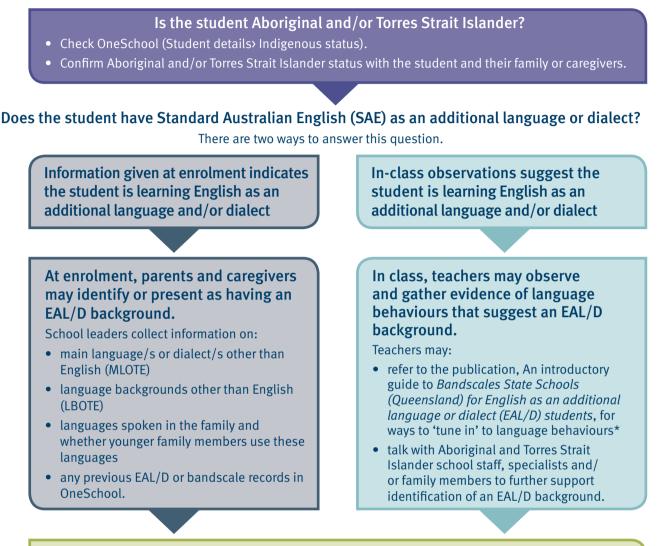
## Identifying Aboriginal and Torres Strait Islander 'English as an additional language or dialect (EAL/D)' students



## Use Bandscales to measure students' SAE proficiency

Bandscales are used to:

- establish levels of SAE proficiency of students confirmed at enrolment as EAL/D students
- confirm EAL/D status (if identified by teachers as possible EAL/D students) and establish EAL/D students' levels of SAE proficiency.

## **Record and Monitor**

- Ensure student is 'flagged' as EAL/D in OneSchool (Manage Student Details > Cultural and Citizenship).
- Record bandscale levels in the four macro skills in OneSchool (Student Profile > Academic > Developmental Maps).
- Update bandscale levels every six months on the basis of most recent student responses and interactions.
- Students at Level 6 bandscale will require occasional support in SAE and should remain 'flagged' in OneSchool.



## \* Resources

An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) students

https://learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/docs/introductory-guide-bandscales.pdf

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

http://education.qld.gov.au/curriculum/framework/p-12/docs/bandscales-ealdlearners.pdf

English as an additional language or dialect (EAL/D) students (information to support P-12 curriculum, assessment and reporting framework)

http://education.qld.gov.au/curriculum/framework/p-12/index.html

English as an additional language or dialect (EAL/D) students (a resource in the Learning Place)

https://learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/index.html

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

https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/docs/playbook-EAL-D-learners.pdf

Schools are strongly encouraged to seek relevant teacher professional development to build the confidence and capability of language leaders and teachers in identifying Indigenous EAL/D students and regularly monitoring their language development in the four macro skills – speaking, listening, reading/ viewing and writing.

