English as an Additional Language (EAL) Intake Process

DRAFT (June 2019)



MIDDLE YEARS



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This resource is available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/cur/eal/framework/index.html.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

Available in alternate formats upon request.

Contents

Acknowledgements	V
Introduction: The EAL Intake Process	1
Purpose of the EAL Intake Process	1
EAL Students	2
EAL Interpreter Services	3
Considerations Prior to Intake	3
Recording Sheets/Forms	5
EAL Programming after Intake	6
Newcomer Field Codes	7
Characteristics of Middle Years EAL Learners	8
Characteristics of Middle and Senior Years LAL Learners	9
Orientation Checklist Instructions	10
Initial Meeting Instructions	11
Vocabulary Inventory Instructions	12
Productive and Receptive Language Skills	12
Listening and Speaking Inventory Instructions	24
Sample Question Prompts for Stage 1	25
For Stages 2, 3, and 4:	27
Reading Inventory Instructions	28
Writing Inventory Instructions	30
Mathematics Inventory Instructions	31
EAL Student-Specific Learning Planning Instructions	32
Sample EAL Student-Specific Learning Plan	33
Bibliography	37
Appendices	A-1
Orientation Checklist	A-3
Initial Meeting Form	A-5
Summary of EAL Stage Indicators	A-9
Vocabulary Inventory	A-10
Listening and Speaking Inventory	A-11
Reading Inventory	A-14
Writing Inventory	A-15
Mathematics Inventory	A-19
EAL Student-Specific Learning Plan Template	A-38

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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 assessment 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 initial assessor 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 Manitoba Education and Training 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 learning 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. Once it is determined that the student registering is an EAL learner, these 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.

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.

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 contextembedded, 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 they will inform decisions about appropriate placement and course selection.

When choosing an appropriate grade level 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 <u>English as an Additional Language (EAL) Youth</u> (Manitoba Education and Training)
- <u>Evaluating Non-Manitoba Course Completions for Senior Years Credits: A</u>
 <u>Guide for School Administrators</u> (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 and Training)
- 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 and Training)
- 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 religious 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 initial assessor 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 learning plan. Instructions on developing a learning plan and an example of a completed plan are included in this document. A suggested <u>EAL Student-Specific</u> <u>Learning Plan Template</u> 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 learning plan (EAL SSLP): EAL learners identified as Stage 1 or Stage 2 on the EAL acquisition continuum should have a student-specific learning 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 and Training)

For information about student-specific planning, refer to:

 <u>Student-Specific Planning: A Handbook for Developing and Implementing</u> 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 Learning 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 are within the first year of their arrival to Canada

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.*

^{*} 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 Middle Years EAL Learners

The general characteristics of Middle Years EAL learners at each of the four 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 Middle Years EAL Learner **Stage 1**

General Characteristics

- Uses a limited number of words, simple phrases, and short sentences on personal topics
- May be emerging from a silent period
- Uses first language and interlanguage frequently
- Consults language peers frequently
- May not be familiar with school routines and expectations in Manitoba

Learner Tasks

- Follows simple classroom routines
- Shares some personal information using simple words and simple phrases
- Responds non-verbally and is beginning to respond verbally to simple commands, statements, and questions
- Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)
- Is beginning to construct meaning from texts through print features
- Recognizes and prints letters of the alphabet
- Engages with modelled simple sentence structures with appropriate lists of words and grammatical structures provided (i.e., is actually arranging the words in a sentence to make meaning)

Teaching Approaches

- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete languagebased tasks

Characteristics of a Middle Years EAL Learner **Stage 2**

General Characteristics

- Follows and initiates, with considerable effort, simple conversations on familiar topics
- Can understand keywords, phrases, and simple sentences on personal topics and familiar academic topics
- Is beginning to understand academic language with visuals and other supports
- Uses first language to access prior knowledge and to gain a greater understanding of new concepts

Learner Tasks

- Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors
- Writes in simple sentences with frequent grammatical errors
- With scaffolding, writes simple paragraphs on familiar personal topics
- Constructs more meaning from basic texts when they are accompanied by visuals to activate prior knowledge/ experience

Teaching Approaches

- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete languagebased tasks

Characteristics of a Middle Years EAL Learner **Stage 3**

General Characteristics

- Can follow and manage with ease conversations on personal and familiar academic topics
- Makes frequent errors of grammar and word order, which occasionally obscure meaning
- Has some difficulty comprehending and producing complex structures and academic language
- Understands and engages with more complex academic content
- Uses some general academic vocabulary in scaffolded contexts
- May continue to draw on prior language(s) to support learning in English

Learner Tasks

- Can read simplified materials independently and is beginning to read gradeappropriate materials if given appropriate supports (e.g., key visuals, pre-reading questions, guided reading)
- Derives meaning of new words by using a variety of strategies
- With scaffolding, produces simple paragraphs on academic topics
- Attempts to use a variety of resources to meet various language demands

Teaching Approaches

- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete languagebased tasks

Characteristics of a Middle Years EAL Learner **Stage 4**

General Characteristics

- Demonstrates fluency in dayto-day communication
- Can communicate in new and unfamiliar social and school settings
- Uses a wide range of vocabulary in social and grade-appropriate academic contexts
- Has occasional difficulty with idioms, figures of speech, and words with multiple meanings
- Has occasional difficulty with complex structures and abstract academic concepts
- Demonstrates considerable accuracy in terms of structures, vocabulary, and overall organization of texts and communication
- Makes occasional structural and lexical errors, which do not obscure meaning

Learner Tasks

- Uses appropriate resources to meet various language demands
- Locates and identifies information within a text and applies it in a variety of ways (e.g., written form, presentation/debate, discussion)
- With preparation and occasional support, reads and comprehends a wide variety of subject-area texts at near grade-level complexity
- Generates a wide variety of texts with near grade-level complexity and coherence
- Uses appropriate resources to meet various language demands

Teaching Approaches

- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete languagebased tasks

Source: Manitoba Grades 5 to 8 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**

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)

Learner Tasks

Listens, repeats, moves, points, copies, nods yes/no

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

Characteristics of a Middle or Senior Years LAL Learner **Phase 2**

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 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, frontto-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)

Learner Tasks

 LAL Phase 1, plus selects, states, labels, names, lists, sorts, role-plays

Teachers Approaches

- 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

Exit Characteristics for a Student Who Has Developed **Basic Literacy**

General Characteristics

- 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 ageappropriate 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

 LAL Phase 2, plus defines, compares/ contrasts, summarizes, restates, creates, finds information in simple texts, uses a model for writing simple text

Teaching Approaches

- 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

Source: Manitoba Grades 5 to 8 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, p. 5.

Available online at http://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html.

Orientation Checklist Instructions

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 <u>Initial Meeting Form</u> 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).

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 <u>Vocabulary Inventory</u> recording sheet is located in the Appendices.

Colours

1.



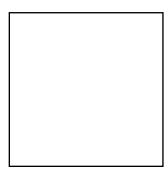
2.



3.



4.



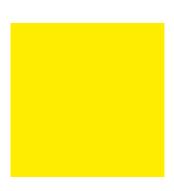
5.



6.



7.



8.



Classroom Objects

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

Clothing

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Foods

2. 3. 1. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 15. 14.

Body Parts

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Verbs

2. 3. 1. 4. 5. 6. 8. 9. 10. 11. 12. 13. 14. 15.

Prepositions*

1.

2.



3.



4.



5.



6.



7.



8.



9.



 $^{^{\}ast}$ $\,$ Source: Used with permission from the Pembina Trails School Division.

Signs and Currency

1.



2.



3.



4.



5.

8.



6.





7.



W.



9.



10.



11.



Basic Shapes

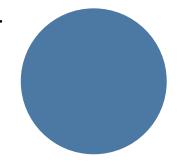




2.



3.



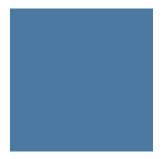
4.



5.



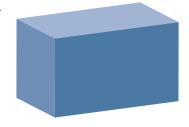
6.



7.



8.



Numbers

20

Alphabet

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 <u>Listening and Speaking Inventory</u> recording sheets located in the Appendices.

Examples

Stages 1 and 2 prompts can include the following:

- What is your name?
- How old are you?
- When is your birthday?
- Do you have any brothers or sisters?
- What language(s) do you speak at home?
- What country (or community) are you from?
- What grade are you in?

Stages 2, 3, 4, and 5:

- Narrative Story: Students narrate a story based on the soccer pictures located after the Sample Question Prompts for Stage 1. 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 for Stage 1, and talk about the environmental issue shown in the selected picture. Probe for specificity by asking appropriate questions.

Sample Question Prompts for Stage 1

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.

For Stages 2, 3, and 4:

Narrative Story Picture Prompts

Have students narrate a story that might depict the events in these interrelated pictures. Scribe the student narration using the <u>Listening and Speaking Inventory</u> 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 <u>Listening and Speaking Inventory</u> recording sheets located in the Appendices.









Reading Inventory Instructions

The Reading Inventory enables the assessor to determine a student's instructional level 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 assessor will select an appropriate text for the student to read, based on the text-selection process, considerations, and criteria identified below.

Assessors 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 <u>Reading Inventory</u> located in the Appendices for a list of reading skills indicators for each stage.

Process

- Select a variety of texts that reflect the student's 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).
- Have a conversation or ask questions about the text. The level of questioning and the depth of the conversation should determine the stage of reading.

Considerations

- Some students may respond to reading more effectively in writing than orally.
- If students respond orally, the assessor should scribe the student's responses. This may provide valuable information for the assessor and the classroom teacher.
- If students respond in written form, assess the content of reading comprehension and not the conventions and structures of writing.
- Students should be encouraged to refer to the text when responding to questions and during conversations.
- 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 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.
- Use the following criteria in selecting texts.

Text-Selection Criteria for Middle 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
- Academic and low-frequency vocabulary and descriptive language
- Common text features (e.g., indexes, sidebars, footnotes)

Stage 4

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

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.
- Open 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. Assessor 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 open writing part 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 <u>Writing Inventory</u> 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

The Mathematics Inventory does not have to be completed from start to finish. Use only the portions of the inventory that are appropriate for the student's age and prior education, and adjust the grade level of the questions based on the student's responses. Furthermore, consider the level of English language ability required to answer questions. Students who are not familiar with writing English numbers and mathematics symbols may need help recording their responses.

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

Assessors should share the results of the Mathematics Inventory 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 an initial snapshot of a student's numeracy skills. It does not replace the need to conduct further assessments of the student 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)

EAL Student-Specific Learning 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 learning plan for a student, implementing it, revising it, and monitoring it.

EAL learners in the early stages of English language acquisition (Stages 1 and 2 and LAL students) should have a student-specific learning 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 and Training)
- Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs) (Manitoba Education)

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

Sample EAL Student-Specific Learning Plan

Section 1: Student Information and Prior Learning Student and School Student's Name: Mongkut Chati (Chat) _ Date Completed: (Surname) (Given) (Day/Month/Year) ____ Age: <u>13</u> XC000000A Date of Birth: _ ___ Student No.: _ (Day/Month/Year) School: City Central School Room: _12 _____ Grade: ____8 Number of Years in Canada: $\frac{2}{}$ ______ Overall EAL Stage (from EAL intake process): $\frac{2}{}$ Parent/Guardian/Family Member's Name(s): ______ Telephone and/or Email: _ Home Language: Thai _____ Is there a URIS plan? \(\simeg\) 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 Description: Chat took some English classes in school. ☑ 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: 8(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) | | | Assessment of
Language and
Content |
|--|--|--|---|
| Domain: Linguistic Co | mpetence | | |
| Date: Use simple English sentences, continuous present and past) a Word walls, small-group interactions | ŭ , , | (Specify content area where
these goals and strategies will
be used) | 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 fa Pre-teach key vocabulary, mair explicit modelling, sentence frai read-alouds, one-on-one readir | ntain a personal dictionary, use mes, visuals and manipulatives, | | 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) | Language Strategies
(How will these language
goals be addressed?) | Content-Area
Learning Goals | Assessment of
Language and
Content |
|---|---|--------------------------------|--|
| Domain: Contextual A | pplications | | |
| Date:
Respond to ideas and product
Use social integration activitie | s of peers, with support | | Uses a large and increasing bank of high-frequency, topic-specific words to make meaning |
| Date:
Ask for and provide information
situations, with support
Use graphic organizers, sentend | on familiar topics in structured
se frames, group discussion, word list | | |
| | | | |
| Domain: Strategic Cor | npetence | | |
| Date:
Use a variety of simple interactive | re strategies to enhance language
k for clarification or repetition when | | |
| | | | |
| | | | |
| Domain: Intercultural | Competence and Global Ci | tizenship | |
| Date:
Use home language to formulate
English
Use personal dictionary, electroni | | | |
| | | | |
| | | | |

| Se | ction 4: Specialize | Support Recommendation | | | |
|----------|--------------------------------|---|--|--|--|
| Sta | ate the name(s) of the | pecialist(s) if/when available. | | | |
| | EAL or LAL Class: | | | | |
| | EAL Specialist/Suppor | Teacher: | | | |
| | Resource Teacher: | | | | |
| | Reading Clinician: | | | | |
| | Occupational Therapis | Physiotherapist: | | | |
| | Social Worker/Counsel | or/Psychologist: | | | |
| | Special Education Sup | ort/Referral: | | | |
| | Other: | | | | |
| Se | ction 5: Student-S | ecific Comments | | | |
| qι | iestions, but is unsure | o do well in school. He is attentive and thinks thoroughly before answering of his responses. Parents have indicated that he gets frustrated easily if he get will need extra time to respond to questions (increased wait time). | | | |
| | | | | | |
| | Course | For Middle Years: E-Designated Courses | | | |
| | Course | Course Description | | | |
| _ | | | | | |
| | | | | | |
| | | | | | |
| S. | stion & Cianatura | of Planning Partners | | | |
| ☑ | This EAL Student-Sp
member. | cific Learning Plan was reviewed with the student's parent/guardian/family (Day/Month/Year) | | | |
| | Reviewer's Name: | Position: | | | |
| | Interpreter Present: | lame: Language: | | | |
| | Resource/EAL Teacher's Name: | | | | |
| | · | | | | |
| | | Signature: | | | |
| | School Administrator | s Name: | | | |
| | | Signature: | | | |
| | Parent/Guardian/Fan | ily Member's Signature: | | | |
| | r ar eric/ Guar ulari/T ari | (Recommended) | | | |

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

DRAFT (June 2019)

APPENDICES

Orientation Checklist

(Surname)

Student's Name: ___

| Dat | te | | |
|-----|------------|------|--|
| | | | (Day/Month/Year) |
| • | | | family and previous school documents required for the student's registration, and make copies a to start the student's cumulative file, such as the following: |
| | | Pas | ssport—copy page with photo identification |
| | | Per | manent resident card or a visa |
| | - | Prio | or school records (e.g., report cards, transcripts), if available |
| | for
tim | an i | n appointment for the family to meet with a school representative (perhaps with an interpreter) nitial meeting. Provide the family with written confirmation of this meeting (date of interview, ocation, and with whom the meeting will take place). Complete the Initial Meeting Form at this g. |
| • | nee | eded | the family to complete the school registration form, with assistance from an interpreter if l. Help them fill out other required documents/forms (e.g., regarding computer use, media , Unified Referral and Intake System [URIS], field trips, lunch hour). |
| • | | | the family with the following information in a comprehensible way (if possible, also provide a ed written document that the family can review later): |
| | | Bas | sic 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 |
| | | Str | ucture 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 |
| | | Cor | mmon 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 |
| | | | |

(Given)

(Middle)

| • | | ovide a school tour. If possible, provide a student buddy for social and language support during the
ir. 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. | | | | |
| • | | mplete the necessary administrative tasks according to school/school division policies. This may lude 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 learning plan and share it with teachers. | | | | |
| | | Notify the settlement services team about the new family, if applicable. | | | | |
| | | Other: | | | | |
| • | Cor
tim | mplete the English language and mathematics skills inventories with the student at an appropriate e. | | | | |
| • | Pro | vide 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:(Surname) | (Given) | (Mic | ddle) | Date: | (Day/Month/Year) |
| Name to Be Used in School: | | Gender: | ☐ Male | ☐ Female | Other |
| Age: Date of Birth:(Day/Mo | nth/Year) | Country of | Birth: _ | | |
| Date Arrived in Canada:(Day/Month/Y | (ear) | _ Date Arriv | ed in Ma | nitoba: | (Day/Month/Year) |
| Parent/Guardian/Family Member's Name: | | | Re | lationship: | |
| Parent/Guardian/Family Member's Name: | | | Re | lationship: | |
| Primary Contact (Whom should the school tr | ry to contact | first?): | | | |
| Name: | Teleph | none Numbe | r/Email: | | |
| Family Information | | | | | |
| Student currently lives with: | | | | | |
| Sibling(s) | | | | | |
| Name of Sibling | | Gender | Age | | School |
| | | | | | |
| | | | | | |
| | | | | | |
| | ı | | ļ | I | |
| Are there any cultural/religious/spiritual/foo
If yes, specify: | d/etc. accom | imodations o | of which | the school | should be aware? |
| Previous Residency | | | | | |
| List other communities/countries of residence | ce (in order c | of migration t | from firs | st to most r | ecent). |
| Location | | | | Lengtl | າ of Stay |
| 1. | | | | | |
| 3. | | | 1 | | |
| | | | | | |

| inguistic Profile | | | | |
|--------------------------|----------------------|----------------------|----------------------|------------|
| anguage(s) currently spo | ken at home (in ord | ler of dominance): | | |
| | 2 | | 3 | |
| udent | | | | |
| Language | | Level of Proficiency | (None, Some, Fluen | it) |
| Language | Understands | Speaks | Reads | Writes |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| rent/Guardian/Famil | y Member | | | |
| | | Level of Proficiency | (None Some Fluor | .+1 |
| Language | Understands | Speaks | Reads | Writes |
| | Onderstands | Эрсакэ | Redus | Wilces |
| | | | | |
| | | | | |
| | | | | |
| | | ' | | ' |
| rent/Guardian/Famil | y Member | | | |
| Language | l | Level of Proficiency | (None, Some, Fluen | t) |
| Lunguage | Understands | Speaks | Reads | Writes |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| an interpreter required | when the school co | mmunicates with the | parent(s)/guardian(s | s)/family? |
| Oral Communication: | Yes (Lang | uage of Choice: | |) 🔲 No |
| Written Communication | on: 🔲 Yes (Lang | uage of Choice: | |) 🔲 No |
| the Early Years studen | it, in any language: | | | |
| Is the student read to | . , 5 5 | ever 🔲 Sometimes | ☐ Frequently | |
| | | | | |
| Does the student read | l at home? 🔲 N | ever 🔲 Sometimes | ☐ Frequently | |

| Educational History | | | | | | |
|--|----------------------------|--------------------------------------|----------------------------|---------------------|--|--|
| Has the student attende | ed school? 🔲 Yes 🤅 | □ No | | | | |
| If yes: Age at Entering F | First School: | Total Years of | Prior Schooling: | | | |
| Community/Country | Grade(s)/
Level(s) | Language(s) of
Instruction | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| *Public / Private / First Nations (Ind | ependent) / Refugee Camp . | / Rural / Urban / Home Schooled / Te | chnical / Vocational / Aca | demic | | |
| Report Cards/Records/S | Samples of Work fro | om Previous School(s): | | | | |
| ☐ Copies Attached | Translated? Yes | s 🔲 No | | | | |
| School Attendance: 🔲 R | Regular 🔲 Irregulai | r 🔲 Lengthy Disruption: | /ana sife . Ia | ngth of disruption) | | |
| Reason for Irregular/Dis | srunted Attendance | : | | | | |
| | | Appropriate At Age A | | | | |
| | | ms or difficulties? \square Yes | | 0 | | |
| | | | | | | |
| , , , | | Hours Per Week: | | of Years: | | |
| Emphasis on: Listenir | | | | | | |
| Previous Instruction in F | French: Number of | Hours Per Week: | Number o | f Years: | | |
| Emphasis on: 🔲 Listenir | ng 🔲 Speaking 🔲 | Reading Writing | | | | |
| Student Interests/St | trenaths | | | | | |
| | _ | | | | | |
| | | hobbies, interests, activit | | | | |
| | | | | | | |
| Would you like to share | any other experien | ces? (e.g., babysitting, se | elling in a market | , farming, fishing) | | |
| For the Senior Years stu | ıdent: | | | | | |
| What are your futur | e career goals? | | | | | |
| Did you work prior t | o coming to Canad | a? 🔲 Yes 🔲 No 🛮 If yes | , explain: | | | |
| Will you look for a jo | ob in Canada? 🔲 Yo | es 🔲 No 🏻 If yes, explair | າ: | | | |
| Do you have a cell p | phone that can be u | used for translation? 🔲 Ye | es 🔲 No | | | |
| Have you ever used | computers? Yes | s 🔲 No 🏻 If yes, explain: | | | | |

| Medical Information | | |
|---|---|---|
| Has the student had medic | al problems in the past? \square Yes \square | No |
| If yes, explain: | | |
| Does the student have any | allergies? ☐ Yes ☐ No | |
| If yes, describe: | | |
| Does the student wear glas | sses? 🔲 Yes 🔲 No | |
| For Early Years student: At | what age did the student begin to | speak? walk? |
| Note: Check the <u>Unified Re</u> has or any medications the | | orm for any medical conditions the student |
| Current Legal Status in | n Canada (check one) | |
| ☐ Canadian Citizen: ☐ Bo | rn in Canada 🔲 Naturalized on Dat | |
| | Individual 🔲 Family Class 🔲 Gove
Privately Sponsored Refugee | (Day/Month/Year)
ernment-Assisted Refugee |
| ☐ Refugee Claimant | | |
| ☐ Visa: ☐ Study Permit ☐ | ☐ Work Permit ☐ Other (specify): _ | Expiry Date:
(Day/Month/Year |
| Other (explain). | | |
| For Office Use Only | | |
| | _ | Regular Program 🔲 Other: |
| Placement Grade: | Start Date: | (Day/Month/Year) |
| | | Current Age-Appropriate Grade: |
| Newcomer Assessment | · | 3 |
| | Code 20: 1 to 2 years below gr | rade level |
| ☐ Code 30: 3 or more year | rs below grade level 🔲 Code 40: 1 | No formal school |
| Interviewer's Name: | | Interview Date: |
| | | (Day/Month/Year) |
| | | |
| Interpreter's Name: | | Telephone: |
| Act for purposes related to
student's educational progr
of Information and Protecti | the provision of educational progra
ress. It is protected by the Protection
on of Privacy Act (Manitoba) and/or | ed under the authority of <i>The Public Schools</i> amming and/or services supporting the on of Privacy provisions of <i>The Freedom</i> The Personal Health Information Act n of infomation, please contact your |
| Administrator's Name: | Sig | nature: |

Summary of EAL Stage Indicators

| Stu | dent's Name: | | | _ Date of Assessment: |
|-----|---|-------------------|----------------|---|
| | | | | (Day/Month/Year) |
| Sch | ool: | | | _ Newcomer Code: |
| | e of Birth: Age:
(Day/Month/Year) Stage (select the lowest stage for programming): | | | |
| | | | | _ |
| | ge Indicators
ermine the student's English language skills (listen | ina s | neakina | reading and writing) by completing |
| the | inventories on the following pages. Upon the comp
student is working in each of the skill areas, using | letior | of each | inventory, check the stage at which |
| | Listening | | | Speaking |
| | Stage 1 Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia | | usi
sin | es non-verbal clues and responds
ng simple words, short phrases, or
nple sentences |
| | Stage 2 Demonstrates an understanding of the gist of a series of connected sentences | _ | ser | sponds using short phrases or ntences during routine interactions |
| | (may be supported by visual aids) Stage 3 | | | 3
sponds in complete sentences during
ger and more complex interactions |
| | Demonstrates an understanding of main
points and some details of age/grade-
appropriate interactions | | | sponds in complete sentences, using expanded repertoire of vocabulary, |
| | Stage 4 Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions on familiar and unfamiliar topics | | to
int | effectively manage long and complex eractions with ease, using clear and mprehensible pronunciation |
| | | | | Writing |
| | Reading | | Stage : | l
ites simple text (words, phrases) |
| | Stage 1 Is beginning to gain meaning from simple words, sentences, and short texts | | int | ites a simple text of several errelated ideas, using some writing |
| | Stage 2 Gains meaning from a series of connected sentences on a familiar topic | | Stage 3 | duces text containing a series of |
| | Stage 3 Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts | | wit
Stage 4 | |
| | Stage 4 Comprehends the main idea and retells supporting details of grade-level texts | Organize age/grad | | ganizes ideas to produce an extended
e/grade-appropriate text containing a
ries of interrelated ideas |

Vocabulary Inventory

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

| | | | | (| Cold | our | S | | | | | |
|----------|----------|---|-------|-------|------|-----|------|--------|---|---|--|--|
| | Р | R | | | | Р | R | | | | | |
| Red | Red | | | | | ы | Blue | | | | | |
| Green | | | W | White | | | | | | | | |
| Orange | | | | | | ы | ack | | | | | |
| Yellow | | | | | | Br | own | ı | | | | |
| Clothing | | | | | | | | | | | | |
| | Clothing | | | | | | | | | | | |
| | Р | R | | | | Р | R | | P | R | | |
| Chink | | | T -l- | : | | | | Chauta | | | | |

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

| | Body Parts | | | | | | | | | | | |
|------|------------|---|------------------|---|---|-------|---|---|--|--|--|--|
| | Р | R | | Р | R | | Р | R | | | | |
| Eyes | | | Nose | | | Legs | | | | | | |
| Hair | | | Lips | | | Feet | | | | | | |
| Ear | | | Hand/
Fingers | | | Neck | | | | | | |
| Head | | | Elbow | | | Teeth | | | | | | |

| | Prepositions | | | | | | | | | | | |
|-------|--------------|---|---------|---------|--|--|--------|--|--|--|--|--|
| | | Р | P R P R | | | | | | | | | |
| In | | | | Next to | | | Behind | | | | | |
| In fr | ont of | | | On | | | Under | | | | | |
| Betv | veen | | | Near | | | Far | | | | | |

| Basic Shapes | | | | | | | | | | | |
|--------------|--|--|----------|--|--|--|--|--|--|--|--|
| P R P R | | | | | | | | | | | |
| Rectangle | | | Triangle | | | | | | | | |
| Circle | | | Star | | | | | | | | |
| Octagon | | | Square | | | | | | | | |
| Oval | | | Box | | | | | | | | |

| Numbers | | | | | | | | | | | | |
|---------|---|---|----|---|---|----|---|---|-----|---|---|--|
| | Р | R | | Р | R | | Р | R | | Р | R | |
| 8 | | | 3 | | | 50 | | | 20 | | | |
| 15 | | | 1 | | | 0 | | | 25 | | | |
| Ц | | | 10 | | | 6 | | | 90 | | | |
| 13 | | | 18 | | | 9 | | | 7 | | | |
| 34 | | | 5 | | | 2 | | | 100 | | | |

| Classroom Objects | | | | | | | | | | |
|-------------------|---|---|--------------------|---|---|---------------------|---|---|--|--|
| | Р | R | | Р | R | | Р | R | | |
| Scissors | | | Laptop
computer | | | Chair | | | | |
| Ruler | | | Books | | | Coloured
Pencils | | | | |
| Paper | | | Pencil | | | Eraser | | | | |
| Lockers | | | Backpack | | | Pen | | | | |

| Foods | | | | | | | | | | |
|---------|---|---|--------|---|---|-----------|---|---|--|--|
| | Р | R | | Р | R | | Р | R | | |
| Bread | | | Cheese | | | Sandwich | | | | |
| Fish | | | Eggs | | | Noodles | | | | |
| Chicken | | | Milk | | | Soup/Stew | | | | |
| Pizza | | | Butter | | | Rice | | | | |
| Banana | | | Apple | | | Corn | | | | |

| Verbs | | | | | | | | | | |
|---------|---|---|----------|---|---|---------------|---|---|--|--|
| | Р | R | | Р | R | | Р | R | | |
| Jumping | | | Sitting | | | Washing | | | | |
| Driving | | | Walking | | | Eating | | | | |
| Cycling | | | Throwing | | | Laughing | | | | |
| Writing | | | Talking | | | Skateboarding | | | | |
| Running | | | Reading | | | Sleeping | | | | |

| Signs and Currency | | | | | | | | | | |
|--------------------|---|---------|---------|--|--|-----------------------|--|--|--|--|
| | Р | P R P R | | | | | | | | |
| Walk | | | Caution | | | Washroom/
Bathroom | | | | |
| Pedestrian | | | Stop | | | Bus Stop | | | | |
| Nickel | | | Dime | | | Quarter | | | | |
| Loonie | | | Toonie | | | | | | | |

| | Alphabet | | | | | | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Р | R | | Р | R | | Р | R | | Р | R | | Р | R |
| a | | | r | | | С | | | k | | | х | | |
| n | | | р | | | t | | | f | | | z | | |
| 0 | | | b | | | u | | | d | | | у | | |
| h | | | s | | | g | | | I | | | q | | |
| j | | | е | | | m | | | i | | | ٧ | | |
| W | | | а | | | g | | | q | | | | | |

Listening and Speaking Inventory

| Student Responses | | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|--|--|
| Scribe the student's responses below. | | | | | | | | | |
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Listening Inventory

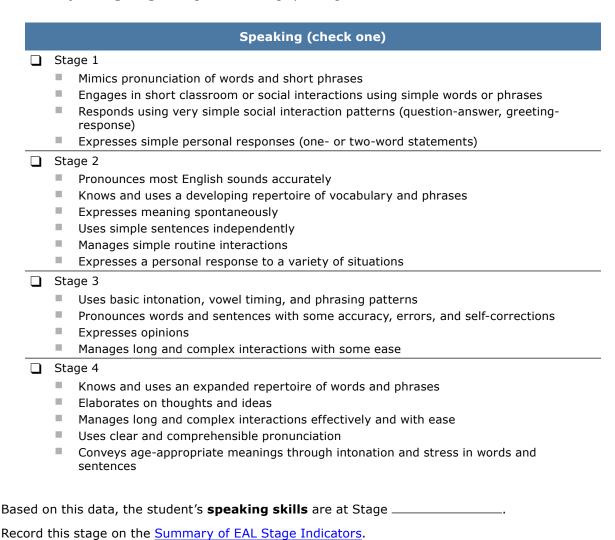
Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **listening stage** using the following listening indicators.

| | Listening (check one) | | |
|------|--|--|--|
| | Stage 1 | | |
| | Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia | | |
| | Stage 2 | | |
| | Listens to and 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 a dialogue within
the interview and assessment process | | |
| | ☐ Stage 4 | | |
| | Demonstrates an understanding of main points and details of age/grade-appropriate
extended dialogue within the interview and assessment process | | |
| ed o | on this data, the student's listening skills are at Stage | | |
| ord | 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.



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 Uses a developing bank of sight words Is beginning to read and demonstrate an understanding of short, simple sentences on familiar topics Uses simple reading and comprehension strategies (e.g., using visuals, rereading, using word-attack strategies, predicting) Retells and discusses the main idea of text Stage 2 Reads and demonstrates an understanding of an increasing repertoire of vocabulary Gains meaning from a series of connected simple sentences on a familiar topic Retells and discusses main ideas and details of text and reactions to text Recognizes and uses a range of simple text forms (e.g., fiction, non-fiction) 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 3 Reads and demonstrates an understanding of an increasing repertoire of content-area and academic vocabulary Answers who, what, when, where, and why questions Summarizes main ideas and details, in own words Makes logical inferences about text Is beginning to read text from a variety of classroom, academic, or social contexts Uses reading strategies independently Stage 4 Demonstrates an understanding of main ideas and supporting details in responding to near grade-level texts Reads and demonstrates an understanding of an increasing repertoire of low-frequency content-area and academic vocabulary 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 to texts with grade-level complexity 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.









Academic Writing (Response to Picture)

Write in English.

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









| _ | | | |
|---|--|--|--|
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| _ | | | |
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| _ | | | |
| _ | | | |
| | | | |

Writing in the Student's Home Language

| Write | Write in your home or first language. | | | | |
|--------|---|--|--|--|--|
| Langua | age: | | | | |
| Ideas: | | | | | |
| : | Write about your family. Write about Canada or your home country. Write about your favourite thing to do. | | | | |
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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.

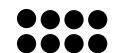
Based on the student's responses to questions, instructions, or extended dialogue, determine the student's **writing stage** using the following writing indicators.

| Writing: Four Soccer Pictures (check one) |
|--|
| Stage 1 May label photos and identify some nouns and verbs May write a phrase or short sentence about each picture, independent of the other pictures May require extensive modelling or guidance |
| Stage 2 Writes a simple text of several interrelated ideas to tell a story based on the four photon |
| Stage 3 Produces an extended series of interrelated ideas to create an age-appropriate text |
| Stage 4 Organizes a coherent and effective extended text, appropriate to grade level |
| Writing: Academic Writing (check one) |
| Stage 1 May write a phrase or short sentence about a picture May require extensive modelling or guidance |
| Stage 2 Writes a short, simple text of an interrelated idea using limited vocabulary, with guidance |
| Stage 3 Writes text expressing an opinion of several interrelated ideas, with guidance |
| Stage 4 Produces an extended series of interrelated ideas to create an age-appropriate text |
| Comments on Writing from Student's Home Language |
| |

Record this stage on the <u>Summary of EAL Stage Indicators</u>.

Mathematics Inventory*

14 - 7 How many dots?



12, 13, ____ , 15, 16

1–7.

1–8.



1–9.

What comes next?



This is a

- a. circle
- b. square
- c. triangle

What comes next?

50, 60, 70, 80, ___

1–10.

1–12.



57, 56, 55,

___, 53

Which line is the longest?

This is a

a. cube

b. cylinder

c. sphere

^{*} Source: Adapted with permission from the Pembina Trails School Division and the St. James-Assiniboia School Division.

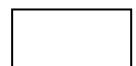
| 2–1. | 2–2. | 2–3. |
|----------------------------|-------------------------------------|---|
| 9 + 9 = | 1 week
= days | 12, 22,
, 42, 52 |
| 2–4. | 2–5. | 2–6. |
| 64
+ 13 | 35
+ 46 | 76
<u>– 21</u> |
| 2–7. | 2–8. | 2–9. |
| 80
<u>- 57</u> | 26 is a. odd b. even | 73tensones |
| 2-10.
3, 7, 11,
, 19 | 2–11. Which person is the shortest? | 2–12. How many goals did Juan score in June? May June July 5 10 15 20 |

| 3-1.
175
+ 354 | 703
- 526 | 3–3. Colour 1/2 of the circle. |
|---|--------------------------|--------------------------------|
| 125, 100,
, 50, 25 | 3-5.
6, 9,,
15, 18 | 3-6. 612 hundreds tens ones |
| 3-7. 3 x 4 = | 3-8.
8 ÷ 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. 10 5 Perimeter = |

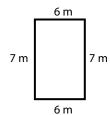
Write in order from smallest to largest.

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

Colour 3/4 of the rectangle.



4–3.



Area = _____

$$14 - n = 9$$

4–5.

$$1/2$$
 is

a. 0.50

b. 0.12

c. 0.20

4–6.

$$7 \times 8 =$$

4–7.

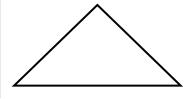
4–8.

1.3 + 3.4 =

4–9.

4–11.

Draw the line of symmetry.



4–12.



____**:** ____

| 5–1. | 5–2. | 5–3. |
|--|--|--|
| 20 _ | 52 | <, >, or = |
| $\frac{20}{25} = \frac{1}{5}$ | 52
x 21 | $\frac{3}{4}$ $\frac{3}{5}$ |
| 5–4. | 5–5. | 5–6. |
| 6)2844 | 3y = 15 | Draw 2 parallel lines. |
| 0/2044 | y = | |
| 5–7. | 5–8. | 5–9. |
| This rectangle has a perimeter of 32 m. What are the lengths of each side? | Name something that is 5 cm long. | Name something
that is 1 litre. |
| | | |
| 5–10. | 5–11. | 5–12. |
| 1 m = cm | How many ten
thousands in
346 524? | nine hundred fifty
two thousand eight
hundred thirty one = |

6–1.

How many millions in 13 452 300?

6–2.

5 + 4 x 6 – 1

6-3.

List all the factors of 18.

6-4.

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

6-5.

$$---$$
 % = $\frac{4}{5}$

6-6.

6–7.

6-8.

a =

6–9.

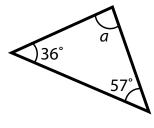
a = 5

6–10.

What is the formula for this chart?

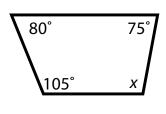
| n | n + |
|---|-----|
| 3 | 7 |
| 4 | 9 |
| 5 | 11 |

6–11.



a = ____

6–12.



Write in order from smallest to largest.

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

7–2.

Write in order.

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

7–3.

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

7–4.

7–5.

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

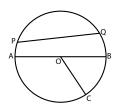


$$1\frac{3}{4} + 2\frac{2}{5}$$

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

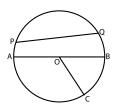
7–8.

Which line is the diameter?



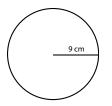
7–9.

Which line is the radius?



7–10.

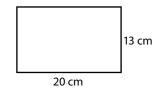
What is the area of the circle? Area = πr^2



Area = .

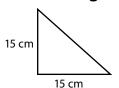
7–11.

What is the area of the rectangle?



7–12.

What is the area of the triangle?



$$\sqrt{49}$$

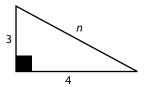
$$1\frac{3}{5} \div \frac{2}{4}$$

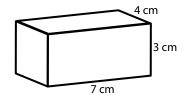
$$(-8) \times (-4)$$

$$3^2 =$$

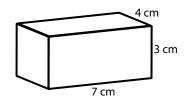
$$2(x + 3) = 4$$

8-6.





Surface Area = _____



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

9–1.

Simplify: $(x^2)(x^5)$

9–2.

Simplify: $(x^3)^2$

9–3.

Circle the largest value:

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

9–4.

Find the surface area of this cube:



9-5.

Solve for *x*:

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

9–6.

Simplify:

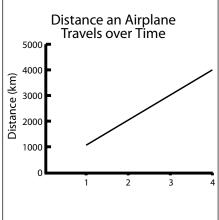
$$\sqrt{\frac{25}{16}}$$

9–7.

If b = 4, then evaluate:

9–8.

What is the distance when time = 2 hours?



9–9.

Evaluate:

$$6^2 + 2^3$$

9–10.

Simplify:

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

9–11.

Divide:

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

9–12.

Factor:

$$3x^3 - 12x$$

9–13.

Multiply:

$$(7b^2)(b-2)$$

9–14.

Solve for *p*:

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

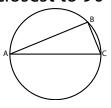
9-15.

Simplify:

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

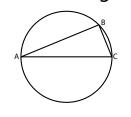
9–16.

Which angle is closest to 90°?



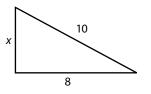
9–17.

Which angle is the smallest angle?



9-18.

Find the value of *x*:



Mathematics Inventory Answer Key

| 2-3. | 12, 22,
32_, 42, 52 | 2-6.
- 21
55 | 2-9. 73 7 tens 3 ones | 2-12. How many goals did Juan score in June? 20 June June S 10 15 20 |
|------|-----------------------------|---|---|---|
| 2-2. | 1 week = $\frac{7}{4}$ days | 35 + 46 81 | 26 is a. odd b. even | Which person is the shortest? |
| 2–1. | = 6 + 6 | 2-4.
+ 13
77 | 2-7.
- 57
- 33 | 3, 7, 11, 15 19 |
| 1-3. | 7 – 3 = 4 | 12, 13, L. 15, 16 | 1-9. What comes next? 50, 60, 70, 80, <u>90</u> | This is a a. cube b. cylinder c. sphere |
| 1-2. | 86+ 1 | 1-5. How many dots? •••• ••• ••• ••• ••• ••• | 1-8. This is a a. circle b. square c. triangle | Which line is the longest? |
| 1-1. | 5 + 2 = 7 | 14.
7 | 1-7. What comes next? ▲ ▲ ● ■ ▲ ● ■ | 57, 56, 55,
54, 53 |

| 4-3. $ \begin{array}{ccc} & & & & & & & & & \\ & & & & & & & & \\ & & & & $ | 7 x 8 = 56 | $7.61 + 2.5 = \frac{ 0.1 }{ 0.1 }$ | 4-12. |
|--|---|------------------------------------|----------------------------------|
| 4-2.
Colour 3/4 of the rectangle. | 4-5.
1/2 is
a. 0.50
b. 0.12
c. 0.20 | 4-8.
1.3 + 3.4 = μ.7 | Draw the line of symmetry. |
| Write in order from smallest to largest. $\frac{1}{3} \frac{1}{8} \frac{1}{2}$ $\frac{1}{8} \frac{1}{8} \frac{1}{8}$ | $14-n=9$ $n=\frac{5}{1}$ | 4-7.
72 ÷ 9 = 6 | 4-10. $5.6 - 2.12 = 3.48$ |
| | | ı | |
| 2-3. Colour 1/2 of the circle. | 3-6. 612 6 hundreds 1 tens 2 ones | 3-9.
7 + 8 = 15 | 3-12. 10 10 5 Perimeter = 30 |
| 3-2. Colour 1/2 of the circle. C526 | | | o s |

| 6–3. | List all the factors of 18. | 6-6. 2.47 × 10 = 24.7 | 6-9. $a = 5$ $2a + 3 = \frac{13}{80^{\circ}}$ 6-12. | $\sqrt{\frac{105^{\circ}}{X}} = X$ |
|------|------------------------------------|-----------------------------------|---|--|
| 6–2. | $5 + 4 \times 6 - 1$ $= 28$ | $\frac{80}{80}$ % = $\frac{4}{5}$ | $\begin{cases} -8. \\ (1 + 1 + 1 + 1 + 1 + 1) \\ -5 & a - 1 + 1 + 1 \\ 36 & a - 1 + 1 \\ 6 - 11. \end{cases}$ $6 - 11.$ | $a = \frac{87}{87}$ |
| 6–1. | How many millions in 13 452 300? | $\frac{35}{30} = 1\frac{1/6}{1}$ | $6-7$ $31.9 \div \frac{ 00 }{ 00 }$ $= 0.319$ $= 0.319$ What is the formula for this chart? | 3 7 7 7 7 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9 |
| 5–3. | \(\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | 5-6.
Draw 2 parallel lines. | 5-9
or of | 952831 |
| 5–2. | 52
x 21
l092 | $3y = 15$ $y = \frac{5}{5}$ | Name something that is 5 cm long. **Finger.crayon.orany reasonable answer 5-11. How many ten thousands in 346 524? | पं or 3प्
ation demonstrating
rimeter of a rectangle |
| 5–1. | $\frac{20}{25} = \frac{4}{5}$ | 5-4.
d7d
6)2844 | This rectangle has a perimeter of 32 m. What are the lengths of each side? ** | Possible answers include: 1, 15, 1, 15 2, 14, 2, 14 3, 13, 13 4, 12, 4, 12, or any reasonable combination demonstrating an understanding of the perimeter of a rectangle |

| $(-8) \times (-4) = \frac{32}{32}$ | 8-6. 3 7 7 8-6. | $\frac{2x}{3} + 5 = 17$ $x = \frac{18}{18}$ | |
|--|--|--|--|
| $1\frac{3}{5} \div \frac{2}{4} = \frac{3^{1}/5}{3^{2}/10}$ | $2(x + 3) = 4$ $x = \frac{-1}{-1}$ | 8-8. 7 cm 7 cm | |
| 8-1.
\sqrt{49} | $3^2 = \frac{9}{4}$ | 8-7. 8-8. Surface Area = 122 cm ² Volume = 84 cm ³ | |
| $(-3) + (+6)$ $= \frac{3}{-3}$ | $1\frac{3}{4} + 2\frac{2}{5}$ $= \frac{4^{3}/20}{}$ | Which line is the radius? OA, OB, OC | What is the area of the triangle? 15 cm 15 cm ² |
| 7-2. Write in order2 0 -5 +5 +2 -5,-2,0,+2,+5 | 7-5. Tom's family makes \$2000 a month. How much do they spend on food? \$2000 a month. How much do they spend on food? \$2000 \$200 | Which line is the diameter? AB AB | What is the area of the rectangle? 20 cm |
| Write in order from smallest to largest. $0.7 \frac{1}{2} \frac{3}{5} 0.2$ | (-5) + (-7) $= -12$ | $\frac{18}{4} - 1\frac{2}{8}$ $= \frac{3^{2}/8}{\text{or } 3^{1}/4}$ | What is the area of the circle? Area = m^2 Area = 25447 cm^2 |

| Factor: $3x^3 - 12x$ $3x(x^2 - 4)$ or | $x^{2} + 2x = 3x(x + 2)(x - 2)$ 9-14. Solve for <i>p</i> : $-5(p+3) = -5(2p+5) (3x^{2} + 5x) + (2x^{2} - x)$ | $5x^{2} + 4x$ 9-18. Find the value of x: $x = 6$ |
|---|--|--|
| 10. Divide: $\frac{5x^3 + 10x^2}{5x}$ | $x^2 + 2x$ 9-14. Solve for p : $-5(p+3) = -5(2p+5)$ | 9-17. Which angle is the smallest angle? |
| 9-10. Simplify: $\frac{a^7 x^4 y^0}{a^4 x^3}$ | Multiply: $ (7b^2)(b-2) $ | 7b³ − lub² 9-16. Which angle is closest to 90? <backer of="" of<="" td="" the=""></backer> |
| Gircle the largest value: $-\frac{3}{5} -0.67 -0.5$ | 9-6. Simplify: $\sqrt{\frac{25}{16}}$ | $\frac{5/4}{9-9}$ Evaluate: $6^2 + 2^3$ |
| Simplify: $(x^3)^2$ | Solve for x: $\frac{3}{5} = \frac{9}{x}$ | 9-8. What is the distance when time = 2 hours? Standard and a sta |
| Simplify: $(x^2)(x^5)$ | Find the surface area of this cube: | 54 cm ² 9-7. If <i>b</i> = 4, then evaluate: 7 <i>b</i> - 38 |

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., 5–1 indicates an equivalent of Grade 5, question 1), and the fourth column indicates the mathematics learning outcomes that correlate with the respective questions.

| Grade 1 | Correct (√) | Incorrect (X) | |
|---------|-------------|---------------|----------------------------------|
| 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) | |
|---------|-------------|---------------|---|
| 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) | |
|---------|-------------|---------------|--|
| 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) | |
|---------|-------------|---------------|---|
| 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) | |
|---------|-------------|---------------|---|
| 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 |
| 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) | |
|---------|-------------|---------------|---|
| 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) | |
|---------|-------------|---------------|---|
| 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) | |
|---------|-------------|---------------|--|
| 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) | | |
|---------|-------------|---------------|---|--|
| 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 Learning Plan Template

Section 1: Student Information and Prior Learning Student and School _ Date Completed: ___ Student's Name: __ (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** 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 | | | | | |
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| Student's Language Nee | eds | | | | |
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| Section 3: Language L | earning Plan | | | | |
| Section 5. Language L | earning i ian | | | | |
| EAL Learning Goals | Language Strategies | Content-Area | Assessment of | | |
| (from Framework) | (How will these language | Learning Goals | Language and | | |
| Domain: Linguistic Co | goals be addressed?) | | Content | | |
| Domain: Linguistic Co | mpetence | | | | |
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| EAL Learning Goals (from Framework) | Language Strategies
(How will these language
goals be addressed?) | Content-Area
Learning Goals | Assessment of
Language and
Content |
|-------------------------------------|---|--------------------------------|--|
| Domain: Contextual A | pplications | | |
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| Domain: Strategic Con | npetence | | |
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| Domain: Intercultural | Competence and Global Ci | tizenship | |
| - Somethir Enter Guitar ar | - Competence and Grobal Ci | | |
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| Se | ction 4: Specialized | d Support Recomme | ndation | |
|-----------|--------------------------|-----------------------------|------------------|------------------------------|
| Sta | ate the name(s) of the s | specialist(s) if/when avail | able. | |
| | EAL or LAL Class: | | | |
| <u> </u> | EAL Specialist/Support | Teacher: | | |
| F | Resource Teacher: | | | |
| F | Reading Clinician: | | | |
| | Occupational Therapist, | /Physiotherapist: | | |
| | Social Worker/Counsell | or/Psychologist: | | |
| | Special Education Supp | ort/Referral: | | |
| | Other: | | | |
| Se | ction 5: Student-Sp | ecific Comments | | |
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| | | For Middle Years: | E-Designated Cou | rsas |
| | Course | ror rindule rearsi | Course Descript | |
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| Se | ction 6: Signatures | of Planning Partner | S | |
| | _ | • | | ent's parent/guardian/family |
| | Date of Review: | (Day/Month/Year) | | |
| | Reviewer's Name: | | | _ Position: |
| | Interpreter Present: N | Name: | | Language: |
| | Resource/EAL Teache | r's Name: | | |
| | - | | Signature: | |
| | School Administrator | | Signature: | |
| | | | | |
| | | | Signature: | |
| | Parent/Guardian/Fam | ily Member's Signature: . | | |
| | , | , | (R | ecommended) |

