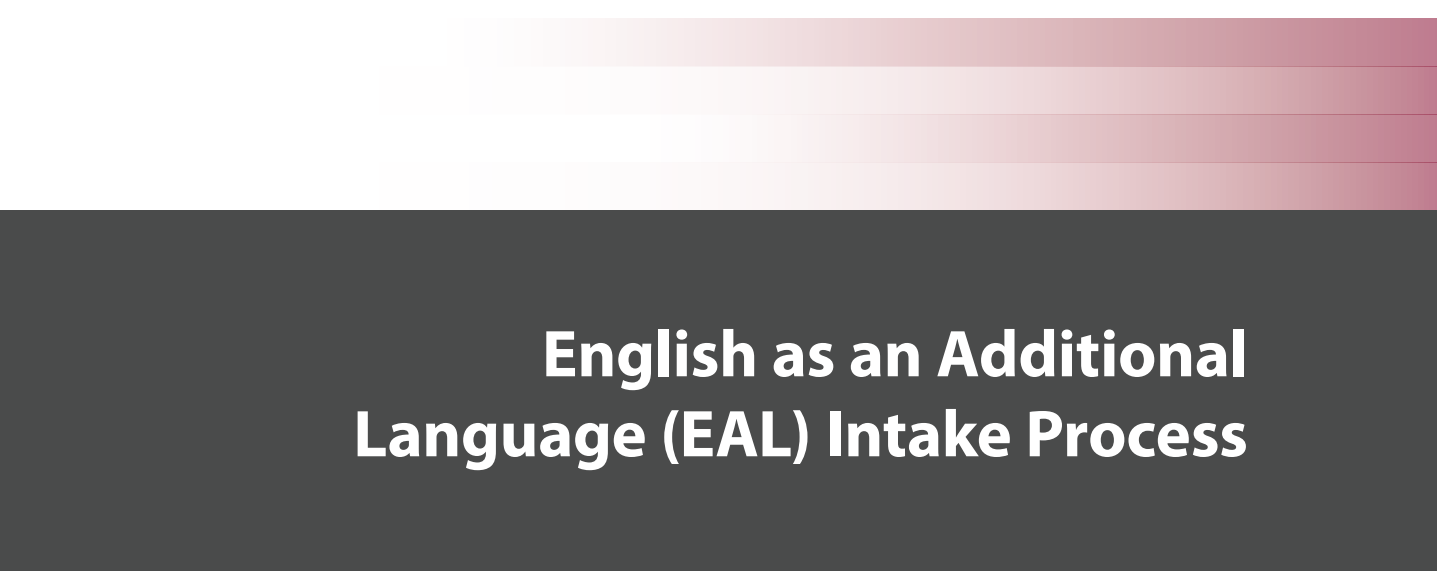
SENIOR YEARS

Version 1.0

Manitoba

EAL Intake Process Summary

This flow chart indicates guidelines for the EAL Intake Process

Register, Orientation, Family Meeting

- Identify EAL students and their family in a welcoming and inclusive environment.
- Determine whether the family needs assistance, such as interpreters, with the registration process or with completing forms.
- Offer an orientation to the school and school processes (see Orientation Checklist).
- Facilitate an initial meeting with the family to gather background information about the student (see Initial Meeting Form).

English Language Inventory

- Complete the initial inventory for general vocabulary with the student: listening, speaking, reading, writing, and mathematics skills (see Inventories).

Placement, Student-Specific Plan, Communicate and Monitor Progress

- Determine recommendations for supports and placement.
- Complete an EAL Student-Specific Plan if the student is within Stage 1–Stage 2, is a LAL student, or needs an E-designated course. See EAL Student-Specific Plan Template.
- Communicate inventory results, program, and plan with all stakeholders, including parents.
- Monitor and adapt EAL Student-Specific Plan with continuous formative assessment practices.

English as an Additional Language (EAL) Intake Process

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Contents

Acknowledgements

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Introduction: The EAL Intake Process

This resource is intended to support Manitoba teachers with the reception and initial English language and mathematics skills inventory of individual students who will be learning English as an additional language (EAL) in their schools. It provides an overview of the EAL intake process, including factors to be considered before, during, and after the intake process.

The document provides detailed instructions for the teacher-led EAL intake process, which consists of the following components:

- an initial orientation of and meeting with the student and the student's family

- various inventories used for an initial assessment of a student's English language skills (vocabulary, listening, speaking, reading, and writing) and an initial assessment of the student's mathematics skills

- planning of student-specific EAL programming based on the completed inventories

The Appendices consist of templates of recording sheets/forms that teachers use to record the results of each of the various inventories. The teacher uses these recording sheets to track a student's profile, background information, and initial English language and mathematics skills. When the initial EAL intake process is completed, these recording sheets are shared with the student's teachers, used for the student's EAL programming, and placed in the student's cumulative file. The school will need to print one copy of the first section of this EAL Intake Process (pages 1–38), preferably in colour. Print one copy of the Appendices section for each EAL student registering.

The Manitoba Education resources cited in the Bibliography are available online to support the EAL intake process.

Purpose of the EAL Intake Process

During the EAL intake process, teachers obtain information about

- the student and the student's family

- the student's educational background and indicators of the student's strengths and needs

- indicators of the student's English language and mathematics skills to inform appropriate EAL programming

The main goals of the EAL intake process are to establish an initial positive relationship with the student and the family and to get a snapshot of the student's current strengths and challenges related to English language and mathematics learning.

The EAL intake process is not to be considered diagnostic or definitive. It is intended to provide a preliminary indication of a student's strengths and needs. Further assessments are more appropriately carried out in the context of the classroom, where ongoing observations and collections of student work samples, such as portfolios and running records, will provide additional information as the student becomes more comfortable in the new educational setting.

The EAL intake process consists of three interrelated parts:

- **Registration, reception and orientation, and initial meeting:** The school helps students register, provides an orientation to the school, and conducts an initial meeting with the student and the student's family.

- **English language and mathematics skills inventories:** The English language skills inventories consist of an initial assessment of the student's vocabulary development, and listening, speaking, reading, and writing skills. The mathematics skills inventory consists of gathering information about the student's current mathematics skills.

- **Planning for EAL programming:** This part includes sharing the information from the EAL intake process with teachers, developing an EAL student-specific plan, and making appropriate programming suggestions.

EAL Students

All schools should establish a process to identify and provide an intake process for EAL students and their families when they first come to register. The frontline staff members that receive these families need to be familiar with students and families who are classified as EAL learners in Manitoba. They need to be trained to identify EAL students and their families and offer a welcome and inclusive reception to them. Once it is determined that the student registering is an EAL learner, staff members will start the EAL Intake Process for the student.

EAL students may include the following:

- Indigenous students who speak one or more Indigenous languages and have limited English language proficiency
- Indigenous students who speak a dialect of English strongly influenced by Indigenous languages
- students born in Canada whose home language is other than English and who have limited English proficiency
- newcomers to Canada who have age-appropriate schooling and a background language other than English
- newcomers to Canada who have experienced periods of interrupted schooling and have a background language other than English
- students who are new to or born in Canada who speak a variety of English that varies considerably from that used in Canadian schools

- students who were born or educated in a Tyrolean/German-speaking Hutterite colony
- students who are Deaf or hard of hearing and whose first language is a signed language

For more details, refer to Manitoba's EAL Curriculum Frameworks.

EAL Interpreter Services

If a student and/or a parent/guardian/family member of the student cannot communicate fully in the English language, an interpreter may be necessary for the EAL intake process. An interpreter allows the family to be involved in the student's education and to be part of informed decision making. School divisions should set up processes to access an interpreter when one is required during any point in the EAL intake process. Teachers should first inquire about available interpreter services in their school and school division. Interpreters are available through Language Access Interpreter Services (LAIS) on a fee-for-service basis. Information is available online at www.wrha.mb.ca/professionals/language/index.php.

The Manitoba Interfaith Immigration Council Inc. works primarily with immigrants of refugee origins. Volunteers or staff may be able to assist with interpretation for some languages. Information is available online at www.miic.ca.

Considerations Prior to Intake

Before initiating the EAL intake process, consider the following:

Adjustment period:

Some EAL learners may go through an adjustment period when they may not fully participate in the EAL intake process or in day-to-day school activities. Some students may underperform due to anxiety, stress, or unfamiliarity with the new and different situations in which they find themselves. It is best to conduct this initial process in a quiet, comfortable environment where the assessor can interact one-on-one with the student and be supportive and encouraging.

Determining proficiency:

As the students respond to various inventories, it is important to keep in mind that they may not answer every question correctly to be considered proficient. The assessor may determine whether the student meets the general criteria for a specific stage and skill.

Diversity of responses:

Due to personal experiences, and cultural and language diversity, students may respond differently to some of the vocabulary inventory items. For example, they may refer to a backpack as a bag, a T-shirt as a shirt, shorts

as pants, runners as shoes, or a dress as a frock. They may identify verbs differently such as "throwing" as playing or "cycling" as riding. They may not identify the name of Canadian coins but know their value, such as one dollar instead of "a loonie". In prepositions, some of the pictures may have other responses such as "next to" may be also be referred as beside or outside. In such cases, the student is demonstrating some understanding of the object and its associated vocabulary therefore their responses are correct. A teacher needs to use their knowledge of cultural diversity and professional judgement when determining if a student's response is inaccurate.

BICS and CALP:

- **Basic interpersonal communicative skills (BICS)** refer to the language required for day-to-day living, including conversations with friends, and informal interactions in and outside the classroom. BICS are context-embedded, where the interactions are often face-to-face, and gestures and concrete objects are used as references. The language required for these interactions is cognitively undemanding and involves simple language structures. A student may take up to two years to develop social language proficiency.

- **Cognitive academic language proficiency (CALP)** refers to the language required to understand and communicate the content in the classroom. CALP involves abstract language with fewer social interaction cues and more cognitively demanding language, and with more specialized vocabulary and complex text structures. It may take a student up to seven years to develop grade-level academic proficiency.

Home language:

Literacy in any language is an asset to learning English. It is easier to build another language on the foundation of the first language. EAL students with literacy in their home language may bring many skills, such as decoding and comprehension, collecting and organizing information, and writing about and representing their thinking. Many of these skills are transferable across languages and will enhance the learning of English. Part of the Writing Inventory section of the EAL intake process allows students to respond using their home language.

Professional judgment:

After the orientation and initial meeting with the student and the family, if it is clear that the student has a high level of oral English proficiency and has had continuous previous schooling, teachers may choose to omit the Vocabulary Inventory and begin with the Listening, Speaking, Reading, Writing, or Mathematics Inventories.

Timing of inventories: The timing of inventories varies.

- In the Early and Middle Years, the English language and mathematics skills inventories may be completed prior to the student starting school, or they can be administered up to two weeks after the student has started school.

- In the Senior Years, the English language and mathematics skills inventories should be completed prior to the creation of the student's timetable, as these inventories will inform decisions about appropriate placement and course selection.

  When choosing an appropriate courses for a Senior Years student, consider the student's prior schooling (including the number of out-of-province credits that will be granted), language level, future career goals, and age. Students may take courses at a lower grade level if it is the best educational choice for them.

  Teachers may find it useful to access the following documents for information on planning for Senior Years students and granting credits for courses they have completed in their home country, where appropriate:

  — *Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth* (Manitoba Education and Training)

  — *Evaluating Non-Manitoba Course Completions for Senior Years Credits: A Guide for School Administrators* (Manitoba Education and Training)

Literacy, academics, and language (LAL) students:

In the Middle and Senior Years, students who have had no prior schooling or who have had interrupted formal schooling will struggle with the academic part of the EAL intake process. If they struggle with identifying items in the Vocabulary Inventory, the teacher can stop this intake process and use Manitoba's Middle Years and Senior Years EAL/LAL Frameworks to plan for Phase 1 or Phase 2 LAL programming. Teachers can use their professional judgment to determine which sections of the EAL intake process to administer for the LAL student.

For more information on EAL and LAL students, refer to:

- *Middle Years: Manitoba Grades 5 to 8 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* (Manitoba Education)

- *Senior Years: Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* (Manitoba Education)

Cultural and religious accommodations:

It is important to consider that students may be attending school (or attending a school outside their home culture or faith) for the first time and may be worried about having to compromise their faith or cultural practices (e.g., food restrictions, prayer room, music restrictions, changing for physical education classes). Schools in Manitoba have the responsibility to provide reasonable accommodations, when requested.

For more information, refer to:

- *Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators* (Manitoba Education and Training)

Assessment tools developed and normed for native English speakers:

Many levelled assessments have been developed and normed for native English speakers and, therefore, may give false data when used with EAL learners. Fountas and Pinnell, who developed the *Benchmark Assessment System,* state:

> If you are using this assessment with a student who is an English language learner, you will need to be sure that the student speaks English well enough to understand the directions and introduction, enter into a conversation with you, process the print, and understand the text (*Fountas and Pinnell Benchmark Assessment System: Benchmark Guide 2*, 24).

It is, therefore, suggested that norm-referenced, levelled assessment tools would not be appropriate to use with EAL learners who are in Stage 1 and Stage 2 of the language acquisition continuum.

Recording Sheets/Forms

The Appendices at the end of this document provide templates of recording sheets/forms for each of the English language and mathematics skills inventories. The teacher uses these recording sheets to track a student's profile, background information, and initial English language and mathematics skills. It is recommended that the Appendices section be printed for each student so it can then be shared with appropriate staff and placed in the student's cumulative file.

The information from these inventories is then used to prepare an EAL student-specific plan. Instructions on developing a learning plan and an example of a completed plan are included in this document. A suggested EAL Student-Specific Plan Template is provided in the Appendices.

EAL Programming after Intake

When reviewing the data from the EAL intake process, consider the following:

- **Placement:** Usually, EAL learners are placed in age-appropriate grade levels, and additional supports are provided in regular classrooms for the whole or part of the day. In the Senior Years, EAL learners should enrol in courses that reflect their previous academic progress in specific subject areas and English language proficiency. For example, an EAL learner may be in a Grade 10 Pre-Calculus Mathematics course but an E-designated course in science. Additionally, Senior Years students might be enrolled in classes that are a grade or two lower than their same-aged peers if that would lead to enhanced language learning and better graduation outcomes.

- **EAL student-specific plan (EAL SSP):** EAL learners identified as Stage 1 or Stage 2 on the EAL acquisition continuum, high school students registering in an E-designated course, or students in LAL programming should have a student-specific plan to guide teaching and learning. As a student's language acquisition increases, the learning plan needs to be updated.

  For information about the stages of the EAL acquisition continuum, refer to:

  - [EAL Curriculum Frameworks](#) (Manitoba Education)

  For information about student-specific planning, refer to:

  - *[Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)](#)* (Manitoba Education)

Please note that the EAL intake process is used to complete an initial assessment of all the skill areas. However, this tool would be inappropriate to use for continued and ongoing assessment. Ongoing language proficiency assessment should be conducted throughout the year to assess a student's English language progress. Teachers can use the [EAL Student-Specific Plan Template](#) provided in the Appendices or other forms of assessment to determine a student's progress in language attainment.

Newcomer Field Codes

The **Newcomer** field code is used to identify educational backgrounds of newcomer pupils coming to Canada, including pupils

- who are registering for the **first time** in a Manitoba school

- whose primary or home language is other than English

- who arrived in Canada from another country on or after December 1 of the *previous school year* and on or before November 30 of the *current school year*

Do not update the Newcomer field code for a pupil if the pupil has transferred from another Manitoba school.

Pupils who are newcomers are reported in the **Newcomer** field using the following codes:

- **Code 10—for near or above age-appropriate grade-level equivalent for a Manitoba pupil:** For pupils who, **on arrival**, are assessed as having previous education that is near or above the grade level normally expected of their age peers.

- **Code 20—for 1 to 2 years below age-appropriate grade-level equivalent for a Manitoba pupil:** For pupils who, **on arrival**, are assessed as having previous education that is 1 to 2 years below the grade level normally expected of their age peers.

- **Code 30—for 3 or more years below age-appropriate grade-level equivalent for a Manitoba pupil:** For pupils who, **on arrival**, are assessed as having previous education that is 3 or more years below the grade level normally expected of their age peers.

- **Code 40—for no formal schooling (pupil is over age 9 as of December 31):** For pupils who, **on arrival**, are assessed as having no formal schooling and are over 9 years of age as of December 31. Pupils less than 9 years of age with no formal schooling should be reported using code **20** or **30 as appropriate**.

- **Code 50—not assessed:** It is expected that the educational background and language learning needs of newcomer pupils will be assessed as soon as possible in order to plan appropriate programming. However, where a newcomer pupil has not been assessed at the reporting time, the pupil should be reported with code **50—not assessed**.*

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* Source: Manitoba Education and Training. *Public Schools Enrolment and Categorical Grant Reporting for the 2018/2019 School Year*. July 2018. Page 31. https://www.edu.gov.mb.ca/k12/finance/enrol_reporting/enrol_reporting_18-19.pdf.

Characteristics of Senior Years EAL Learners

The general characteristics of Senior Years EAL learners at each of the five stages of English language proficiency are identified below. The Early, Middle, and Senior Years EAL/LAL Frameworks present the development of language proficiency as a continuum of stages that represent the journey from beginning English to expected age/grade-level proficiency.

Characteristics of a Senior Years EAL Learner **Stage 1**	Characteristics of a Senior Years EAL Learner **Stage 2**	Characteristics of a Senior Years EAL Learner **Stage 3**	Characteristics of a Senior Years EAL Learner **Stage 4**	Characteristics of a Senior Years EAL Learner **Stage 5**
General Characteristics • Uses a limited number of words, simple phrases, and short sentences on topics of personal relevance; pronunciation may impede communication • Engages with texts such as short monologues or dialogues on familiar everyday topics • Demonstrates long pauses and is often silent • May translate or consult language peers frequently • Derives meaning from illustrations and graphics • Demonstrates limited sound-symbol correspondence in writing (phonics, spelling) • Writes brief answers/responses to questions about familiar topics, with extra prompts • Demonstrates basic familiarity with the simple present and simple past tenses • May not be familiar with school routines and expectations in Manitoba **Learner Tasks** • Produces simple instructions (two to seven words long) • Names concrete objects • Imitates formulaic expressions **Teaching Approaches** • Provide assistance to help the learner understand (e.g., modified speech, gestures, translation, demonstrations, audiovisual cues, tone of voice) • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks	**General Characteristics** • Can understand simple, concrete words, phrases, and sentences; communication is face-to-face or audiovisual mediated • Follows, with considerable effort, simple formal and informal conversations and other listening texts on topics of immediate personal relevance at a slow to average rate of speech; pronunciation may impede communication • Often requires or requests repetition and assistance (e.g., modified speech, explanations) • Uses first language to gain a greater understanding of new concepts • Functions best in relatively concrete situations • May be reluctant to speak • May make grammatical, lexical, or mechanical errors that diminish or obscure meaning **Learner Tasks** • Demonstrates understanding of and produces short texts on familiar, everyday topics • Copies material accurately • Uses repetitive language • Makes connections with background knowledge/experiences and new information to generate personal and content-area text, with support **Teaching Approaches** • Provide extensive support with content and academic language • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks	**General Characteristics** • Participates in routine and familiar social and academic contexts • Can handle simple structures with some complexity • Makes frequent errors in grammar • Demonstrates a common everyday vocabulary, with a limited number of idioms • Is making the transition to abstract/complex content structures • Is moving from single statements to a series of sentences **Learner Tasks** • Is beginning to use subject-area vocabulary • Is beginning to produce simple paragraphs about subject-area topics • Produces introductions and summaries • Is beginning to reproduce text for visual representation (e.g., illustrate characters, timeline, collage, graph) • Demonstrates a growing awareness of audience, content, purpose, form, and context **Teaching Approaches** • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks	**General Characteristics** • Interprets and produces a range of moderately complex and less demanding near grade-level and subject-area texts • Demonstrates increased use of content-specific and academic vocabulary, but rate of speech may be slow to average and content moderate to demanding • Demonstrates increased self-monitoring and editing of language **Learner Tasks** • Summarizes or comments on (responds to) written/oral/visual texts • Uses a variety of sentence structures, including compound and complex sentence structures and embedded-reporting structures • Uses an expanded inventory of concrete subject-area, general academic, and common idiomatic language • Produces abstract material/thoughts • Performs moderately to complex near grade-appropriate writing tasks • Conveys familiar information using familiar formats • Formulates introductions to a range of text structures • Is beginning to use multiple sources • Is beginning to include information from other texts and sources • Summarizes and paraphrases using more than one source • Selects format to combine written text with visual representation **Teaching Approaches** • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks	**General Characteristics** • Interprets and produces a range of complex and demanding grade-level and subject-area texts • May have difficulty with idiomatic or regionally accented speech • Follows formal and informal conversations at an average rate of speech • Occasionally makes pronunciation, grammar, and word-omission errors, but meaning is rarely impeded • Demonstrates good control over sentence structures, patterns, and coordination of spelling and mechanics **Learner Tasks** • Understands sufficient vocabulary, idioms, and colloquial expressions to follow detailed stories and texts that are of general popular interest or subject area-specific • Follows clear and coherent instructions, texts, and directions • Communicates effectively in practical, academic, and social environments in a range of demanding and complex routines and situations • Demonstrates understanding of and engages with concrete and abstract topics in grade-appropriate sustained texts • Participates in classroom discussions and activities with little support (one-on-one and group settings) • Performs with ease most grade/subject-appropriate, complex writing tasks • Uses idioms appropriate to audience • Uses multiple sources to summarize and paraphrase • Self-monitors and repairs errors **Teaching Approaches** • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks

*   Source: *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming,* p. 4.
    Available online at http://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html.

Characteristics of Middle and Senior Years LAL Learners

Characteristics of a Middle or Senior Years LAL Learner **Phase 1**	Characteristics of a Middle or Senior Years LAL Learner **Phase 2**	Exit Characteristics for a Student Who Has Developed **Basic Literacy**
General Characteristics	**General Characteristics**	**General Characteristics**
- Makes meaning of own world through interactions with others - May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond immediate surroundings - May have experienced significant disruptions in life and may or may not have developed strong coping strategies - Demonstrates a range of oral communication skills in first/dominant language (ranging from limited to well-developed) - Is often eager and motivated to be in school - Has had no literacy/numeracy instruction in a formal or an informal setting - May have some awareness of text but no experience decoding text (e.g., no sound-symbol correspondence, no concepts of words or sentences, sight words, directionality—top-to-bottom, front-to-back, left-to-right) - Has had no experience with writing implements (e.g., pencils, pens, crayons, chalkboards, paper) - Is unfamiliar with using books - Is unfamiliar with basic classroom, school, and social routines/culture/expectations (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent) - Is unfamiliar with technology (e.g., computer language learning software, tape recorder, CD player, PA system)	- Makes meaning of own world through interactions with others - May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond own immediate surroundings - May have experienced significant disruptions in life and may or may not have developed strong coping strategies - Demonstrates a range of oral communication skills in first/dominant language (ranging from limited to well-developed) - Has had some literacy/numeracy instruction in a formal or an informal setting in Canada or elsewhere - May struggle to communicate verbally - Demonstrates coping strategies and communicates needs (e.g., getting a person to translate, approaching appropriate people) - Has had some experience with reading and writing at an emergent level - May have some skills in a language with a non-Roman alphabet - Is familiar with a limited range of books - May be able to decode simple text in first or additional language (e.g., sound-symbol correspondence, concepts of words and sentences, sight words, directionally—top-to-bottom, front-to-back, left-to-right) - With assistance, participates in some routine school tasks - Is familiar with some basic classroom, school, and social routines/culture/expectations in own culture of origin and/or a Canadian school setting (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent) - May be familiar with some basic classroom technology (e.g., computer for email, tape recorder, CD player, PA system)	- Is developing the skills to read and respond to simple authentic and teacher-adapted texts of several paragraphs in several genres (e.g., narrative, letters, instructions, newspaper articles, diagrams, informational text) - Has developed basic strategies to function in classroom learning and to engage with basic texts (e.g., predicting, accessing prior knowledge, decoding, responding, fluency, using illustrations and other strategies to make meaning) - Has developed basic numeracy skills: number concepts, operations, and mathematics vocabulary - Will require ongoing support and time to continue EAL, literacy, and academic development - Benefits from EAL/content-based instruction - Has acquired foundational knowledge and skills that are prerequisite to beginning to learn in Middle and Senior Years core subject areas - May require additional time and support to complete learner tasks, as compared to students with age-appropriate literacy skills - Is familiar with school routines and culture; can find help when needed - With guidance, functions in simple structured group work - Interacts appropriately with students from other language and cultural backgrounds
Learner Tasks	**Learner Tasks**	**Learner Tasks**
Listens, repeats, moves, points, copies, nods yes/no	LAL Phase 1, plus selects, states, labels, names, lists, sorts, role-plays	LAL Phase 2, plus defines, compares/contrasts, summarizes, restates, creates, finds information in simple texts, uses a model for writing simple text
Teaching Approaches	**Teachers Approaches**	**Teaching Approaches**
- Extensive teacher direction is required for the learner to perform basic tasks and to function within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for physical activity, crossing the street) - Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chanting, and teacher read-alouds	- Teacher direction is still required, but learners are likely to be more independent in performing basic tasks and functioning within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for physical activity, crossing the street) - LAL Phase 1, plus Think-Pair-Share, role-playing (verbal), group discussion, retelling, process writing, graphic organizers, and teacher and group reading	- Support increasing independence in reading and academic tasks through models and scaffolds of both task and language to carry out the task - Emphasis on strategy instruction, analyzing simple informational text accompanied by charts, graphs, and pictures; predicting outcomes; forming and expressing opinions

Orientation Checklist Instructions

The school should have procedures and processes in place for recognizing and welcoming EAL students and their family when they first arrive to register. Front office staff should be trained to identify EAL students and their family and offer a welcoming and inclusive reception to them. Once a student and their family is identified as a possible EAL learner, the process to welcome and help families register, conduct an initial orientation, and arrange for a family meeting is initiated.

The Orientation Checklist contains specific information about the tasks to complete when a new student arrives at school. The tasks include

- identifying EAL learners when they first register
- verifying student documents and residency
- meeting with the student and the student's family
- collecting necessary school forms
- providing school information to parent(s)/guardian(s)/family member(s)
- assisting the student on the first day of school
- administering the English language and mathematics skills inventories
- conducting a school tour
- completing administrative tasks

The tasks in the Orientation Checklist do not need to be completed in the order they are listed, and various staff members may complete different tasks, as appropriate.

Examples:

- The school tour may happen on the same day that school information is provided to the student's family, or the school tour may happen on the student's first day of school.

- The school tour may be conducted by a support teacher, a school administrator, or the classroom teacher.

During conversations with the student and the family about the items in the Orientation Checklist, note the student's listening and speaking abilities. This information will be helpful when conducting the Listening and Speaking Inventory.

The Orientation Checklist is located in the Appendices.

Initial Meeting Instructions

The goals of the initial meeting with the new student and family and the process to be followed during the initial meeting are outlined below. Use the Initial Meeting Form provided in the Appendices to record the applicable information.

Goals

- To make the parent(s)/guardian(s)/family member(s) and the student feel welcome and valued

- To help the student feel secure and understand that school is a safe and caring environment

- To provide essential orientation information to the family with regard to the school environment, processes, and general expectations, including contact information for questions and concerns that will arise as the family settles in the school and wider community

- To gather background information on the student's former schooling and language learning, as well as any pertinent personal or medical information

Process

- Determine whether an interpreter is required and, if necessary, arrange for one to be present at the initial meeting.

- Conduct the initial meeting in a quiet, comfortable environment.

- During the meeting, the school representative will ask questions and transcribe the family's answers onto the Initial Meeting Form.

- At several points during the meeting, ask the family whether they have any questions.

- Direct some of the questions in the initial meeting to the student, in order to begin to develop an idea of the student's listening and speaking skills in English and to determine the student's readiness to complete the English language skills inventories.

The Initial Meeting Form is located in the Appendices.

Vocabulary Inventory Instructions

Productive and Receptive Language Skills

The Vocabulary Inventory that follows begins with questions for the student. The questions are presented as visual prompts, and are grouped by topics: colours, classroom objects, clothing, foods, body parts, verbs, prepositions, signs and currency, basic shapes, numbers, and alphabet.

Ask these questions of the student even if some questions may have been answered by the parent(s)/guardian(s) in the family interview. In addition to helping to gather information about the student, these questions generate early indications of the student's language ability.

Pay attention to productive and receptive parts of the student's responses:

P = Productive: The student is able to articulate by speaking or writing to a prompt or a cue. For example, when pointing to a diagram, the teacher asks, "What is this shape"? The student will respond, "It is a triangle."

R = Receptive: Receptive language is the student's ability to respond to a prompt or a cue by pointing at the letter/word/picture or sequencing pictures to express understanding. For example, when the student cannot say or write in a productive way, as mentioned above, the teacher can prompt, "Show me the triangle," and the student points to the triangle.

Use the Vocabulary Inventory recording sheet provided in the Appendices to specify whether the student's answers reflect productive or receptive language skills.

Process

The questions in the Vocabulary Inventory are numbered across a page. Going in numerical order, point to each item and ask, "What is this?"

- If the student can identify a visual prompt productively and tells the teacher their answer, there is no need to assess receptively.

- If the student's answer is accented but comprehensible and correct, check **P** (productive) on the Vocabulary Inventory recording sheet. If the answer is too accented to be understood by most people, do not check P.

- If the student cannot identify the prompts productively, assess for receptive vocabulary. For example, say, "Point to the letter S." Or "Which colour is blue?" Or "Show me the pencil." If the student's answer is correct, check **R** (receptive).

- Students may choose other responses that may be appropriate for the visual prompt and should be indicated as accurate. For example, *frock* instead of *dress*, *shoes* instead of *runners*, *riding* instead of *cycling*, *playing* instead of *throwing*.

A student does not have to identify all items in any one area of the Vocabulary Inventory to indicate they have appropriate vocabulary. Teachers use their professional judgment to determine whether the student has sufficient vocabulary development in any one area.

The Vocabulary Inventory recording sheet is located in the Appendices.

Colours

1.

2.

3.

4.
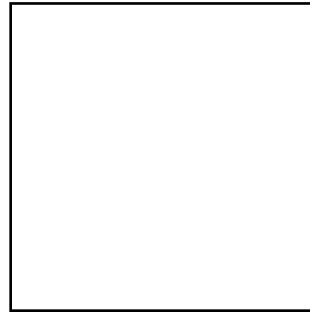
5.

6.

7.
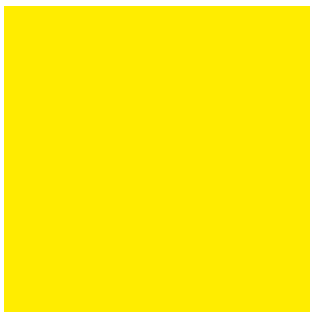
8.

Classroom Objects

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Clothing

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

Foods

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Body Parts

Verbs

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Prepositions*

Describe where the ball is in relation to the box.

1.	2.	3.

4.	5.	6.

7.	8.	9.

* Source: Used with permission from the Pembina Trails School Division.

Signs and Currency

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Basic Shapes

1.

2.

3.

4.

5.

6.

7.

8.
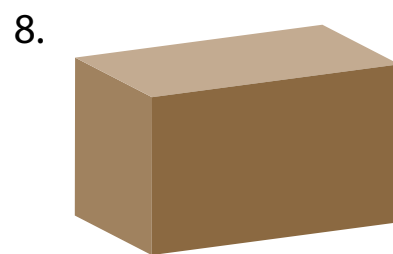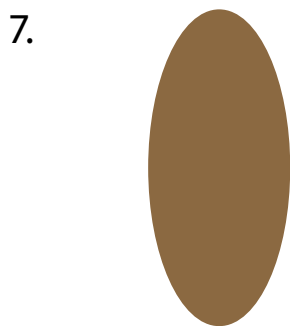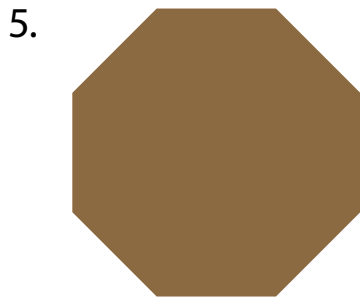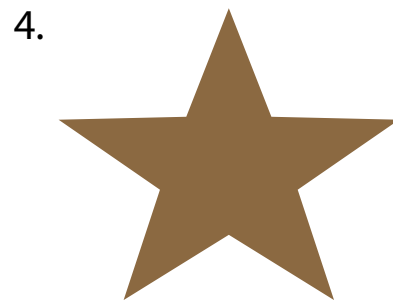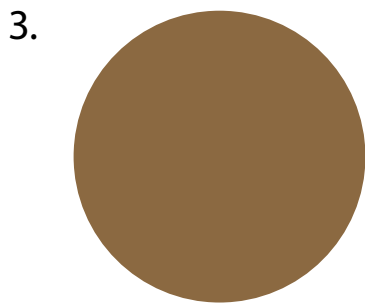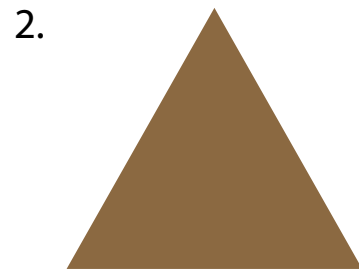
Numbers

8   3   50   20

15   1   0   25

4   10   6   90

13   18   9   7

34   5   2   100

Alphabet

a   r   c   k   x

n   p   t   f   z

o   b   u   d   y

h   s   g   l   q

j   e   m   i   v

w   a   g   q

Listening and Speaking Inventory Instructions

Dialogue with the student in the orientation, initial meeting, and Vocabulary Inventory provides teachers with opportunities to gain some insights about the student's listening and speaking skills in English. To obtain more details, teachers will use the Listening and Speaking Inventory, which involves an extended dialogue with the student using several of the question prompts provided on the following pages.

Determine the student's listening and speaking skills based on the student's responses to the questions.

Scribe the student's responses using the Listening and Speaking Inventory recording sheets located in the Appendices.

Have students complete both narrative and academic conversations.

- **Narrative Story:** Students narrate a story based on the soccer pictures located after the Sample Question Prompts. Teachers may substitute other interrelated visual prompts. Have a conversation with the student by probing for more specificity.

- **Academic Conversation:** Students select one picture from the pictures located after the Sample Question Prompts, and talk about the environmental issue shown in the selected picture. Probe for specificity by asking appropriate questions.

Sample Question Prompts

The following sample interview questions are grouped by general topics. The basic questions require minimal response, and subsequent topics are structured to prompt increasingly complex responses. Teachers will use their professional judgment to determine how many and which questions to ask of individual students. Teachers may find it necessary to reword or paraphrase questions to promote understanding. Give students sufficient wait time to process the questions and to develop a response. Students need to feel confident that their responses will be listened to respectfully and that mistakes will be seen as learning experiences.

Basic

- What is your name? How old are you? When is your birthday?
- How many sisters or brothers do you have?
- What country (or community) do you come from? In what country (or community) were you born?
- Did you go to school in your country (or community)? How many years did you go to school?
- What grade were you in?
- What are your favourite subjects in school? Why? What subjects do you not like? Why? What do you want to do when you finish school?
- Have you ever used a computer? What can you do on a computer?
- How do you think school in Canada will be different from school in your home country?

Personal

- Who came to Canada (or this community) with you? Who is in your family?
- With whom do you live?
- Tell me about your family members.
- What games or sports do you like to play?
- Tell me about things you like to do.
- Tell me about one of your friends. Why do you like this person? What qualities will you look for in a new friend?
- What is your favourite holiday (or festival)? Why is this an important holiday? How do you celebrate this holiday?
- What should your teacher know about you?
- Tell me about someone you admire. Why do you admire that person?

Arrival in Canada

- Tell me about your country (or where you previously lived). Tell me about your previous school.
- Tell me about your trip to Canada (or this community).

- Tell me about your first day in Canada (or this community). What are/were your first impressions of Canada (or this community)?
- How do/did you feel about coming to Canada (or this community)? Why?
- Compare where you are living now with where you lived before you came to Canada (or this community).
- Before you came to Canada (or this community), you probably had an idea about what it would be like. How does this idea compare with your experiences?
- What three things does someone coming to Canada need to know?

Literacy

- What language(s) do you speak at home? With whom do you speak the language(s)?
- What language(s) did you speak at school?
- Did you study English? How often did you study English? What was hard about learning English?
- How do you think learning English in Canada will be different?
- Tell me about a story you like. Why did you like this story?
- How well can you read and write in your language(s)? Which do you like better—reading or writing? Why?
- How do you think knowing English will help you in your life?
- What do you have to do to be successful in school?

Picture Storytelling

- A picture can be an important tool for an initial intake process. Responses to pictures can supplement the assessor's knowledge of the student's oral language by building on information gathered during the initial meeting and the Vocabulary Inventory. Visual materials should reflect a global or multicultural perspective, be age-appropriate, and be relevant to the students' background experiences.
- Assessors may want to have a variety of age/grade-appropriate pictures available from which a student can choose. Have the student talk about the picture. Pictures should enable students to go beyond simply identifying items in the picture if they are able to do so.
- During the response, the student has a conversation with the assessor about the chosen picture.
- The assessor scribes the student responses for later use. For example, the teacher may want to use the student responses as part of the Reading Inventory.

Narrative Story Picture Prompts

Have students narrate a story that might depict the events in these interrelated pictures. Scribe the student narration using the [Listening and Speaking Inventory](#) recording sheets located in the Appendices.

Academic Conversation Picture Prompts

Ask the student to select one picture and talk about what it represents. Have a conversation with the student by prompting for more details about the pictures selected. Scribe the student narration using the [Listening and Speaking Inventory](#) recording sheets located in the Appendices.

Reading Inventory Instructions

The Reading Inventory enables the teacher to determine a student's reading skills and the types of supports the student will need in word recognition and meaning, reading fluency, reading comprehension, and the use of reading strategies. The teacher will select an appropriate text for the student to read, based on the text-selection process, considerations, and criteria identified below.

Teachers need to be aware of the reading skills indicators for each stage to ensure the text selected for the student reflects those indicators. Refer to the Reading Inventory located in the Appendices for a list of reading skills indicators for each stage.

Process

- Select a variety of texts that reflect a range of possible English language proficiency and interests.

- Have the student choose a text from an available selection of texts.

- Introduce and preview the text with the student to activate prior knowledge.

- Have the student begin to read the text. If the student is unable to read the text independently, ask the student to choose a different text at an easier language level.

- Once an accessible text has been chosen and previewed with the student, have the student read the text silently and/or aloud.

- Observe and record the student's reading behaviours (e.g., using word-attack strategies, self-correcting, rereading, one-to-one matching, directionality).

- Ask questions about the text. The level of questioning and the depth of the conversation should determine the stage of reading.

- As students respond orally, the teacher should scribe the student's responses. This may provide valuable information for the teacher and the classroom teacher. Students should be encouraged to refer to the text when responding to questions and during conversations.

Considerations

- Some students may respond to reading more effectively in writing than orally.
- If students respond in written form, assess the content of reading comprehension and not the conventions and structures of writing.
- Restructuring or rephrasing questions and/or providing prompts may be necessary to support some students in responding to the text.

Text Selection

When selecting text for a student, keep the following in mind:

- Choose culturally appropriate and culturally sensitive content.
- Consider the student's background knowledge and experiences.
- Choose text that is age/grade-appropriate and that enables the student to make connections with the text.

Text-Selection Criteria for Senior Years

Stage 1

- Simple, easy-to-follow layout
- One to three sentences per page, or short paragraphs with simple sentence structure
- Common everyday or familiar topics
- High-frequency words and phrases
- Clear visuals that help the reader understand text
- Predictable content
- Common text features (e.g., title, table of contents, captions, headings, page numbers)

Stage 2

- Layout determined by text form (fiction or non-fiction)
- Common text features (e.g., graphs, charts, maps)
- Familiar and basic content-area topics
- A variety of sentence lengths and structures
- Some basic academic and content-area vocabulary
- Visuals that represent key idea or concept

Stage 3

- Some visuals that support understanding of text
- New, familiar, or content-area topics
- A variety of sentence lengths and structures
- Increasing academic vocabulary and descriptive language
- Common text features (e.g., indexes, sidebars, footnotes)

Stage 4

- Near grade-appropriate text features
- Near grade-level amount of content and academic vocabulary
- Low-frequency words and academic vocabulary
- Visuals that support understanding of near grade-level texts

Stage 5

- Grade-appropriate text features
- Grade-level amount of content and academic vocabulary

Writing Inventory Instructions

The Writing Inventory will enable students to demonstrate organization of ideas, information, knowledge, and English language proficiency.

The Writing Inventory consists of three parts:

- **Response to Pictures:** Have students write about the four soccer photos provided. Teachers may substitute other interrelated visual prompts.

- **Writing Sample on an Environmental Issue in English:** Have students choose the same environmental issue they selected in the Listening and Speaking Inventory and write about that picture in English. Teacher may provide prompts to what they see in the picture they chose.

- **Writing in the Student's Home Language:** Have students write in their home language. They can use the same prompts they were given in the academic writing section or write about any topic of their choice.

  Observe the student during the writing to determine the following:

  - What is the student's thought process before, during, and after writing?
  - How fluent is the student's writing?
  - Does the student's writing reflect the following?
    - consistency in conventions of print
    - vocabulary use
    - sentence structure
    - interrelated ideas
    - language conventions

Use the Writing Inventory recording sheets located in the Appendices to determine the student's writing skills stage.

Mathematics Inventory Instructions

Teachers can use the Mathematics Inventory provided in the Appendices to gain a preliminary understanding of a student's mathematics skills. The inventory, divided by grades, consists of questions that address a small portion of the learning outcomes from the Manitoba mathematics curriculum:

- Grade 1 learning outcomes: questions 1–1 to 1–12
- Grade 2 learning outcomes: questions 2–1 to 2–12
- Grade 3 learning outcomes: questions 3–1 to 3–12
- Grade 4 learning outcomes: questions 4–1 to 4–12
- Grade 5 learning outcomes: questions 5–1 to 5–12
- Grade 6 learning outcomes: questions 6–1 to 6–12
- Grade 7 learning outcomes: questions 7–1 to 7–12
- Grade 8 learning outcomes: questions 8–1 to 8–9
- Grade 9 learning outcomes: questions 9–1 to 9–18

Mathematical concepts are introduced and taught at different grade levels in different countries. For example, in some countries, students study exponents prior to fractions. Therefore, it can be beneficial for the student to complete the whole Mathematics Inventory starting with Grade 1.

The questions, answer key, and recording sheets for the Mathematics Inventory are located in the Appendices.

The results of the Mathematics Inventory are shared with the classroom teacher, who can use the information to plan lessons that build conceptual understanding based on the student's abilities. Keep in mind that the initial inventory is only a snapshot of a student's numeracy skills. It does not replace the need to conduct further assessments to gain a more accurate picture of the student's numeracy skills, strengths, and needs.

The following resources identify the mathematics learning outcomes for Kindergarten to Grade 9:

- *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes (2013)* (Manitoba Education)
- *Glance Across the Grades: Kindergarten to Grade 9 Mathematics* (Manitoba Education and Advanced Learning)
- *Literacy, Academics, and Language (LAL) Foundational Numeracy Course* (Manitoba Education and Training)
- Mathematics Curriculum Supports (Manitoba Education)

EAL Student-Specific Planning Instructions

For most students, appropriate educational programming consists of the expected learning outcomes in the provincial curriculum. Some students, however, require student-specific outcomes that are different from the expected grade-level learning outcomes. In this case, a student-specific planning process should occur.

The student-specific planning process guides teaching and supports students' learning in the classroom. It involves developing a student-specific plan for a student, implementing it, revising it, and monitoring it.

EAL learners in the early stages of English language acquisition (Stages 1, 2, and 3, E-designated courses, and LAL students) should have a student-specific plan to guide teaching and learning. This learning plan will indicate language learning goals as well as subject-area goals, and will need to be updated as a student's language acquisition increases.

For more information about the student-specific planning process, refer to:

- EAL Curriculum Frameworks (Manitoba Education)
- *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)* (Manitoba Education)

A Sample EAL Student-Specific Plan is provided on the following pages. For an EAL Student-Specific Plan Template, refer to the Appendices.

Sample EAL Student-Specific Plan (SSP)

Student and School

Student's Name: <u>Mongkut   Chati (Chat)</u>   Date Completed: _____
                (Surname)   (Given)   (Middle)   (Day/Month/Year)

Date of Birth: _____ Age: <u>16</u> Student No.: <u>XC000000A</u>
              (Day/Month/Year)

School: <u>City Central School</u> Grade: <u>10</u> Room: <u>12</u>

Number of Years in Canada: <u>2</u> Overall EAL Stage (from EAL intake process): <u>2</u>

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: <u>Thai</u> Is there a URIS plan? ❑ Yes ☑ No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning? ☑ Yes ❑ No

Description: <u>Chat took some English classes in school.</u>

☑ No previous interruptions in schooling

❑ Significant interruptions in learning   Total years of interrupted learning: _____

❑ Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: <u>10</u>
(e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

> Chat seems to have grade-level literacy in Thai. He has spoken and written in Thai.
>
> His oral language skills in English are stronger than his reading and writing skills, but he shows eagerness to read and write in English.
>
> Chat is friendly and makes friends easily. He is active with his classmates.

Section 2: Student Learning Plan

Student's Strengths

Chat likes to play soccer and basketball.

He enjoys talking about his home country and shares stories of his experiences at his previous school.

Chat willingly participates in class activities, to the extent that he is able to.

Student's Language Needs

Develop oral language skills to participate in group work.

Develop reading skills—identifying main idea and related content.

Develop writing skills in forming longer texts.

Develop note-taking skills to organize information and ideas.

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Linguistic Competence			
Date: Use simple English sentences, including tense (simple and continuous present and past) and basic prepositions	(Specify content area where these goals and strategies will be used)	Word walls, small-group interactions, increase time for responses	Forms and expresses simple ideas and information from personal experience and knowledge Uses some oral and written language features to create meaning
Date: Read and understand text on familiar topics, with support		Pre-teach key vocabulary, maintain a personal dictionary, use explicit modelling, sentence frames, visuals and manipulatives, read-alouds, one-on-one reading	Uses text and prior knowledge to make sense of texts Understands that the order and organization of texts (e.g., capital letters, word order) contribute to the meaning of texts
Date: Write a simple text (sentences) of interrelated ideas on a familiar topic, with support		Use sentence starters, paragraph frames, word banks, graphics and pictures, graphic organizers	Uses knowledge of word and sentence order to communicate meaning when creating text Is starting to use a variety of sentence structures, beginnings, and lengths

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Contextual Applications			
Date: Respond to ideas and products of peers, with support		Use social integration activities, active listening skills	Uses a large and increasing bank of high-frequency, topic-specific words to make meaning
Date: Ask for and provide information on familiar topics in structured situations, with support		Use graphic organizers, sentence frames, group discussion, word list	
Domain: Strategic Competence			
Date: Use a variety of simple interactive strategies to enhance language learning, with guidance (e.g., ask for clarification or repetition when student does not understand)		Use active listening, group discussion, prompts	
Domain: Intercultural Competence and Global Citizenship			
Date: Use home language to formulate ideas and communicate them in English		Use personal dictionary, electronic translators	

Section 4: Student-Specific Comments

Chat is quiet and eager to do well in school. He is attentive and thinks thoroughly before answering questions, but is unsure of his responses. Parents have indicated that he gets frustrated easily if he gets an answer wrong, so he will need extra time to respond to questions (increased wait time).

For Senior Years: E-Designated Courses	
Course	Course Description

Section 5: Signatures of Planning Partners

☑ This EAL Student-Specific Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____
(Day/Month/Year)

Reviewer's Name: _____ Position: _____

❑ Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name:

_____ Signature: _____

School Administrator's Name:

_____ Signature: _____

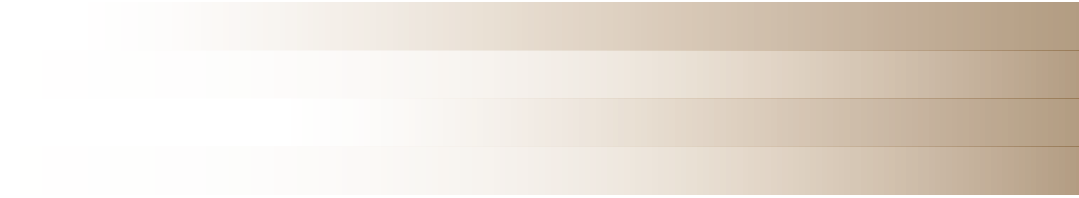Parent/Guardian/Family Member's Signature: _____

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English as an Additional Language (EAL) Intake Process: Senior Years

APPENDICES

Orientation Checklist

Student's Name: _____
        (Surname)   (Given)   (Middle)

Date _____
        (Day/Month/Year)

- Obtain family and previous school documents required for the student's registration, and make copies of them to start the student's cumulative file, such as the following:
  - Passport—copy page with photo identification
  - Permanent resident card or a visa
  - Prior school records (e.g., report cards, transcripts), if available

- Make an appointment for the family to meet with a school representative (perhaps with an interpreter) for an initial meeting. Provide the family with written confirmation of this meeting (date of interview, time, location, and with whom the meeting will take place). Complete the Initial Meeting Form at this meeting.

- Assist the family to complete the school registration form, with assistance from an interpreter if needed. Help them fill out other required documents/forms (e.g., regarding computer use, media release, Unified Referral and Intake System [URIS], field trips, lunch hour).

- Provide the family with the following information in a comprehensible way (if possible, also provide a simplified written document that the family can review later):
  - Basic information about the school/community, including
    - ❏ Names of the principal/vice-principal, EAL/resource teacher, classroom teacher(s), and so on
    - ❏ Telephone numbers/contact information for the school, relevant community organization(s), interpreter services, and so on
    - ❏ Description of support services available from the school and the school division
  - Structure of the school day and school year, including
    - ❏ Timetable and six-day cycle
    - ❏ Early dismissal
    - ❏ Lunch breaks (location, time, procedures, expectations)
    - ❏ Recess/breaks (purpose, time, activities)
    - ❏ Long weekends and professional learning days
  - Common school information, including
    - ❏ Expectations regarding absences from school and late arrivals to school, and how to report them
    - ❏ School norms and rules (e.g., Code of Conduct, dress code, school safety, playground rules, emergency procedures and drills)
    - ❏ Roles and responsibilities of parents/guardians/family
    - ❏ Student report cards (including the E-designation for courses) and parent-teacher conferences
    - ❏ Needed school supplies and clothing for physical education classes
    - ❏ Winter clothing and weather precautions

- Provide a school tour. If possible, provide a student buddy for social and language support during the tour. On the school tour, include
  - ❑ Location of the classroom, office, resource room, and places students need to go in the school (e.g., gymnasium, art room, music room)
  - ❑ Location of washrooms and how to ask to go to the washroom

    Note: New EAL students may need assistance in finding the various locations at the school several times until they are more familiar with their surroundings. They may need to be taught how to operate a toilet, faucets (especially the hot water feature), hand dryer, water fountain, and so on.

  - ❑ Location of physical education change rooms (including location of a private space, if requested)
  - ❑ Introductions to the student's teachers
  - ❑ Place to go if the student is lost or feels uneasy
  - ❑ Names of a few adults (e.g., library staff, educational assistants [EAs], custodian) who may be helpful to the new student
  - ❑ Location of sibling(s)' classroom(s)
  - ❑ Opening and closing/locking of lockers
  - ❑ Places for school drop-off and pick-up (meeting family, taking bus, walking)
- On the first day of school:
  - ❑ Have a resource teacher, classroom teacher, administrator, EA, or support worker meet the student and/or family at a pre-arranged time and place.
  - ❑ Tell the family where and when to pick up and drop off the student.
  - ❑ Walk to class with the student, reintroduce the student to the teacher, and help set up a student buddy.
  - ❑ Check how the student is doing during the day.
- Complete the necessary administrative tasks according to school/school division policies. This may include the following tasks:
  - ❑ Create an appropriate timetable for the student.
  - ❑ Share information placed in the new student's cumulative file.
  - ❑ Request computer access for the student.
  - ❑ Create an EAL student-specific plan and share it with teachers.
  - ❑ Notify the settlement services team about the new family, if applicable.
  - ❑ Other: _____
- Complete the English language and mathematics skills inventories with the student at an appropriate time.
- Provide information for the Senior Years student, including
  - ❑ Credit system and E-designated course credits
  - ❑ Course choices (compulsory and optional courses)
  - ❑ Graduation requirements and alternative pathways (e.g., Mature Student High School Diploma, extended time at high school)

    Note: Information from the English language and mathematics skills inventories is necessary to inform the discussion about the appropriate starting grade level in Canada and the potential graduation timeline.

Initial Meeting Form

Personal Information

Student's Name: _____ Date: _____
                      (Surname)   (Given)   (Middle)   (Day/Month/Year)

Name to Be Used in School: _____ Gender: ❑ Male ❑ Female ❑ Other _____

Age: _____ Date of Birth: _____ Country of Birth: _____
                              (Day/Month/Year)

Date Arrived in Canada: _____ Date Arrived in Manitoba: _____
                     (Day/Month/Year)   (Day/Month/Year)

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Primary Contact (Whom should the school try to contact first?):

Name: _____ Telephone Number/Email: _____

Family Information

Student currently lives with: _____

Sibling(s)

Name of Sibling	Gender	Age	School

Are there any cultural/religious/spiritual/food/etc. accommodations of which the school should be aware? If yes, specify:

_____

_____

Previous Residency

List other communities/countries of residence (in order of migration from first to most recent).

Location	Length of Stay
1.	
2.	
3.	

Linguistic Profile

Language(s) currently spoken at home (in order of dominance):

1. _____ 2. _____ 3. _____

Student

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Is an interpreter required when the school communicates with the parent(s)/guardian(s)/family?

Oral Communication: ❏ Yes (Language of Choice: _____) ❏ No

Written Communication: ❏ Yes (Language of Choice: _____) ❏ No

For the Early Years student, in any language:

Is the student read to at home? ❏ Never ❏ Sometimes ❏ Frequently

Does the student read at home? ❏ Never ❏ Sometimes ❏ Frequently

Educational History

Has the student attended school? ❑ Yes ❑ No

If yes: Age at Entering First School: _____ Total Years of Prior Schooling: _____

Community/Country	Dates (from—to)	Type of School*	Grade(s)/ Level(s)	Language(s) of Instruction

*Public / Private / First Nations (Independent) / Refugee Camp / Rural / Urban / Home Schooled / Technical / Vocational / Academic

Report Cards/Records/Samples of Work from Previous School(s):

❑ Copies Attached   Translated? ❑ Yes ❑ No

School Attendance: ❑ Regular ❑ Irregular ❑ Lengthy Disruption: _____
(specify length of disruption)

Reason for Irregular/Disrupted Attendance: _____

Overall School Performance: ❑ Below Age Appropriate ❑ At Age Appropriate ❑ Above Age Appropriate

Does the student have any learning problems or difficulties? ❑ Yes ❑ No

If yes, explain: _____

Previous Instruction in English: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: ❑ Listening ❑ Speaking ❑ Reading ❑ Writing

Previous Instruction in French: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: ❑ Listening ❑ Speaking ❑ Reading ❑ Writing

Student Interests/Strengths

What is(are) your favourite subject(s)? _____

What do you like to do after school? (e.g., hobbies, interests, activities, sports, music, art) _____

_____

Would you like to share any other experiences? (e.g., babysitting, selling in a market, farming, fishing)

_____

For the Senior Years student:

What are your future career goals? _____

Did you work prior to coming to Canada? ❑ Yes ❑ No   If yes, explain: _____

Will you look for a job in Canada? ❑ Yes ❑ No   If yes, explain: _____

Do you have a cell phone that can be used for translation? ❑ Yes ❑ No

Have you ever used computers? ❑ Yes ❑ No   If yes, explain: _____

Medical Information

Has the student had medical problems in the past? ❑ Yes ❑ No

If yes, explain: _____

_____

Does the student have any allergies? ❑ Yes ❑ No

If yes, describe: _____

Does the student wear glasses? ❑ Yes ❑ No

For Early Years student: At what age did the student begin to speak? _____ walk? _____

Note: Check the Unified Referral and Intake System (URIS) form for any medical conditions the student has or any medications the student is taking.

Current Legal Status in Canada (check one)

❑ Canadian Citizen: ❑ Born in Canada ❑ Naturalized on Date: _____
<div align="right">(Day/Month/Year)</div>

❑ Permanent Resident: ❑ Individual ❑ Family Class ❑ Government-Assisted Refugee
❑ Privately Sponsored Refugee

❑ Refugee Claimant

❑ Visa: ❑ Study Permit ❑ Work Permit ❑ Other (specify): _____ Expiry Date: _____
<div align="right">(Day/Month/Year)</div>

❑ Other (explain): _____

_____

For Office Use Only

❑ EAL Program ❑ Regular Program with EAL Adaptations ❑ Regular Program ❑ Other: _____

Placement Grade: _____ Start Date: _____
<div align="center">(Day/Month/Year)</div>

Last Grade Completed: _____ Canadian Grade Equivalent: _____ Current Age-Appropriate Grade: _____

Newcomer Assessment Field Code (check one):

❑ **Code 10:** At grade level ❑ **Code 20:** 1 to 2 years below grade level

❑ **Code 30:** 3 or more years below grade level ❑ **Code 40:** No formal school ❑ **Code 50:** Not assessed

Interviewer's Name: _____ Interview Date: _____
<div align="right">(Day/Month/Year)</div>

Location: _____

Interpreter's Name: _____ Telephone: _____

This personal and personal health information is being collected under the authority of *The Public Schools Act* for purposes related to the provision of educational programming and/or services supporting the student's educational progress. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act* (Manitoba) and/or *The Personal Health Information Act* (Manitoba). **If you have any questions about the collection of infomation, please contact your school principal.**

Administrator's Name: _____ Signature: _____

Summary of EAL Stage Indicators

Student's Name: _____ Date of Assessment: _____
(Day/Month/Year)

School: _____ Newcomer Code: _____

Date of Birth: _____ Age: _____
(Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening

❑ Stage 1
  ▪ Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

❑ Stage 2
  ▪ Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)

❑ Stage 3
  ▪ Demonstrates an understanding of main points and some details of age/grade-appropriate interactions

❑ Stage 4
  ▪ Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions

❑ Stage 5
  ▪ Demonstrates an understanding of main points and all supporting details to an age/grade-appropriate level

Speaking

❑ Stage 1
  ▪ Uses non-verbal clues and responds using simple words, short phrases, or simple sentences

❑ Stage 2
  ▪ Responds using short phrases or sentences during routine interactions

❑ Stage 3
  ▪ Responds in complete sentences during longer and more complex interactions

❑ Stage 4
  ▪ Responds in complete sentences, using an expanded repertoire of vocabulary, to effectively manage long and complex interactions with ease

❑ Stage 5
  ▪ Responds in complete sentences, using a wide repertoire of age/grade-appropriate vocabulary and idiomatic language, to effectively manage long and complex interactions with ease, using clear and comprehensible pronunciation

Reading

❑ Stage 1
  ▪ Is beginning to gain meaning from simple words, sentences, and short texts

❑ Stage 2
  ▪ Demonstrates understanding of an interrelated text

❑ Stage 3
  ▪ Demonstrates an understanding of main ideas and some details from reading a straightforward text

❑ Stage 4
  ▪ Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

❑ Stage 5
  ▪ Comprehends the main idea and supporting details of grade-level text with minimal support

Writing

❑ Stage 1
  ▪ Writes simple text (words, phrases)

❑ Stage 2
  ▪ Writes simple sentences on interrelated ideas on a familiar topic, using some writing conventions

❑ Stage 3
  ▪ Produces text containing a series of interrelated ideas on a familiar topic with occasional errors

❑ Stage 4
  ▪ Organizes and develops coherent text with effective use of grade-level language

❑ Stage 5
  ▪ Develops a coherent, effective extended text of several paragraphs, appropriate to grade-level

Vocabulary Inventory

Specify (with a checkmark) whether the student's responses reflect **productive (P)** or **receptive (R)** language skills.

Colours

	P	R		P	R
Red			Blue		
Green			White		
Orange			Black		
Yellow			Brown		

Clothing

	P	R		P	R		P	R
Shirt			T-shirt			Shorts		
Socks			Runners			Toque		
Dress			Hoodie/ Sweatshirt			Sunglasses		
Pants			Boots			Mittens		

Body Parts

	P	R		P	R		P	R
1. Head/ Forehead			2. Neck			3. Fingers		
4. Nose			5. Ear			6. Lips		
7. Foot			8. Leg			9. Elbow		
10. Eye			11. Hair			12. Teeth		

Prepositions

	P	R		P	R		P	R
In			Next to			Behind		
In front of			On			Under		
Between			Near			Far		

Basic Shapes

	P	R		P	R
Rectangle			Triangle		
Circle			Star		
Octagon			Square		
Oval			Box		

Numbers

	P	R		P	R		P	R		P	R
8			3			50			20		
15			1			0			25		
4			10			6			90		
13			18			9			7		
34			5			2			100		

Classroom Objects

	P	R		P	R		P	R
Scissors			Laptop computer			Chair		
Ruler			Books			Coloured Pencils		
Paper			Pencil			Eraser		
Lockers			Backpack			Pen		

Foods

	P	R		P	R		P	R
Bread			Cheese			Sandwich		
Fish			Eggs			Noodles		
Chicken			Milk			Soup/Stew		
Pizza			Butter			Rice		
Banana			Apple			Corn		

Verbs

	P	R		P	R		P	R
Jumping			Washing			Driving		
Walking			Eating			Cycling		
Laughing			Writing			Talking		
Sleeping			Running			Reading		

Signs and Currency

	P	R		P	R		P	R
Walk			Caution			Washroom/ Bathroom		
Pedestrian			Stop			Bus Stop		
Nickel			Dime			Quarter		
Loonie			Toonie			Debit Card		

Alphabet

	P	R		P	R		P	R		P	R		P	R
a			r			c			k			x		
n			p			t			f			z		
o			b			u			d			y		
h			s			g			l			q		
j			e			m			i			v		
w			a			g			q					

Listening and Speaking Inventory

Student Responses

Scribe the student's responses below.

_____

_____

_____

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Listening Inventory

Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **listening stage** using the following listening indicators.

Listening (check one)
❑ Stage 1
▪ Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia
❑ Stage 2
▪ Demonstrates an understanding of the gist of a series of connected sentences within the interview and the assessment process; may be supported with visual aids
❑ Stage 3
▪ Demonstrates an understanding of essential information and details of age/grade-appropriate dialogue
❑ Stage 4
▪ Demonstrates an understanding of main points with supporting details of age/grade-appropriate dialogue
❑ Stage 5
▪ Demonstrates an understanding of main points and details of age/grade-appropriate extended dialogue

Based on this data, the student's **listening skills** are at Stage _____.

Record this stage on the Summary of EAL Stage Indicators.

Speaking Inventory

On a sheet of paper, scribe the student's responses.

Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **speaking stage** using the following speaking indicators.

Speaking (check one)

❑ Stage 1
- ▪ Mimics pronunciation of words and short phrases
- ▪ Engages in short classroom or social interactions using simple words or phrases
- ▪ Responds using very simple social interaction patterns (question-answer, greeting-response)
- ▪ Expresses simple personal responses (one- or two-word statements)

❑ Stage 2
- ▪ Pronounces most English sounds accurately
- ▪ Knows and uses a developing repertoire of vocabulary and phrases
- ▪ Expresses meaning spontaneously
- ▪ Uses simple sentences independently
- ▪ Manages simple routine interactions
- ▪ Expresses a personal response to a variety of situations

❑ Stage 3
- ▪ Uses basic intonation, vowel timing, and phrasing patterns
- ▪ Pronounces words and sentences with some accuracy, errors, and self-corrections
- ▪ Expresses opinions
- ▪ Manages long and complex interactions with some ease

❑ Stage 4
- ▪ Knows and uses an expanded repertoire of words and phrases
- ▪ Elaborates on thoughts and ideas
- ▪ Manages long and complex interactions effectively and with ease
- ▪ Uses clear and comprehensible pronunciation
- ▪ Conveys age-appropriate meanings through intonation and stress in words and sentences

❑ Stage 5
- ▪ Elaborates on thoughts and ideas in a coherent and effective manner
- ▪ Manages long and complex interactions effectively and with ease, with a wide variety of words and phrases, at grade level, seldom needing repetition or clarification
- ▪ Uses consistently clear and comprehensible pronunciation and intonation, although some accent may be retained
- ▪ Uses a wide repertoire of words and phrases
- ▪ Uses idiomatic language effectively

Based on this data, the student's **speaking skills** are at Stage _____.

Record this stage on the Summary of EAL Stage Indicators.

Reading Inventory

Based on the student's response to questions, instructions, or extended dialogue, determine the student's **reading stage** using the following reading indicators.

Reading (check one)

❑ Stage 1
- ▪ Uses some elements of the sound-symbol system to decode text
- ▪ Recognizes simple sight words
- ▪ Reads and demonstrates an understanding of short, simple sentences on familiar topics
- ▪ Uses simple reading and comprehension strategies (e.g., visuals, rereading, word-attack strategies)
- ▪ Retells and discusses the main idea of text

❑ Stage 2
- ▪ Reads and demonstrates an understanding of a series of connected sentences on familiar topics
- ▪ Retells and discusses main ideas and details of text and discusses reactions to text
- ▪ May use common reading and comprehension strategies with support

❑ Stage 3
- ▪ Reads and demonstrates an understanding of a simple content-area and academic vocabulary
- ▪ Answers who, what, when, where, and why questions
- ▪ Summarizes main ideas and details, in own words
- ▪ Makes logical inferences based on chosen text
- ▪ Uses some reading and comprehension strategies (e.g., sequencing to retell a story, connecting to self and text, using contextual clues, using text features, questioning, visualizing)

❑ Stage 4
- ▪ Demonstrates an understanding of main ideas and supporting details in responding to near grade-level texts
- ▪ Reads and demonstrates an understanding of content-area and academic vocabulary of near grade-level texts
- ▪ Reads text from a variety of classroom, academic, or social contexts
- ▪ Uses discourse features such as interpretation and evaluation (e.g., because) and cause-and-effect (e.g., if, then) relationships
- ▪ Responds, demonstrates, indpendently interprets, and evaluates chosen text
- ▪ Responds to texts with near grade-level complexity

❑ Stage 5
- ▪ Reads and responds to complex grade-level texts
- ▪ Uses a variety of discourse features in a range of grade-level texts (e.g., "however" and "although" for contrast)
- ▪ Selects and justifies the use of a variety of reading and comprehension strategies

Based on this data, the student's **reading skills** are at Stage _____.

Record this stage on the Summary of EAL Stage Indicators.

Writing Inventory

Response to Pictures

Write about these pictures.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

Academic Writing (Response to Picture)

Write.

Choose **one** picture. It can be the same picture you selected earlier. Write what you know about the environmental or health issue shown in the picture you chose.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing in the Student's Home Language

Write in your home or first language.

Language: _____

Ideas:

- Write about your family.
- Write about Canada or your home country.
- Write about your favourite thing to do.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

It is not expected that the assessor will understand the writing in the student's home language, but the assessor can observe the student during the writing to determine the following:

- What is the student's thought process before, during, and after writing?
- How fluent is the student's writing?
- Does the student's writing reflect the following?
  - consistency in conventions of print
  - vocabulary use
  - sentence structure
  - interrelated ideas
  - language conventions

Writing Inventory

On a sheet of paper, scribe the student's responses.

Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **writing stage** using the following writing indicators.

Writing: Four Soccer Pictures (check one)

❏ Stage 1
- Labels photos and identifies some nouns and verbs
- Writes a phrase or short sentence
- Requires extensive modelling or guidance

❏ Stage 2
- Writes a simple text of several interrelated ideas using some age-/grade-appropriate writing conventions

❏ Stage 3
- Produces a text containing series of interrelated ideas on a familiar topic with occasional errors

❏ Stage 4
- Organizes a coherent and effective extended text using all writing conventions with occasional errors

❏ Stage 5
- Creates a coherent, effective, and complex extended text of several paragraphs, appropriate to grade-level expectations
- Uses academic vocabulary, consistent verb tense, prepositions, transitions, and sentence complexity
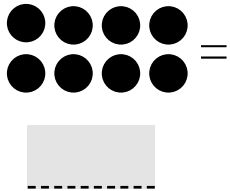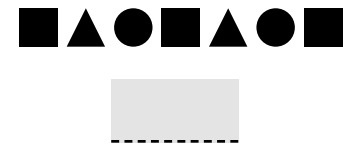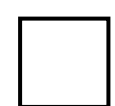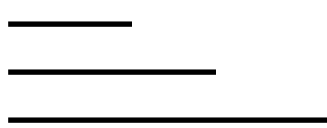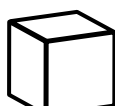
Comments on Writing from Student's Home Language

Based on this data, the student's **writing skills** are at Stage _____.

Record this stage on the Summary of EAL Stage Indicators.

Mathematics Inventory*

1–1.

$5 + 2 = $ _____

1–2.

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

1–3.

$7 - 3 = $ _____

1–4.

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

1–5.

●●●● =
●●●●

_____

1–6.

12, 13, _____, 15, 16

1–7.

What comes next?

■▲●■▲●■

_____

1–8.

□

This is a
a. circle
b. square
c. triangle

_____

1–9.

What comes next?

50, 60, 70, 80, _____

1–10.

57, 56, 55, _____, 53

1–11.

Circle the line that is the longest.

_____

_____

_____

1–12.

This is a
a. cube
b. cylinder
c. sphere

_____

2–1.

$9 + 9 =$ _____

2–2.

1 week
= _____ days

2–3.

12, 22, _____, 42, 52

2–4.

$\begin{array}{r} 64 \\ + 13 \\ \hline \end{array}$

2–5.

$\begin{array}{r} 35 \\ + 46 \\ \hline \end{array}$

2–6.

$\begin{array}{r} 76 \\ - 21 \\ \hline \end{array}$

2–7.

$\begin{array}{r} 80 \\ - 57 \\ \hline \end{array}$

2–8.

11, 14, 23, 26

a. odd numbers

_____

b. even numbers

_____

2–9.

$73 =$ _____ tens

+ _____ ones

2–10.

3, 7, 11, _____, 19

2–11.
Which person is the shortest?
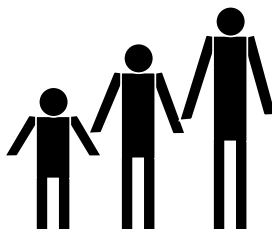
2–12.
How many goals did Juan score in June?

_____

3–1.

$$175 + 354$$

3–2.

$$703 - 526$$

3–3.
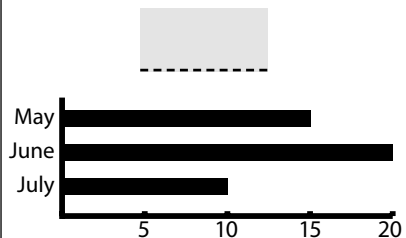
Shade 1/2 of the circle.
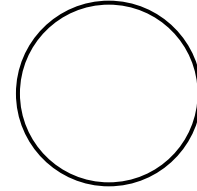
3–4.

125, 100, _____, 50, 25

3–5.

6, 9, _____, 15, 18

3–6.

$612 =$ _____ hundreds

+ _____ tens

+ _____ ones

3–7.

$3 \times 4 =$ _____

3–8.

$8 \div 2 =$ _____

3–9.

_____ $+ 8 = 15$

3–10.

The football game started at 2:30 p.m. and ends at 3:45 p.m. How long was the game?

3–11.

How many vertices?

3–12.

5

10   10

5
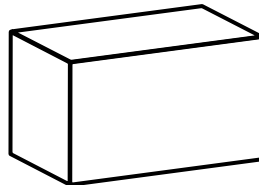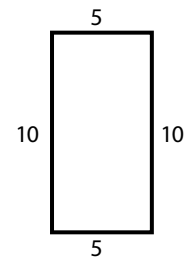
Perimeter = _____

4–1.

Write in order from smallest to largest.

$$\frac{1}{3} \quad \frac{1}{8} \quad \frac{1}{2}$$

4–2.

Shade 3/4 of the rectangle.

4–3.

Calculate the area.

6 m

7 m · 7 m

6 m
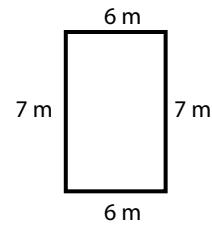
Area = _____

4–4.

Solve for *n*.

$$14 - n = 9$$

$$n = \underline{\quad}$$

4–5.

1/2 is

a. 0.50
b. 0.12
c. 0.20 _____

4–6.

$$7 \times 8 = \underline{\quad}$$

4–7.

$$72 \div 9 = \underline{\quad}$$

4–8.

$$1.3 + 3.4 = \underline{\quad}$$

4–9.

$$7.61 + 2.5 = \underline{\quad}$$

4–10.

$$5.6 - 2.12 = \underline{\quad}$$

4–11.

Draw a line of symmetry.
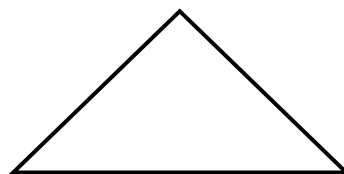
4–12.

What time is it?

_____ : _____
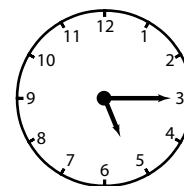
5–1.

Reduce:

$$\frac{20}{25} = \frac{\boxed{}}{5}$$

5–2.

$$\begin{array}{r} 52 \\ \times\ 21 \\ \hline \boxed{} \end{array}$$

5–3.

Fill in the circle.

$<,\ >,$ or $=$

$$\frac{3}{4}\ \bigcirc\ \frac{3}{5}$$

5–4.

$$6\overline{)2844}$$

5–5.

Solve for *y*.

$$3y = 15$$

$$y = \underline{}$$

5–6.

Draw 2 parallel lines.

5–7.

This rectangle has a perimeter of 32 m. What are the lengths of each side?

5–8.
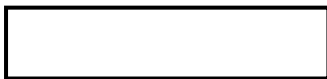
Name something that is 5 cm long.

5–9.

Name something that is 1 litre.

5–10.

$1\ m = \underline{}\ cm$

5–11.

How many ten thousands in 346 524?

5–12.

nine hundred fifty two thousand eight hundred thirty one =

6–1.

How many millions in 13 452 300?

```
_____
```

6–2.

Simplify.

$$5 + 4 \times 6 - 1$$

$$= \rule{2cm}{0.4pt}$$

6–3.

List all the factors of 18.

```
_____
```

6–4.

Convert to mixed fraction.

$$\frac{35}{30} = 1\frac{}{}$$

6–5.
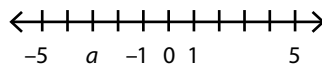
$$\rule{2cm}{0.4pt}\ \% = \frac{4}{5}$$

6–6.

$$2.47 \times 10$$

$$= \rule{2cm}{0.4pt}$$

6–7.

$$31.9 \div \rule{2cm}{0.4pt}$$

$$= 0.319$$

6–8.

$$a = \rule{2cm}{0.4pt}$$

6–9.

If $a = 5$

$$2a + 3 = \rule{2cm}{0.4pt}$$

6–10.

What is the formula for this chart?

$$\rule{2cm}{0.4pt}\ n + \rule{2cm}{0.4pt}$$

n	$\rule{0.5cm}{0.4pt} n + \rule{0.5cm}{0.4pt}$
3	7
4	9
5	11

6–11.

$$a = \rule{2cm}{0.4pt}$$

6–12.

$$x = \rule{2cm}{0.4pt}$$

7–1.
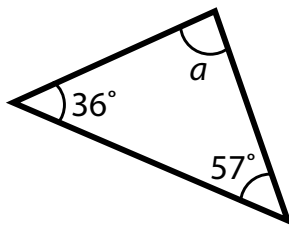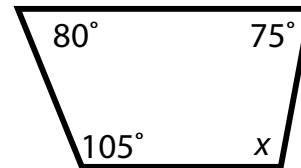
Write in order from smallest to largest.

$$0.7 \quad \frac{1}{2} \quad \frac{3}{5} \quad 0.2$$

7–2.

Write in numeric order.

$$-2 \quad 0 \quad -5 \quad +5 \quad +2$$

7–3.

$$(-3) + (+6)$$

$$= \underline{\quad\quad}$$

7–4.

$$(-5) + (-7)$$

$$= \underline{\quad\quad}$$

7–5.

Tom's family makes $2000 a month. How much do they spend on food?

clothes 10%
other 10%
food 25%
car 5%
rent 50%
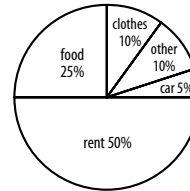
7–6.

$$1\frac{3}{4} + 2\frac{2}{5}$$

$$= \underline{\quad}\,\frac{\underline{\quad}}{\underline{\quad}}$$

7–7.

$$\frac{18}{4} - 1\frac{2}{8}$$

$$= \underline{\quad}\,\frac{\underline{\quad}}{\underline{\quad}}$$

7–8.

Which line is the diameter?

7–9.
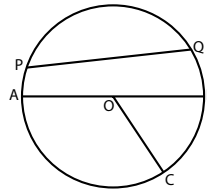
Which line is the radius?

7–10.

What is the area of the circle? Area = πr^2

9 cm

Area = ----------------------

7–11.

What is the area of the rectangle?

13 cm
20 cm

7–12.

What is the area of the triangle?

15 cm
15 cm

8–1.

$$\sqrt{49}$$

$$= \boxed{}$$

8–2.

$$1\frac{3}{5} \div \frac{2}{4}$$

$$= \frac{\boxed{}}{\boxed{}}$$

8–3.

$$(-8) \times (-4)$$

$$= \boxed{}$$

8–4.

$$3^2 = \boxed{}$$

8–5.

Solve for x:

$$2(x + 3) = 4$$

$$x = \boxed{}$$

8–6.

Find the hypotenuse:

3, n, 4

$$n = \boxed{}$$

8–7.

Find the surface area of:

4 cm, 3 cm, 7 cm

Surface Area = $\boxed{}$

8–8.

Find the volume of:

4 cm, 3 cm, 7 cm

Volume = $\boxed{}$

8–9.

Solve for x:

$$\frac{2x}{3} + 5 = 17$$

$$x = \boxed{}$$
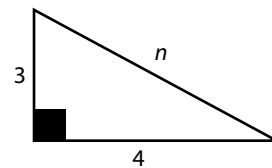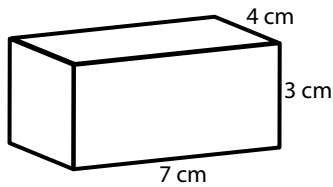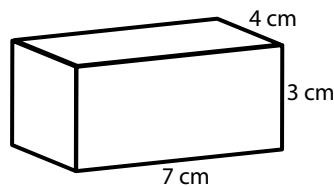
9–1.

Simplify:

$$(x^2)(x^5)$$

9–2.

Simplify:

$$(x^3)^2$$

9–3.

Circle the largest value:

$$-\frac{3}{5} \quad -0.67 \quad -0.5$$

9–4.

Find the surface area of this cube:

3 cm

9–5.

$$\frac{3}{5} = \frac{9}{x}$$

$$x = \underline{\hspace{2cm}}$$
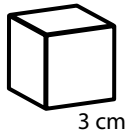
9–6.

Simplify:

$$\sqrt{\frac{25}{16}}$$

9–7.

If $b = 4$, then determine:

$$7b - 38$$

9–8.

What is the distance when time = 2 hours?

Distance an Airplane Travels over Time
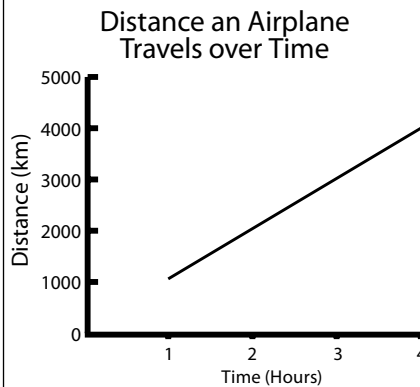
9–9.

Calculate:

$$6^2 + 2^3$$

9–10.

Simplify:

$$\frac{a^7 x^4 y^0}{a^4 x^3}$$

9–11.

Divide:

$$\frac{5x^3 + 10x^2}{5x}$$

9–12.

Factor:

$$3x^3 - 12x$$

$$\boxed{}\left(\boxed{} - \boxed{}\right)$$

9–13.

Multiply:

$$\left(7b^2\right)\left(b - 2\right)$$

9–14.

Solve for p:

$$-5(p + 3) = -5(2p + 5)$$

9–15.

Simplify:

$$\left(3x^2 + 5x\right) + \left(2x^2 - x\right)$$

9–16.

Which angle is closest to 90°?

9–17.
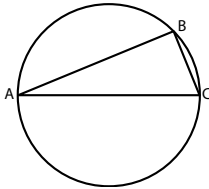
Which angle is the smallest angle?

9–18.
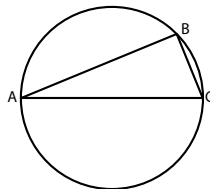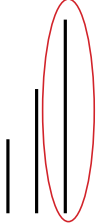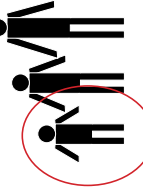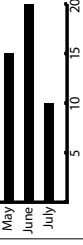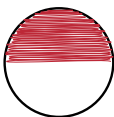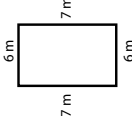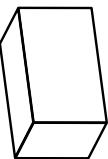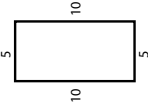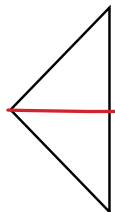
Find the value of x:
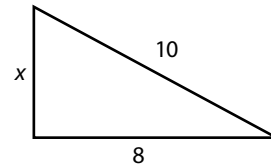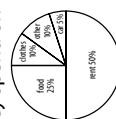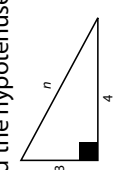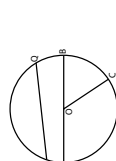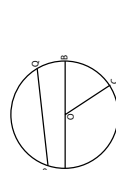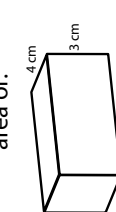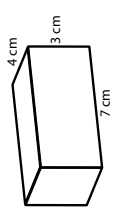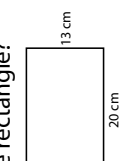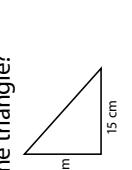
Mathematics Inventory Answer Key

1-1. 5 + 2 = **7**

1-2.
8
+ 9
17

1-3. 7 − 3 = **4**

1-4.
14
− 7
7

1-5. (dots) = **8**

1-6. 12, 13, **14**, 15, 16

1-7. What comes next? (triangle)

1-8. This is a
a. circle
b. square **b**
c. triangle

1-9. What comes next?
50, 60, 70, 80, **90**

1-10. 57, 56, 55, **54**, 53

1-11. Circle the line that is the longest.

1-12. This is a
a. cube **a**
b. cylinder
c. sphere
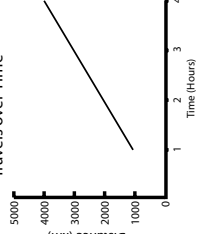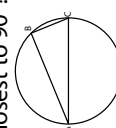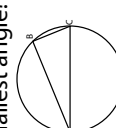
2-1. 9 + 9 = **18**

2-2. 1 week = **7** days

2-3. 12, 22, **32**, 42, 52

2-4.
64
+ 13
77

2-5.
35
+ 46
81

2-6.
76
− 21
55

2-7.
80
− 57
23

2-8. 11, 14, 23, 26
a. odd numbers **11, 23**
b. even numbers **14, 26**

2-9. 73 = **7** tens
+ **3** ones

2-10. 3, 7, 11, **15**, 19

2-11. Which person is the shortest?

2-12. How many goals did Juan score in June? **20**

4-1. Write in order from smallest to largest.

$$\frac{1}{3} \quad \frac{1}{8} \quad \frac{1}{2}$$

1/8 1/3 1/2

4-2. Shade 3/4 of the rectangle.

4-3. Calculate the area.

6 m, 7 m, 6 m, 7 m

Area = 42 m²

4-4. Solve for n.

$14 - n = 9$

$n = 5$

4-5. 1/2 is

a. 0.50 (circled)
b. 0.12
c. 0.20

a

4-6. $7 \times 8 = 56$

4-7. $72 \div 9 = 6$

4-8. $1.3 + 3.4 = 4.7$

4-9. $7.61 + 2.5 = 10.11$

4-10. $5.6 - 2.12 = 3.48$

4-11. Draw a line of symmetry.

4-12. What time is it?

5 : 15

3-1.

$$\begin{array}{r} 175 \\ + 354 \\ \hline 529 \end{array}$$

3-2.

$$\begin{array}{r} 703 \\ - 526 \\ \hline 177 \end{array}$$

3-3. Shade 1/2 of the circle.

3-4. 125, 100, 75, ___, 50, 25

3-5. 6, 9, 12 ,___,15, 18

3-6. 612 = 6 hundreds

+ 1 tens

+ 2 ones

3-7. $3 \times 4 = 12$

3-8. $8 \div 2 = 4$

3-9. 7 + 8 = 15

3-10. The football game started at 2:30 p.m. and ends at 3:45 p.m. How long was the game?

1 hour 15 minutes

3-11. How many vertices?

8

3-12.

10, 5, 10, 5

Perimeter = 30

5-1. Reduce:

$$\frac{20}{25} = \frac{4}{5}$$

5-2.

$$\begin{array}{r} 52 \\ \times\, 21 \\ \hline 1092 \end{array}$$

5-3. Fill in the circle.
$<$, $>$, or $=$

$$\frac{3}{4} \; \boxed{>} \; \frac{3}{5}$$

5-4.

$$\begin{array}{r} 474 \\ 6\overline{)2844} \end{array}$$

5-5. Solve for y:

$3y = 15$

$y = 5$

5-6. Draw 2 parallel lines.

5-7. This rectangle has a perimeter of 32 m. What are the lengths of each side?

*

5-8. Name something that is 5 cm long.

finger, crayon, or any reasonable answer

5-9. Name something that is 1 litre.

water bottle, milk carton, or any reasonable answer

5-10. 1 m = 100 cm

5-11. How many ten thousands in 346 524?

4 or 34

5-12. nine hundred fifty two thousand eight hundred thirty one = 952 831

*Possible answers include:
1, 15, 1, 15   2, 14, 2, 14
3, 13, 3, 13   4, 12, 4, 12,
or any reasonable combination demonstrating
an understanding of the perimeter of a rectangle

6-1. How many millions in 13 452 300?

3 or 13

6-2. Simplify.

$5 + 4 \times 6 - 1$
$= 28$

6-3. List all the factors of 18.

1,18, 2,9, 3,6

6-4. Convert to mixed fraction.

$$\frac{35}{30} = 1\frac{1}{6}$$

6-5. 80 % $= \dfrac{4}{5}$

6-6. 2.47×10
$= 24.7$

6-7. $31.9 \div 100$
$= 0.319$

6-8.

$a = -3$

6-9. If $a = 5$

$2a + 3 = 13$

6-10. What is the formula for this chart?

$2\,n + 1$

n	$\quad n+\quad$
3	7
4	9
5	11

6-11.

$a = 87$

6-12.

$x = 100$

8–1.

$$\sqrt{49}$$

$= 7$

8–2.

$$1\tfrac{3}{5} \div \tfrac{2}{4}$$

$= 3\ \dfrac{1}{5}$ or $3\ ^2/_{10}$

8–3.

$$(-8) \times (-4)$$

$= 32$

8–4.

$3^2 = 9$

8–5. Solve for x:

$$2(x + 3) = 4$$

$x = -1$

8–6. Find the hypotenuse:

$n = 5$

8–7. Find the surface area of:

Surface Area = 122 cm²

8–8. Find the volume of:

Volume = 84 cm³

8–9. Solve for x:

$$\dfrac{2x}{3} + 5 = 17$$

$x = 18$

7–1. Write in order from smallest to largest.

$$0.7 \quad \tfrac{1}{2} \quad \tfrac{3}{5} \quad 0.2$$

$0.2, \ ^1/_2, \ ^3/_5, 0.7$

7–2. Write in numeric order.

$$-2 \quad 0 \quad -5 \quad +5 \quad +2$$

$-5, -2, 0, +2, +5$

7–3.

$$(-3) + (+6)$$

$= 3$

7–4.

$$(-5) + (-7)$$

$= -12$

7–5. Tom's family makes $2000 a month. How much do they spend on food?

$500.

7–6.

$$1\tfrac{3}{4} + 2\tfrac{2}{5}$$

$= 4\ \dfrac{3}{20}$

7–7.

$$\dfrac{18}{4} - 1\tfrac{2}{8}$$

$= 3\ \dfrac{2}{8}$ or $3\ ^1/_4$

7–8. Which line is the diameter?

AB

7–9. Which line is the radius?

OA, OB, OC

7–10. What is the area of the circle? Area = πr^2

Area = 254.47 cm²

7–11. What is the area of the rectangle?

260 cm²

7–12. What is the area of the triangle?

112.5 cm²

9–1. Simplify:
$(x^2)(x^5)$

x^7

9–2. Simplify:
$(x^3)^2$

x^6

9–3. Circle the largest value:

$-\dfrac{3}{5}$ -0.67 $\boxed{-0.5}$

9–4. Find the surface area of this cube:

3 cm

$54\,cm^2$

9–5.
$\dfrac{3}{5} = \dfrac{9}{x}$

$x = 15$

9–6. Simplify:
$\sqrt{\dfrac{25}{16}}$

$\dfrac{5}{4}$

9–7. If $b = 4$, then determine:
$7b - 38$

-10

9–8. What is the distance when time = 2 hours?

Distance an Airplane Travels over Time

$2000\,km$

9–9. Calculate:
$6^2 + 2^3$

44

9–10. Simplify:
$\dfrac{a^7\, x^4\, y^0}{a^4\, x^3}$

a^3x

9–11. Divide:
$\dfrac{5x^3 + 10x^2}{5x}$

$x^2 + 2x$

9–12. Factor:
$3x^3 - 12x$

$3x\left(x^2 - 4\right)$
or
$3x(x+2)(x-2)$

9–13. Multiply:
$(7b^2)(b-2)$

$7b^3 - 14b^2$

9–14. Solve for p:
$-5(p+3) = -5(2p+5)$

$p = -2$

9–15. Simplify:
$(3x^2+5x) + (2x^2 - x)$

$5x^2 + 4x$

9–16. Which angle is closest to 90°?

<B

9–17. Which angle is the smallest angle?

<A

9–18. Find the value of x:

x = 6

Mathematics Inventory

Use the following charts to record whether the student answered each numeracy question from the Mathematics Inventory correctly. The numbers in the first column indicate the grade and question number on the inventory (e.g., 7–1 indicates an equivalent of Grade 7, question 1), and the fourth column indicates the mathematics learning outcomes that correlate with the respective questions.

Grade 1	Correct (✓)	Incorrect (X)	Not Answered (—)	
1–1				Solves addition facts to 10
1–2				Solves addition facts to 18
1–3				Solves subtraction facts to 10
1–4				Solves subtraction facts to 18
1–5				Counts or subitizes to 10
1–6				Sequences numbers to 20
1–7				Continues a repeating pattern
1–8				Recognizes basic 2-D shapes
1–9				Sequences numbers by 10s
1–10				Counts backward by 1s from 100
1–11				Compares the length of two lines
1–12				Recognizes basic 3-D shapes

Grade 2	Correct (✓)	Incorrect (X)	Not Answered (—)	
2–1				Recalls doubles to 18
2–2				Knows the number of days in a week
2–3				Can count forward by 10s at various starting points
2–4				Adds 2-digit numbers to 100 without regrouping
2–5				Adds 2-digit numbers to 100 with regrouping
2–6				Subtracts two 2-digit numbers without regrouping
2–7				Subtracts two 2-digit numbers with regrouping
2–8				Demonstrates whether a number to 100 is odd or even
2–9				Understands place value to 100
2–10				Demonstrates understanding of number pattern to 100
2–11				Compares measurement attributes
2–12				Interprets concrete graphs

Grade 3	Correct (✓)	Incorrect (X)	Not Answered (—)	
3–1				Adds 3-digit numbers with regrouping
3–2				Subtracts 3-digit numbers with regrouping
3–3				Identifies a fraction
3–4				Completes a backward number sequence by 25 from 1000
3–5				Completes a forward number sequence by 3 to 100
3–6				Understands place value to 100
3–7				Multiplies single-digit numbers
3–8				Divides single-digit numbers
3–9				Identifies missing addend
3–10				Solves problem using time
3–11				Identifies vertices on 3-D solids
3–12				Identifies perimeter of 2-D shapes

Grade 4	Correct (✓)	Incorrect (X)	Not Answered (—)	
4–1				Compares basic fractions
4–2				Identifies fractions
4–3				Determines area of rectangles
4–4				Solves subtraction equations
4–5				Changes basic fraction to a decimal
4–6				Multiplies single-digit numbers
4–7				Divides 2-digit number by single-digit number
4–8				Adds decimals (tenth)
4–9				Adds decimals (hundredth)
4–10				Subtracts decimals (hundredth)
4–11				Determines line of symmetry
4–12				Identifies time (quarter hour)

Grade 5	Correct (✓)	Incorrect (X)	Not Answered (—)	
5–1				Creates equivalent fractions
5–2				Multiplies 2-digit numbers
5–3				Compares fractions with like denominators
5–4				Divides 4-digit numbers by 1-digit number
5–5				Solves problems using 1-step variables
5–6				Identifies and draws parallel lines
5–7				Determines lengths of a rectangle given the perimeter

Grade 5	Correct (✓)	Incorrect (X)	Not Answered (—)	
5–8				Demonstrates understanding of length
5–9				Demonstrates understanding of volume
5–10				Converts metres to centimetres
5–11				Identifies place value to ten thousands
5–12				Identifies value of number words

Grade 6	Correct (✓)	Incorrect (X)	Not Answered (—)	
6–1				Identifies place value to the millions
6–2				Uses order of operations
6–3				Lists factors of a number
6–4				Changes an improper fraction to a mixed number
6–5				Writes a fraction as a percent
6–6				Multiplies decimals to the tenth
6–7				Divides decimals to the hundredths
6–8				Identifies negative integers on a number line
6–9				Evaluates variable expressions
6–10				Determines algebraic formulas
6–11				Finds the measure of a missing angle in a triangle
6–12				Finds the measure of a missing angle in a quadrilateral

Grade 7	Correct (✓)	Incorrect (X)	Not Answered (—)	
7–1				Orders fractions and decimals
7–2				Orders integers
7–3				Adds integers
7–4				Subtracts integers
7–5				Problem solves using a circle graph
7–6				Adds improper/mixed numbers with unlike denominators
7–7				Subtracts improper/mixed numbers with unlike denominators
7–8				Identifies diameter
7–9				Identifies radius
7–10				Determines area of a circle
7–11				Determines area of a rectangle
7–12				Determines area of a triangle

Grade 8	Correct (✓)	Incorrect (X)	Not Answered (—)	
8–1				Determines square root
8–2				Divides fractions
8–3				Multiplies integers
8–4				Solves exponents
8–5				Solves algebraic equations using integers
8–6				Uses the Pythagorean theorem
8–7				Determines surface area of a rectangular prism
8–8				Determines volume of a rectangular prism
8–9				Solves algebraic equations using fractions

Grade 9	Correct (✓)	Incorrect (X)	Not Answered (—)	
9–1				Combines using laws of powers
9–2				Compares and orders rational numbers
9–3				Combines integers
9–4				Determines the surface area of a cube
9–5				Solves an equation with ratios
9–6				Determines the square root of a rational number
9–7				Uses substitution with integers
9–8				Analyzes values in a linear graph
9–9				Calculates using order of operations with exponents
9–10				Simplifies rational expression with powers
9–11				Reduces a polynomial expression
9–12				Finds the common factor of a polynomial
9–13				Multiplies a monomial with a binomial expression
9–14				Solves an equation with a variable
9–15				Simplifies a polynomial
9–16				Identifies the inscribed angle in a circle
9–17				Identifies the inscribed angle in a circle
9–18				Finds the hypotenuse of a right triangle

EAL Student-Specific Plan (SSP) Template

Section 1: Student Information and Prior Learning

Student and School

Student's Name: _____ Date Completed: _____
              (Surname)   (Given)   (Middle)   (Day/Month/Year)

Date of Birth: _____ Age: _____ Student No.: _____
            (Day/Month/Year)

School: _____ Grade: _____ Room: _____

Number of Years in Canada: _____ Overall EAL Stage (from EAL intake process): _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: _____ Is there a URIS plan? ❑ Yes   ❑ No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning?   ❑ Yes   ❑ No

Description: _____

_____

❑ No previous interruptions in schooling

❑ Significant interruptions in learning   Total years of interrupted learning: _____

❑ Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: _____
(e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

Section 2: Student Learning Plan

Student's Strengths

Student's Language Needs

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Linguistic Competence			

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Contextual Applications			
Domain: Strategic Competence			
Domain: Intercultural Competence and Global Citizenship			

Section 4: Student-Specific Comments

For Senior Years: E-Designated Courses	
Course	Course Description

Section 5: Signatures of Planning Partners

❑   This EAL Student-Specific Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____
(Day/Month/Year)

Reviewer's Name: _____ Position: _____

❑   Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name:

_____ Signature: _____

School Administrator's Name:

_____ Signature: _____

Parent/Guardian/Family Member's Signature: _____