An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners
Growing numbers of students entering Queensland schools come from diverse cultural and linguistic backgrounds. Acknowledging and celebrating the experiences, resources and ways of knowing these students bring to our classrooms helps to create an inclusive learning place where all are valued and all succeed. Many bring the advantage of a first language other than English which provides a solid foundation for learning in school. However, curriculum in Queensland state schools is developed and delivered in Standard Australian English (SAE), so for students from non-English speaking backgrounds to equitably access classroom teaching and learning, they must be supported to develop proficiency in SAE.

The Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners is a set of descriptors of observable language learner behaviours that assist teachers to determine where their students are in their development of SAE. Teachers can then use this information to plan and provide appropriate support for their English language learners, and monitor their progress.

The Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners is used as part of a whole school approach to meeting the needs of EAL/D students. This guide includes information for school leadership teams and classroom teachers, to help identify EAL/D students and track their development in SAE proficiency. The guide is designed to build common understandings and provide an entry point for educators seeking to understand and do more to identify and support EAL/D students. However, to build expert teaching teams and implement effective pedagogical practices in every classroom, schools will need to access additional advice, professional development and resources.

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Acknowledgement of photographs and tables
Disclaimer: The Queensland Department of Education advises that this document may contain images or references to deceased Aboriginal and Torres Strait Islander peoples from diverse cultural backgrounds and communities. This could be upsetting for some people.
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Who are EAL/D students?

English as an additional language or dialect (EAL/D) students are ‘those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in SAE’ (ACARA 2014, p. 9).

These students come from diverse language and cultural backgrounds, yet they face the common challenge of learning a new language, Standard Australian English, at the same time as they must learn curriculum content in and through this new language. Standard Australian English, referred to in this document as SAE, is the variety of spoken and written English used formally in Australian schools.

1.1 Why ‘additional’ and not just ‘second’ language?

The term EAL/D is now being used in Queensland state schools in place of the term English as a second language (ESL). This recognises the fact that some learners speak more than one language or dialect before they begin learning SAE.

1.2 The D in EAL/D

In addition to recognising students learning SAE as an additional language, the acronym, EAL/D, recognises the English language needs of those learners who speak dialects of English that are different to SAE, including:

- speakers of language varieties which formed as a result of historical language contact between speakers of English and speakers of Aboriginal and Torres Strait Islander languages
- migrant and refugee students who speak an English-based creole, pidgin or dialect as (one of) their home language/s.

1.1 EAL/D diversity

Teachers may have EAL/D students in their classrooms from a diverse range of cultural backgrounds and with varying levels of proficiency in SAE. Many, but not all, EAL/D students require additional support to meet the curriculum expectations for their age cohort.
Some students are readily identifiable as EAL/D students while others may be incorrectly diagnosed as have speech or language difficulties, learning difficulties or perhaps a disability. It is critically important that teachers avoid making assumptions and become familiar with their students’ cultural and linguistic backgrounds.

Particular care must be taken when identifying the language backgrounds of students who speak a creole, pidgin or alternate variety of English as their home language. Currently, and particularly in communities where students speak a variety of Aboriginal English and/or an Aboriginal or Torres Strait creole as their home language, this language or language variety is unnamed or unidentified, and thus often goes unrecognised by schools and educational authorities. It may be assumed — incorrectly — that the student’s home language is ‘English’ (for instance, SAE). As a result, these EAL/D students often receive ineffective instruction or are inappropriately referred for educational remediation. (de Courcy, Dooley, Jackson, Miller and Rushton 2012, pp. 2-3).

**Figure 1: Diversity of EAL/D students in Queensland state schools**

- Aboriginal students and Torres Strait Islander students
- Immigrants to Australia: temporary residents, and migrants on recognised permanent, temporary or bridging visas
- Students of Australian South Sea Islander background
- Students with Maori or Pacific Islander backgrounds
- Students with a refugee background (or students who have a refugee-like status or circumstance)
- Children born in Australia of migrant heritage where English is not spoken at home
- Children of deaf adults who use AUSLAN as their first language
- Australian-born students returning from abroad, having lived for extended periods of time in countries where their schooling was not in English
- International students: dependants of international students on student visas, and fee paying international students

Appendix 1: The diversity of EAL/D student groups provides more information.
In Queensland, the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners (Appendix 2) is used to identify students learning SAE as an additional language, determine their level of proficiency and monitor their SAE language development over time.

2.1 What is Bandscales State Schools (Queensland)?

Bandscales State Schools (Queensland) is presented for two phases of learning:

- early phase for learners in their first years of formal schooling (Prep to Year 3)
- middle phase for older students (Year 4 to Year 9).

For each phase, Bandscales State Schools (Queensland) comprises a set of six levels. Each level is comprised of a sequence of descriptors of observable learner language behaviours, which can be used to map progress of a student’s development of SAE as an additional language or dialect in the school context.

The levels describe typical language learning pathways for EAL/D students and are used to assess EAL/D students’ proficiency in Standard Australia English. The pathways are described in six levels of SAE development, from level 1 (new to SAE) to level 6 (becoming competent in SAE), in each of the four macro skills of listening, speaking, reading/viewing and writing.

It is important to note that these Bandscale levels do not align to school years.

For example, an EAL/D student in Year 1 might be at level 4 in speaking on the Bandscales State Schools (Queensland) – Early phase whilst an EAL/D student in Year 9 may be at level 3 in speaking on the Bandscales State Schools (Queensland) – Middle phase.

The Australian Curriculum acknowledges the importance of recognising and responding to the learning needs of EAL/D students (ACARA 2014a). Resources include an EAL/D Learning Progression: Foundation to Year 10 (ACARA 2015) which does not take the place of the existing state monitoring tools and is not aligned to the Bandscales State Schools (Queensland). ACARA has also provided Annotated Content Descriptions for English, Mathematics, Science, History: Foundation to Year 10 (ACARA 2014b).
2.2 Who can use Bandscales State Schools (Queensland)?

Today, most teachers will have one or more EAL/D students in their classes; some classes may be predominately or entirely made up of EAL/D students. It is therefore very important that every teacher is able to confidently and competently identify, support and monitor the SAE language development of EAL/D students. All classroom teachers can use the Bandscales State Schools (Queensland) to observe language behaviours to determine students' SAE levels and monitor progress.

Some teachers may work with specialist EAL/D teachers who can provide further advice about use of Bandscales State Schools (Queensland). Schools are best placed to determine staff professional learning needs, and how resources should be targeted to identify and support EAL/D students' needs and ensure equity of learning outcomes.

2.3 Bandscales State Schools (Queensland) data and Oneschool

In Queensland State Schools, Oneschool is used to store and maintain student data, including a ‘flag’ to denote EAL/D background and Developmental Maps to record bandscale data.

- These ‘contact languages’, which have historical influences from English or non-standard dialects of English, can be misidentified as a developing forms of SAE, rather than distinct languages. Thus careful attention should be given to assessing Aboriginal and Torres Strait Islander students from these backgrounds.
- Update EAL/D students’ bandscale levels in Oneschool’s Developmental Maps Markbook each semester.
- To use the Developmental Maps, there is a help document in Oneschool. Go to: Help Tab> Release Notes> Curriculum and Assessment> Developmental Maps. These notes provide guidance on accessing Developmental Maps, Data Entry, Documenting Evidence, How to Access Reports and Academic Reporting.
Why use *Bandscales State Schools (Queensland)*?

*Bandscales State Schools (Queensland)* data helps construct a comprehensive profile of EAL/D students. Teachers can then build on EAL/D students’ strengths and target language learning needs, ensuring they develop proficiency in SAE, and are able to learn – and demonstrate their achievement in – the Australian Curriculum being taught.

### 3.1 Bandscales data assists teachers to:

- determine SAE language proficiency levels of EAL/D students
- understand the language learning needs of EAL/D students
- plan for differentiated, focused and intensive language instruction
- provide targeted teaching and scaffolded learning to ensure EAL/D students can access the curriculum
- monitor students’ progress in SAE proficiency to inform reporting and next steps in teaching.

### 3.2 Bandscales data assists schools to:

- identify EAL/D students and build greater language awareness among students, staff and the school community
- develop a whole school approach to support the language learning needs of EAL/D students
- monitor individual and cohort EAL/D student progress and measure the effectiveness of agreed practices on inclusion, language learning and academic achievement.
- engage in an inquiry approach to measure school performance and identify opportunities – across all domains of the school improvement hierarchy – to enhance learning and achievement for EAL/D students.
3.3 Bandscales data recorded in Oneschool assists policy makers to:

- build a more accurate and detailed profile of the EAL/D student cohort in Queensland state schools
- ensure EAL/D students have equity of access and equity of outcomes in state schools
- shape strategic priorities, plans and policies at a state level.
When to use Bandscales State Schools (Queensland)

A whole school approach ensures consistent school-wide processes for identification and support of each EAL/D student, including the collection of background language information.

This can occur either at enrolment or after enrolment in the classroom (Figure 2).

Figure 2: Identifying EAL/D students

1. Collect information about student’s listening, speaking, reading/viewing and writing in SAE using:
   - background information
   - in-class observations and interactions
   - language samples.

2. Assign bandscale levels in the four macro skills.

3. Record EAL/D status and bandscale levels in OneSchool.

4. Determine whole school support structure for inclusion of EAL/D students.

5. Review bandscale levels every six months.

There is a more detailed flow chart that schools can access for support in Identifying Aboriginal and Torres Strait Islander ‘English as an additional language or dialect’ (EAL/D) students (Section 8).
4.1 Identification on enrolment

Some EAL/D students may be identified through enrolment processes because of language information provided on their enrolment form or at their enrolment interview.

* Bandscales State Schools (Queensland) should be used to determine students' SAE language proficiency **as soon as possible after enrolment**, recognising that students may require a settling-in period to develop confidence in a new setting, and that a variety of language samples needs to be collected from across a range of contexts.

**Useful information to collect:**

- cultural background or heritage of the learner and parent/s or caregiver/s
- (If they are available, interpreters may be required to help in collecting background information from parents/carers.)
- main language/s or dialect/s other than English (MLOTE) spoken in the home or family circle
- language background other than English (LBOTE)
- any previous EAL/D or Bandscale reports, including the learner's previous SAE learning and exposure to SAE language instruction
- information about prior education in the learner's first language/dialect or other language/s; how many years they were educated in those languages or dialects; whether the education was provided by an education authority or informally in a refugee setting; and school reports or achievements (if available).
- country, or place of birth in Australia, and/or countries of residence
- date of arrival, if not born in Australia
- a copy of the student's passport, visa and/or travel documents.
4.2 Identification in the classroom

Some students, including Australian-born EAL/D students, may not readily identify as EAL/D students at enrolment and their possible EAL/D background may only become apparent through their classroom learning behaviours and language use.

Once a classroom teacher becomes aware of a possible EAL/D learner, they start collecting information and making classroom observations that might be used to determine if a student is an EAL/D learner.

**Teachers can:**

- gather additional information about the learner’s language background through on-going conversations with the student, family and other school staff
- make notes and observations about the learner’s language behaviours (e.g. responses to instructions, contributions to class discussions)
- collect work samples and assessments.

This is by no means an exhaustive list but these evidence sources may alert teachers to a student possibly having an EAL/D background. The observation of all or only a few of these indicators should prompt a deeper investigation of the student’s language background.

EAL/D student language use may differ from SAE in some or all of the following areas:

- spoken language sounds
- vocabulary and word meanings e.g. words found in SAE but used differently (e.g. ‘swim’ for ‘bath’)
- grammar e.g. word endings (-ing, -s), noun and verb groups, subject-verb agreement, verb tense, use of prepositions (e.g. ‘ontop’ for ‘on’)
- sentence structures e.g. complete/incomplete sentences, simple/compound/complex sentences, word order that doesn’t follow SAE convention (e.g. ‘I go ouse’ for ‘I’m going home’).

**Also note whether learners:**

- seem aware of language differences and appear to switch between SAE and non-SAE ways of speaking (e.g. the language they use when speaking to their friends or teacher appear different)
- speak very little or make no response
- seem (overly)reliant on formulaic responses
- tend to be hesitant when using SAE.

The Bandscales State Schools (Queensland) assists in confirming that a student has a language background other than SAE and in determining the SAE language proficiency of students considered to be EAL/D students.
4.3 Frequency of use of *Bandscales State Schools (Queensland)*

*Bandscales State Schools (Queensland)* data should be collected every six months to monitor progress, inform classroom planning, scaffold support and report to parents. Some EAL/D students, who are new to SAE (i.e. bandscale level 1), may move quite quickly through the lower levels. At other times, progress may take much longer, so more frequent use of *Bandscales State Schools (Queensland)* is not recommended.
How to use Bandscales State Schools (Queensland)

To work effectively with the Bandscales State Schools (Queensland) teachers should read through the descriptors to become familiar with the indicators of language behaviours.

5.1 Collecting evidence

Determining a student’s bandscale level begins with the collection of a range of student language samples, (different language contexts and over a period of time) and teacher observations of language behaviours, usually focusing on one macro skill at a time (listening, speaking, reading/viewing or writing). Teachers may have already begun collecting these as part of the identification process (Section 4).

Many EAL/D students demonstrate greater SAE fluency in social contexts than in curriculum learning contexts where the subject matter is often unfamiliar; new knowledge and skills are being taught; and more academic or abstract language is required. It is therefore important that language samples and detailed observations are collected within learning environments and relate to curriculum content across the learning areas. Such samples will more accurately reflect students’ proficiency in the language of the classroom and provide the greatest insights into the degree to which they are able to access the curriculum.

This collated evidence is then matched against the bandscale descriptors which relate to classroom contexts.

Teachers can:

- gather a range of formal and informal samples of student language in relation to the work being undertaken in class e.g. transcripts of student classroom talk, anecdotal notes on their responses to instructions and classroom talk, diagnostic testing data, drafts and final copies of written tasks
- observe and make notes about the nature and extent of (possible) EAL/D student’s participation in class interactions; record speaking and listening behaviours
- conduct focused discussions with EAL/D students about curriculum being

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1 Code-switching refers to the practice of alternating between two or more languages, dialects or language registers in conversation
taught and note apparent understanding and use of subject- or topic-specific language and/or code-switching (between ‘home’ and ‘school’ languages)

• note whether the EAL/D student’s SAE proficiency varies across learning areas. Variations may be due to different language demands, teaching approaches or prior knowledge which may indicate further investigation of language proficiency is needed.

5.2 ‘Tuning in’ to your EAL/D students’ language

The following questions have been devised to assist teachers to ‘tune in’ to their EAL/D students’ use of the four macro skills in SAE, when making classroom observations and collecting language samples. By considering these questions, alongside the Bandscale descriptors, teachers can more accurately determine which bandscale level best describes an EAL/D student’s language proficiency in each of the macro skills.

Listening observations for EAL/D students

Consider the student’s listening behaviours and whether they demonstrate these listening behaviours (sometimes, usually or always).

What is the learner’s general ability to understand (to process, comprehend and synthesise) spoken language when:

• following teacher instructions
• participating in one-on-one conversations on classroom topics
• answering questions in whole class contexts
• exchanging ideas in small groups
• synthesising spoken information for use in speaking and writing?

In a listening context, can the learner:

• follow different kinds of conversations, questions or discussions equally easily
• answer questions or contribute information fully or partially, or are they ‘off-topic’
• explain what the lesson is about and what is important?

Does the learner require extra support such as:

• working with highly familiar content or pre-taught language and content
• having a conversation partner who understands the student is an EAL/D learner
• having the teacher rephrase or simplify instructions/statements
• extra ‘think time’ to process and/or respond?

Does the learner respond with rehearsed or taught language or self-formulated responses?

Does the learner need support to better understand spoken language (prompts, concrete experiences/materials, visual support)?
To what extent can the learner:

• use information from spoken language
• repeat short amounts of spoken language (instructions for a class activity)
• recall and retell spoken information (experiment results, sequence of a story)
• express ideas in their own words (concepts from a classroom discussion)
• summarise main points of a spoken story (plot elements, character descriptions)
• understand important points of a spoken exchange (argument, discussion)?

Speaking observations for EAL/D students

Consider whether the learner demonstrates any of the following speaking behaviours (sometimes, usually or always).

Does the learner offer to speak in classroom activities? Would the learner initiate or sustain a conversation about classroom content?

Does the learner often respond:

• non-verbally
• minimally, or
• extensively on known or taught subject matter?

Does the learner produce examples of language:

• close to what you would say, or
• approximate to SAE, but with omitted endings or non-standard verb endings.

If the learner produces a non-standard feature, can the learner self-correct?

Does the learner rely on gestures, single words or familiarised language?

In response to instructions or a question, does the learner:

• demonstrate understanding
• ask for repetition or explanation
• communicate any lack of understanding?

How much support do you need to provide in:

• re-phrasing or re-stating questions
• using picture cues
• asking less complex questions
• encouraging peers to explain things to them?
How fluent is the learner’s talk? Consider:

- hesitation
- repetition
- use of fillers
- intonation
- pace of delivery
- reliance on a conversation partner.

**Tips for conducting focused discussions and questioning**

Speaking and listening bandscales are supported with focused discussions and careful questioning.

When conducting a **focused discussion** or interview, teachers should:

- establish a quiet, non-threatening environment to allow students to demonstrate their SAE language proficiency
- use topics from the learning environment of the learner, which reflect current or previous experiences and learning
- refer to age-appropriate materials
- be culturally inclusive.

*When questioning learners to elicit a spoken language sample, use open-ended questions that begin with who, what, when, where, how and why.*

Questions need to be carefully planned to allow students to demonstrate the language complexity they can draw on to clearly communicate ideas.

Questions should:

- be **short and direct**
- be asked **one at a time**
- be followed by sufficient ‘**think time**’ for students to process and respond
- be **rephrased** if necessary
- **progress** from general to specific to allow students to demonstrate the language they have learned and can use confidently, and at what point their level of SAE language frustrates their attempts to express more complex ideas
- **cover one concept with increasing levels of complexity**, rather than covering a large amount of ‘surface’ content about a topic.

Interviewing in this manner will provide useful information to help determine a student’s speaking and listening bandscale levels, and monitor their language learning and development.
Reading/viewing observations for EAL/D students

Consider whether the learner requires support or demonstrates any of the following behaviours (sometimes, usually or always).

Can the learner:

• decode text (read out aloud with accuracy and fluency)
• recognise and locate letters, words, phrases or information?

To make meaning of print does the learner need:

• gestures
• illustrations
• headings or explanations
• familiar topics?

Can the learner state orally what is written?

How accurately and extensively does the learner comprehend age-appropriate texts?

What kind of support, if any, does the learner need to:

• understand the information comprehension questions (what, where, how, when, why, who, what if) are seeking
• answer questions successfully
• provide details or justify?

Does the learner need intensive, one-to-one support to understand the expectations of written instructions and assessment tasks?

Writing observations for EAL/D students

Use the learner’s own drafts or work samples to determine their bandscale level for writing. If work has been corrected or edited by the teacher, the learner's original work must still be visible.

Is the learner reproducing formulaic language and repeated sentence patterns, or is the learner making their own attempts at SAE?

Is there evidence of language features such as the omission of word endings or prepositions, inconsistent subject-verb agreement or the use of non-standard words or word forms?

Can the learner demonstrate flexible language uses such as:

• changing language patterns to suit different text types
• using the appropriate language features of different text types
• expressing an idea in more than one way
• re-arranging a sentence to improve syntax or for a particular effect
• making appropriate language choices for the intended audience and purpose?
Can the learner produce texts:
- of age-appropriate length and complexity
- in a range of text types
- that include complex sentences (where appropriate), as well as simple sentences and/or compound sentences?

Is the meaning of the learner's writing clear?

5.3 Assigning a bandscale level

EAL/D students' levels of proficiency in each of the four macro skills of listening, speaking, reading/viewing and writing are determined by matching students' language behaviours to the descriptors on the relevant bandscales table. Teachers examine one macro skill at a time using the collected evidence and observations about each student's language use.

To assign as bandscale level of 'best fit', for a particular macro skill, teachers use the following steps.

Figure 3: Assigning a bandscale level

1. Collect language samples and notes about a student’s language behaviours using the ‘tuning-in’ questions (Section 5.2).
2. Select the Early phase (Prep to Year 3) or Middle phase (Year 4 to Year 9) of Bandscales State Schools (Queensland) and the appropriate macro skill table.
3. Based on the collected evidence about the student’s language behaviours, select the level the student may be at using the pink headings as a guide.
4. Carefully read the descriptors of this level, marking any descriptors that are clearly evident in the student’s language behaviours; if there is no evidence for a particular descriptor, simply leave it unmarked.
5. Read the descriptors in the level above and the level below the initial level. Mark any descriptors that are clearly evident in the student’s language behaviour in either the level above and below (if there are any).
6. Learners may not display all the descriptors in a level, but may display some from two or three levels. Look for a cluster of descriptors to determine the level of ‘best fit’ (Figure 4).
7. Enter bandscale level for each macro-skill into OneSchool.
In Figure 4, the evidence of a student’s language behaviours collected by the teacher aligns with a cluster of descriptors in Level 3. The student would be recorded in OneSchool as Level 3 for Speaking. Level 4 descriptors that have been circled may indicate that the teacher has seen some evidence of these behaviours but the student is not yet working consistently at that level. The Level 4 descriptors indicate the language behaviours the teacher may need to focus on next.

Figure 4: Using a cluster of descriptors to identify ‘best fit’ to assign a bandscale level

Each bandscale level is comprised of a number of language descriptors, and represents a broad phase of language development, so it can take a significant amount of time to progress through a level. Students may make good progress in their SAE development, yet still not move to the next level, in the short term. Monitoring student progress every six months enables the teacher to report on (and celebrate) a student’s success in learning SAE even though their bandscales levels and reported grades may be unchanged.

It is common for language learners to develop different macro skills at different rates. For example, they may be more proficient – and therefore at a higher bandscale level – in speaking SAE than they are in writing. A ‘jagged’ profile is normal. The focus needs to be on what the student needs to learn next in each macro skill, and how best to support their language learning.
Supporting EAL/D student success

*Bandscles State Schools (Queensland)* data provides information about EAL/D students’ SAE language proficiency and progress. This data is recorded in Oneschool (see Section 2.3) and contributes to the range of evidence schools use to:

- develop a whole school approach to supporting EAL/D students
- inform teaching and learning in the classroom
- monitor students’ progress in SAE proficiency and
- report to parents/caregivers.

The *P-12 curriculum, assessment and reporting framework* outlines the entitlements of every student; the expectations for differentiated teaching and learning; and the requirements for each Queensland state school in delivering the curriculum from Prep to Year 12.

**Additional resources**, which offer further information to support curriculum, assessment and reporting for EAL/D students, are listed in Section 8.
References


ACARA 2014a Students for whom English is an additional language or dialect (EAL/D) (online). https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald [accessed 1 December 2017].


Additional resources

• A whole school approach to support student learning

• Bandscales in action
  A series of 25 vignettes demonstrating typical EAL/D learning behaviours from level 1 to level 5 proficiency in listening, speaking and reading in Standard Australian English as described in the Bandscales State Schools (Queensland). In addition there are six web conferences which provide a range of writing samples across the bandscale levels. http://learningplace.eq.edu.au/cx/resources/file/fed4bd-fc43-417f-aa49-224ad8d77043/1/index.html

• Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

• English as an additional language or dialect (EAL/D) learners

• English as an additional language or dialect (EAL/D) learners actionable playbook

• Identifying Aboriginal and Torres Strait Islander ‘English as an additional language or dialect(EAL/D)’ learners

• School Performance – School improvement model
Appendix 1: The diversity of EAL/D learner groups

Appendix 1 introduces the diversity of EAL/D learners who may be present in a Queensland state school classroom. The information contained in this appendix is intended to assist teachers in identifying and supporting their EAL/D learners.

1. Aboriginal students and Torres Strait Islander students

Some Aboriginal and Torres Strait Islander EAL/D students in Queensland speak traditional Aboriginal and Torres Strait Islander languages as first languages; however, many speak ‘contact languages’. Contact languages, which have historical influences from English, can be misidentified as developing forms of SAE, rather than distinct languages or dialects. Careful attention should be given to assessing Aboriginal and Torres Strait Islander students from these backgrounds, who may reside in remote, rural or urban communities.

In a significant number of rural and remote locations across Queensland, EAL/D students of Aboriginal and Torres Strait Islander backgrounds make up the majority or the entire student cohort, so they receive little practice in peer interaction using SAE. In some very remote communities, Aboriginal or Torres Strait Islander students may only hear and use SAE in the school context.

2. Students with Maori or Pacific Islander backgrounds

This group is comprised of students either born in Australia (or another English speaking country) or arriving in Australia on New Zealand (or other) passports. If they have another language spoken at home, for example Maori, Samoan or Tongan, they will often be EAL/D learners. If arriving on step migration from a Pacific or South Sea Island their SAE learning needs may be quite high, depending on the language of instruction in their home school. These students may have spent considerable time learning in English in New Zealand schools or they may have low literacy in English, having spent very little time in New Zealand. Some may be experiencing the effects of a shift of language use within their family or their speech community from traditional languages towards dialects of English. Often these do not match classroom-based, instructional SAE.
3. Students of Australian South Sea Islander background

Australian South Sea Islanders are the Australian-born descendants of predominantly Melanesian people who were brought to Queensland between 1863 and 1904 from 80 Pacific islands, but primarily Vanuatu and the Solomon Islands. The Queensland Government formally recognises Australian South Sea Islanders as a distinct cultural group. Australian South Sea Islanders are all Australian permanent residents or citizens. These students may speak another language or creole at home.

4. Immigrants to Australia and temporary visa holders from non-English speaking backgrounds

EAL/D learners who come from non-English speaking countries to Australia may speak a foreign language or they may speak a creole that is English lexified, for example most students from Sierra Leone speak Krio (a mixture of English, indigenous West African languages, and other European languages). Identifying this latter group requires particular attention as the assumption maybe that the student is speaking SAE when they are not. These students enter school from a broad range of educational backgrounds. They arrive in Australia at any age and might enter school at any time of the year and at any stage in the school program. They may or may not be applying for permanent residency. Some students may have had age-appropriate schooling in their first language. Others may have only completed some English studies, or none at all. They also bring varying levels of literacies, skills and knowledge with them which may assist their learning in Australia. This group includes:

4a. Temporary residents

This group is comprised of students arriving as dependants of temporary visa holders. Their parent/s have obtained a visa to work or stay in Australia for a specified period of time (indicated on their visa). If they enrol their children in a State School in Queensland they may or may not be required to pay fees depending on the type of visa that they hold. This group of students is not actively or currently seeking permanent residency.

4b. Migrants on recognised permanent, temporary or bridging visas

This group is comprised of students arriving as dependants of migrants on temporary or permanent or bridging visas. Their parents have obtained a visa to work or stay in Australia for either a specified period of time (indicated on their visa) or permanently (also indicated on their visa). Some students in this group may have experienced multiple migrations before arriving in Australia, and have had few opportunities to access educational programs. These students either have, or are seeking, permanent residency.

5. Students with a refugee background (or students who have a refugee-like status or circumstance)

These students have usually come to Australia on permanent visas of which there are many categories. The Human Rights Education Associates (HRES) defines refugees:

*People who are forced to flee their homes due to persecution, whether on an*
individual basis or as part of a mass exodus due to political, religious, military or other problems, are known as refugees.

Refugee students often have low literacy in their first language due to lack of schooling accompanying their displacement. They may require more assistance than other overseas-born students. Many students have left their country in a problematic way and have endured extreme hardship and other traumatic experiences.

6. Children born in Australia of migrant heritage where English is not spoken at home

These EAL/D learners are born in Australia with one or both parents born overseas. They are second generation migrants and may live in a home where:

- English is not used
- English may not be the only language used
- English may be used as a common language between parents without the same first language
- a form of spoken English which differs from SAE is used
- little or no written English is used.

These EAL/D learners may be exposed to much, some, little or no print-based literacy in their first language or in English prior to entering school. This category also includes learners born in another English-speaking country where their primary language is not the national language.

7. Australian-born students returning from abroad having lived for extended periods of time in countries where their schooling was not in English

Some students were born in Australia but have travelled with their parents to non-English speaking countries, sometimes going back and forth. These students may have acquired the language of the country they spent time in and may not have acquired full proficiency in SAE due to the nature of their schooling overseas and the lack of SAE being spoken in that country. They may have EAL/D needs when they return to Australian schools.
8. Children of deaf adults who use AUSLAN as their first language

AUSLAN is the language of the deaf community in Australia. Hearing children raised by deaf family members who use AUSLAN are referred to as Children of Deaf Adults (CODAs). These children who have Australian sign language (AUSLAN) as their first language may also be EAL/D learners and can benefit from EAL/D classroom strategies.

9. International students from non-English speaking countries

9a. Dependants of international students on student visas

Dependants of international students are school-aged students in Australia with a parent (or parents) who is studying with a Queensland education provider. Their parents enrol school-age students in Queensland state schools by agreement with DoE International (DoEI) for the period of their parents’ study program. They may or may not have EAL/D learning needs and usually return to their country of origin.

9b. Fee paying international students accessing international student programs on student visas

Fee paying international students on student visas, requiring EAL/D support, are provided for as part of the tuition fees paid to schools by DoEI.
Appendix 2:
The Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

This is the complete version of the Bandscales State Schools (Queensland) for EAL/D learners. It is the central reference document used for EAL/D learners in Queensland.

The Bandscales State Schools (Queensland) are used to determine students' SAE language proficiency levels in the four macro skills of listening, speaking, reading/viewing and writing.
Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

<table>
<thead>
<tr>
<th>Language for EAL/D learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandscales for EAL/D learners — Early phase</td>
</tr>
<tr>
<td>Bandscales for EAL/D learners — Middle phase</td>
</tr>
</tbody>
</table>
Language for EAL/D learners

EAL/D learners are learners of English as an additional language or dialect (EAL/D). They speak languages other than Standard Australian English (SAE) as their first language(s) and bring rich and diverse linguistic and cultural knowledge from these to the classroom.

EAL/D learners are simultaneously learning a new language plus the knowledge, understanding and skills of the curriculum through that new language. Teaching needs to support EAL/D students as they add English to their existing language repertoire.

EAL/D learners may require additional time and support along with informed teaching that explicitly addresses their language needs and assessments that take into account their developing English language proficiency.

Through whole-school planning, schools use various strategies and adjustments to support EAL/D learners in achieving the learning described for their age cohort in the mandated curriculum. All classroom teachers, across all learning areas, will need to identify the language demands and cultural underpinnings of learning tasks and explicitly teach both these aspects.

What is the Bandscales State School (Queensland) for EAL/D learners?

The Bandscales State Schools (Queensland) provides a map of EAL/D learner progress in learning the English language in the school context. The purpose is not to describe an intended EAL/D curriculum. Rather, the bandscales levels are descriptions of typical second language acquisition and development. They enable teachers to assess the language and learning support necessary to enable EAL/D learners to access the intended curriculum across all learning areas.

The bandscales provided here are a summary of descriptors taken from the National Languages and Literacy Institute of Australia (NLLIA) ESL bandscales (McKay P, Hudson C, and Sappupo M. 1994) in P. McKay (ed) ESL Development: Language and Literacy in Schools. Carribera, National Languages and Literacy Institute of Australia, as adapted in the Education Queensland Indigenous bandscales with the inclusion of relevant new descriptors to encompass all EAL/D learners.

These descriptors were compiled on second language expertise and teacher observations of student behaviour as part of the NLLIA ESL Development project (1994) and the Education Queensland Indigenous bandscales project (1999, 2002)

These bandscales describe EAL/D learner pathways for students from migrant backgrounds and from Australian-born backgrounds (including Indigenous students). The levels are equivalent to those on the NLLIA bandscales and the bandscales for Aboriginal and Torres Strait Islander learners.

How are the bandscales presented?

The bandscales are presented for two phases of learning:
- early phase, for learners from Prep to Year 3
- middle phase for learners from Year 4 to Year 9.

Many teachers utilise the middle phase bandscales for monitoring their EAL/D learners in the senior phase of schooling. Alternatively the NLLIA ESL Bandscales may be used, if they are available, as they include a specific secondary years set of bandscales.

EAL/D learners come into Queensland schools with widely different levels of English proficiency and may enter at any year level. Therefore, the bandscales levels do not align with the year levels presented in learning area sequences. For example, a student may be aged 14 and be placed in Year 9 but may be a new arrival to Australia with no previous English and therefore, may be operating at a bandscale level 1 or 2 on the middle phase bandscale levels. In this case, the student would need intensive EAL/D support to access the mainstream curriculum for their age cohort.

Some, but not all, of the bandscale levels contain a pre-level, generally at levels 1, 2 or 3. Pre-levels have been included to more explicitly describe the vast progress language learners make, particularly if they:
- come from a low-prem literacy background
- have had little prior education in their first language
- are in contexts where they only use SAE in the classroom (e.g. some remote schools).

Pre-levels indicate a possibly longer pathway of development. More specifically, the middle phase bandscale descriptors for reading and writing contain distinct categories related to learners from limited schooling backgrounds, to better assist teachers in understanding and describing the progress of this group of students.

Other learners, who may have considerable education, in a first language, may progress rapidly to bandscale level 4 if given targeted EAL/D support, but may take longer to progress from level 4 to level 5 and from level 5 to level 6.

Support for English language learning is critical in ensuring that EAL/D learners progress to level 6.

At EAL/D learners need particular language learning support at key junctures, such as times of movement from primary to secondary school and as school learning tasks become more cognitively demanding and complex. As academic language becomes more complex in secondary school, EAL/D learners may not progress as rapidly through the bandscale levels, while they consolidate their knowledge of school subjects as they learn in, through and about SAE.

Students who speak a dialect of English may not be visible in the lower bandscale speaking levels. However, due to the language differences between their spoken varieties and written English, they are well described by the reading and writing bandscales.

How can teachers use the bandscales?

The bandscales are used for diagnosing where students are at in terms of their Standard Australian English (SAE) acquisition. They provide teachers with a broad and generalised picture of second language acquisition in English in the school context and enable them to monitor learner progress in the four macro skills: listening, speaking, reading and writing.

Learners may be at different levels across the macro skills.

To establish an EAL/D learner’s bandscale level, teachers need to find the ‘best fit’. Learners may not display all the descriptors in a level at once, but may display some from two or three different levels. Teachers need to look for a cluster of descriptors which indicate a particular level.

For the classroom teacher, the bandscale levels are used in the context of collecting data to inform their planning across the learning areas.

When planning, teachers start with their students and make curriculum decisions based on their students’ learning needs. The curriculum intent will be the same for the EAL/D learner as for other students in the age cohort. Teachers may need to ‘build language bridges’ using a variety of teaching strategies for the EAL/D learner to support them in accessing the intended learning.

By using the bandscales to understand the student’s level of SAE acquisition, the teacher is better able to provide the scaffolding — in terms of the appropriate language focus — needed. Students on a lower bandscale level will have different language requirements from those on higher levels.
Language for EAL/D learners

Similarly, in assessing the learning, teachers may need to scaffold assessment tasks to support students in demonstrating what they have learned.

The band-scales presented in this document do not support teachers in knowing what strategies to use, although they clearly suggest implications for pedagogy. They support teachers in understanding the SAE acquisition of the student and hence to recognize that scaffolding might be needed.

It is important to note that most EAL/D learners are developing English language skills, literacy skills, numeracy skills and content knowledge and skills of the learning areas simultaneously.

What teaching strategies work for EAL/D learners?

EAL/D learners, who are learning through SAE while at the same time acquiring SAE, need specific teaching approaches to build a language foundation for successful classroom learning. Each subject area has its own language demands and specific spoken and written genres. Teachers should be aware of these, and consider the explicit teaching required in order for their EAL/D learners to access the learning experiences, including both the intended curriculum and assessment of the learning.

When there is no alignment of language learner needs to the curriculum, language learners can be excluded from much learning.

Listening and speaking provide the basis for literacy learning. For this reason, in planning for language development of EAL/D learners, learning tasks should include all the core skills of listening, speaking, reading/viewing and writing. At all times, language work should sit within the age cohort curriculum and the topic and genres being studied in the classroom.

Explicit grammar teaching

It is essential to teach SAE grammar explicitly, systematically and consistently, contextualized within the texts being studied. Without explicit and appropriate grammar teaching, second language learners typically plateau at a level below their academic proficiency potential.

Classroom teachers need knowledge of grammatical features at a text, clause, group and word level. This enables them to analyse grammatical features of target texts and identify relevant aspects to share with students. This practice helps to provide EAL/D learners with the necessary linguistic tools to demonstrate their learning and to produce optimal texts.

If teachers teach a meta-language about grammar in SAE, then students and classroom teachers will share a common terminology for discussing grammatical forms and structures, and it will be possible to support students in acquiring a deeper and more accurate control of the second language. As the language of school becomes more contextually reduced and more abstract, the ability to explicitly discuss grammar in all key learning areas is necessary.

Additional resources

Band-scales for Aboriginal and Torres Strait Islanders
www.education.qld.gov.au/students/evaluation/monitoring/bandscales/

TESOL resources are available from Library Services

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# Bandscales State Schools (Queensland) — Early phase

## Listening

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to comprehend familiar SAE</th>
<th>Beginning to comprehend classroom SAE</th>
<th>Developing comprehension of SAE</th>
<th>Consolidating comprehension of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 student understands isolated key words in context.</td>
<td>Level 2 student is beginning to understand familiar talk.</td>
<td>Level 3 student understands some classroom talk.</td>
<td>Level 4 student undertakes some learning through SAE.</td>
<td>Level 5 student expands their comprehension of SAE.</td>
<td>Level 6 student comprehends extended talk in SAE.</td>
</tr>
</tbody>
</table>

### Descriptors

- **The student:**
  - recognises a few key familiar words supported by context, gestures, real objects, visuals.
  - comprehends through nonverbal cues which match own culture or are visually supported.
  - watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.
  - joins in an activity but may not speak.
  - may experience social and emotional interaction phase (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be progressed.
  - may spend a period (few days to a few months) acquiring language through listening but is not yet ready to speak (silent period). This is a normal but not necessary phase of active language learning.

### The student:

- comprehends and responds to high frequency greetings, courtesy phrases and simple directions.
- depends on face-to-face contact with accompanying body language.
- responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing, and repetition by the speaker).
- needs time to process what is heard.
- does not perceive certain sounds in SAE or certain combinations of sounds due to home language (i.e., consonant-vowel configurations, e.g., not hearing middle vowel sounds for rhyming words).
- may appear to understand SAE, but may use non-standard forms of taught formulae (SAC) which provide evidence of being an EAL/D learner (e.g. says 'Good morning, and good day').

### The student:

- picks out some key words and phrases from teacher talk on familiar topics and where contextual support (pictures, gestures, etc.) is provided. Comprehends text in face-to-face contact, and when repetition, simplification and paraphrasing are provided by the teacher.
- comprehends and responds (e.g., yes/no) to routine enquires with little difficulty.
- follows a short sequence of instructions related to familiar classroom procedures, e.g., teacher says 'Bring your book to me and show me your story'.
- continues to need time to process what is heard.
- has difficulty following simple instructions at SAE speaker speed, or with background noise.
- has limited comprehension of a range of grammatical features such as prepositions, relative pronouns, pronouns and adverbs in addition to content words.
- needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g., writing tasks, group activities).
- may rely on HL with peers for clarification around classroom tasks.
- relies on teacher knowing that they speak another language.

### The student:

- comprehends social SAE in a range of social contexts (e.g., general school contact, group interactions, activities outside of school, learning activities in playground interactions, in excursions), with only occasional help given by the speaker.
- follows instructions within the classroom learning activity if explained and presented clearly (e.g., with clear starts and modeling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small group basis.
- gains general sense of new topic-specific language if contextual and language support is given, and time allowed for processing.
- misses some specifics details of new learning because of lack of depth of language, e.g., lack of understanding of relationships such as possessive/possession (i.e., his, hers, companion/contains different from, limited range of vocabulary.
- continues to have some difficulty comprehending extended teacher talk at normal speed.
- experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g., in a school assembly).
### Bandscales State Schools (Queensland) — Early Phase

#### Speaking

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Pre-Level | The student:  
- May use some language (e.g., single words) in isolated utterances.  
- May talk spontaneously in quiet surroundings.  
- May show some understanding of social situations.  
- May demonstrate some social and emotional awareness (e.g., sharing toys, sitting close, showing empathy).  

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Level 1 | The student:  
- Uses single words to express basic needs.  
- Can answer questions using single words.  
- Can make simple statements using single words.  
- Can ask questions using single words.  

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Level 2 | The student:  
- Uses two or three words to express needs.  
- Can engage in simple conversations using two or three words.  
- Can ask and answer questions using two or three words.  
- Can follow simple instructions using two or three words.  

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Level 3 | The student:  
- Uses four or five words to express needs.  
- Can engage in more complex conversations using four or five words.  
- Can ask and answer questions using four or five words.  
- Can follow more complex instructions using four or five words.  

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
</table>
| Level 4 | The student:  
- Uses six or seven words to express needs.  
- Can engage in even more complex conversations using six or seven words.  
- Can ask and answer questions using six or seven words.  
- Can follow very complex instructions using six or seven words.  

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Level 5 | The student:  
- Uses eight or more words to express needs.  
- Can engage in extremely complex conversations using eight or more words.  
- Can ask and answer questions using eight or more words.  
- Can follow extremely complex instructions using eight or more words.  

### Descriptors

- May use single words (e.g., greetings, requests, responses) in isolated utterances.  
- May talk spontaneously in quiet surroundings.  
- May show some understanding of social situations.  
- May demonstrate some social and emotional awareness (e.g., sharing toys, sitting close, showing empathy).  
- Uses single words to express basic needs.  
- Can answer questions using single words.  
- Can make simple statements using single words.  
- Can ask questions using single words.  
- Uses two or three words to express needs.  
- Can engage in simple conversations using two or three words.  
- Can ask and answer questions using two or three words.  
- Can follow simple instructions using two or three words.  
- Uses four or five words to express needs.  
- Can engage in more complex conversations using four or five words.  
- Can ask and answer questions using four or five words.  
- Can follow more complex instructions using four or five words.  
- Uses six or seven words to express needs.  
- Can engage in even more complex conversations using six or seven words.  
- Can ask and answer questions using six or seven words.  
- Can follow very complex instructions using six or seven words.  
- Uses eight or more words to express needs.  
- Can engage in extremely complex conversations using eight or more words.  
- Can ask and answer questions using eight or more words.  
- Can follow extremely complex instructions using eight or more words.
Bandscapes State Schools (Queensland) — Early Phase

Reading/viewing

New to reading and to SAE

Beginning to recognise words and word classes

Beginning to comprehend short familiar texts

Applying developing reading skills

Consolidating reading skills

Becoming competent readers

Pre-Level 1 student is new to reading and to SAE.

Pre-Level 2 student begins to recognize familiar words and memorized word classes.

Level 2 student begins to comprehend short familiar texts.

Level 3 student applies reading skills in familiar contexts and topics.

Level 4 student is becoming a confident reader within their limited language proficiency.

Level 5 student comprehends most texts.

The student:
- makes meaning from visual cues in their environment (e.g., finding items in the local shop, supermarket, and libraries);
- uses developed observational skills (e.g., reading maps, following directions);
- shows familiarity with multimedia (e.g., DVDs, television programs);
- has basic knowledge of books and their purposes;
- uses basic language (e.g., talk, audibly, to communicate their ideas).

The student:
- begins to see themselves as readers, and displays some sense of correspondence;
- begins to read simple and short texts with repetitive sentence patterns on their own;
- begins to read simple and short texts with repetitive sentence patterns on their own;
- begins to understand books on a fairly simple level, and can recall basic information from them.

The student:
- begins to see themselves as readers, and displays some sense of correspondence;
- begins to read simple and short texts with repetitive sentence patterns on their own;
- begins to understand books on a fairly simple level, and can recall basic information from them.

The student:
- begins to see themselves as readers, and displays some sense of correspondence;
- begins to read simple and short texts with repetitive sentence patterns on their own;
- begins to understand books on a fairly simple level, and can recall basic information from them.

The student:
- gains meaning from texts around them, and language activities have been embedded in their local context, and within contextual cues and language frameworks; and procedures;
- gains a "sense" of texts (which may be an oral response to the reader’s understanding and interaction within the text);
- has some understanding of the text they have encountered, and can recall basic information from them.

The student:
- gains meaning from texts around them, and language activities have been embedded in their local context, and within contextual cues and language frameworks; and procedures;
- gains a "sense" of texts (which may be an oral response to the reader’s understanding and interaction within the text);
- has some understanding of the text they have encountered, and can recall basic information from them.
**Bandscales State Schools (Queensland) — Early Phase**

### Writing

<table>
<thead>
<tr>
<th>New in writing</th>
<th>Beginning to experiment with writing in SAE</th>
<th>Beginning to write own short simple texts</th>
<th>Applying understanding of texts to own writing</th>
<th>Developing control over language and text</th>
<th>Becoming competent writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 student is newly introduced to concept of writing.</td>
<td>Level 1 student is new to writing.</td>
<td>Level 2 student attaches meaning to their writing in an approximation of SAE.</td>
<td>Pre-Level 3 student begins to write with simple sentence structures.</td>
<td>Level 5 student produces small range of familiar text types.</td>
<td>Level 6 student writes multi-text types in proficient SAE.</td>
</tr>
</tbody>
</table>

**Descriptions**

<table>
<thead>
<tr>
<th>The student:</th>
<th>The student:</th>
<th>The student:</th>
<th>The student:</th>
<th>The student:</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>plays as initial form of self-expression.</em></td>
<td><em>uses drawing as an initial form of self-expression.</em></td>
<td><em>begins to write to accompany drawings, formulas; simple sentences or own telegraphic captions.</em></td>
<td><em>begins to write their own very short texts (e.g., early recollections).</em></td>
<td><em>begins to write texts containing related ideas toward context or theme.</em></td>
<td><em>begins to write with some ELIOL features, however these generally do not indicate meaning.</em></td>
</tr>
<tr>
<td><em>prefers to use construction materials and objects to represent ideas rather than draw.</em></td>
<td><em>may have little spoken SAE for talking about their drawings and writing.</em></td>
<td><em>draws on personally significant events and people, usually written in third person (e.g., how).</em></td>
<td><em>is writing by limited proficiency in speaking and listening in SAE.</em></td>
<td><em>may be limited by writing only what is corrected according to parents and language models.</em></td>
<td><em>may be innovative in speech and language models and follow own social-cultural text structures that should be evaluated as signs of language and literacy development.</em></td>
</tr>
<tr>
<td><em>may have well-developed fine motor skills, spatial awareness and gross motor skills.</em></td>
<td><em>may show an awareness of letters and symbols (e.g., writing letters).</em></td>
<td><em>assigns a consistent message to their SAE-structured sentences (which are often repeated to ensure success in their writing attempts).</em></td>
<td><em>may be immersed in SAE-speaking peers.</em></td>
<td><em>may be immersed in SAE-speaking peers.</em></td>
<td><em>may be immersed in SAE-speaking peers.</em></td>
</tr>
<tr>
<td><em>uses home language (HL) when communicating ideas.</em></td>
<td><em>begins to develop concepts of classroom literacy.</em></td>
<td><em>begins to write their own simple texts (e.g., early recollections).</em></td>
<td><em>may write in SAE.</em></td>
<td><em>may write in SAE.</em></td>
<td><em>may write in SAE.</em></td>
</tr>
<tr>
<td><em>is new to literacy implements paper, pencil, crayons.</em></td>
<td></td>
<td><em>begins to write their own simple texts (e.g., early recollections).</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Implications**

ELIOL students at these levels of listening, speaking, reading, viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, for example students who speak Cree, may progress at level 3 in Band and Scales because of the lack of understanding that the language they speak is not SAE. This is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they should be able to understand what is being said in the classroom.

Students at this level need specialist support. Where this is not possible, the teaching and learning program of the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks.
# Bandscales State Schools (Queensland) — Middle phase

## Listening

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student is new to SAE and draws on knowledge of their own language.</td>
</tr>
<tr>
<td>2</td>
<td>Student is beginning to comprehend routine social language in their immediate school environment and to explore learning in SAE.</td>
</tr>
<tr>
<td>3</td>
<td>Student is developing listening competence in SAE for a range of social and classroom events as well as learning through SAE.</td>
</tr>
<tr>
<td>4</td>
<td>Student is extending their range of language beyond their immediate school environment and is experimenting with learning through SAE.</td>
</tr>
<tr>
<td>5</td>
<td>Student is consolidating SAE in an expanding range of social contexts but remains limited in ability to comprehend complex ideas in SAE learning activities.</td>
</tr>
<tr>
<td>6</td>
<td>Student is becoming a competent user of SAE in most social contexts and a sound user of SAE in learning contexts but with gaps that need filling.</td>
</tr>
</tbody>
</table>

## Descriptors

### Level 1: Student is new to SAE

The student:
- recognises a few key familiar words supported by context, gestures, real objects, visuals.
- watches carefully what others are doing, often following their actions, and interacting with what is meant by gestures and intonation.
- comprehends through non-verbal cues (gestures) which match own culture or culture visually supported, particularly in a face-to-face situation.
- joins in activity but may not speak.
- may turn out easily and avoid tasks that require a response.
- may be unable to sustain concentration and may be very tired in early stages of learning.
- may experience a social and emotional 'withdrawal phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships and peers, which can be prolonged).
- may spend a period (a few days to a few months) speaking language through learning tasks, but not yet ready to speak a 'silent period'). This is a normal but not necessary phase of active language learning.
- may need support for age and home language (HL) socio-linguistic competence.

### Level 2: Student is beginning to comprehend routine social language

The student:
- comprehends and responds to high-frequency greetings, courtesy phrases and simple directions.
- relies heavily on non-verbal contact and accompanying body language, with repetition and simplification on the part of the speaker.
- responds physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed.
- meets time to process what is heard.
- has very limited understanding of interactions amongst SAE speakers in class activities and games.
- does not perceive certain sounds in SAE or certain combinations of sounds due to HL (non-dominant) configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).
- may use in-classroom activity (e.g. singing, role play) as a vehicle to begin, though comprehension should not be assessed.
- may appear to understand SAE, but may use non-standard forms of language (e.g. SLG, ABM), which provide evidence of being an EAL/L2 learner (e.g. says where da trees meet da sea).
- is developing awareness of differences in language varieties (e.g. SAE v. HL) and needs assistance from teachers to expand these early understandings, to avoid the student utilizing HL rather than learning SAE.

### Level 3: Student is developing listening competence

The student:
- begins to comprehend and uses range of social and classroom spoken interactions and Stranger topics.
- comprehends basic in-face-to-face contact and when repetition and simplification are provided by the teacher.
- continues to need time to process what is heard.
- comprehends and responds (e.g. yes/no) to simple requests with little difficulty.
- has difficulty following instructions at SAE speaking speed, if at all.
- follows a short and familiar sequence of instructions (e.g. teacher asks student to express their feelings and write these sentences).
- has limited comprehension of range of grammatical features such as prepositions, words, phrases, and adverbs in addition to content words.
- needs one-on-one assistance from teacher instruction in noisy contexts when commencing learning activity (e.g. writing task, group activity).
- may rely on HL with peers for clarification around classroom tasks.
- relies on teacher knowing they speak another language.

### Level 4: Student is extending their range of language

The student:
- understands SAE in most familiar contexts but still needs additional help from SAE speakers (e.g. gestures, modified speech, provision of wait time).
- begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and contextual support (e.g. reference to pictures, diagrams, materials, and context) is provided.
- follows instructions within the classroom learning activity if defined and presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) and will obey on further repetition of instructions on a one-to-one or small group basis.
- continues to need processing time.
- requires intensive scaffolding and directed assistance to comprehend spoken language in academic learning activities at the elementary level (e.g. comparison, classification, science concepts such as measurement, strength, force, orbit, matrix concepts such as matrix inversion, algebra, and proportionality; history concepts such as colonization, division, evolution).
- misses details of teacher talk (e.g. parts of speech, vocabulary, such as collar, cuff, seam, parts of shirt).
- misses basic information due to levels of background noise.
- requires constant scaffolding to process classroom learning, even though surface local spaces fluently suggest that such scaffolding is not necessary.
- may use strategies which give the impression that comprehension has taken place (e.g. modeling, rephrasing).

### Level 5: Student is consolidating SAE

The student:
- comprehends SAE in most social situations.
- comprehends most extended teacher and peer talk in academic learning activities (e.g. very familiar topics, if contextual support is available, however will lack 'depth' of comprehension of more complex discourse.
- gains the sense of new topics delivered with extensive contextual and teacher support though will lack precision and need prompting and explanation.
- grasps the core content and details within extended spoken discourse or a new topic only if extensive support is given and time to process is provided.
- requires extensive vocabulary support for new topics.
- continues to have some difficulty comprehending extended teacher talk at normal speed.

### Level 6: Student is becoming a competent user of SAE

The student:
- comprehends SAE with ease.
- understands extended teacher talk on familiar and new curriculum topics (within the range of ability exceeded at their phase of schooling) but with occasional lapses of understanding; though lapses will generally not affect overall comprehension.
- sustains understanding of main ideas in group discussions involving an increasing number of interactions, but will have some gaps in comprehension where there is quick interaction of ideas.
- has difficulty comprehending culturally branded tasks, humour, sarcasm, and idioms.
- needs support to evaluate cultural attitudes, assumptions, and beliefs in spoken texts.
# Bandscales State Schools (Queensland) — Middle phase

## Speaking

<table>
<thead>
<tr>
<th>Level 1 student uses occasional single SAE words.</th>
<th>Pre-Level 2 student is beginning to understand and uses some familiar SAE words and phrases.</th>
<th>Level 2 student is beginning to experiment with some short SAE utterances.</th>
<th>Level 3 student is developing a range of social and classroom language and is moving into learning through SAE.</th>
<th>Level 4 student is extending the range of language beyond conversational and social contexts.</th>
<th>Level 5 student is consolidating SAE language use in an expanding range of contexts and able to take a collaborative role in academic activities.</th>
<th>Level 6 student is becoming a competent user of SAE in most social contexts. Use of SAE in learning contexts is sound but gaps need filling.</th>
</tr>
</thead>
</table>

### Pupil descriptors

#### The student:
- begins to use whole words or short phrases to convey basic needs.
- is developing a larger set of simple words.
- requires an interpreter for important communication within school or outside school and family (up to level 3).

#### The student:
- uses routine and remembered social SAE (e.g., everyday polite requests such as “Can I have a piece, please?”).
- participates in guided face-to-face or small group interactions with a familiar, supportive adult.
- begins combining words into short phrases (e.g., “I want more,” “Tell her, it’s mine.”).
- relies on visual and auditory support to help form the listener’s understanding.

#### The student:
- participates in group meeting with familiar classroom vocabulary, idioms, and expressions.
- at times uses simple SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required.
- may make slight deviations in routine formulae SAE where indicated.
- simple SAE sentences, guided by teacher modeling.

#### The student:
- interacts socially with familiar SAE-speaking adults and peers on non-academic content (e.g., discussing events with the teacher and peers in the school hall or making an order in the shop).\footnote{This includes situations where students are expected to understand and respond to others using short sentences with minimal deviation from the formulaic expectations.}
- attempts to express simple thoughts and feelings in SAE but relies on attentive communication partners to follow meaning.
- prefers to express themselves with minimal deviation from the formulaic expectations.\footnote{This includes situations where students are expected to understand and respond to others using short sentences with minimal deviation from the formulaic expectations.}
- uses words and phrases in strings to participate in longer speaking turns.

#### The student:
- participates in class discussion on familiar topics where teacher directly questions towards them.
- uses routine and remembered phrases to convey basic needs.

#### The student:
- interacts socially with familiar SAE-speaking adults and peers on most informal content (e.g., discussing events with the teacher and peers in the school hall or making an order in the shop).
- attempts to express complex thoughts and feelings in SAE but relies on attentive communication partners to follow meaning.
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# Bandscales State Schools (Queensland) - Middle Phase

## Reading/Viewing

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New to reading</strong></td>
<td>The student with limited schooling: - has visual licences from real life settings (e.g. can recognise different CD/DVD covers and artists, television programs, ordering a fast food meal).  - gains meaning from visual cues in their environment and may demonstrate well-developed observational skills. - needs early literacy support in order to understand the different varieties of print (including fonts), the purpose of reading, how to handle and arrange books, how to read pictures and how to use visual cues to help gain understanding. This can be achieved through increasing reading and choosing language appropriate reading materials. - understands pronoun usage. - communicates in their home language (L1) and may have some understanding and comprehension of the English language. - may have conceptualisations of school print literacy based on previous school-based experiences and may be reluctant to engage in reading and viewing activities.</td>
</tr>
<tr>
<td><strong>Reading in print</strong></td>
<td>The student: - recognises and names common letters and words (e.g. visual recognition) and for which meaning is given (e.g. commercial signs, street names, recipes). - reads familiar words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a sign but may not be able to recognise it in another context). - reads familiar SAE texts from memory. - has a limited range of vocabulary (four to five words). - participates in beginning literacy activities (e.g. matching beginning and ending sounds in words with alphabet letters 'T' and 'F').</td>
</tr>
<tr>
<td><strong>Beginning to recognise words and word clusters</strong></td>
<td>The student: - recognises familiar words and short word clusters in SAE if these have been previously encountered. - recognises and names common letters and words in context (e.g. visual recognition) and for which meaning is given (e.g. commercial signs, street names, recipes). - reads familiar words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a sign but may not be able to recognise it in another context). - reads familiar SAE texts from memory. - has a limited range of vocabulary (four to five words). - participates in beginning literacy activities (e.g. matching beginning and ending sounds in words with alphabet letters ‘T’ and ‘F’).</td>
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<td><strong>Beginning to comprehend short familiar texts</strong></td>
<td>The student: - recognises sounds and short word clusters in SAE if these have been previously encountered. - understands basic language concepts and principles. - is developing language comprehension skills. - is beginning to understand basic instructions and directions.</td>
</tr>
<tr>
<td><strong>Applying developing reading skills</strong></td>
<td>The student: - comprehends short texts in SAE if these have been previously encountered. - is developing language comprehension skills. - is beginning to understand basic instructions and directions.</td>
</tr>
<tr>
<td><strong>Consolidating reading skills</strong></td>
<td>The student: - comprehends short texts in SAE if these have been previously encountered. - is developing language comprehension skills. - is beginning to understand basic instructions and directions.</td>
</tr>
<tr>
<td><strong>Decoding competent readers</strong></td>
<td>The student: - comprehends short texts in SAE if these have been previously encountered. - is developing language comprehension skills. - is beginning to understand basic instructions and directions.</td>
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## Descriptions

- **Reading in print**: Has visual licences from real life settings (e.g. can recognise different CD/DVD covers and artists, television programs, ordering a fast food meal). Gains meaning from visual cues in their environment and may demonstrate well-developed observational skills. Needs early literacy support in order to understand the different varieties of print (including fonts), the purpose of reading, how to handle and arrange books, how to read pictures and how to use visual cues to help gain understanding. This can be achieved through increasing reading and choosing language appropriate reading materials.
- **Beginning to recognise words and word clusters**: Recognises and names common letters and words (e.g. visual recognition) and for which meaning is given (e.g. commercial signs, street names, recipes). Recognises and names common letters and words in context (e.g. visual recognition) and for which meaning is given (e.g. commercial signs, street names, recipes). Reads familiar words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a sign but may not be able to recognise it in another context). Reads familiar SAE texts from memory. Has a limited range of vocabulary (four to five words). Participates in beginning literacy activities (e.g. matching beginning and ending sounds in words with alphabet letters ‘T’ and ‘F’).
- **Beginning to comprehend short familiar texts**: Recognises familiar words and short word clusters in SAE if these have been previously encountered. Understands basic language concepts and principles. Is developing language comprehension skills. Is beginning to understand basic instructions and directions.
- **Applying developing reading skills**: Comprehends short texts in SAE if these have been previously encountered. Is developing language comprehension skills. Is beginning to understand basic instructions and directions.
- **Consolidating reading skills**: Comprehends short texts in SAE if these have been previously encountered. Is developing language comprehension skills. Is beginning to understand basic instructions and directions.
- **Decoding competent readers**: Comprehends short texts in SAE if these have been previously encountered. Is developing language comprehension skills. Is beginning to understand basic instructions and directions.
Bandscales State Schools (Queensland)—Middle phase

Writing

New to writing in SAE

Beginning to experiment with writing in SAE

Beginning to write own short simple texts

Applying understanding of texts to own writing

Developing control over language and text

Becoming competent writers

Pre-Level 1 learner is new to writing.

Level 1 learner has a concept of writing.

Pre-Level 2 learner is beginning to reproduce writing.

Level 2 learner is beginning to experiment with writing.

Level 3 learner is beginning to experiment with self-generated writing in guided familiar contexts.

Level 4 learner is experimenting with longer and more structured discourse.

Level 5 learner is growing in independence in writing but complexity and predictability is limited.

Level 6 learner is becoming a competent writer.

Descriptors

The student with limited schooling:

- has practices that enable him to negotiate his way in his familiar environment (e.g., planning and sequential skills, spoken home language (L1) competency).
- may have had time to develop the motor skills (e.g., able to come to school, to work with hands, may have played with games).
- may be insecure or have difficulty using writing movements, and may need help to experiment with pencil and other writing materials.
- has had limited school experience.
- brings to his learning levels of maturity and a range of knowledge, understandings, skills, and attitudes which will benefit from support and acknowledgement of this.

The student:

- may read some words or phrases from the classroom context, though understanding is very limited because of lack of knowledge of SAE language.
- may have literacy understanding and skills in their L1 to varying degrees of ability.
- is beginning to develop concepts and awareness of print which literacy development can be built.
- is progressing through a range of early literacy (depending upon prior literacy experiences) and may stay at this level for some considerable time.
- is isolated in his ability to write in SAE until his literacy and language is fully established and until he has familiarity with SAE language and culture in the school context.
- may be learning a new script.

The student with limited schooling:

- has taken considerable time to reach this level and will continue to require high levels of support for some time to come. He is able to draw on the variety of literacy knowledge required to produce similar texts.

The student:

- writes learned phrases and can complete short, simple activities around familiar language with contextual support.
- makes attempts at captions/labels on pictures/drawings with teacher support.
- uses beginning phonemic knowledge in their attempts at writing learned phrases, captions.
- may spell words using visual memory so that letters may be correct, but may be in the wrong order.
- writes language, which is related to their level of learning.
- writing is still related to their level of learning.
- participates orally (minimum level: guided whole class group and group constructions of text.
- may write with influence of reading and attention should be encouraged.
- reads back aloud.
- may be able to provide only limited comments about their pictures or writing in SAE. However, may choose to give comments and explanations in their L1 to their L1 peers.

The student with limited schooling:

- has taken considerable time to reach this level and will continue to require high levels of support. He is able to draw on the variety of literacy knowledge required to produce simple texts.

The student:

- generates own short texts on familiar topics (e.g., report, letter, recounts, stories, self-descriptions, simple forms of writing, and informal texts) with extensive oral support.
- writes simple narratives with beginning coherence and coherence, simple forms of writing, and informal texts with extensive oral support.
- expresses complex ideas (e.g., explanation, interpretation, discussion) in oral form.
- expresses complex ideas (e.g., explanation, interpretation, discussion) in oral form. He may be able to present a coherent and accurate account of a sequence of events or a topic, and be able to continue a discussion on the topic.
- needs written EALD support (e.g., pre-task and post-task talk, marking, point correction).

Implications

EALD students at these levels of listening, speaking, reading, viewing, and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream schooling should provide extra scaffolding to meet these students’ needs and additional support should be provided. Some students (e.g. students who speak other languages may be at level 3 in listening because of the lack of understanding that the language they speak is not SAE. This is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they should be able to understand what is being said in the classroom.

Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream schooling should provide extra scaffolding to meet the needs of those students and additional support should be provided. Students will benefit from extra time for reading and writing in assessment tasks.

Students at this level need support with tasks that are culturally specific and may need individual support to understand the cultural demands of tasks, and will benefit from more time for the reading and writing required in assessment tasks.

Take notes and write a researched report (at the level expected at the phase of schooling), though some of these features persist which will not impact marking.

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