

Assessment A – Part 2

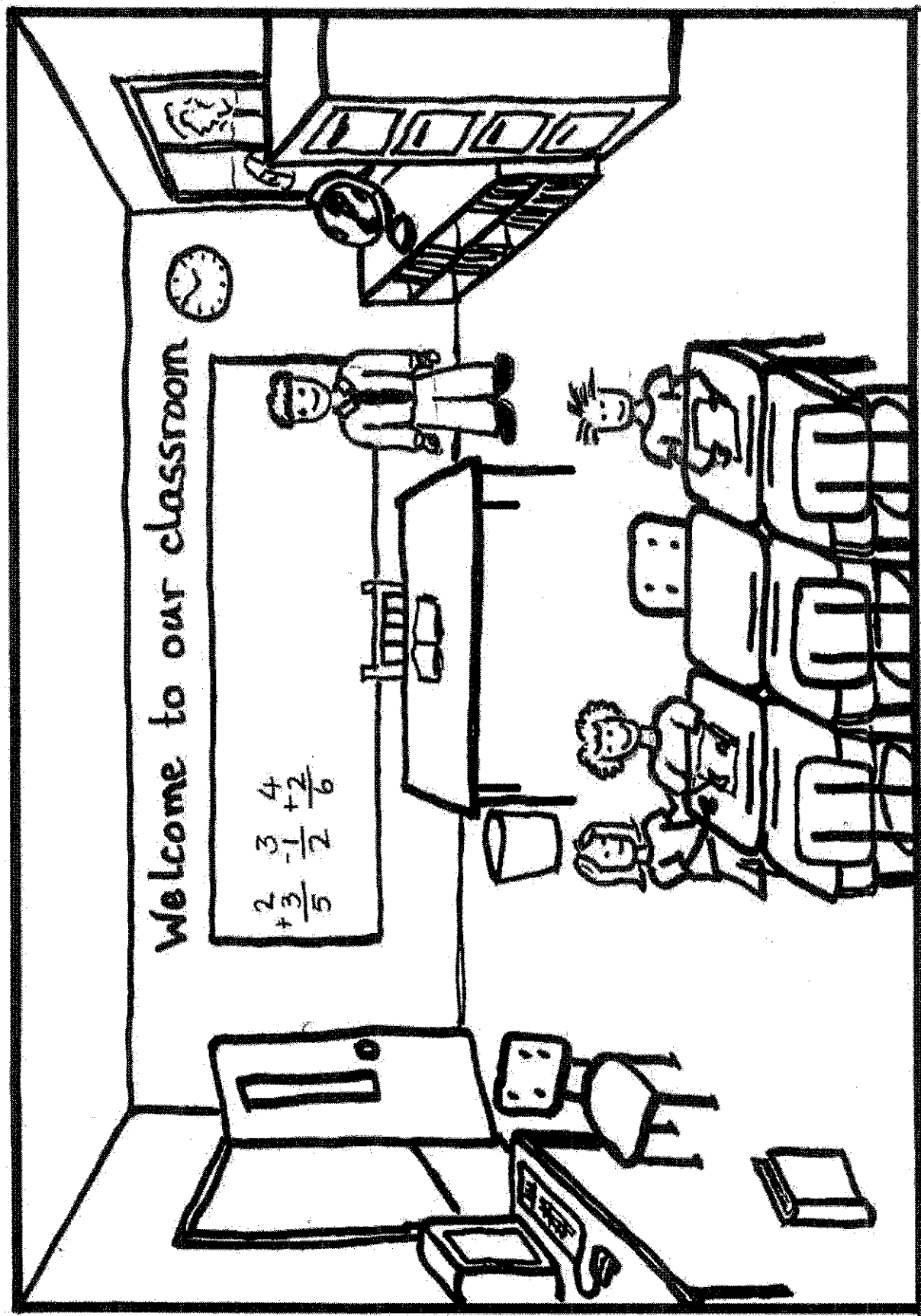
Entering/Emerging

- Ask the student to point to the table, desk, bookshelf, door, blackboard/whiteboard, computer, clock, book (page 22).
- Ask the student some simple questions about the picture (see below).
- Have the student name the objects (page 23).
 - Have the student read the word cards (page 23).

Tasks	Listening		Speaking		Reading		Writing	
	The EAL student:							
1. Point to a... table _____ desk _____ bookshelf _____ computer _____ chair _____ door _____ blackboard/whiteboard _____ clock _____ book _____	Entering	☐ Responds to own name but does not understand basic oral English	☐ Does not produce oral English language	☐ Does not recognize Roman alphabet	☐ Does not print or write the letters of the Roman alphabet	Emerging	☐ Prints or writes most (90%+) of the letters of the Roman alphabet	
		☐ Begins to develop an "ear" for English language sounds, stress and rhythm	☐ May attempt to communicate in first (home) language	☐ Recognizes some letters of the Roman alphabet	☐ Prints or writes some letters of the Roman alphabet			
2. Answer the following questions. (Accept any reasonable answer. Student may just point.) a. How many chairs are there? b. What is on the desk? c. Where is the globe? d. Where is the table? e. What time is it? f. Where are the children?	Emerging	☐ Follows 1 - 2 word classroom instructions (requires repetition)	☐ Oral English language is difficult to understand	☐ Recognizes most letters (90%+) of the Roman alphabet	☐ Prints or writes most (90%+) of the letters of the Roman alphabet	Beginning	☐ Prints or writes name	
		☐ Relies on visual cues to understand	☐ Uses memorized expressions and repeats phrases	☐ Recognizes some high interest/high frequency words in print	☐ Expresses ideas with pictures or invented spelling			
3. Comprehension: a. Name the objects b. Read the word cards. c. Put the word cards under the correct pictures. d. Fill in the blanks to answer the question, "Where is the book?"	Beginning	☐ Responds to some familiar oral language	☐ May continue to use gestures or other body language to communicate	☐ Can match words to pictures	☐ Copies accurately	Comments/Observations	☐ Depending on level of literacy, student may be able to print or write text in his/her first language and understands the concept of writing	
		☐ Understands some individual words	☐ Begins to express basic needs	☐ Uses graphics to understand print	☐ print		☐ to print or write text in his/her first language and understands the concept of writing	
4. Writing: a. Write about the picture in your first language. b. Write about the picture in English.		☐ Follows simple instructions	☐ Oral English language is sometimes difficult to understand	☐ Recognizes and names all the letters of the Roman alphabet	☐ Prints or writes all letters of the Roman alphabet		☐ Prints or writes words the way they sound (phonetic spelling)	
		☐ Listens for key words and main ideas	☐ Uses simple phrases	☐ Reads many high frequency words	☐ Prints or writes words the way they sound (phonetic spelling)			
		☐ Understands most simple sentences	☐ Begins to participate in conversations	☐ Uses text and graphics to understand print	☐ Prints or writes in phrases and simple sentences with support		☐ Participates in pre-writing activities	
			☐ Produces basic vocabulary	☐ Responds to basic questions about text with support	☐ Reads familiar, patterned or language experience material with support			
			☐ Begins to participate in oral presentations in the classroom with support					

Adapted from *Initial assessment materials for learners of English: English language proficiency (elementary) 2002*. Coelho, E. (2002). Project Co-ordinator Ontario: ESL/ELD Resource Group of Ontario.

Proceed to the Math Assessment.

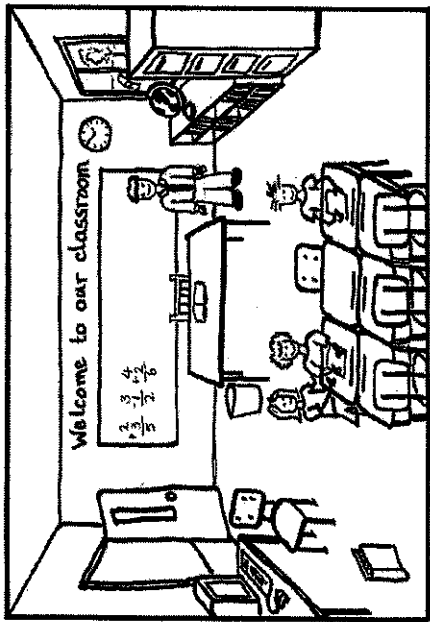


Where is the Book?

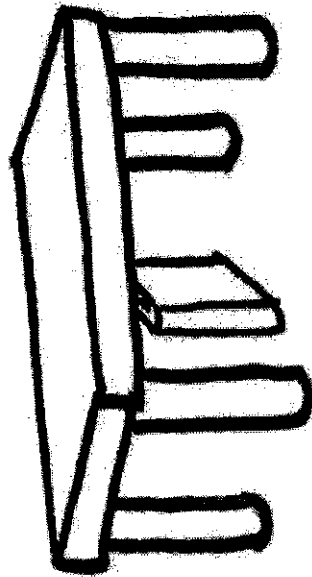
Student name: _____
 D.O.B.: _____
 Date: _____
 Interviewer: _____

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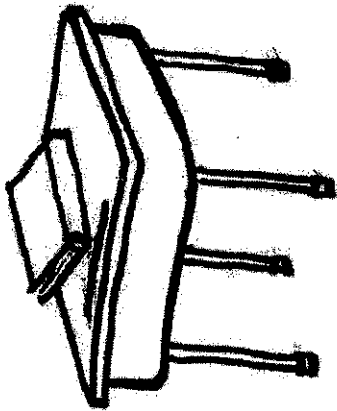
The book is _____ the classroom



The book is _____ the table.



The book is _____ the desk.



The book is _____ the cupboard.

