

ABOUT THIS RESOURCE

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hat is it
for?

The NASSEA EAL Assessment Framework has been made to support practitioners and their pupils. We hope that you find it both easy to understand and helpful to use. Even if you have no previous EAL experience, you will find guidance here.

This is a cross-curricular tool which helps practitioners to observe, document and accelerate the ways bilingual pupils start to use English as a tool for learning in school, then continue to develop their use of English through all their subject areas.

It describes the development of communicative behaviour in class and language for learning through listening, speaking, reading and writing. It also includes some aspects of personal development likely to be significant for bilingual learners, such as readiness to speak to others in the classroom.

It is important to note that the framework is not a tool to be used to assess other languages the pupil may speak. NASSEA supports the continuing use and development of pupils' other languages, and reference is made to using skills in these languages, but this tool is only for assessing English as an Additional Language.

The Framework has been developed to help practitioners to become more aware of the progress of their EAL learners through formative assessment. Formal testing is not helpful in the early stages of acquiring English and could lead to false conclusions which may be highly damaging to the progress of the child, particularly if results place the pupil in a lower ability group. In all cases, the framework does not replace the advice of EAL specialists and further appropriate support should be sought when needed.





What is the background to it?

This resource has been linked to the Common European Framework of Reference for Languages (CEFR) in order to establish a structure, but it is expressed in terms which reflect the needs of bilingual learners and their teachers in classrooms in this country.

The resource is also linked to the English National Curriculum to support teacher assessments of English and Literacy skills. EAL is not, however, confined to English or Literacy lessons, and opportunities to observe and facilitate language development can be even better in other subject areas.

