

Proficiency in English Assessment 2016

Grade A: New to English	Listening Speaking Reading and Writing
<p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying /repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English.</p>	<p>Listening: Pupils can listen attentively for short bursts of time when the speaker uses simple vocab and short phrases. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom. They understand some everyday expressions and simple English. E.g. “Hello. How are you?” “Sit down” “Line-up”</p>
	<p>Speaking: Pupils may go through a ‘Silent Period’ during which they may not speak but will be actively listening to the language and beginning to develop basic comprehension skills. Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs using single words or phrases in English. Pupils copy talk that has been modelled. Pupils have a very basic and limited range of vocabulary. This means they use single words or phrases to make themselves understood in situations where they feel comfortable.</p>
	<p>Reading: Pupils participate in reading activities such as turning the pages of a book, looking at the pictures, copying key words that have been modelled orally and identifying characters in a story. They recognise their names and familiar words and may identify some letters of the alphabet by shape and sound.</p> <ul style="list-style-type: none"> • This will depend on pupils’ prior experience of education. Pupils may have experienced disrupted education in which case their reading skills in first language may not match expectations.
	<p>Writing: Pupils may copy or write their names and familiar words, and write from left to right.</p> <p>All pupils may be able to:</p> <ul style="list-style-type: none"> ➤ Sequence pictures from a text and label some objects ➤ Sound out and say some letters either individually or in words <p>If literate in L1, pupils may also be able to:</p> <ul style="list-style-type: none"> ➤ Decode words (if script is similar to L1) ➤ Write extended passages in L1 linked to classroom work dependent on their age <p>This will depend on pupils’ prior experience of education. Pupils may have experienced disrupted education in which case their writing skills in first language may not match expectations.</p>
<p>Needs a considerable amount of EAL support: almost all lessons will need support and/or differentiation</p> <ul style="list-style-type: none"> ➤ Provide first language support ➤ Use visual prompts ➤ Use of repetitive language ➤ Opportunities to engage with peers ➤ Use of closed / literal questions /non-verbal answers ➤ Offer alternatives within questions e.g. ‘Do you want a pencil or a pen?’ ➤ One to one / group withdrawal e.g. basic English language acquisition, phonics (opportunities to rehearse/practise new language and hear it modelled by others) ➤ Opportunities for time out activities in order to “switch off” form the pressures of learning and using English 	

Grade A: Speaking and Listening Examples

(Conversation around making an insect model)

T = Teacher

P = Pupil

T: How are you making it?

P: With paper

T: What's this?

P: The ball

T: What's ...?

P: Box

T: And this?

P: Antennae

(Talking about a picture – see example)

T = Teacher

P = Pupil

T: What can you see?

P: Colours. Children colours eggs.

T: Can you see boys or girls?

P: One girls. Three boys.

T: What are they doing?

P: Crayons?

T: Where are they?

P: In school. In classroom.



Grade A: Reading Examples

Example 1:

Stage 4 ORT book entitled, 'Joe and the Mouse'. P could not read the title or identify any initial sounds.

T = Teacher

P = Pupil

T: What do you think this book is going to be about? Repeated twice

P: Boy, mouse

T: What do you think is going to happen in the story?

P: No response

T: What do you think will happen to the mouse?

P: Mouse

T: What will the mouse do?

P turned to the first page and looked at the pictures, I questioned P:

T: What is the boy doing?

P: Wants a mouse.

T: What is the boy doing?

P: There's mouse, put in box. In box (pointing to picture)

Examples of questions for Reading at Grade A

1. Show me the...
2. Is this....(generate yes/no answers)
3. What can you see?
4. What's this?
5. Who's this?
6. Can you see a boy or a girl? (offer alternatives)
7. What are they doing?

T: (Pointing to a tiger and an elephant) What are they called?

P: (Pointing to the correct animals) tiger, elephant

T: What is the mouse doing?

P: He think Elephant

T: Why? What is he thinking?

P: No Response

P: (Turned the page, pointing to the picture) 'Superhero' (pointing to a picture of a mouse in a superhero costume)

P: Last one (referring to the last page of the book)

P was unable to blend to read simple words. I shared an ORT stage 4 book with P, 'Joe and the Mouse'. He could not read the title or identify any initial sounds. When questioned about the book cover, P was able to say boy and mouse, pointing at the characters. When asked, 'what do you think will happen in the story?' he could not respond. I rephrased the question by asking, 'what do you think the mouse will do in the story?' P could not respond.

Example 2:

This pupil (P) could recognise three of the sounds: s, p and r. I read a stage 4 Oxford Reading Tree book to P, he was keen to participate, looking carefully at the pictures and turning the pages. P knows that English print is read from left to right and from top to bottom. He also recognises his own Christian name, not his surname.

Grade A: Writing Examples

Judith – Child wrote her Christian name but could not write her surname.

Jy bth

un ghinion cu un fermier lenes,
gras
Rata muncea foarte mult. Tar
fermiere, manca si statea in pat
toata ziua.
Rata a dus vile si vacile pe camp
a pus gâmile in colet a taiat
lemnul, a cules fructe, a cules oule
a spălat, a cōlect.
Rata a fost pșerita si sa aspat
in culcu gânilor si au, venit, gâmile

Writing in L1

Assessing in First Language:

OFSTED:

"The school should monitor the attainment and progress of pupils who may be at the earliest stages of learning English. For example, schools may be using the step descriptors from A language in common: assessing English as an additional language (QCA, 2000/584). Although the scale is not statutory it was strongly recommended by the former DCSF. The school should also have taken steps to assess the learners' proficiency and literacy in their first language and established what prior subject knowledge and experience they have in other subjects."

Ofsted (April 2014): English as an additional language: Briefing for section 5 inspection

Grade B: Early Acquisition	Listening Speaking Reading and Writing
<p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary.</p>	<p>Listening: Pupils understand simple conversational English. They listen and respond to the gist of general explanations by teachers when simple language and short sentences are used and where language is supported by non-verbal clues such as illustrations. With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. In familiar contexts, pupils follow what others say about what they are doing and thinking.</p>
	<p>Speaking: In speech, pupils show some control of English word order and pronunciation is generally intelligible. They convey meaning through talk and gestures and can extend what they say with support. Their speech is grammatically incomplete at word, phrase and sentence level. Pupils speak about matters of interest in familiar settings to a range of listeners. They begin to develop connected utterances. Vocabulary is increasing but tends to relate to familiar contexts. Pupils will acquire some topic/subject specific vocabulary.</p>
	<p>Reading: Pupils know that, in English, print is read from left to right and from top to bottom. They read words and phrases that they have learned in different curriculum areas. Pupils can read a range of familiar words and identify initial and final sounds in familiar words. They can sound out simple VC and CVC words. With support, pupils can follow a text read aloud; they are beginning to associate sounds with letters in English, to establish meaning, to predict what the text will be about and use contextual clues to gain understanding. They respond to events and ideas in a range of texts at a basic literal level.</p>
	<p>Writing: Pupils attempt to express meanings in writing when supported by oral work or pictures, and can produce recognisable letters and words. Pupils' prior Literacy skills will impact on their knowledge of English sentence division and word order in simple sentences. Pupils have a growing awareness of grammar and are using elements of the subject/verb/object sentence structure. Pupils are becoming aware of simple spelling patterns. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation. Pupils can produce small amounts of writing with support from teachers / peers.</p>
<p>Still needs a significant amount of EAL support to access the curriculum: This means support is required in most lessons</p> <ul style="list-style-type: none"> ➤ Visual clues and graphics ➤ Repetition – hearing language repeated in different contexts ➤ Many opportunities to talk and practice using language acquired ➤ Re-phrasing some pupil utterances into 'correct' English ➤ L1 support to understand more difficult ideas and vocabulary ➤ Opportunities for pre-teaching e.g. introduce a new text prior to it being delivered to the whole class, introduce key vocabulary associated with a new science topic. Opportunities to reflect on a topic and talk through learning ➤ Thinking time to process language ➤ Access to good role models (teachers/peer) ➤ Language prompts to help structure speaking and writing 	

Grade B: Speaking and Listening Examples

T = Teacher

P = Pupil

(Conversation around making an insect model)

T: You got a box...

P: The scrap paper... and the fabric...this (points to sticky tape) stick

T: What did you do here?

P: Did stick and the ball

T: How did you make the antennae?

P: With stick, the ball, putting the ball on the stick

(Talking about a picture she had drawn)

P: Look that is tree.

The dinner is smell like cake.

The bird was fly.

Examples of questions for Reading at Grade B As for Grade A plus the following questions:

1. What can you tell me about the story?
2. What do you think will happen next?
3. What does mean?
4. How is feeling?
5. Which part of the story do you like best?
6. Can you tell me what is happening on each page?

Grade B: Reading Examples

Example 1:

P1 is developing a good phonic knowledge; he knew all of the initial sounds in phase 2 but does not know the letter names. He read VC and CVC words well. He read five of the phase 3 graphemes (ch, sh, th, ee, oo) and was able to blend words containing these graphemes (he read and understood, chin, shop, thumb, ring, feet, coat, boot, car, cow and ear) P1 does not know any of the phase 5 graphemes. P1 read his reading book, 'Who did that?' He was able to read many of the words and decoded well, (mum, dad, and, she, he, Biff, Chip, Kipper, Floppy). P1 used his phonic knowledge well to support his reading. P1 had some understanding of the story and answered some simple closed questions about the story using single words. There were some gaps in P1's understanding, for example, he could see the wall was dirty but could not explain that it was dirt from dad's clothes; he did not have the English language. The only way he could explain it was that it was a drawing. P1 could not predict what might happen next.

Example 2:

P2 read a Stage 4 Oxford Reading Tree Book – 'Joe and the Mouse'. P2 could decode many VC and CVC words using his knowledge of single sounds to support this reading e.g. to, man, him, put, box. He used pictures well to identify tricky words and to support with understanding the story. P2 could talk confidently about the story identifying what was happening on every page and predicting what might happen next. He engaged well throughout enjoying the story making comments as we read. He could identify his favourite part and explain why.

Grade B: Writing Examples

Write sentences about the dog.

~~Dog~~ this is dog.

this is chu ~~at~~ and itham
(eaten)

this is boum
(bone)

his is name sam is boy smile

his is smile

7. Plot: what happens in the film?

The Dean ginder was
upon the window and
is brock the egg
and is poote the
shoo's and a is have
a balerind and is
gow and wen
is brock the egg
and is a seppis
and is brock open a
egg and the be is her
next is dun awms and
the lie ol boy for the egg
and the seppis brock and
is dun hem in the brock and

Grade C: Developing Competence	Listening Speaking Reading and Writing
<p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English.</p>	<p>Listening: Pupils listen with understanding to sequences of instructions and usually respond appropriately in conversations. Pupils begin to show confidence in listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant details. They usually listen carefully and respond with increasing appropriateness to more complex verbal input.</p>
	<p>Speaking: Speech shows developing grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, giving appropriate responses to a wider range of situations (without the need for visual support), sustaining both their contributions and the listeners' interest. Pupils begin to show confidence in speaking particularly where the topics interest them. In developing and explaining their ideas, they speak clearly and use a growing vocabulary, including subject specific words. They are beginning to be aware that in some situations, a more formal vocabulary and tone of voice are used.</p>
	<p>Reading: Pupils know most letter sounds, sufficient to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on and express opinions on events or ideas in a range of texts both fiction and non-fiction: literal and increasingly abstract language e.g. inferential. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>
	<p>Writing: Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written may still need support. Ideas are developed in a sequence of sentences, using basic punctuation correctly e.g. capital letters, full stops and question marks but may also demonstrate a wider awareness of punctuation e.g. speech marks, semi-colons. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies, the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.</p>
<p>Requires ongoing EAL support to access the curriculum fully:</p> <ul style="list-style-type: none"> ➤ Opportunities to talk on a range of subjects in different curriculum topics ➤ Support to understand a range of closed and open questions ➤ Work with a range of English-language role models ➤ Provide word prompts – introduction to new vocabulary / word banks ➤ Ensure language structures are modelled clearly and opportunities provided to practise orally FIRST and THEN in writing ➤ Use of L1 to access more complex curriculum content ➤ Opportunities for pre – teaching e.g. Introduce a new text prior to it being delivered to the whole class, introduce key vocabulary associated with a new science topic ➤ Use of talk and writing frames; developing cultural competence and opportunities to read for meaning 	

Grade C: Speaking and Listening Examples

(Conversation around making an insect model)

T = Teacher

P = Pupil

T: What's this?

P: Is his nose and mouth and drink. I'm going to stick them (eyes) on here

T: What are these?

P: Wings

T: How did you make them?

P: I made the wings with art straws and covered them with tape... His head is going to be blue

T: What's this?

P: Is nose and his mouth that he taste with. He can eat, like leaves, things like that. And he eat fruit.

(Discussing the story The Fox and the Crane)

T: Can you remember what the story was about?

P: The story was about a greedy wolf and crane. Wolf invites crane...

T: Was it a wolf?

P: A fox! Fox invites crane to his party and fox makes nice soup and puts in a plate and crane's come in and crane...

T: What problem does crane have?

P: She have a big bill so she cannot drink

T: OK, so what happens when the crane invites fox to his house?

P: Crane, I think crane decided to teach him a lesson

T: How does the story finish?

P: The story finished when fox returns his home after the dinner, not...he didn't have dinner. After crane's house he realise what he's done and he's learned a very good lesson.

Grade C: Writing Example

As 12 o'clock stroke, there lived 3 boys who went to a sleeper at a abandand house! Silently, a creature cal the Dreamgiver ~~saw~~ spied at the boy's going to the abanda house however looked like bluish glowing skin and wings attache to the feet. The Sneakily, the Dreamgiver spied at the boy's going to the abandand house however, he saw one of the boy which was scared. While the boy's was sleeping, the Dreamgiver crept in the chimney.

Grade C: Reading Example

T = Teacher P = Pupil – Year 10

Actual reading is in Italics

Some relevant miscues are underlined

T: What could be happening in the picture?

P: A jungle story, a monster story

T: Tell me what the story might be about from the picture

P: Some car in here and the boy's car is not working

T: So what do you think he might be going to do?

P: He going to hotel

T: What are these people doing?

P: They get something for sale

T: They're selling things out of the back of the car

P: He's going to buy something. ***The fog hung around the car boot sale like an un uninvited ghost.***

T: It's not a ghost

P: Guest

T: What's a guest?

P: Guest mean, you are in this school guest. ***It kept most people away. Not that those who came found much to spend their money on. Josie walked round almost all of the stells without finding anything he wanted to buy. Lucy***

T: Lucky

P: ***Lucky really because he didn't have much money to spend.***
What does 'lucky' mean?

T: It was a good thing he didn't have much money.

P: ***The cold fog seeped into his bones. It's too cold 'Hey! You, girl – don't go home yet! He's a girl! You haven't looked at my still.***

T: What's that word?

P: ***Stall. A man bec-koned.***

T: This is 'beckoned' (demonstrating)

P: ***He had a ... strong-ly***

T: Straggly

P: ***Straggly grew***

T: Grey

P: ***Grey bird***

T: Beard

P: ***And ore a long black coat.***

T: How would you describe him?

P: He's old, he's crazy.

Examples of questions for Reading at Grade C As for Grade A and B plus the following questions:

1. What makes you think that?
2. How do you feel about ...?
3. Can you explain why?
4. What do these words mean and why do you think the author chose them?
5. What adjectives has the author used to make us laugh at the character?

Grade D: Competent	Listening Speaking Reading and Writing
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.	Listening and Speaking: Pupils can participate as active speakers and listeners in group tasks in different contexts. They understand most social and academic school interactions delivered at normal speed. Pupils use language appropriately across the curriculum although some minor errors may still be evident. They are able to use more complex sentences. In discussion they show understanding of the main points through relevant comments and questions. They adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. Pupils are working within age related expectations but some vocabulary gaps are still evident and errors expected, linked to advanced bilingual learning.
	Reading: Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information. Pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis. Pupils are beginning to understand many culturally embedded references and idioms, but will still require explanations.
	Writing: Pupils can produce appropriately structured and generally accurate work in a variety of contexts with few errors and without support. They will still require support to expand their writing for a wider range of purposes and genres. They will be able to use more complex linguistic structures accurately, though some support will be necessary. Pupils may still make EAL-specific errors when attempting more complex or unfamiliar structures Working within age related expectations: <ul style="list-style-type: none"> ➤ Pupils' writing is often organised, imaginative and clear for a range of purposes ➤ The main features of different forms of writing are used appropriately ➤ Sequences of sentences extend ideas logically and words are chosen for variety and interest ➤ Grammatical structure of sentences is usually correct ➤ Spelling is usually accurate and age appropriate ➤ Punctuation is used accurately to mark sentences and is age appropriate ➤ Handwriting is legible and joined where expected
Needs some/occasional EAL support to access complex curriculum material and tasks: <ul style="list-style-type: none"> ➤ Opportunities to talk on a range of subjects as preparation for writing ➤ Collaborative activities with good language models to develop exploratory talk ➤ Use L1 to understand more complex and abstract topics ➤ Use dictionaries / thesaurus ➤ Explain idiomatic language/cultural references ➤ Use working walls / displays ➤ Use quality texts that challenge and extend understanding of English 	

Grade D: Speaking and Listening Examples

(Discussing a text on metals, following science work in class)

T = Teacher

P = Pupil

T: Tell me about metals

P: Metals have high densities. Density is all to do with how much stuff there is squeezed into a certain space.

T: What's the thing they're sitting on? (Referring to a text)

P: It's a piece of wood, a big flat one. It's actually measuring the how, which one is the heaviest one.

(Discussing Romeo and Juliet)

T: What is this story about?

P: It's about two characters falling in love but the families are enemies so their families don't let them get married.

T: What happens at the end of the story?

P: Romeo thinks Juliet's dead because Juliet's taken a poison that looks like she's dead. And Romeo thinks she's really dead so he takes a poison and he dies and Juliet wakes up after a little while and then she looks at Romeo and he's dead and then she kills herself.

T: Can you describe what sort of person Romeo is?

P: Romeo's a strong character. He follows his heart and if he thinks of something, he goes with it.

Grade D: Reading

A Grade D reader should be able to respond to questions such as:

Fiction	Non-Fiction
<ol style="list-style-type: none">1. The writer uses words like ... to describe What does this tell you about a character or setting?2. What do you think the writer meant by...'x'?3. What is similar/different about two characters?4. What makes this a successful story?5. What advice would you give 'x'?6. What advice could you give this character?7. Can you identify two examples of figurative language e.g. simile, metaphor, personification?	<ol style="list-style-type: none">1. How does the layout of the page/chapter/book etc. help you to find information quickly /clearly?2. In what ways do the illustrations support the text?3. Who do you think this information is for?4. What is the mostimportant/exciting part of the text?5. Is there an alternative point of view?6. Why has the writer included?7. How would the views put across in this text affect your views on?8. Who is the audience for this text? How do you know?

Grade D: Writing Example

Have you ever heard of magic? Well in the most unlikely place, it exists. Over London's lights, the Dreamgiver lives. Anyone who saw her would be bewildered at the sight, for she had clothes that were very vibrant and colourful. At midnight, her boot-cut trousers moon stones would glow and her rocket boots would start. ~~Altho~~ Although, the way the creature gave wishes was rather unlikely for she used the marbles she had as a child. If ~~if~~ she put a marble on the right object, good dreams would come. She hid them in a secret compartment in her trousers. On the other side of London, 2 girls ~~are~~ ^{were} visiting their auntie who lives in a row of the most amazing georgian houses. As ~~we go back to the dreamgiver,~~
> // The clock struck twelve and the magic ~~began~~ ^{began}. Her colourful rocket boots went into gear and the creature glen off, into the dazzling night sky. The stars ~~are~~ were almost touching her ~~face~~ nose. It was an exhilarating feeling. Soon, she lands near a georgian house. In an instant, she shrunk herself, going through the letter box. The dreamgiver crept into a room of 2, ten-year old girls.

Grade E: Fluent	Listening Speaking Reading and Writing
<p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.</p> <p>Operates without EAL support across the curriculum.</p>	<p>Listening and Speaking: Pupils have the speaking listening skills necessary to participate fully within the curriculum and can be assessed using age related expectations.</p> <p>Pupils talk and listen with confidence in increasingly challenging contexts related to the developing curriculum. Their talk is adapted to purpose - developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriate features of standard English vocabulary and grammar.</p>
	<p>Reading: Pupils have the range of reading skills necessary to participate fully within the curriculum and can be assessed using age related expectations.</p> <p>In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They use inference, deduction and hypothesis successfully and understand more figurative language, subtle humour and nuances.</p> <p>They refer to the text when explaining their views. They locate and use ideas and information.</p>
	<p>Writing: Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using age related assessments.</p> <p>Working within age related expectations:</p> <ul style="list-style-type: none"> ➤ Pupils' writing in a range of forms is lively and thoughtful ➤ Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader ➤ Vocabulary choices are often adventurous and words are used for effect ➤ Pupils use grammatically complex sentences to extend meaning ➤ Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate ➤ A range of punctuation is used accurately and is age appropriate ➤ Handwriting style is legible and, where appropriate, fluent and joined