

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

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

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

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