



Education
Centre for Education
Statistics & Evaluation

Learning Progressions and EAL/D Education

Canberra, 14 September, 2019

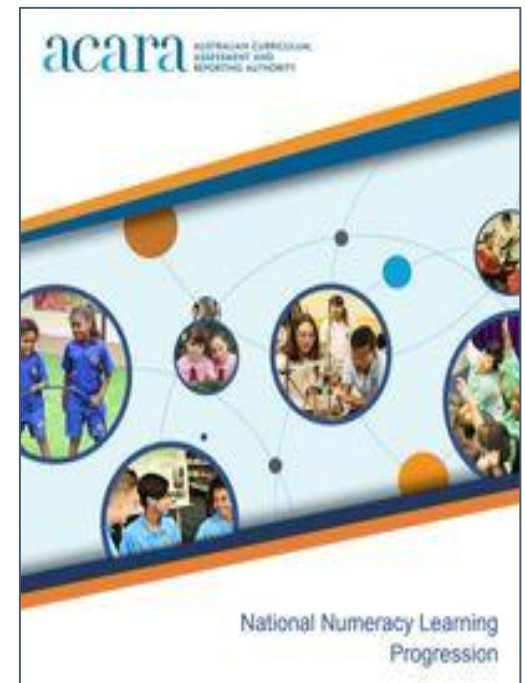
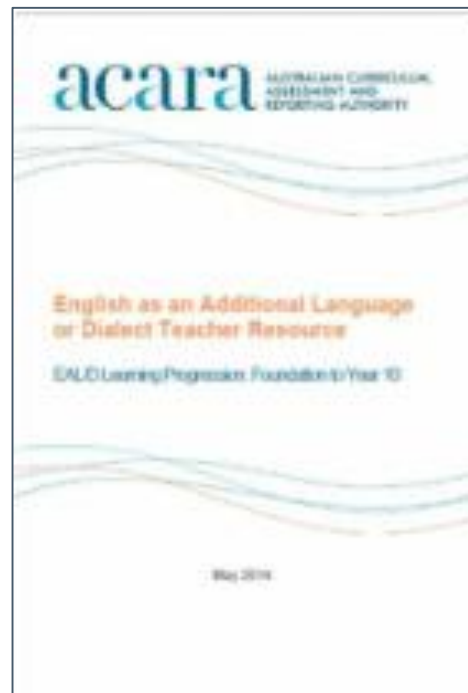
DATE



Acknowledgement of country

We would like to acknowledge the Traditional owners of the land, the Cabrogal people of the Darug nation. We pay our respects to elders past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples.

Learning progressions and EAL/D teaching and learning

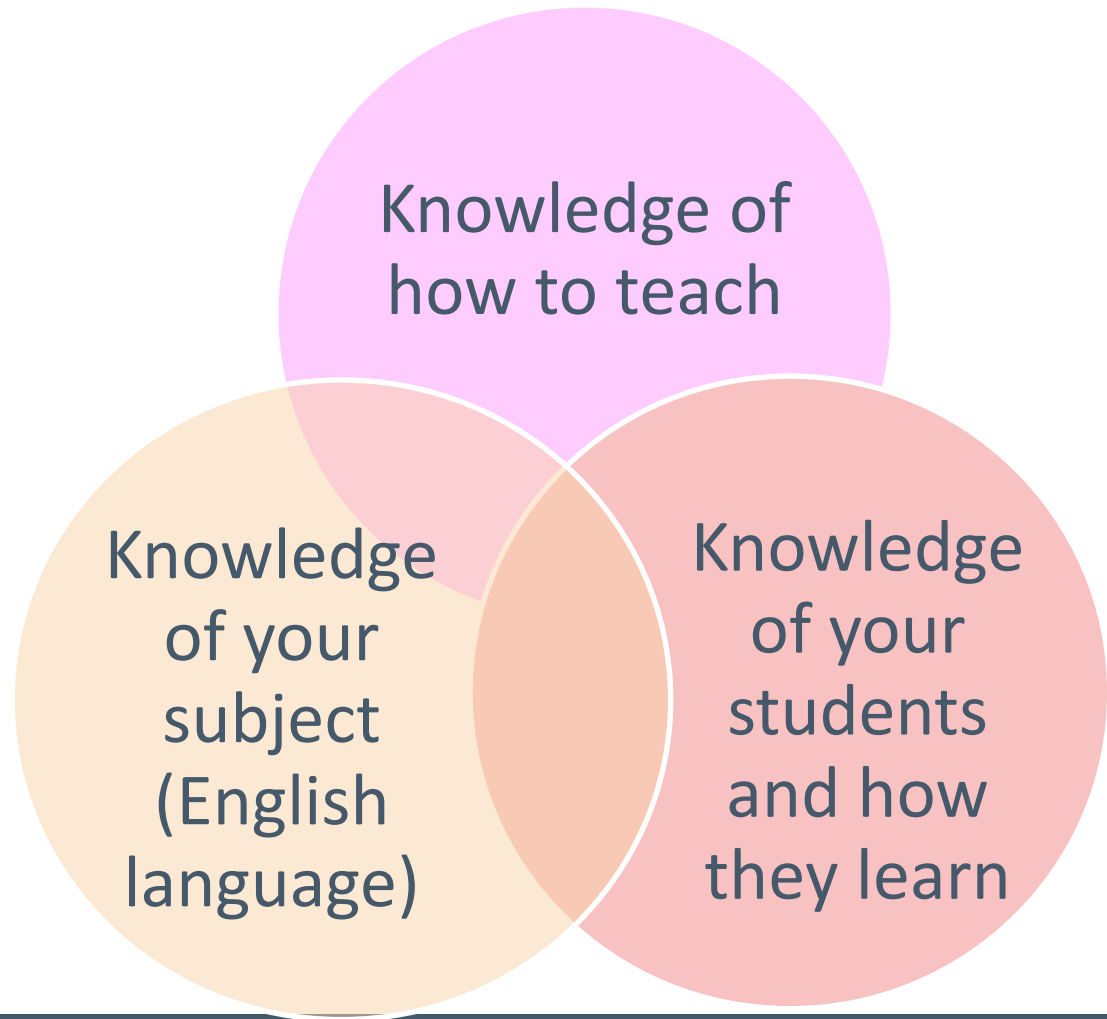


Aims

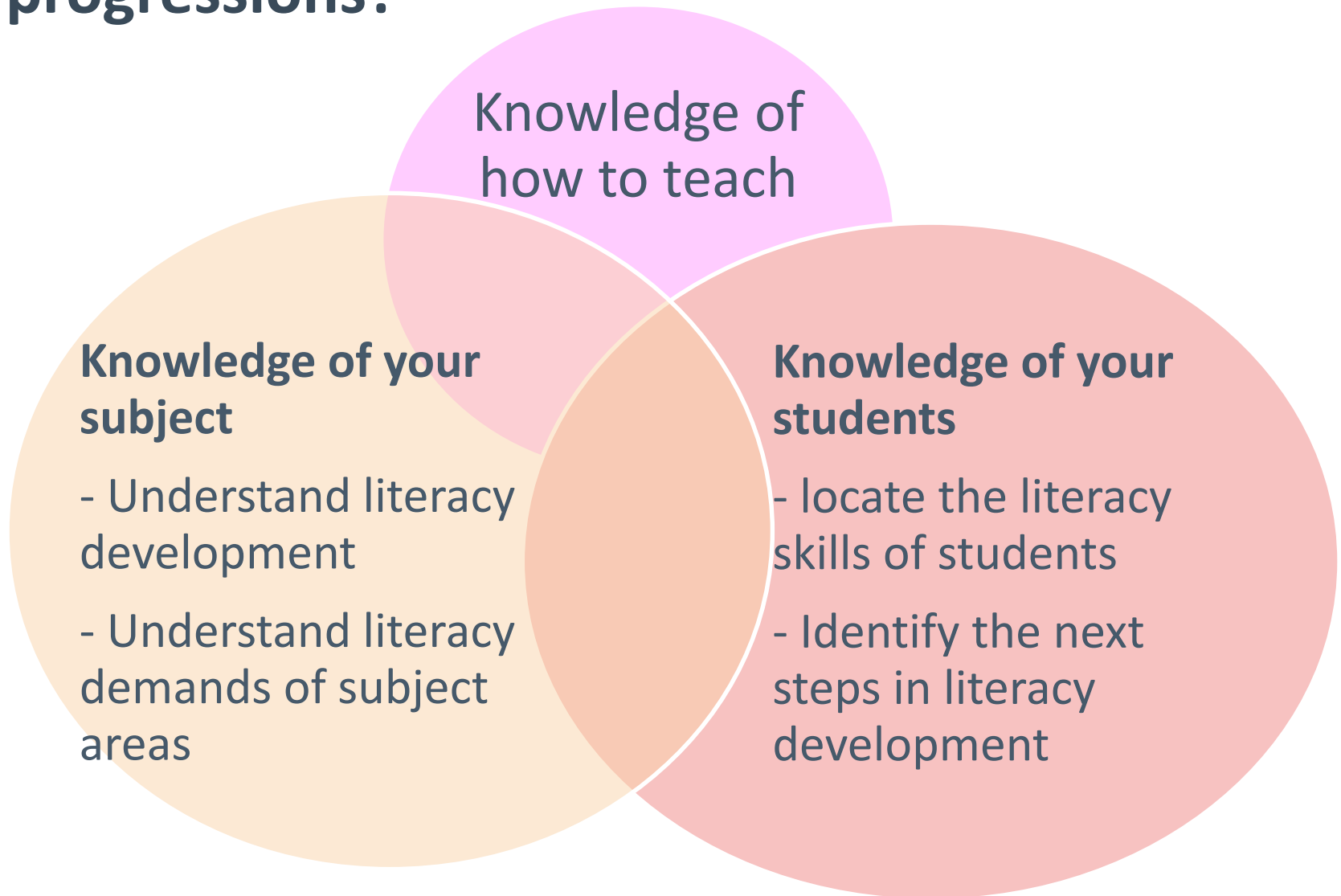
- What are the similarities and differences between the EAL/D learning progressions, ESL Scales and the National Literacy Learning Progression?
- How do we use EAL/D assessment tools with the Literacy Learning Progressions?

What knowledge do you bring to EAL/D teaching?

**Effective
learning and
teaching**



What is the purpose of the literacy learning progressions?



EAL/D learners are learning the English language while developing literacy skills.

‘Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.’

(Australian Curriculum, 2019)

What language skills would an EAL/D student need to read this?

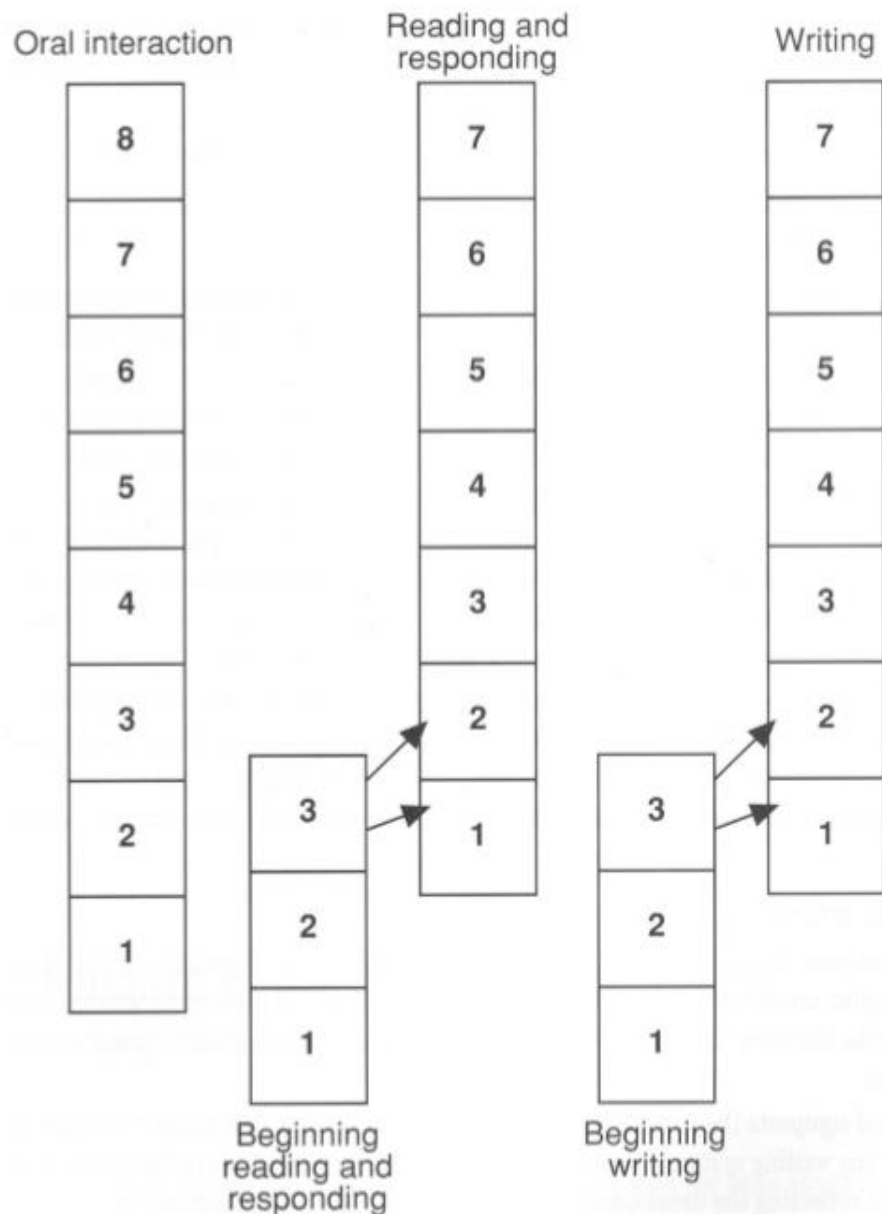
Rugby league players have been confirmed to have suffered from the degenerative brain disease Chronic Traumatic Encephalopathy...

(CTE) (SMH June 27, 2019)

- Cultural knowledge
- Impact of L1 on pronunciation of 'c'
- Use of grammar for purpose
- Unusual spelling

ESL Scales

- ❑ Communication
- ❑ Language and cultural understanding
- ❑ Language structures and features
- ❑ Strategies



Communicative competency – Canale and Swain 1980

LEVEL 1 Reading and Responding

Communication

At level 1, a student

1.5 Gains and shares meaning from

Discourse

Evident when students, for example:

- Engage in short, structured reading activities based on simple factual or fictional texts.
- Follow simple written texts while listening to them read aloud.
- Show a personal response to a text (role-play, draw a picture).
- Read words from such familiar contexts as home and school (own name, name of school, street name, logos).
- Gain basic information from illustrations.
- Sequence a story, a series of events or a process using pictures or illustrations.
- Gain basic information from simple visual material such as graphs, diagrams and timetables.
- Read simple sentences from familiar contexts, such as teacher and student texts.

Language and cultural understanding

At level 1, a student

1.6 Brings previous experiences in

Socio-linguistic

Evident when students, for example:

- Know that people read for different purposes such as study, information, or enjoyment.
- Know that the purpose of reading is to make sense of print.
- Show awareness that code-breaking is an important initial stage in reading new text.
- Show awareness that print in English is read in certain directions (from left to right and from top to bottom of the page).
- Show awareness that there is a sound/symbol relationship in alphabetic print.
- Know that thoughts and speech can be represented in writing or in print (ask for something to be written in English).

Language structures and features

At level 1, a student

1.7 Reads simple texts, using a small

Linguistic

Evident when students, for example:

- Distinguish between Roman and non-Roman script.
- Distinguish between letters, words and numbers.
- Identify where sentences begin and end.
- Identify single words from a sentence ('Which word says 'flour'?').
- Identify some letters, sounds and words in a sentence.
- Recognise and name letters of the alphabet (letters in own name).
- Know some of the sounds that letters commonly make.

Strategies

At level 1, a student

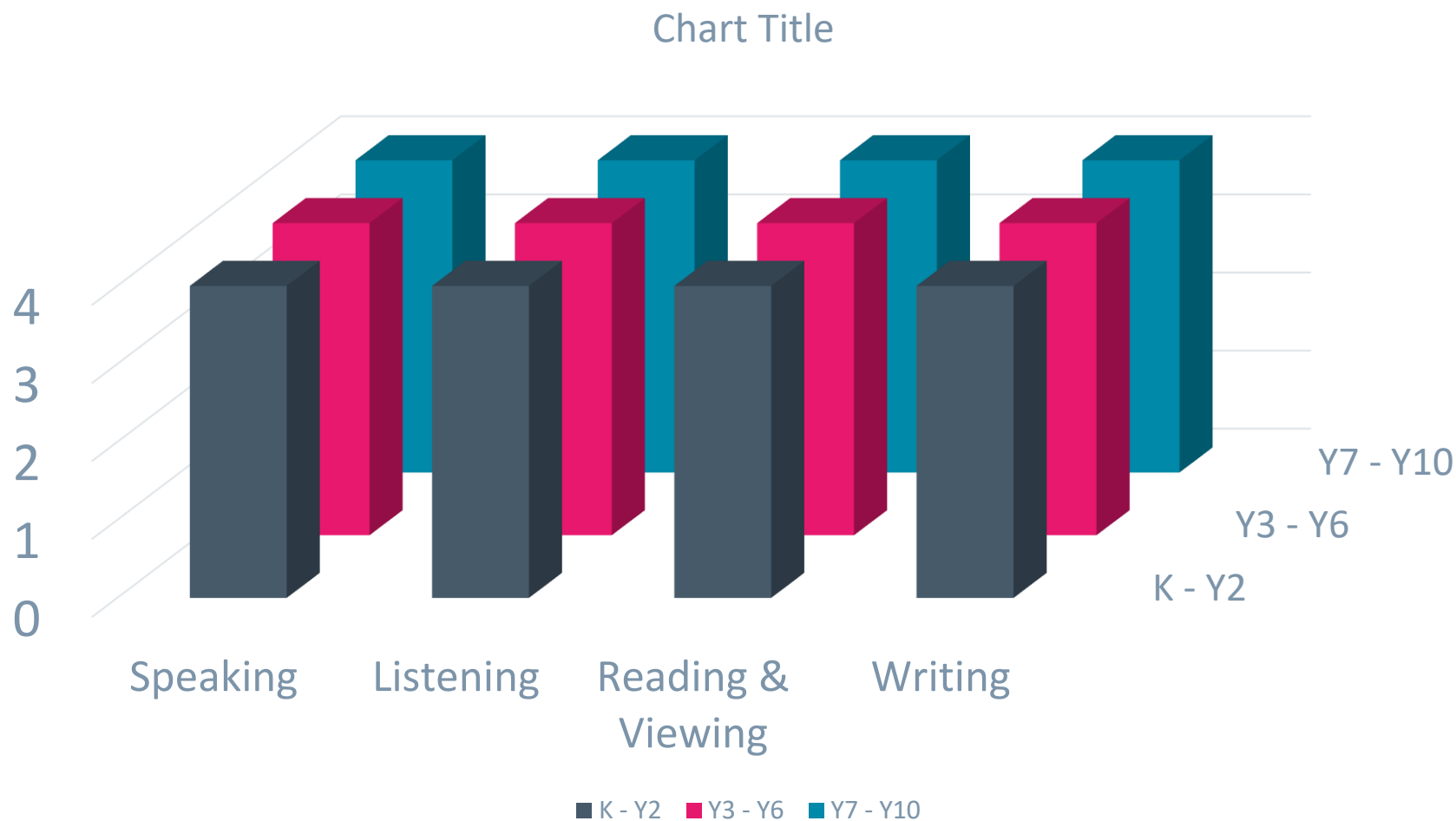
1.8 Relies on code-breaking

Strategic

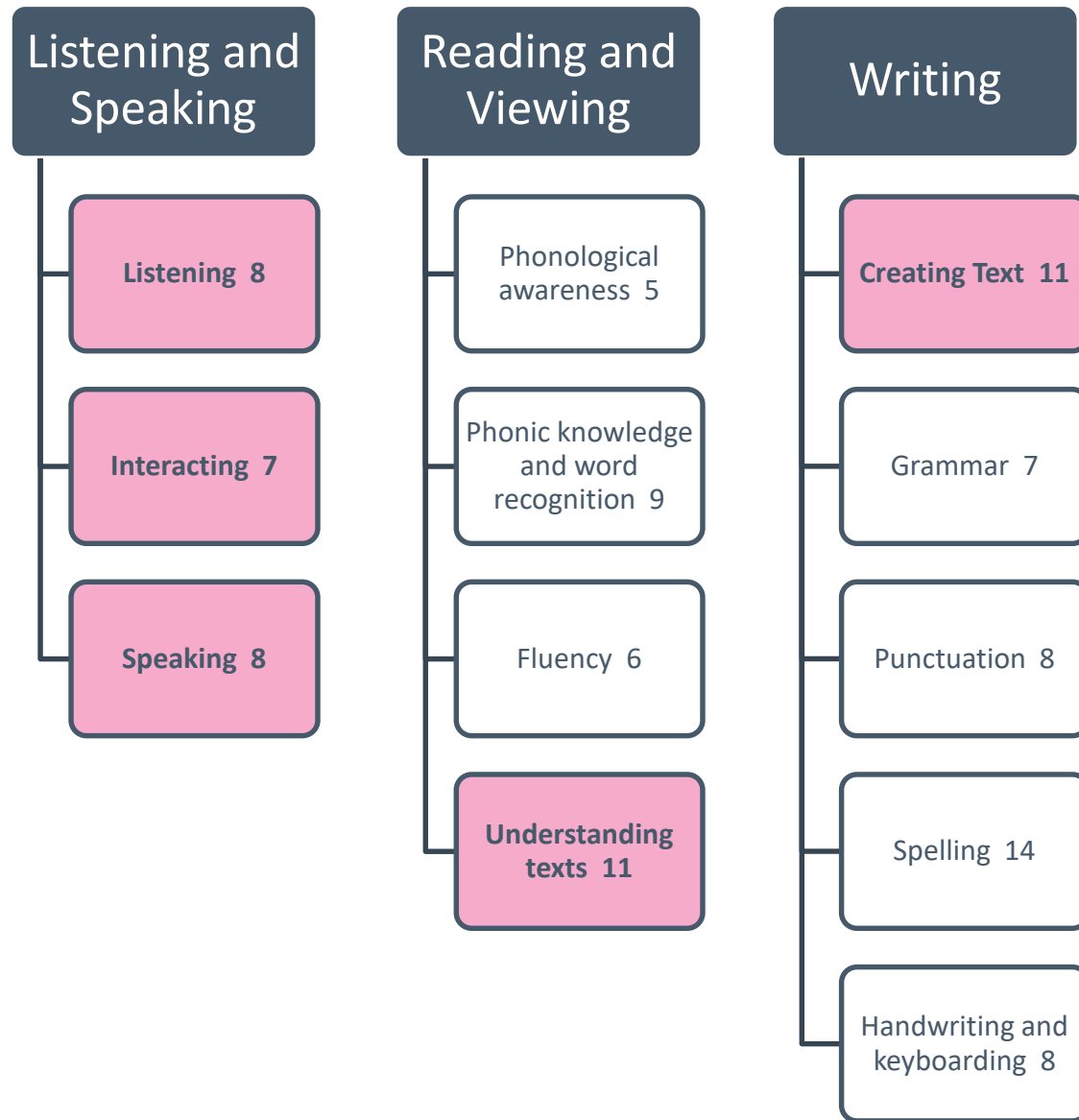
Evident when students, for example:

- Demonstrate reading-like behaviour (by concentrating on and participating in shared reading experiences, repeating words or phrases, looking at books in own time).
- Read with or slightly after the teacher.
- Use sound/symbol knowledge of reading in the first language to attempt pronunciation of new English words.
- Guess some familiar words from initial letters, letters within a word, length and shape of a word.
- Browse and borrow books to read.
- Use cover, title, illustrations, amount and size of print, recommendations of others and own interests to help choose suitable material.
- Use illustrations to support reading.
- Focus on the decoding of print (apply sound/symbol knowledge to text in English).
- Track under words with finger as teacher reads or when reading themselves.
- Ask for pronunciation of an unfamiliar word in written text.
- Use a bilingual dictionary to check meaning or pronunciation of words.

EALD Learning Progressions



National Literacy Learning Progression

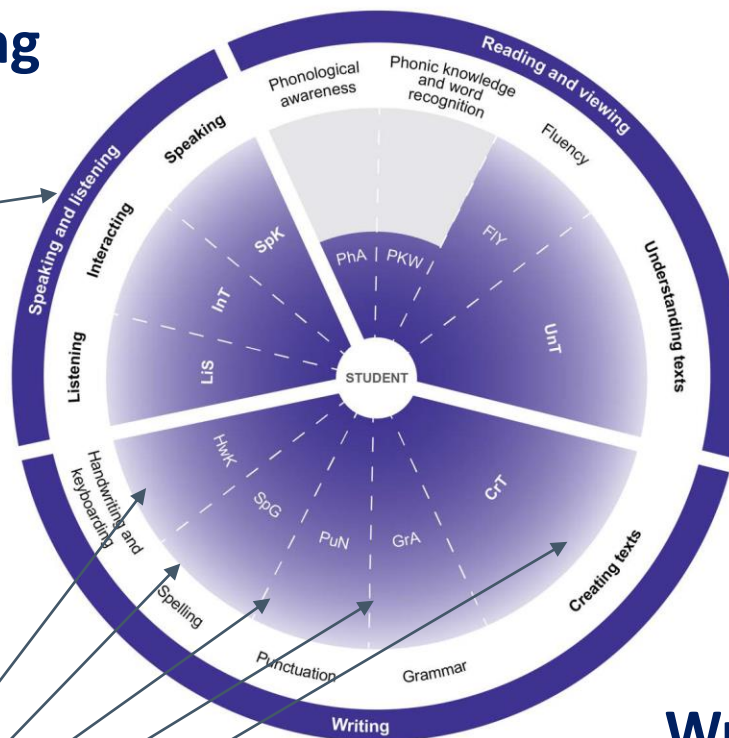


Structure of the literacy progression

Speaking
and Listening

Reading and
Viewing

Writing



Elements

Sub-elements

Learning progression structure - metalanguage

Element → Reading and viewing

Sub-element → Understanding texts

Sub-element description

Understanding texts describes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This sub-element is organised into three subheadings: comprehension, processes and vocabulary.

The sub-elements *Phonological awareness*, *Phonic knowledge and word recognition* and *Fluency* provide detail for this sub-element and allow teachers to focus on specific aspects of reading where required. The sub-elements that support *Understanding texts* are bracketed at the end of relevant indicators.

This sub-element references Text complexity at Appendix 6. The text complexity advice includes four levels: simple, predictable, moderately complex and sophisticated, and describes the scope of texts students need to be able to work with to be successful in the Foundation to Year 10 Australian Curriculum learning areas.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
<p><i>Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is UnT. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.</i></p>	
UnT1	Comprehension <ul style="list-style-type: none"> demonstrates interest in texts recognises illustrations in texts recognises some icons or symbols from the environment (familiar logos)
	Vocabulary <ul style="list-style-type: none"> names familiar objects in texts (apple, table, boy) names some familiar icons or symbols in the environment (school crossing sign)
	Comprehension

Level →

UnT1

Comprehension

- demonstrates interest in texts
- recognises illustrations in texts
- recognises some icons or symbols from the environment (familiar logos)

Vocabulary

- names familiar objects in texts (apple, table, boy)
- names some familiar icons or symbols in the environment (school crossing sign)

Comprehension

Indicators

Sub-heading

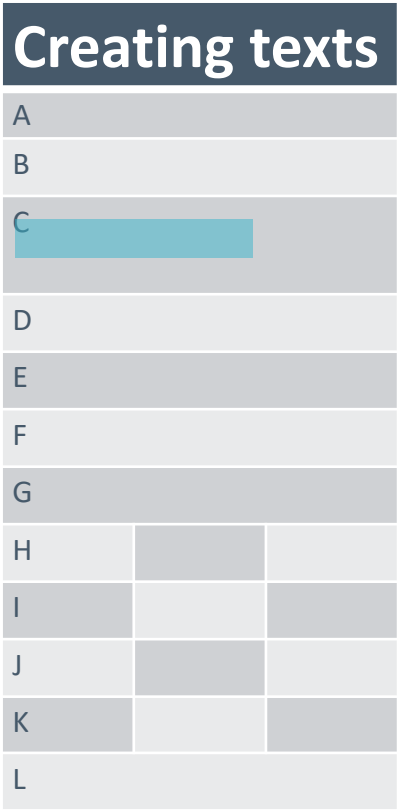
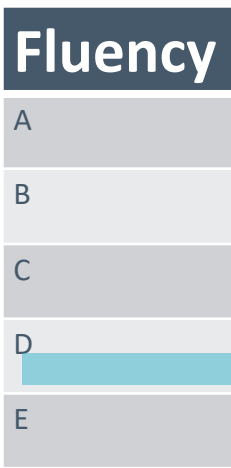
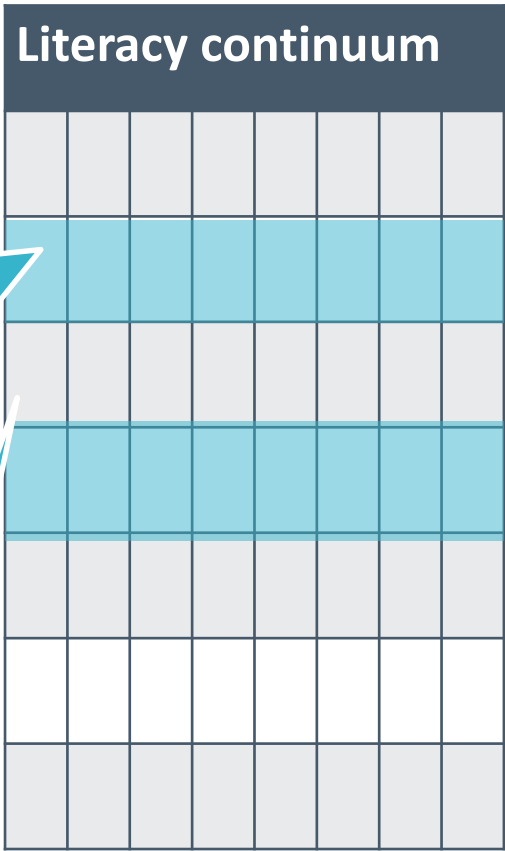
The learning progressions:

- describe observable student behaviours at increasing levels of sophistication
- include as much detail as can be supported by evidence
- do not specify the amount of time it takes “typical” students to progress
- Describe learning from K - 10

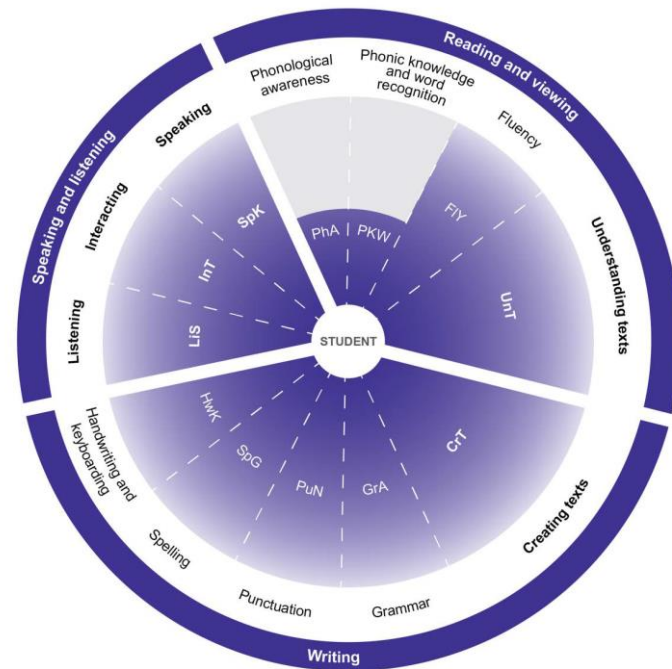
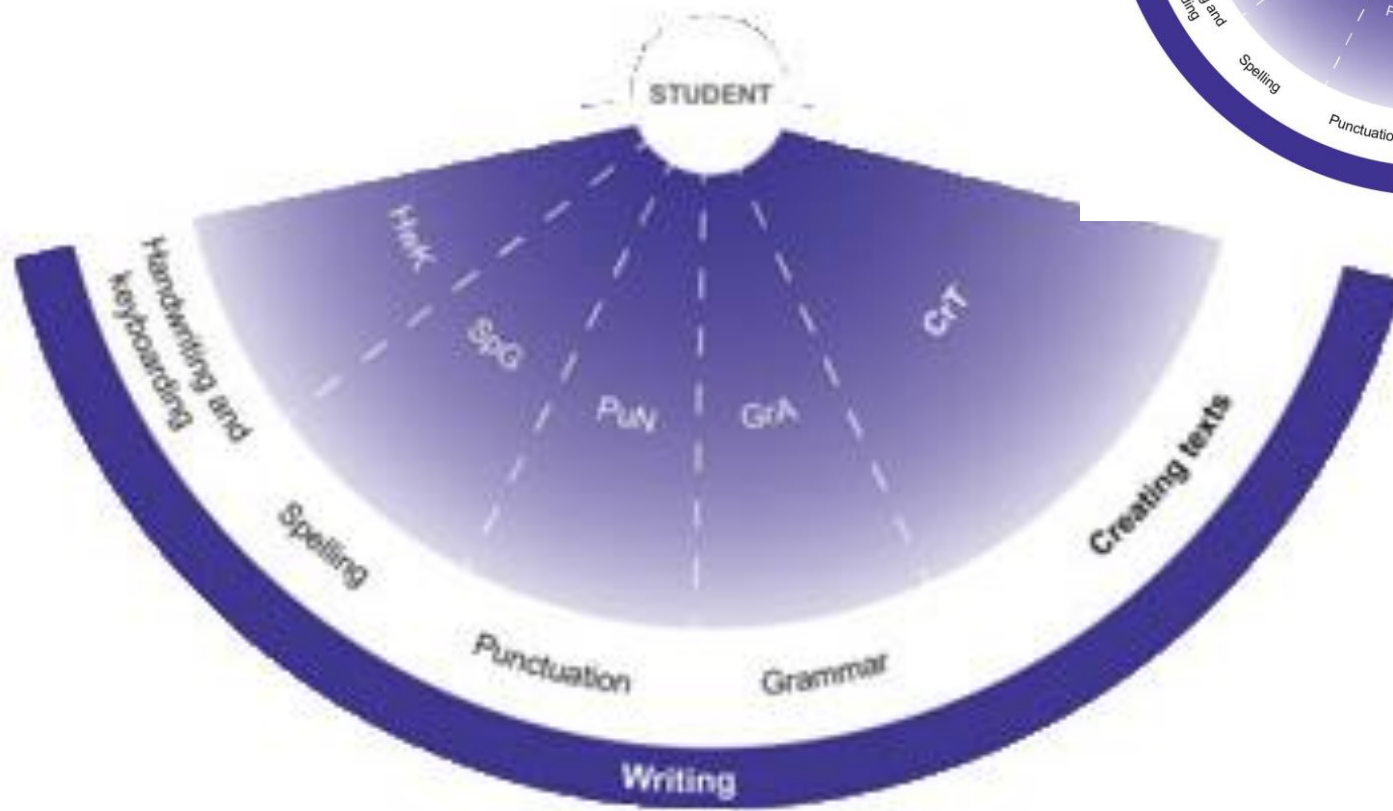
The learning progressions focus on individual student development, rather than year level expectations

Large numbers of students at the bottom end

Groupings of students at the same level across different skills



Writing element



IEC student writing:

Task: present the arguments for and against owning a pet

What can this student do well?

What are areas for further development?

Keeping wild animals are very bad for you and for them too because the wild animals need a lot of different things that they use like for their daily life and also they are not happy if people give any thing they need. for instance if people raise a tiger from the Jungle and they put in a cage. The Tiger became aggressive and unfriendly animal and may be will hurt people. Consequently the animal need running and staying his family and his natural environment. However most people believe that it is very awful to take animal and bring it a place that their are not happy to stay. Overall keeping animals are not good and it is not good for people and for them.

Assessing the writing sample

1. Work in pairs.
2. Select the ESL Scales of the Literacy Learning progressions to use.
3. Identify relevant indicators
4. Form mixed groups and compare findings



ESL Scales – Level 4

- Elaborate on own knowledge of the world, using own experience and perspective to support a viewpoint (LCU)
- Create mood and feeling by selection of appropriate words (LCU)
- Support a point of view and come to a conclusion (Orders sentences logically in an argument) (Comm)
- Use a range of conjunctions to relate ideas across sentences or paragraphs in a text (although, yet, however) (Level 5)

Where to next? – Sentence structure (Level 4)

Combine simple sentences into complex ones using common conjunctions and relative pronouns

Literacy Learning Progression - Level 8

Crafting ideas

- presents a position and supports it with one or two simply stated arguments
- writes ideas which are relevant to the purpose of the text

Text forms and features

- uses cohesive devices to link points in an argument (consequently)
- uses adjectives to persuade (awful)

Vocabulary

- uses a range of learnt topic words to add credibility to information (natural environment)

Generic indicators

- **consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar)**

Literacy Learning Progression:

Grammar Level 3 and 4

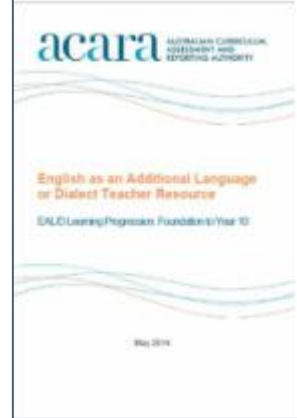
Level 3

- writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)

Level 4

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)

EAL/D Learning Progression

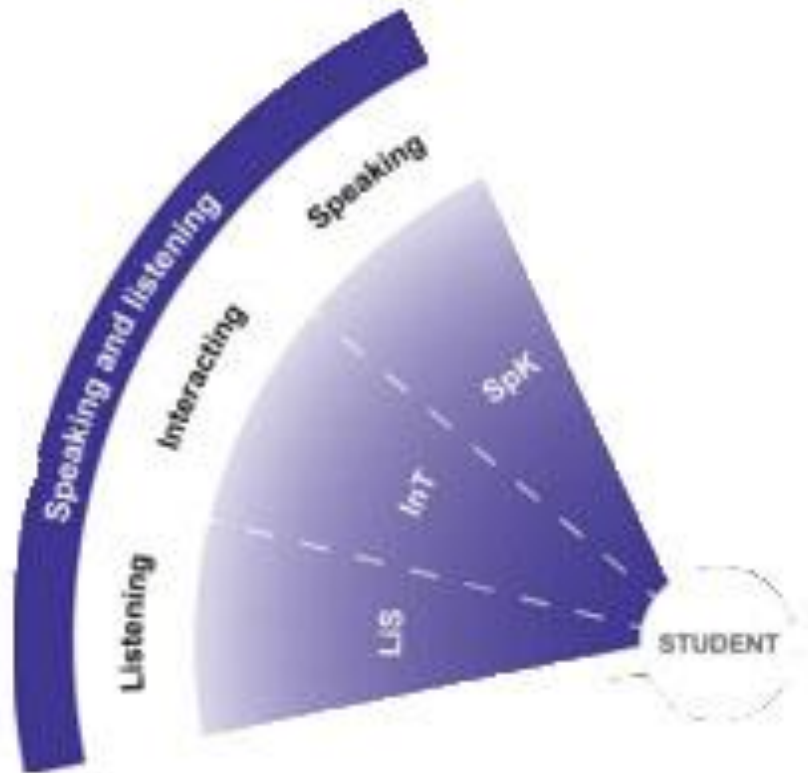
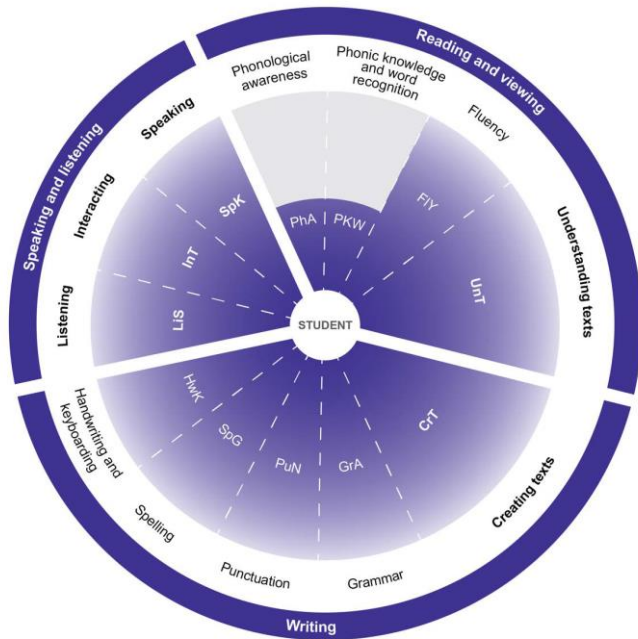


Developing:

Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.

- create a range of types of texts, using growing knowledge of text structure
- continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication
- use cohesive devices to link both within and across paragraphs

Listening and speaking element



Year 4 Interacting -



Interacting



What observed?	Where to next?
ESL Scales <ul style="list-style-type: none">• Utter familiar words or phrases using comprehensible pronunciation, stress and intonation. 2• Construct two- or three-word utterances conveying different relations between two terms 2	<ul style="list-style-type: none">• Understand teacher questions on familiar topics or themes by responding with phrases or sentences. 4• Recall and retell simply what has been learnt from spoken or written classroom texts. 4• Sequence information logically for the listener. 4
Literacy LP (Page 12) <ul style="list-style-type: none">• speaks in short phrases or simple sentences about familiar objects, people or events (SpK 1)• uses a small range of familiar words 1• names common items from pictures or the environment (SpK 1)• shows signs of active listening, looks at the speaker (InT 2)	<ul style="list-style-type: none">• retells key details or points from a text viewed or heard (SpK 2)• uses appropriate or mainly appropriate word order (SpK 2)• uses simple connectives to join ideas (SpK2)

EAL/D Learning Progression

Emerging:

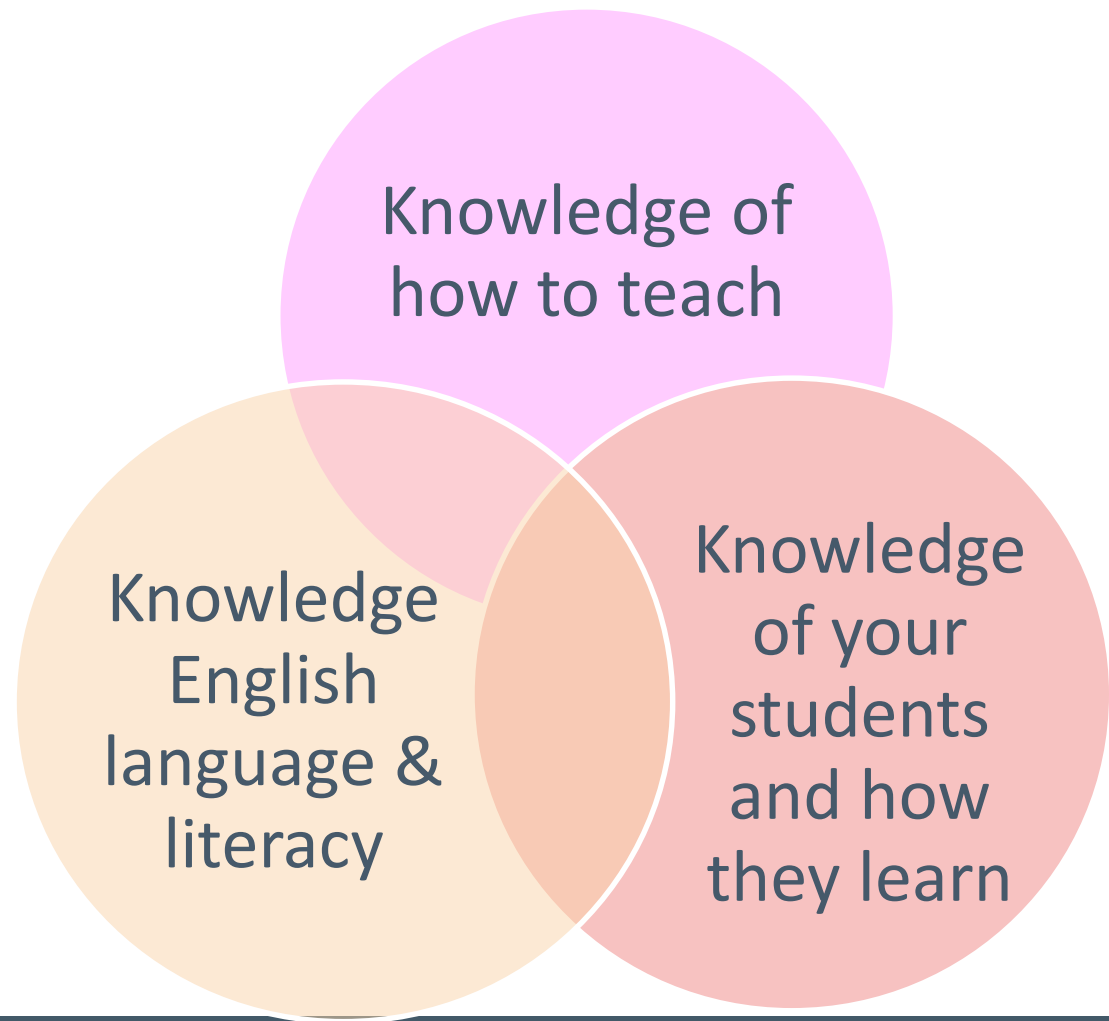
Learners at the beginning of this phase communicate verbally and nonverbally with some success in familiar situations. In this phase, they communicate with less reliance on formulaic expressions in routine social and classroom situations, attempting to modify their English in response to a range of familiar classroom and social purposes.

- use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter
- use vocabulary that is mainly everyday, but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather)

What different information do you get from the literacy learning progressions and ESL Scales?

Scales	EALD LP	Literacy LP
Describes strategies EAL/D students align better to levels	Give broad groupings	Fine grain steps in literacy development
The strand organisers represents EAL/D competencies. Lang. and cultural understanding explicit	Emphasises importance of L1 and cultural knowledge	Caters for diversity by allowing different starting points and rates of progress across sub-elements

How do learning progressions support your knowledge?



Morning Tea

Next:

- using learning progressions to inform differentiation



Best Start Kindergarten Assessment – Literacy



- Drawing and writing
- Speaking and Interacting
- Reading and comprehension 'The Long Walk' story book
- Phonological awareness
- Phonic knowledge

How would you describe this student's reading and speaking skills?



How would you describe this student's writing skills?



What literacy and language skills did you observe?



At your table, brainstorm the literacy and language skills you observed.

What literacy skills does this student have?

Literacy LP

Understanding Texts

- listens to texts read by an adult
- talks about images and/or some printed words in a text
- locates the front and back of a book and turns pages correctly
- makes relevant comments or asks relevant questions to demonstrate understanding of the text

Creating Texts

- expresses an idea drawing on familiar experiences and topics using attempted words and pictures
- writes own name and other personally significant words

Speaking

- speaks audibly and clearly to a familiar audience
- elaborates on ideas using a short sequence of sentences

Interaction

- asks relevant questions for clarification or to find out others' ideas
- takes turns as speaker and listener

What English language skills does this student have?

(EAL/D Learning Progression)

SPEAKING

- are more likely to communicate in one-on-one interaction with people they trust, and in their first language
- may be silent for extended periods

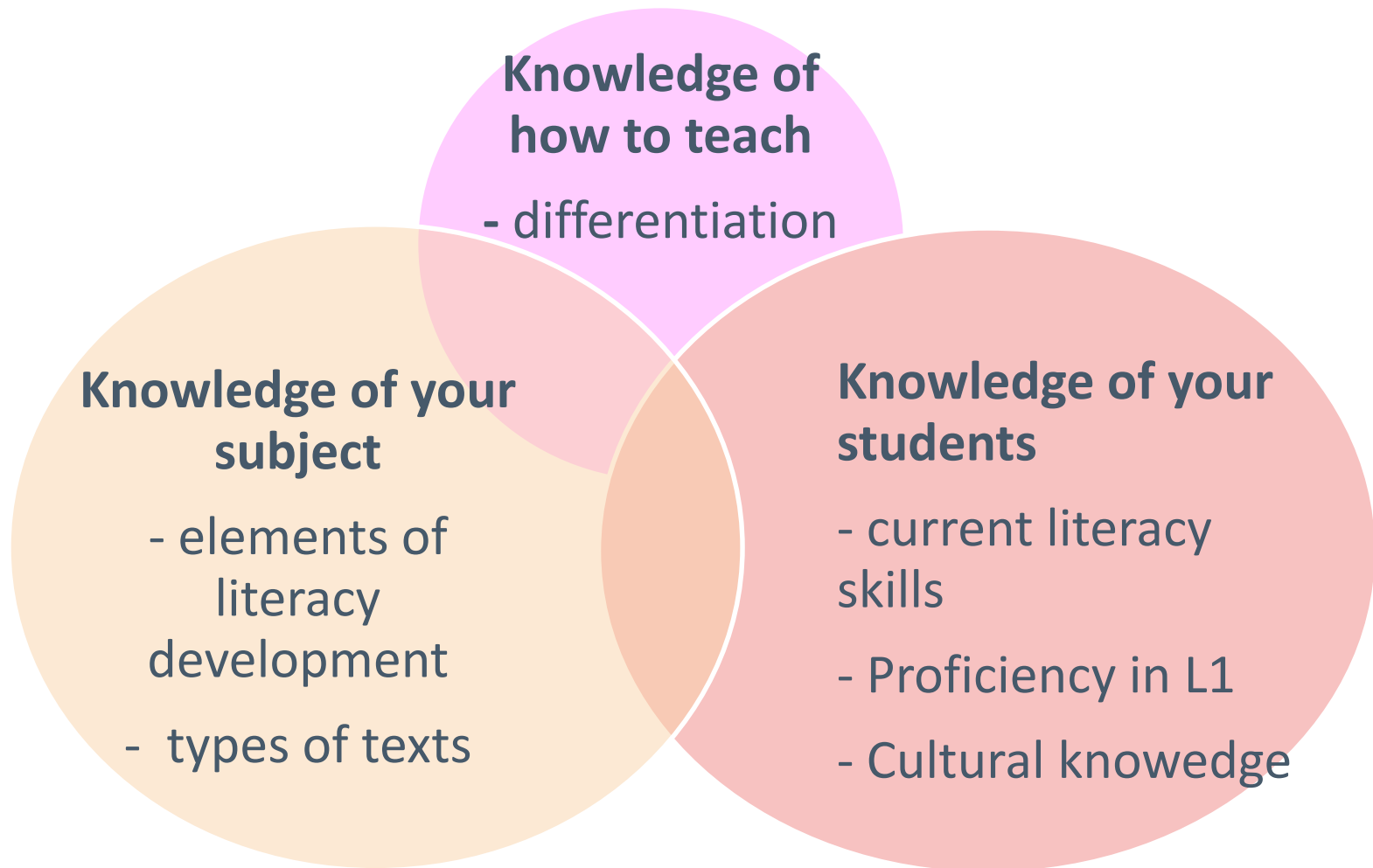
READING

- show interest in gaining and sharing meaning from print and pictures, and can differentiate between their first language print and English print
- need explicit teaching on how to interpret images that are culturally specific or unfamiliar

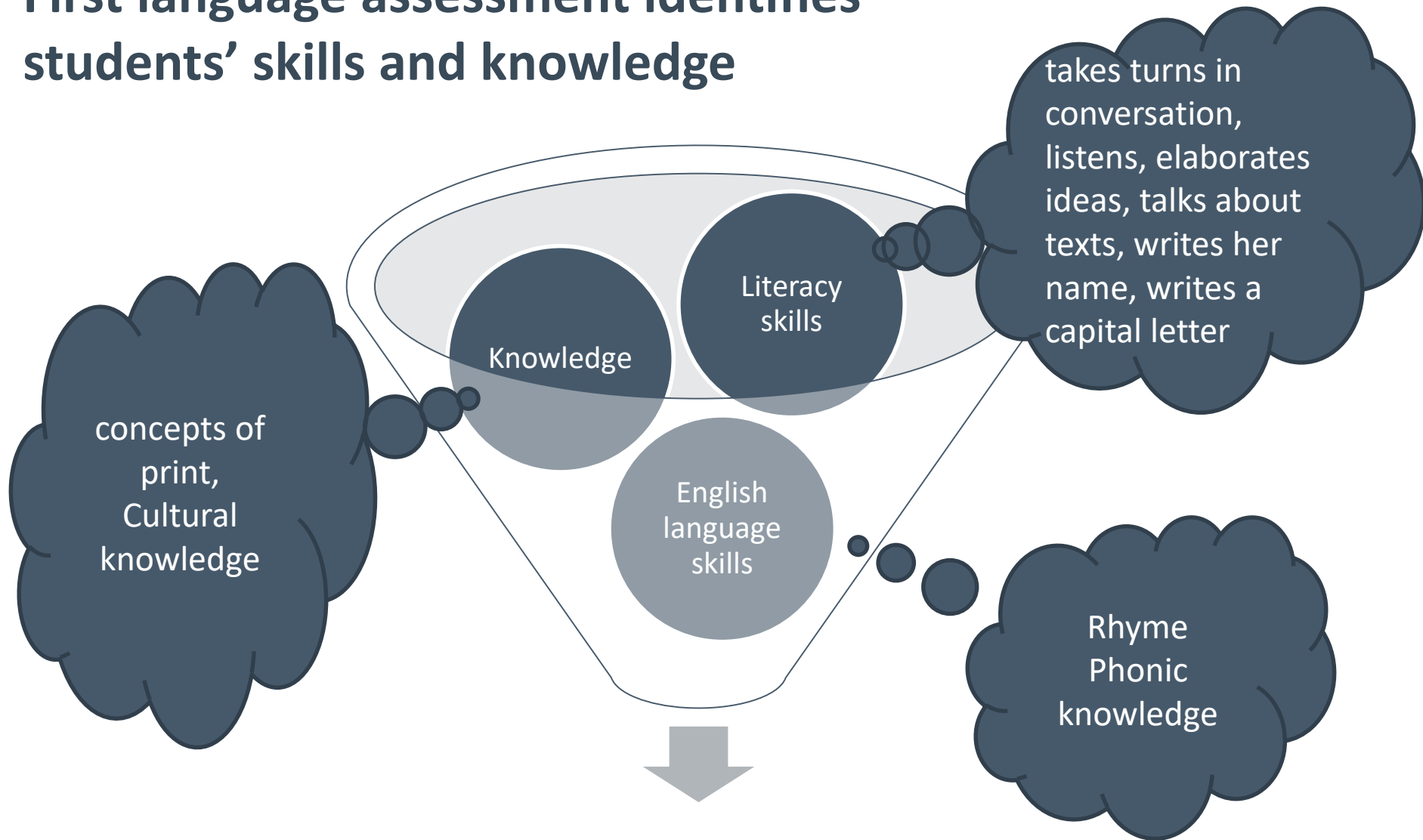
WRITING

- have some concepts of print and will understand that print conveys meaning through their experiences with print in their first language
- Some sounds in English are likely to be new sounds for these learners (consider when teaching sound–letter relationships)

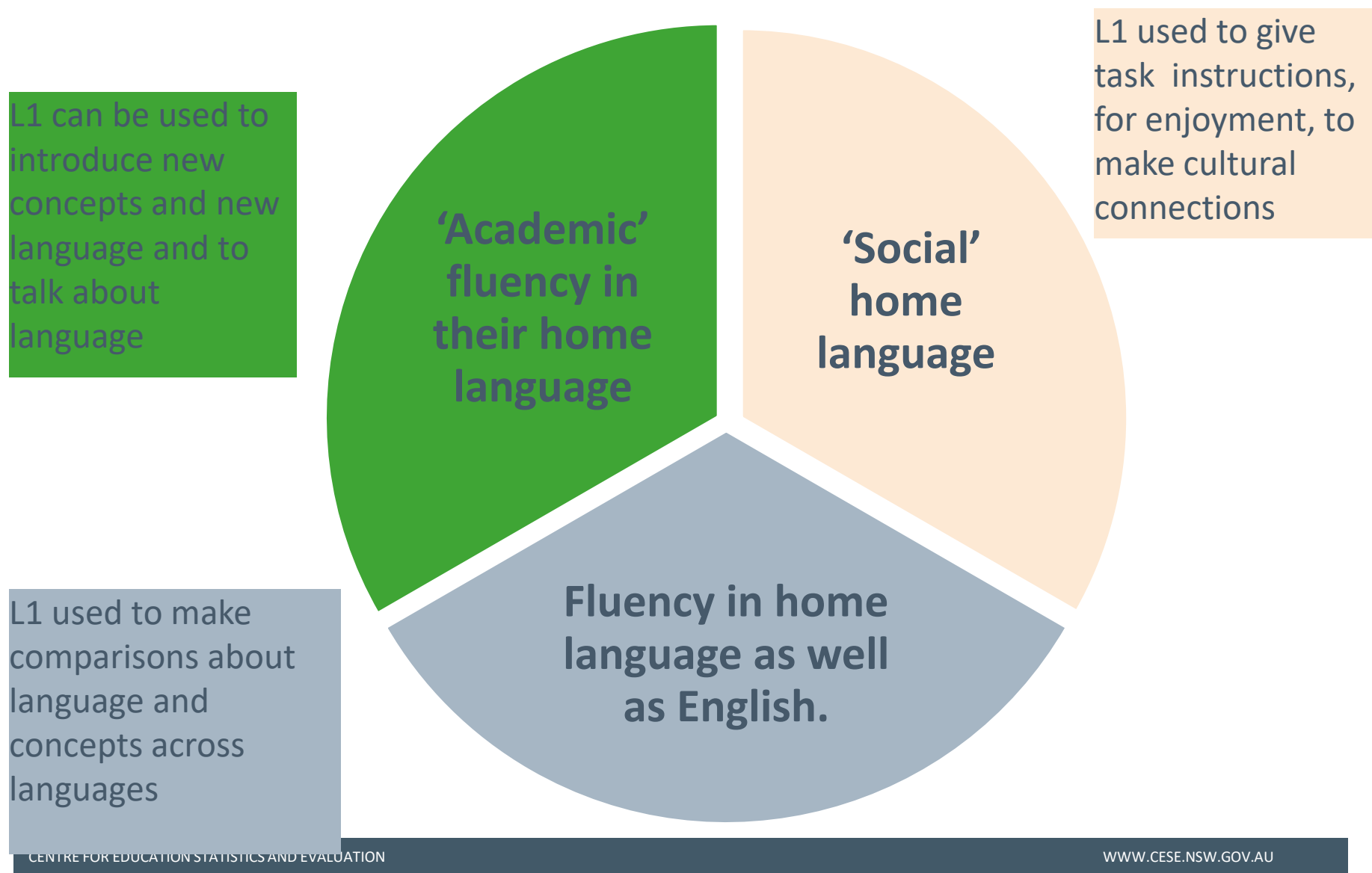
EAL/D Learning progressions support knowledge of students language development



First language assessment identifies students' skills and knowledge



Adapt assessment to L1 language proficiency



Translanguaging enhances language development, sense of belonging and well-being.

‘Teaching practices that tap into multilingual ways of reading, writing and speaking allow students to access the cultural resources that enhance the personal significance of their classroom work’ (Garcia, 2009)



Differentiating for EAL/D students

Imagine this student has recently arrived with limited English.

How could you use L1 to support literacy learning and concept development?



Rich task – An art exhibition



Visit to the Art Gallery of NSW!



We got to see the “real thing!”



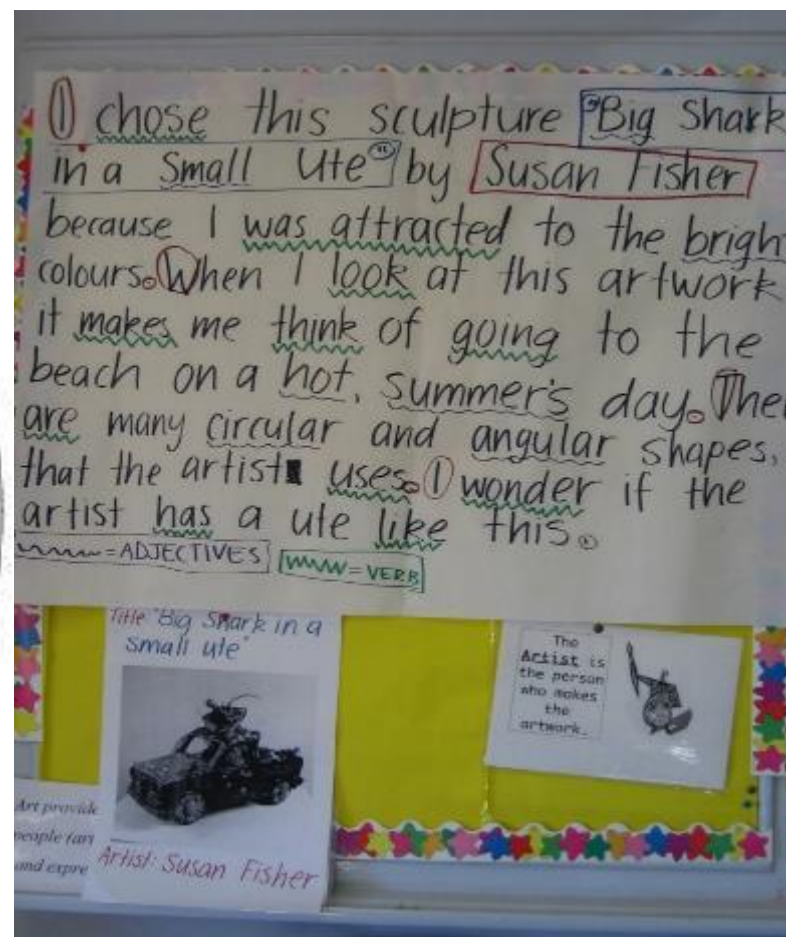
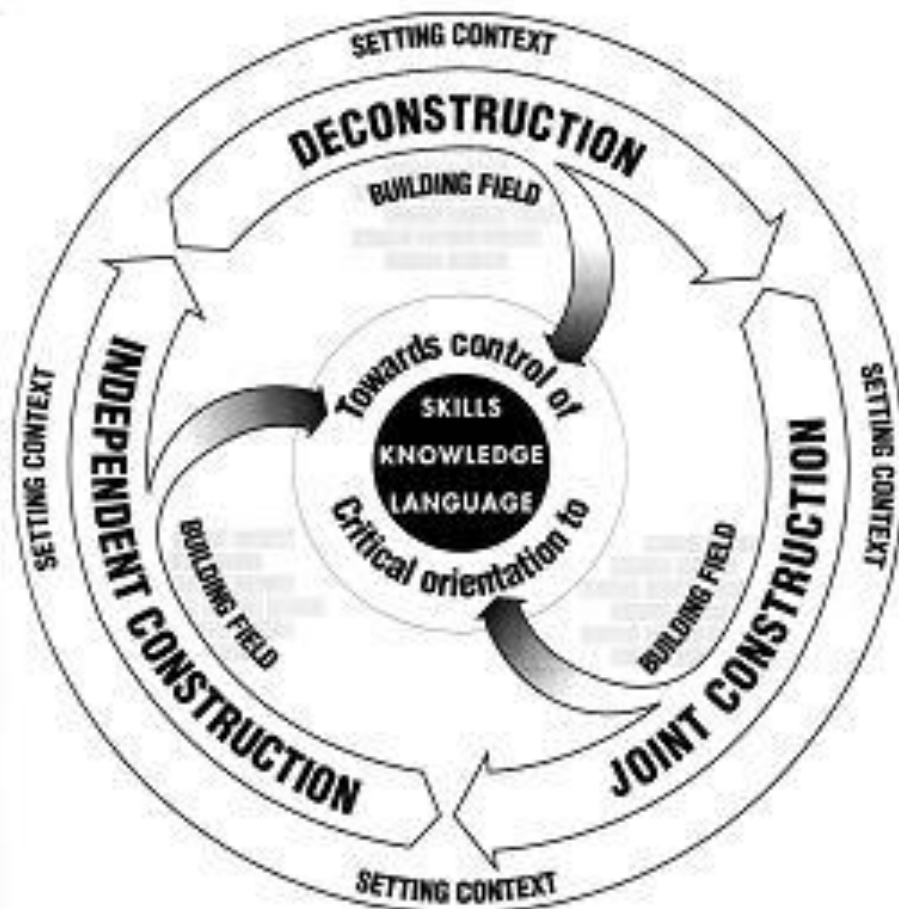
See Think Wonder - moving from literal to inferential

See	think	wonder
dragon princess wearing paper bag. can see... the dragon is tired because his eyes are closed the dragon's body is not moving the dragon's cave prince is stuck in the prince is calling help.	I think the dragon is hungry. I think the princess is very dirty. I think the princess has lost her clothes, and her crown and her dress. I think the cave is dark and scary. I think the princess is trying to help the prince.	I wonder how the prince got stuck in the cave? I wonder how the princess got really dirty? I wonder how the princess got into the cave? I wonder if the dragon is sleeping or not? I wonder how the prince will get out of the cave? I wonder if the dragon will wake up soon?

We even got to make our own artworks!



Teaching Writing Cycle used to teach the written text



Dictogloss – scaffolding writing

AIM:

Students listen to a text and recreate the text by taking notes and pooling knowledge. They compose a text that is close to the original, taking into account text type, text structure, grammar, tense and topic specific vocab.

PROCESS:

1. Teacher reads. Students listen for meaning.
2. Teacher reads again. Students take notes of key words.
3. Students work in groups/pairs to reconstruct text, discussing text features.

Defining rich tasks

A Rich Task **is** a **culminating performance or demonstration or product that is purposeful and models a [real] life role. It presents substantive, real problems to solve and engages learners in forms of pragmatic [problem solving] social action that have real value in the world.**

The New Basics Project, Queensland State Education 2001

A Rich Task is a culminating ‘real world-like’ class activity that motivates and organises preceding student learning activity and fosters high-order learning... It forms in students, a learning end-goal, to strive towards and creates new social relations of learning in the classroom.

Challenging Pedagogies: Engaging ESL (EAL/D) Students in Intellectual Quality, UTS 2006

Floor Storming:

Students work in groups to compare images



Mediating Tools

Enhances reflection, discussion, brings about 'focus'

Adjectival word banks, word clines

Grammar charts, sentence starters, writers checklists



High expectations - Students are expected to behave and think like an artist.

- Exposure and imitation of artists' techniques (Jackson Pollock, Andy Warhol)
- Use of a variety of mixed media (Charcoal, clay modelling, collage)
- Reflective Process Diary

The exhibition

- Presenters
- Tour Guides
- Security
- Welcomers
- Photographers
- Waiters



Translanguaging strategies

- Set up 'talk buddies'
- Use bilingual teachers in the classroom to translate new concepts or new texts
- Use bilingual teachers to explain similarities and differences between English and L1
- Provide bilingual texts for reading or learning
- Encourage students to bring texts from home
- Draw and talk in first language before writing.
- Learn words in student languages





A case for **bilingual assessment**...

- Students starting school with a diverse range of language skills (English only, a language other than English only, several languages, a mix of English and other languages)
- Limited English language proficiency can mask students' literacy and numeracy skills and conceptual knowledge
- Teachers can draw on students' first language literacy and numeracy skills and conceptual knowledge to support learning.

Results – level of language proficiency varies

Schools	Number of students	Languages	% Responses L1 Only	% English only	% L1 and English
Girraween	2	Hindi /Tamil	32	33	35
Strathfield South	3	Korean	54	25	22
Sans Souci	1	Greek	78	11	11
Carlingford West	2	Mandarin	56	23	21
Auburn West	5	Arabic	31	45	24

Teachers' roles

The Community Language Teacher:

- Asks each assessment question in the student's first language.
- Records how student has responded in first language

The Class Teacher:

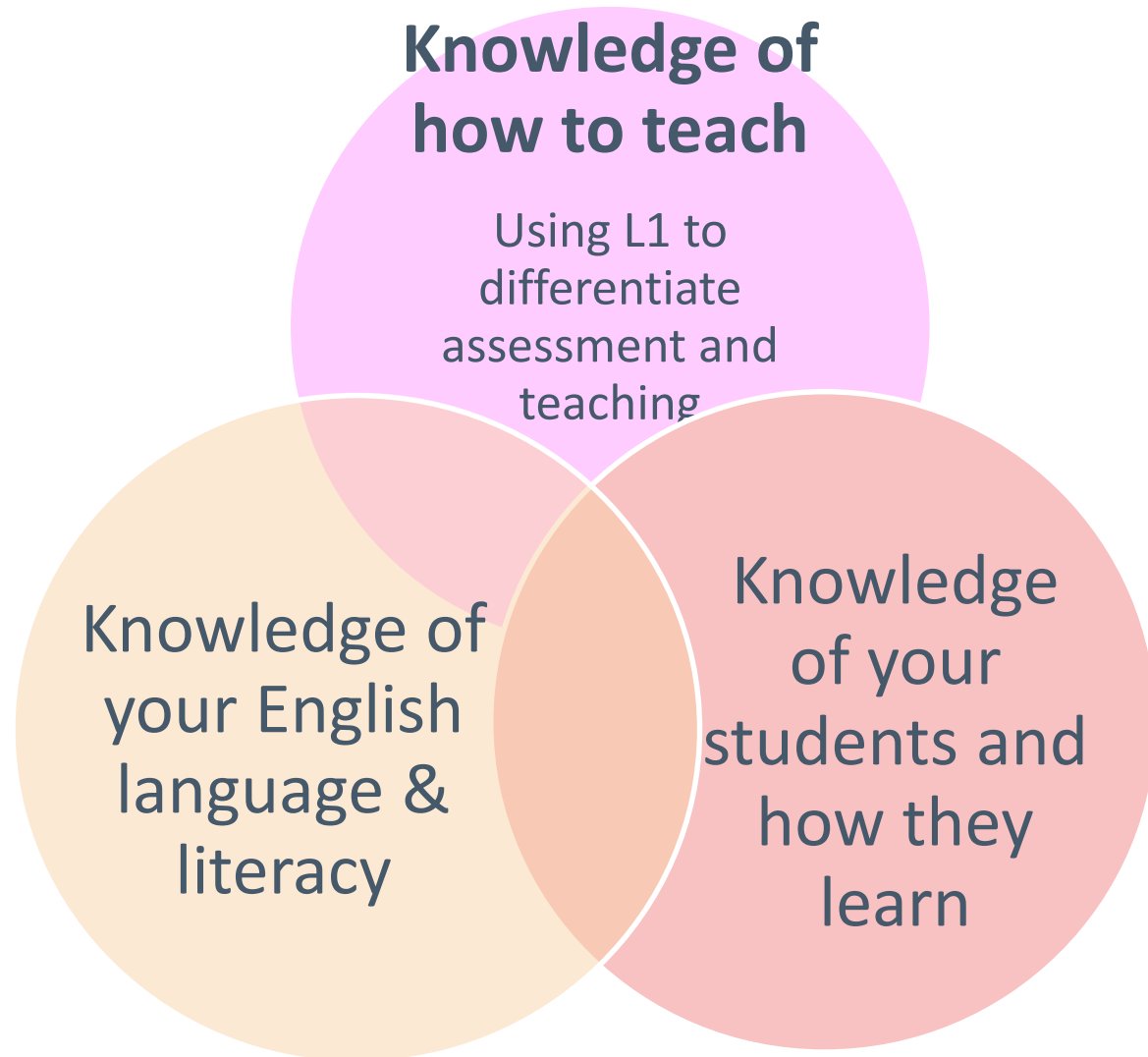
- Observes and records student responses and behaviours (e.g. notes the strategies used in addition, level of engagement)
- Records which language is used by student to respond to each question
- Records student's English responses
- Supports the CLT to administer the Best Start Assessment



Things to remember

- Identify what language the student is most comfortable to use.
- Identify a person with strong language skills to conduct assessment in the first language (Community Language Teacher)
- Allow time for the student to get to know their assessor.
- Some concepts (e.g. rhyme) may not translate easily into the student's first language
- Need to find a balance between supporting student's understanding of the question and too much prompting.
- May need to allow more response time if the student is translating
- Make it manageable – select a few key tasks...
- The assessor needs to be literate in the student's first language

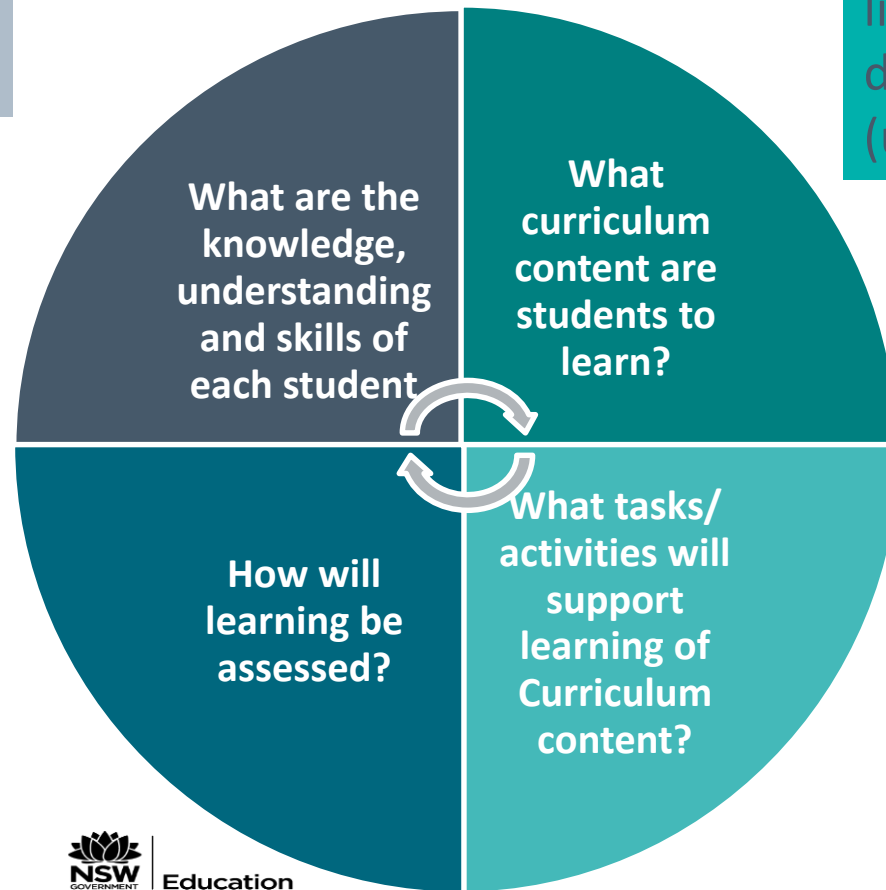
What knowledge underpins your teaching and learning?



How do the Literacy Learning Progressions and ESL Scales support teaching decisions as part of the teaching and learning cycle?

Assess using Literacy LPs and ESL Scales

identify the language, literacy and cultural demands of learning (using Scales and LPs)



Differentiate assessment tasks. Informed student feedback and reporting (using LPs and Scales)

A Minimal pair - words which differ only in one sound.

Number Dictation

- Drill the pronunciation around the class. Then, dictate four of the words, but tell the students they only need to write the number, not the word. So, if you say “kit, part, ping, win, bad” the students should write “1,1,2,1,2”. Then the students work in pairs - one dictates the words, the other says which number.

1	2
Kit	Kid
Part	path
Pin	Ping
Win	wing
Bat	bad

Minimal Pairs Bingo

- You call out the words and they tick them off as they come up.

Bilingual Best Start Assessment – a CESE research project

The research aims to find out:

- how to conduct bilingual assessments
- what additional information can bilingual assessment provide about students' learning potential
- how can bilingual assessment inform teaching



Conducting the assessment

- All assessment instructions and questions are read in the student's first language (L1)
- For all items, the original BSKA stimulus is used (e.g. 'street scene', Lost Dog poster, The Long Walk)
- Allow response in L1 or English or a mix of languages
- Questions 10, 11 and 12 - read *The Long Walk* in the first language
- For Phonological Awareness questions, read the question in the first language but say the test item in English (e.g. 'baby', 'sister', 'tail/gate/whale')



Conducting bilingual assessment

- Identify what language the student is most comfortable to use.
- Identify a person with strong language skills to conduct assessment in the first language (Community Language Teacher)
- Allow time for the student to get to know their assessor.

