## Suggested initial diagnostic assessment activities for primary teachers of EAL students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mode** | **Activity** | **Explanation and purpose** | **EAL support** | **Next steps** | **Links** |
| Speaking and Listening | * Interview me!
* Find someone who
* All about me
 | * ‘ice breaker’ activities for students who have some literacy in English
* help students to learn each other’s names and get to know each other
 | * check students’ understanding of the key vocabulary
* write sentence stems on the board and model how to answer the questions
 | * note down any key issues or concerns that arise from the activity
* provide other formal and informal opportunities for students to ask and answer questions
* use this information to develop a positive relationship with students, e.g. by asking about their favourite activity at a later date
 | * [Interview me!](https://teal.global2.vic.edu.au/files/2019/12/Interview-Me.pdf)
* [Find someone who](https://teal.global2.vic.edu.au/files/2019/12/Find-someone-who.pdf)
* [All about me](https://teal.global2.vic.edu.au/files/2019/12/All-about-me.pdf)
* [Getting to know you activities](https://teal.global2.vic.edu.au/files/2019/12/Getting-to-know-you-activities.pdf)
 |
| Speaking and Listening | Initial speaking assessment | * a more formal assessment of students’ oral language proficiency
* collect data on students’ oral/speaking skills in terms of vocabulary, language structures and features and sentence attempts
* teacher uses the prompts to guide the interview and ticks each box to indicate the vocab and language structures used correctly/incorrectly by the student
* can be compared to the same/similar activity at the end of the semester to track growth
 | * point to visuals to support student understanding
* model the pronunciation of new words
* note if student is attempting to communicate but is using their home language or body language, indicating that their receptive knowledge is greater than their productive communication skills
 | * note down main issues impacting on listener comprehension and incorporate opportunities to work on these areas in future units of work, e.g. building knowledge of verbs and adjectives, understanding when to use the present vs present continuous tense, practising using different prepositions
* provide students with opportunities to practise language orally in pairs and small groups before class discussions
 | [Speaking assessment – park scene](https://teal.global2.vic.edu.au/files/2019/12/Speaking-Assessment-Park-Scene.doc) |
| Reading and Viewing | Reading and Vocabulary Assessment for EAL students (RVEAL) | * to gather baseline assessment data about students’ reading and vocabulary skills and knowledge
* intended for students in Years 3 - 10
 | * explain the purpose of the assessment
* administer the 5-item sample assessment so that students can complete the actual assessment independently
 | * during the assessment, sit with students and ask them to read some of the material in order to assess their decoding skills
* after the assessment, ask the students about what they found easy/difficult
* review the Student Profile reports to see the students’ EAL curriculum levels and other patterns in their responses, e.g. correct responses for imaginative vs persuasive items
 | [Reading and Vocabulary Assessment Tool (RVEAL)](https://teal.global2.vic.edu.au/assessment-tools/common-reading-and-vocab-tasks/rveal/) |
| Writing: recount | My weekend | * to assess students’ ability to write a recount
* can be compared to the same/similar activity at the end of the semester to track growth
 | * introduce/revise use of simple past tense to talk about past activities
* introduce/revise use of time phrases (in the morning, afternoon, evening), sequence words (first, then, next) and use of pronouns (I, he, she, we, they)
* introduce/revise use of adverbials to describe surrounding circumstances (with my family, because it was my birthday)
 | * choose one area that most impedes reader comprehension and provide feedback about this to the student
* incorporate redrafting time into the classroom schedule
* display student work in the classroom to acknowledge their efforts
 | [TEAL assessment task: My weekend](http://teal.global2.vic.edu.au/assessment-tools/common-writing-assessment-tasks/choosing-an-assessment-task-2/1-my-weekend/) |

NOTES

The ‘ice breaker’ activities will allow teachers to get to know the students and the students to get to know each other, an essential part of building a positive and supportive learning environment. Taking the time to carry out one-on-one assessment activities, such as the speaking and listening tasks, may take some time and organisation, however, they will greatly contribute to the teacher developing a solid understanding of the language proficiency of all of their students at the beginning of the term.

Teachers could note down one or two dot points for each student in relation to how they manage each assessment activity and particular strengths and/or weaknesses. Understanding the language learning needs of all students, not just EAL students, will be key to achieving successful learning outcomes in the classroom. These notes can added to throughout the semester and provide the teacher with opportunities to monitor and record student progress.