

EAL Initial Assessment Information

The initial assessment helps determine:

- Student's literacy in both the home language and English
- Student's language proficiency – Stage of language acquisition based on the Manitoba EAL Framework
- Student's numeracy abilities
- Appropriate adaptations and programming
- Placement recommendations if other than age- grade-appropriate classroom

The Division will establish an EAL Initial Assessment. The Initial Assessment gives information on the student's skills in:

- General English inventory – knowledge of some common nouns, adjectives, adverbs, and verbs
- Listening
- Speaking
- Reading
- Writing
- Numeracy

School Divisions are responsible in creating Initial and ongoing assessments consistent with the Manitoba EAL Framework. The information generated from this assessment and subsequent recommendations will help instructional programming for the student.

There are several models for Initial Assessment:

- **Reception and Assessment Centres**: A division may create a centralized Assessment Centre where all EAL students are assessed. These Centre houses staffs that will help create a welcoming environment, conduct the Initial Reception Interview, and administer the Initial Assessment. The Centre forwards this information along with recommendations to the receiving school.
- **EAL Assessment Itinerant Teacher Team**: Schools identifies, welcomes, and registers the EAL Student and makes appointment for a member from the EAL Assessment Itinerant Teacher Team to administer the Initial Assessment. This teacher gives a report of their findings and recommendations to the contact person at the school.
- **School Based Assessments**: School identifies an EAL teacher, a Resource Teacher, a classroom teacher, or another qualified staff member to conduct the EAL Initial Assessment. This staff member will be trained in facilitating the EAL Initial Assessment. After administering the assessment, the staff member will generate a report with recommendations.

The school will have a process in place for sharing the EAL report with the classroom teacher, the subject-area teacher, and any other personnel that will be working with the student's academic skills. The classroom teacher, in consultation with an EAL specialist or other qualified staff member, will use this report to:

- Create an EAL individual learning plan, if needed
- Inform instructional decisions
- Guide the selection of resources and services
- Help with discussions with the student and the parents about English proficiency and language acquisition

Components of the EAL Initial Assessment:

The goal of the EAL Initial Assessment is to determine English language proficiency according to the Stages and Phases of English language development as outlined in the Manitoba EAL Framework.

Components of the EAL Initial Assessment may include:

- **Oral Assessment** – in the Initial Reception/Interview, students and parents responded to inquiries about early development, languages spoken, previous schooling, literacy at home, health history, interests and dreams, etc. This will give an indication of the student’s general oral proficiency. As a supplement, an age/grade-appropriate picture can be used to have a conversation about what is indicated in the picture.
- **First Language Responses** – Depending on age, ask student to respond both orally and in writing in their first language. Although the assessor may not understand or be able to read the writing sample, observation of the student’s approach, the oral responses and the amount and fluency of writing produced may provide valuable information about the student’s literacy in their first language.
- **Basic Oral Inventory** – Assess basic inventory of language such as identifying the alphabet, basic shapes, colours, classroom objects, body parts, clothing, foods, prepositions, verbs, etc. This will provide valuable information to early literacy. If the student is struggling with majority of these basic inventory items, the assessor may want to place them at Stage 1 and discontinue the rest of the Initial Assessment. If the student is showing proficiency in this section, discontinue this section and move onto the next part of the Initial Assessment.
- **Academic Assessment: Listening and Viewing, Speaking and Representing, Reading and Viewing, and Writing and Representing** – A varied level of language-demanding activities for each of these, based on Stages from the Manitoba EAL Framework, will give information as to the current English language abilities of the student.

Note: It is not necessary to administer the assessment for every Stage to every student. Using information you have gathered to date about this student and your professional discretion, determine the Stage you will start your academic assessment. If the student is struggling with the administration of assessment at a specific Stage, re-assess at a lower Stage assessment.

- **Initial Numeracy Assessment** – Using big ideas from the grade-appropriate curriculum, administer a short, initial numeracy/math assessment. To enhance language, Numeracy Assessment should include mathematical concepts as well as Stage-appropriate word problems.