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

Queensland Government

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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Attribution

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.
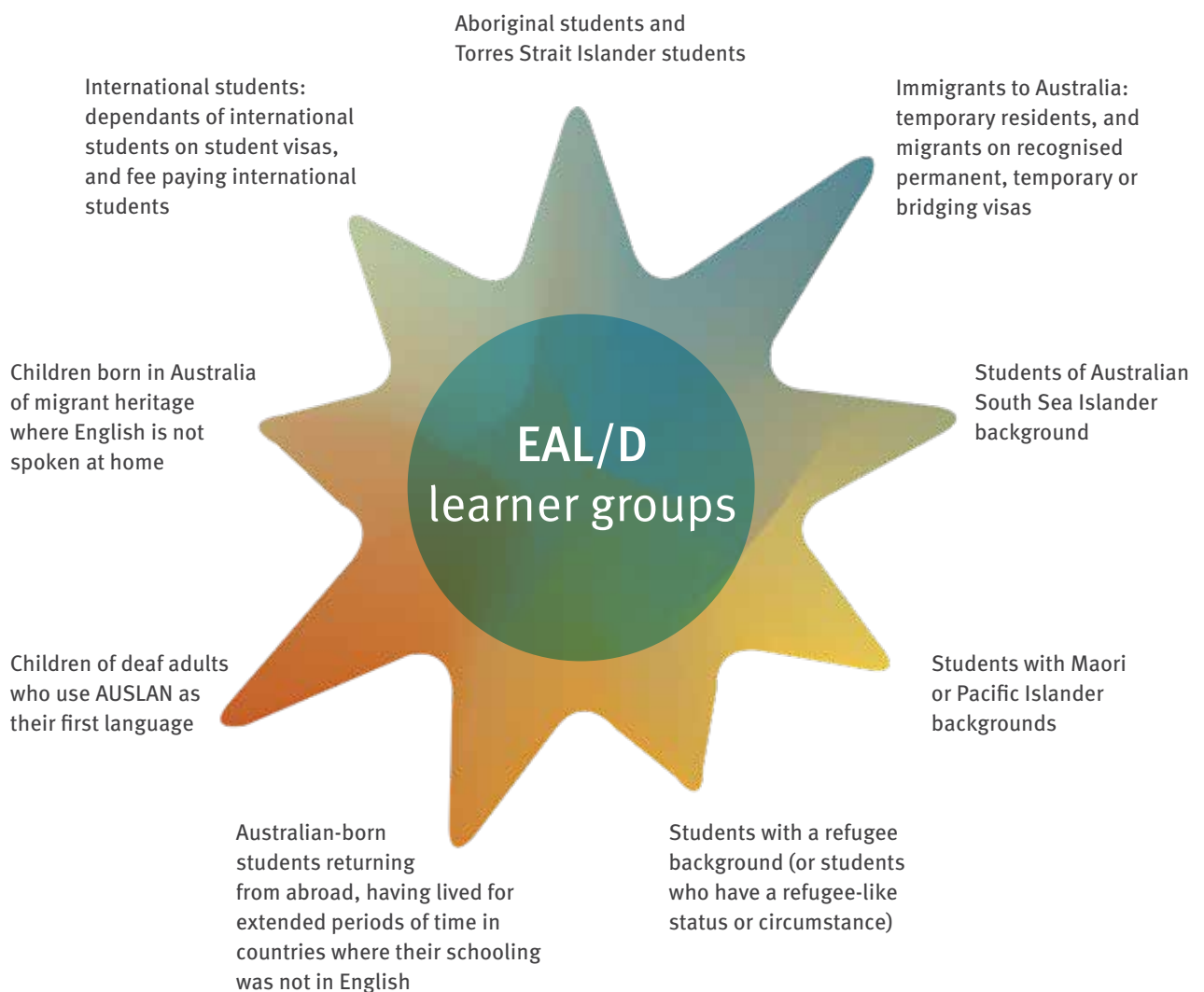
1.1   EAL/D diversity

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.

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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

International students:
dependants of international
students on student visas,
and fee paying international
students

Immigrants to Australia:
temporary residents, and
migrants on recognised
permanent, temporary or
bridging visas

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

EAL/D
learner groups

Students of Australian
South Sea Islander
background

Children of deaf adults
who use AUSLAN as
their first language

Students with Maori
or Pacific Islander
backgrounds

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

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

Appendix 1: The diversity of EAL/D student groups provides more information.

Bandscales State Schools (Queensland)

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.

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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.

- 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

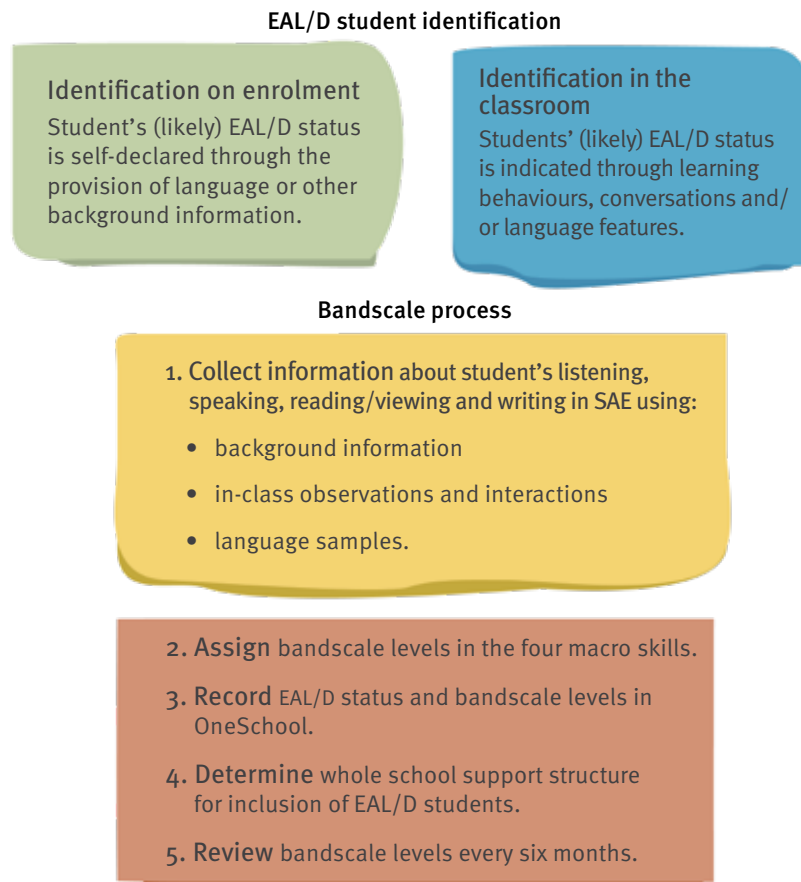- shape strategic priorities, plans and policies at a state level.

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

EAL/D student identification

Identification on enrolment
Student's (likely) EAL/D status is self-declared through the provision of language or other background information.

Identification in the classroom
Students' (likely) EAL/D status is indicated through learning behaviours, conversations and/or language features.

Bandscale process

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?
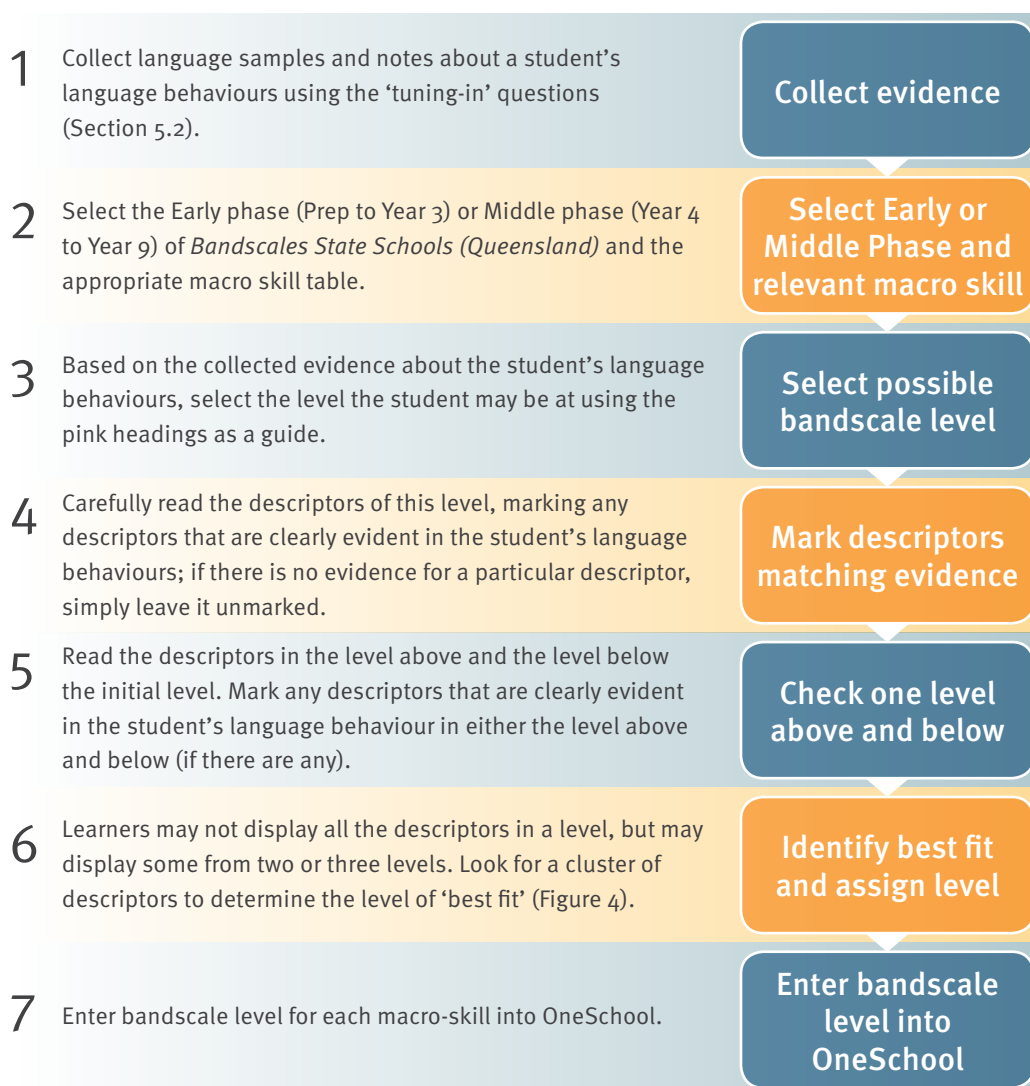
Is the meaning of the learner's writing clear?

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).

Collect evidence

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.

Select Early or Middle Phase and relevant macro skill

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.

Select possible bandscale level

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.

Mark descriptors matching evidence

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).

Check one level above and below

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).

Identify best fit and assign level

7   Enter bandscale level for each macro-skill into OneSchool.

Enter bandscale level 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

Beginning to use familiar SAE		Beginning to participate in SAE	Developing use of SAE
Pre-Level 2 student starting to use rehearsed SAE phrases.	**Level 2 student tries short utterances on their own.**	**Level 3 student participates in some classroom talk.**	**Level 4 student undertakes some learning through SAE.**
The student: • uses some routine and rehearsed social SAE (e.g. familiar courtesies such as 'good morning Miss'). • is developing a larger set of single words. • uses rehearsed, memorised or formulaic taught utterances (e.g. repeating memorised phrases/sentences from a shared reading book; utilising routine memorised sentences from well-rehearsed classroom topic). • produces accurate memorised SAE which may misleadingly suggest a higher level. • makes meaning only when listener has prior understanding of the context. • may talk spontaneously in HL (e.g. during classroom activities).	The student: • uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'can I get a drink, please?'). • begins combining words into a few (i.e. not rehearsed) two – three word utterances linked by sequence (i.e. not connectives) but needs supportive listener and environment. • makes slight deviations in routine formulaic SAE which indicate that SAE is not first language. • is developing confidence to take risks with their beginning SAE at school. • may use some SAE to exert influence on a situation (e.g. directing others: says 'sit on the mat' as part of morning routine). • joins in repetitive language of stories, poems and songs. • may repeat questions or statements of others. • talks spontaneously in HL (e.g. during classroom activities) and will continue to do so. • will rely on attentive speaker (gestures, context, object and pictures) to help communication.	The student: • joins in routine exchanges (e.g. greeting, simple routine classroom responses) without great difficulty. • needs to rely heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say; giving supportive gestures and facial expressions, paraphrasing questions, using objects/pictures, retelling a story). • participates in and initiates face-to-face interaction on familiar classroom topics with familiar people in a classroom situation but relies on support from listener and context. • constructs own language beyond formulae and two – three word utterances. • gives short responses to teacher's guiding questions about classroom activities (e.g. teacher asks 'what have you got there?'). • may need or prefer a long wait time before responding in SAE. • uses HL for social interaction.	The student: • communicates in a growing range of familiar social and learning situations with some support from listener and context. • attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning. • prefers to express themselves without interruption or corrections. • sustains a conversation with an attentive adult on a familiar topic (e.g. describing classroom activities, retelling stories, describing past and present events) but may not provide explicit details. • has confidence to give a short morning talk but has fragmented language when attempting longer discourses. • explores more complex ideas in HL with HL-speaking peers and adults. • can give short answers to who, what, where, when, why and how single-clause questions about contextualised classroom activities. • requires time to process thoughts and formulate SAE utterances. • makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.

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.

6

Supporting EAL/D student success

Bandscales 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.

7 References

ACARA 2015 *English as an Additional Language or Dialect Teacher Resource EAL/D Learning Progression: Foundation to Year 10* (online). *http://docs.acara.edu.au/resources/EALD_Learning_Progression.pdf* [accessed 1 December 2017].

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8 Additional resources

- *A whole school approach to support student learning*
  Department of Education resource to support diverse learners.
  http://education.qld.gov.au/curriculum/framework/p-12/docs/whole-school-approach.doc

- *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/fefd41bd-fc43-417f-aa49-224ad8d77043/1/index.html

- *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*
  A printable version of the *Bandscales State Schools (Queensland)*.
  http://education.qld.gov.au/curriculum/framework/p-12/docs/bandscales-eald-learners.pdf

- *English as an additional language or dialect (EAL/D) learners*
  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) learners actionable playbook*
  A resource on the Evidence Hub, The Learning Place
  https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/docs/playbook-EAL-D-learners.pdf

- *Identifying Aboriginal and Torres Strait Islander 'English as an additional language or dialect(EAL/D)' learners*
  Flowchart to support school processes for identifying IEAL/D learners
  https://learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/docs/identifying-i-eald-learners-flowchart.pdf

- *School Performance – School improvement model*
  https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Schoolperformance/Pages/default.aspx

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

Language for EAL/D learners

Bandscales for EAL/D learners — Early phase

Bandscales for EAL/D learners — Middle phase

L a n g u a g e   f o r   E A L / D   l e a r n e r s

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 bandscale 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 Sapuppo, M. 1994) in P. McKay (ed) ESL Development: Language and Literacy in Schools. Canberra, 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 based 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 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-print 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 lengthier 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.

All 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/viewing 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 bandscales 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 recognise 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[1].

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 macro 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.

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[1] Gibbons, P. 2002. *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom.* Heinemann: Portsmouth, NH.

Reiss, J. 2005. *Teaching content to English language learners: strategies for secondary school success.* Pearson Education: White Plains, NW.

Explicit grammar teaching

It is essential to teach SAE grammar explicitly, systematically and consistently, contextualised 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

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

TESOL resources are available from Library Services
http://education.qld.gov.au/library/

Bandscales State Schools (Queensland) — Early phase

Listening

New to Standard Australian English (SAE)	Beginning to comprehend familiar SAE	Beginning to comprehend classroom SAE	Developing comprehension of SAE	Consolidating comprehension of SAE	Becoming competent in SAE
Level 1 student understands isolated key words in context.	**Level 2 student is beginning to understand familiar talk.**	**Level 3 student understands some classroom talk.**	**Level 4 student undertakes some learning through SAE.**	**Level 5 student expands their comprehension of SAE.**	**Level 6 student comprehends extended talk in SAE.**
The student:	**The student:**	**The student:**	**The student:**	**The student:**	**The student:**
• recognises a few key familiar words supported by context, gestures, real objects, visuals.	• comprehends and responds to high frequency greetings, courtesy phrases and simple directions.	• picks out some key words and phrases from teacher talk on familiar topics and where contextual support (pictures, gestures, etc.) is provided. Comprehends best in face to face contact, and when repetition, simplification and paraphrasing are provided by the teacher.	• comprehends with ease social SAE in familiar contexts (e.g. in general school context; in classroom interaction around activities, in playground interactions, on excursions), with only occasional help given by the speaker.	• comprehends social SAE in a range of social contexts pertinent to their age level with little dependence on extra help from the speaker, especially if the topic is familiar.	• comprehends easily in most social and learning contexts relevant to their own age and phase of schooling.
• comprehends through non-verbal cues which match own culture or are visually supported.	• depends on face-to-face contact with accompanying body language.	• comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.	• follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modeling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.	• comprehends main points and most detail in learning activities on taught familiar topics if activities are language focused.	• understands extended teacher talk at normal speed including new topics. Lapses, which sometimes occur generally, do not affect overall comprehension.
• watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.	• responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.	• 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').	• misses precise details of teacher talk.	• gains general sense of new topic-specific language if contextual and language support is given, and time allowed for processing.	• sustains understanding of main ideas in group and whole class discussions involving more than one interaction.
• joins in an activity but may not speak.	• needs time to process what is heard.	• continues to need time to process what is heard.	• continues to need time to process what is heard.	• misses some specific details of new learning because of lack of 'depth' of language, e.g. lack of understanding of relationships such as problem/solution (if...then), compare/contrast (similar to; different from), limited range of vocabulary.	
• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.	• does not perceive certain sounds in SAE or certain combinations of sounds due to home language (HL) consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).	• has difficulty following simple interactions at SAE speaker speed, or with background noise.	• misses basic information due to levels of background noise.	• continues to have some difficulty comprehending extended teacher talk at normal speed.	
• 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.	• may appear to understand SAE, but may use non-standard forms of taught formulaic SAE which provide evidence of being an EALD learner (e.g. says 'Goldilocks an da tree bear').	• has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.	• benefits from HL helper.	• experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.	
		• needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).	• requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.	• has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).	
		• may rely on HL with peers for clarification around classroom tasks.	• may use strategies which give the impression that comprehension has taken place e.g. nodding, smiling.		
		• relies on teacher knowing they speak another language.			

Descriptors

Bandscales State Schools (Queensland) — Early phase

Speaking

New to Standard Australian English (SAE)		Beginning to use familiar SAE		Beginning to participate in SAE	Developing use of SAE	Consolidating use of SAE	Becoming competent in SAE
Pre-Level 1 student uses home language exclusively.	Level 1 student uses isolated SAE words.	Pre-Level 2 student starting to use rehearsed SAE phrases.	Level 2 student tries short utterances on their own.	Level 3 student participates in some classroom talk.	Level 4 student undertakes some learning through SAE.	Level 5 student expands their range of SAE.	Level 6 student expresses more complex ideas in SAE.

Descriptors

Pre-Level 1 — The student:
- may use home language (HL) – spoken and 'body language' — even with SAE speakers (particularly creole speakers).
- may talk spontaneously in HL (e.g. during classroom activities).
- may answer SAE questions in HL.
- needs an attentive listener to predict meaning (e.g. from gestures and context).
- may expect all listeners to understand HL (i.e. even SAE speakers).
- requires an interpreter for important communication within school or between school and family (up to level 5).

Level 1 — The student:
- uses single SAE words occasionally (e.g. when naming or labelling some objects).
- uses words that express immediate needs.
- uses gestures to indicate meanings, needs, likes and dislikes.
- needs an attentive listener to predict meaning (e.g. from gestures and context).
- may 'echo' SAE words and phrases.
- may talk spontaneously in HL (e.g. during classroom activities).
- may spend a period (few days to a few months) acquiring language but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of language learning.
- may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.

Pre-Level 2 — The student:
- uses some routine and rehearsed social SAE (e.g. familiar courtesies such as 'good morning Miss').
- is developing a larger set of single words.
- uses rehearsed, memorised or formulaic taught utterances (e.g. repeating memorised phrases/sentences from a shared reading book; utilising routine memorised sentences from well-rehearsed classroom topic).
- produces accurate memorised SAE which may misleadingly suggest a higher level.
- makes meaning only when listener has prior understanding of the context.
- may talk spontaneously in HL (e.g. during classroom activities).

Level 2 — The student:
- uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'can I get a drink, please?').
- begins combining words into a few (i.e. not rehearsed) two – three word utterances linked by sequence (i.e. not connectives) but needs supportive listener and environment.
- makes slight deviations in routine formulaic SAE which indicate that SAE is not first language.
- is developing confidence to take risks with their beginning SAE at school.
- may use some SAE to exert influence on a situation (e.g. directing others; says 'sit on the mat' as part of morning routine).
- joins in repetitive language of stories, poems and songs.
- may repeat questions or statements of others.
- talks spontaneously in HL (e.g. during classroom activities) and will continue to do so.
- will rely on attentive speaker (gestures, context, object and pictures) to help communication.

Level 3 — The student:
- joins in routine exchanges (e.g. greeting, simple routine classroom responses) without great difficulty.
- needs to rely heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions, using objects/pictures, retelling a story).
- participates in and initiates face-to-face interaction on familiar classroom topics with familiar people in a classroom situation but relies on support from listener and context.
- constructs own language beyond formulae and two – three word utterances.
- gives short responses to teacher's guiding questions about classroom activities (e.g. teacher asks 'what have you got there?').
- may need or prefer a long wait time before responding in SAE.
- uses HL for social interaction.

Level 4 — The student:
- communicates in a growing range of familiar social and learning situations with some support from listener and context.
- attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.
- prefers to express themselves without interruption or corrections.
- sustains a conversation with an attentive adult on a familiar topic (e.g. describing classroom activities, retelling stories, describing past and present events) but may not provide explicit details.
- has confidence to give a short morning talk but has fragmented language when attempting longer discourses.
- explores more complex ideas in HL with HL-speaking peers and adults.
- can give short answers to who, what, where, when, why and how single-clause questions about contextualised classroom activities.
- requires time to process thoughts and formulate SAE utterances.
- makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.

Level 5 — The student:
- sustains participation in small group discussions on familiar learnt topics.
- contributes own ideas and opinions in SAE in one-to-one conversation and with encouragement within supportive classroom context.
- is fluent in familiar areas, though may still approximate SAE forms.
- participates in regular classroom activities on familiar topics, but does not have the depth of language needed to relate more complex ideas needed in learning through SAE.

Level 6 — The student:
- uses SAE with fluency in all social and learning activities.
- can participate in an interaction expressing own ideas and opinions with little help from teachers or peers though with some difficulties with precision of meaning.
- expresses more complex ideas on both familiar and new topics as long as the content is well grounded.

Bandscales State Schools (Queensland) — Early phase

Reading/viewing

New to reading and to SAE	Beginning to recognise words and word clusters	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. Level 1 student is new to reading in SAE.	Pre-Level 2 student begins to recognise familiar words and memorised word clusters. Level 2 student begins to recognise words and short word clusters.	Level 3 student begins to comprehend short familiar texts in SAE with contextual support.	Level 4 student applies reading skills in familiar contexts and topics.	Level 5 student is becoming a confident reader within their limited language proficiency.	Level 6 student comprehends most texts.

Descriptors

New to reading and to SAE

The student:
- makes meaning from visual cues in their environment (e.g. finding items in the local shop or supermarket, McDonalds logo).
- may demonstrate well-developed observational skills (e.g. reading tracks in the environment).
- shows familiarity with multimedia (e.g. DVDs, television programs).
- has little experience with books and their purposes.
- looks at pictures in books.
- uses home language (HL) in any attempts to communicate their ideas.

The student:
- recognises and names some letters and words within visual context, which they encounter frequently and for which meaning is given (e.g. signs and labels, brand names, police, school).
- recognises their name, or part of it, in print.
- exhibits reading-like behaviour, (e.g. when choosing a book, sitting and looking at a book, turning pages, studying pictures).
- begins to develop concepts of classroom literacy.
- relies heavily on memory, teacher, visual and contextual support to make meaning in shared texts.
- progresses more rapidly through this level if they have first language print literacy background (up to level 4).

Beginning to recognise words and word clusters

The student:
- recognises memorised words and short word clusters in SAE if these have been recycled, often in a variety of language activities (e.g. words on the weather chart).
- recognises memorised words in context (e.g. may know a word on a chart but may not be able to recognise it in a storybook/computer game).
- shows signs of responding to known text 'read' independently, e.g. laughter, surprise and disappointment and verbal responses in HL.
- makes meanings and predictions in HL and begins to understand SAE in texts read to them with teacher support.
- can 'read' short and very familiar SAE texts from memory.
- links spoken SAE words and phrases with pictures.

The student:
- begins to see themselves as readers, and displays 'one to one correspondence' confidently.
- attempts to read simple and short texts with repetitive sentence patterns on own.
- begins to use contextual and visual cues to gain meaning from text (e.g. whole word shape, using a letter shape in words to recognise the word, using cues from pictures).
- is developing phonemic awareness skills and sound-symbol relationships.
- has a limited range of reading vocabulary /phrases until they have acquired the relevant spoken language.
- requires ability to hear SAE sounds before they can be identified in reading.

Beginning to comprehend short familiar texts

The student:
- reads short familiar texts (words and phrases in passages, short passages) with contextual support which uses language that has been recycled in a variety of ways.
- is limited by their developing spoken proficiency in SAE.
- reads own written stories to peers and teachers (using both memory and word recognition).
- retells stories in HL with guided questioning and prompting from the teacher (e.g. Teacher asks 'what happened then? Oh they... did then? What did they do then?').
- begins to expect what is read in SAE to make sense.
- indicates full meaning not achieved (e.g. says "That make no sense!") and needs assistance to move from decoding to comprehension.
- needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonics, word attack skills) or may plateau at decoding level.
- requires support and explicit teaching if creole/dialect speaker in understanding the differences in vocabulary and grammar.

Applying developing reading skills

The student:
- gains meaning from texts around which language activities have been based and for which contextual cues are provided (e.g. short repetitive narratives, simple procedures including recipes, simple invitations, letters, email).
- gains a 'sense' of texts (which may be on classroom topics) based on class experience and jointly constructed by the teacher and students; however comprehension may be sporadic.
- independently reads within the range of these types of texts, and within the range of their overall proficiency in SAE.
- draws on a growing but still limited overall proficiency in SAE; comprehension in unfamiliar topics is restricted.
- benefits from intensive vocabulary building as they encounter new texts.
- requires extra processing time, especially when operating under test conditions up until level 6.

Consolidating reading skills

The student:
- reads most texts (within level ranges expected at their phase of schooling) on familiar-taught topics but using less complex language and contextual cues.
- lacks 'depth' of comprehension and proficing ability in narratives, and in informational texts on unfamiliar topics and procedures.
- reads at the literal level but not at inferential and evaluative levels.
- comprehends straight forward texts which relate to oral language and which are not overloaded with new language, concepts and culturally specific information.
- needs teacher and contextual support for new language and concepts in informational texts on unfamiliar topics.

Becoming competent readers

The student:
- reads competently in SAE within the range of ability expected at their phase of schooling though still need more time than their mainstream peers to process information to gain meaning from texts and to internalise the content.
- comprehends most texts (within the range of ability expected at their phase of schooling), with the support normally provided to learners at their phase of schooling (e.g. introduction of new vocabulary and concepts, talking around the topic).
- is able to read to acquire new learning.
- needs support with cultural references and idiomatic language, patterns of poetry and rhymes in SAE.

Bandscales State Schools (Queensland) — Early phase

Writing

	New to writing		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 student is newly introduced to concept of writing.	Level 1 student is new to writing.	Level 2 student attaches meaning to their writing in an approximation of SAE.	Pre-Level 3 student begins to write with simple sentence structures.	Level 3 student begins to write own very short texts.	Level 4 student produces small range of simple, short texts.	Level 5 student writes longer, familiar text types.	Level 6 student writes most text types in proficient SAE.
Descriptors	The student: • plays as initial form of self-expression. • prefers to use construction materials and objects to represent ideas rather than draw. • may have well-developed fine motor skills, spatial awareness and gross motor skills. • uses home language (HL) when communicating ideas. • is new to literacy implements: paper, pencils, crayons.	The student: • uses drawing as an initial form of self-expression. • may have little spoken SAE for talking about their drawings and writing. • makes approximations of letters and symbols (role-play writing). • begins to develop concepts of classroom literacy.	The student: • draws pictures as the context for their writing. • responds to prompts from teacher about their own pictures for teacher to expand and scribe. • experiments with writing letters and words. • copies from environmental print (diary and date on whiteboard) to label pictures. • writes own name.	The student: • begins to write to accompany drawings, formulaic simple sentences or own telegraphic captions. • draws on personally significant events and people, usually written in first person (e.g. I/we). • assigns a consistent message to their memorised simple SAE structures (which are often repeated to ensure success in their writing attempts).	The student: • begins to write their own very short texts (e.g. early recounts). • is consigning a consistent message to their writing in SAE. • is affected in writing by limited proficiency in speaking and listening in SAE. • writes with EAL/D features (e.g. inappropriate prepositions, missing endings, non-SAE word order) as they experiment with writing. • is less accurate than previous level due to writing own language. • needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities) because of EAL/D listening level (up to Level 5).	The student: • writes simple short versions of an expanding range of text types on familiar topics (e.g. simple letters, simple descriptions, simple recounts, simple information reports, simple procedures). • writes with early text structure but EAL/D features are clearly present and meaning will sometimes break down. • needs strong support (e.g. pre-task talk, modelling, joint construction of texts, conferencing by teacher, provision of vocabulary) and needs more time than their SAE-speaking peers. • writing is influenced by overall proficiency in SAE. • begins to write texts containing related ideas around central topic or theme. • may be limited by writing only what is 'correct' according to generic and language models and therefore plateau in their writing from lack of experimentation (reproducing to a formula rather than learning). • may be innovative with genre and language models and/or below own socio-cultural text structures which should be valued as a sign of language and literacy development.	The student: • writes with some fluency some familiar written text types (e.g. personal letters, descriptions, recounts, information reports, narratives) on familiarised classroom topics. • needs support (e.g. pre-task-talk, modelling, joint construction of texts, conferencing by teachers, provision of vocabulary) and more time than their SAE-speaking peers. • writes with some EAL/D features, however these generally do not impede meaning. Expresses own ideas in writing with encouragement.	The student: • writes most texts at the level expected at the later stages of junior primary, e.g. narratives, recounts, procedures, information reports. • is now supported by a well-developed overall proficiency in SAE that is reflected in their writing. • writes with occasional EAL/D features. • writes with increasing fluency and speed and this influences the length of text learners are able to produce.
Implications	EAL/D 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 creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That 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 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.	Students at this level need support with tasks that are culturally overloaded. They 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.

Bandscales State Schools (Queensland) — Middle phase

Listening

New to Standard Australian English (SAE)	Beginning to comprehend familiar SAE	Beginning to comprehend classroom SAE	Developing comprehension of SAE	Consolidating comprehension of SAE	Becoming competent in SAE
Level 1 student is new to SAE and draws on knowledge of their world in home language.	**Level 2** student is beginning to comprehend routine social language in their immediate, familiar environment and to explore learning in SAE.	**Level 3** student is developing listening competence in SAE for a range of social and classroom events and moving into learning through SAE.	**Level 4** student is extending their range of language beyond their own immediate social environment and is experimenting with learning through SAE.	**Level 5** student is consolidating SAE in an expanding range of social contexts but is limited in ability to comprehend complex ideas in SAE learning activities.	**Level 6** 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.

Descriptors

The student:	The student:	The student:	The student:	The student:	The student:
• recognises a few key familiar words supported by context, gestures, real objects, visuals.	• comprehends and responds to high-frequency greetings, courtesy phrases and simple directions.	• begins to comprehend and use a range of social and classroom spoken interactions which are short, simple and on familiar topics.	• understands social SAE in most familiar contexts but still needs additional help from SAE speakers (e.g. gestures, modified speech, provision of wait-time).	• comprehends SAE in most social situations.	• comprehends social SAE with ease.
• watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.	• relies heavily on face-to-face contact and accompanying body language with repetition and/or simplification on the part of the speaker.	• comprehends best in face-to-face contact, and when repetition, simplification and paraphrasing are provided by the teacher.	• begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and if contextual support (e.g. reference to pictures, diagrams, materials, and so on) is provided.	• comprehends most extended teacher and peer talk in academic learning activities on familiar topics, if contextual support is available, however will lack 'depth' of comprehension of more complex discourse.	• understands extended teacher talk on familiar and new curriculum topics (within the range of ability expected at their phase of schooling) with only occasional lapses of understanding, though lapses will generally not affect overall comprehension.
• comprehends through non-verbal cues given by the speaker which match own culture or when visually supported, particularly in a face-to-face situation.	• responds physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed.	• continues to need time to process what is heard.	• follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.	• gains the sense of new topics delivered with extensive contextual and teacher support though will lack precision, and need paraphrasing and explanation.	• 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.
• joins in an activity but may not speak.	• needs time to process what is heard.	• comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.		• grasps the connection of ideas and details within an extended spoken discourse on a new topic only if extensive support and time to process are provided.	• has difficulty comprehending culturally overladen texts, humour, puns and idioms.
• may tune out easily and avoid tasks that require a response.	• has very limited understanding of interactions amongst SAE speakers in class activities and amongst peers.	• has difficulty following interactions at SAE speaker speed, or if there is noise.	• continues to need processing time.	• requires extensive vocabulary support for new topics.	• needs support to evaluate cultural attitudes, assumptions and beliefs in spoken texts.
• may be unable to sustain concentration and may be very tired in early stages of learning.	• does not perceive certain sounds in SAE or certain combinations of sounds due to HL consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).	• follows a short and familiar sequence of instructions (e.g. teacher says 'again your English books and write these sentences').	• requires intensive scaffolding and bilingual assistance to comprehend spoken input in tasks containing an abstract level (e.g. comparison, classification, science concepts such as magnetism, strength, force, orbit; maths concepts such as maths formulae, algebra and trigonometry; history concepts such as exploration, distance travelled).	• continues to have some difficulty comprehending extended teacher talk at normal speed.	
• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.	• may cue into classroom activity (e.g. song) by following words on a page with finger, though comprehension should not be assumed.	• has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.		• experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.	
• 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.	• may appear to understand SAE, but may use non-standard forms of taught formulaic SAE which provide evidence of being an EAL/D learner (e.g. says 'where da fores' meet da sea').	• needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).	• misses details of teacher talk (e.g. part/whole vocabulary such as collar, cuff, seam as parts of shirt).	• has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).	
• needs respect for age and home language (HL) socio-linguistic competence.	• is developing awareness (if creole speaker) of differences in language varieties (i.e. SAE v HL) and needs assistance from teachers to expand these early understandings to avoid the student adapting HL rather than learning SAE.	• may rely on HL with peers for clarification around classroom tasks.	• misses basic information due to levels of background noise.		
		• relies on teacher knowing they speak another language.	• requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.		
			• may use strategies which give the impression that comprehension has taken place e.g. nodding, smiling.		

Bandscales State Schools (Queensland) — Middle phase

Speaking

New to Standard Australian English (SAE)	Beginning to use familiar SAE	Beginning to participate in SAE	Developing use of SAE	Consolidating use of SAE	Becoming competent in SAE
Level 1 student uses occasional single SAE words.	**Pre-Level 2** student is beginning to understand and use some familiar SAE words and phrases.	**Level 2** student is beginning to experiment with own short SAE utterances.	**Level 3** student is developing a range of social and classroom language and is moving into learning through SAE.	**Level 4** student is extending the range of language beyond own immediate social environment and experimenting with learning through SAE.	**Level 5** student is consolidating SAE language use in an expanding range of contexts and able to take a collaborative role in academic learning activities.	**Level 6** student is becoming a competent user of SAE in most social and academic contexts. Use of SAE in learning contexts is sound but gaps need filling.

Descriptors

The student:	The student:	The student:	The student:	The student:	The student:
• labels some objects and uses occasional words related to classroom needs (e.g. pencil, Miss).	• begins to use parts of routine and formulaic social language (e.g. says 'good morning').	• uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?').	• interacts socially with familiar SAE-speaking adults and peers in most informal contexts (e.g. discussing events with the teacher and peers in the school yard/at the shop; on an excursion with teachers/adults).	• sustains participation in interactions in SAE in an expanding range of contexts expected at their phase of schooling.	• takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).
• may use home language (HL) to express immediate needs.	• uses single words or taught two – three word formulae to convey basic needs.	• participates in guided face-to-face interactions with a familiar, supportive adult.	• attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.	• is fluent in social speech with few breakdowns in communication.	• expresses more complex ideas (at their level of cognitive development) on both familiar and new curriculum topics as long as the content is well grounded.
• uses HL gestures to indicate meaning, particular needs, likes and dislikes.	• is developing a larger set of single words.	• begins combining words into a few, (i.e. not rehearsed), two – three word statements linked by sequence (i.e. not connectives) but needs supportive listener and environment.	• prefers to express themselves without interruption or corrections.	• participates and collaborates in class and group learning activities with other SAE-speaking learners, but does not have the 'depth' of language required to relate complex ideas which are needed in certain academic learning activities in SAE.	• has some difficulties in expressing precision of meaning in academic language.
• may work through a HL-speaking peer or adult to communicate needs.	• relies on attentive speaker (gestures, context, object and pictures) to help communication.	• relies on gestures and/or peers and help from the listener.	• uses words and phrases in strings to participate in longer speaking turns.	• is less dependent on the conversation partner for repetition or reformulation, especially if the topic is familiar but will have difficulty if topics are unfamiliar and cultural references are frequent and if specific details are required.	• takes an active and productive part in group activities around academic topics.
• may echo words and phrases of other children and adults.	• participates in group reciting of learnt classroom vocabulary, alphabet, numbers and so on.	• participates in class interaction on familiar topics where teacher directs questions towards them individually, using contextual support, repeating and rephrasing and elaborating, but will have difficulty participating in discussions between teacher and learners at SAE-speaker speed.	• recounts an event or a series of events orally (e.g. recount of shared learning experience).	• contributes to new topic-specific discussions if teachers and contextual support is given and if time is allowed for processing before a response is expected.	• has a particular strength in fluency.
• may spend a period (few days to a few months) acquiring language but is not yet ready to speak (silent period). This is a normal but not necessary phase of language learning.	• repeats simple formulaic SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required.	• relies heavily on learned formulaic language and routine phrases that are comprehensible and substitutes new words or phrases as they are acquired.	• participates in academic learning activities on familiar topics if supported by teacher and context (modelling, scaffolding, recycling of language) and if sufficient time is provided (e.g. can describe processes such as 'the water cycle' in simple terms).		• has some difficulties contributing to discussions involving evaluation of cultural attitudes, assumptions and beliefs expressed in written texts because of the complexity of language needed.
• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.		• may make slight deviations in routine formulaic SAE which indicate that SAE is not first language.	• participates in group learning work with SAE-speaker peers only with a clear role definition (e.g. as the time keeper, which does not require much speaking in SAE).		
• requires an interpreter for important communication within school or between school and family (up to level 5).		• constructs (says aloud) simple formulaic SAE sentences, guided by teacher modelling.	• explores more complex ideas in HL with HL-speaking peers and adults.		
			• may need or prefer a long wait time before responding in SAE.		
			• gives a short prepared formal spoken report with heavy word-for-word reliance on their written text and with little ability to respond to questions beyond giving yes/no answers.		
			• makes errors when approximating SAE and these should be valued as a sign of language acquisition and ongoing development.		
			• gives short responses to open-ended questions.		
			• relies on teacher knowing they speak another language (creole speakers).		
			• makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.		
			• requires time to process thoughts and formulate SAE utterances.		

Bandscales State Schools (Queensland) — Middle phase

Reading/viewing

	New to reading	Beginning to recognise words and word clusters		Beginning to comprehend short texts	Applying developing reading skills	Consolidating reading skills	Becoming competent readers
	Pre-Level 1 learner is new to reading print in SAE.	Level 1 learner is beginning to develop early emergent print literacy skills.	Pre-Level 2 learner is beginning to recognise familiar words and short clusters in known contexts.	Level 2 learner is beginning to recognise words and short word clusters in SAE in a variety of texts.	Level 3 learner is beginning to comprehend short texts in SAE on familiar topics with contextual support.	Level 4 learner has an expanding reading range based on their growing proficiency in SAE.	Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.	Level 6 learner is becoming a competent reader in SAE.

Descriptors

The student with limited schooling:	The student:	The student:	The student:	The student:	The student:	The student:	The student:
• has visual literacies 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 purposes of reading, how to handle and orientate books, how to read pictures and how to use visual cues to help gain understanding; this can be achieved through modelling reading and choosing language level-appropriate reading materials. • communicates in their home language (HL) and may have some oral proficiency and comprehension in SAE. • may have conceptualisations of school print literacy based on previous school-based experiences and may be reluctant to engage in reading and viewing activities.	• recognises and names some letters and words (within visual context) which they encounter frequently and for which meaning is given (e.g. commercial logos, signs and labels, brand names, schools, police). • is becoming familiar with Roman script. • may have literacy understandings and strategies from first language. **The student with limited schooling:** • is continuing to develop an understanding of print literacy to varying degrees, based on prior experiences and is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time. • brings to their learning levels of maturity and a range of knowledge, visual literacies, understanding, skills and attitudes which will affect their approach to learning.	• recognises familiar words and short word clusters in SAE if these have been recycled often in variety of language activities (e.g. word bank, charts). • recognises memorised words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a chart but may not be able to recognise it in a book). • 'reads' familiar SAE texts from memory. • has a limited range of sight vocabulary (words/phrases). • participates in beginning literacy activities (e.g. matches beginning and ending sounds in words with alphabet letters ('t', 's') but has difficulty identifying middle sounds in one syllabic words; matches alphabet letters in different fonts).	• recognises and gains meaning from short texts, i.e. familiar words and chunks of texts in SAE, using contextual and visual cues (e.g. whole word shape, picture clues, recent experiences) which use language that has been recycled in a variety of ways. • joins in with key words and repetitive phrases in familiar text (e.g. pictures, stories, written chants and rhymes) in shared reading sessions, but is unaware of the meaning carried by structural words such as 'the', 'and', 'in', 'of', 'what'. • uses some decoding skills when reading unfamiliar SAE but is restricted in their ability to gain meaning from words and text (even if they are able to decode) until their proficiency in SAE language and culture develops. • is unable to read or predict meaning in texts because of overload of new language. • has difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure will be different). • can express lack of understanding in SAE when reading comprehension has broken down (e.g. 'what 'recolator'?'), however, may not always be able to express their lack of understanding precisely.	• comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support. • reads, with support (e.g. scaffolding the text, introduction to new vocabulary and concepts) short teacher-selected, information texts (e.g. animal report) on a familiar topic on information geared to the mainstream curriculum but at a less complex language level. • reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions. • may have difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative genres and because of difficulty of language and cultural references (up to Level 5). • needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonics, word attack skills) or may plateau at decoding level.	• acquires factual information from a growing range of texts on familiar topics but still needs visually supported texts which avoid density of information and language complexity. • understands texts (as above) that do not require significant cultural knowledge specific to the text. • skims, scans and 'gets the sense of mainstream texts at cohort level, only with EAL/D-informed support including mapping of reference, drawing on HL, eliciting/supplying vocabulary. • repeats content of short, teacher-selected fairly simple and explicit factual mainstream school texts which contain some argument and persuasion (e.g. texts on pollution, whaling) with EAL/D-informed support. • may read for pleasure simply structured longer personal recounts, which do not contain too many unfamiliar cultural references or complex language structures. • includes all details rather than selecting pivotal points when recalling information. • has limited comprehension of self-selected texts appropriate for SAE-speaking peers, which are expected to be read within a set time frame. • retells, in HL, a story read in SAE. • requires extra processing time, especially when operating under test conditions, up until Level 6.	• comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally over-laden (e.g. self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and texts). • reads subject-specific texts and more complex learning materials, but 'depth' of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) and therefore their ability to predict meaning from semantic and syntactic cues. • identifies main idea and some supporting details from argument texts on familiar subject-specific topics. • needs texts to be context-enhanced (e.g. with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used.	• comprehends most texts at the level and within the range of ability expected at their phase of schooling but has difficulty with highly culture-specific content. • uses information acquired through reading to find relationships, make inferences and draw conclusions (at the level and within the range of ability expected at the phase of schooling). • needs more time than SAE-speaking peers to process information. • has difficulty at the middle schooling level if texts are very complex, dense, culturally over-laden or totally non-contextualised.

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 self-generated writing in familiar guided contexts.	Level 4 learner is experimenting with longer and more structured discourse.	Level 5 learner is growing in independence in writing but complexity and precision is limited.	Level 6 learner is becoming a competent writer.

Descriptors

Pre-Level 1 — The student with limited schooling:
- has practices that enable them to negotiate their way in their familiar environment (e.g. planning and sequential skills, spoken home language (HL) competency).
- may have well-developed fine motor skills (e.g. able to carve wood, thread sinkers, braid hair, play electronic games).
- may be inexperienced with using writing implements and may need time to experiment with pens and other implements.
- has had limited school experience.
- brings to their learning levels of maturity and a range of knowledge, understandings, skills and attitudes and will benefit from respect and acknowledgement of this.

Level 1 — The student:
- may copy some words from environmental print, and phrases from the classroom context, though understanding is as yet very limited because of lack of knowledge of SAE.
- may have literacy understandings and skills in their L1 to varying degrees of ability.

The student with limited schooling:
- is developing concepts and awareness of print upon which literacy development can be based.
- is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time.
- is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained.
- may be learning a new script.

Pre-Level 2 — The student:
- reproduces environment print and sentences from teacher's scribing (from blackboard writing/teacher's writing in their workbooks/sentence strips/word banks).
- selects words (with picture cues) to fill in the blanks in guided cloze activity with teacher support.
- writes captions/labels on pictures/diagrams with maximum scaffolding (e.g. labels parts of an engine using a word list).
- requires a high degree of intense scaffolding and one-to-one teacher/adult support to engage in and complete tasks designed for their year level.
- may select and copy printed material when given an unsupported task above their writing ability without one-to-one support, but as yet may have little understanding of what they are copying (e.g. copying out pages of an encyclopaedia to show that they are writing).

The student with limited schooling:
- is still developing handwriting skills: shaping letters correctly, writing on a line.

Level 2 — The student:
- writes learned phrases and can complete short cloze activities around familiar language with contextual support.
- makes attempts at captions/labels on pictures/diagrams with teacher support.
- uses beginning graphophonic 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 spoken SAE and to the teacher's models of reading and writing.
- participates orally (at minimal level) in guided whole class and group constructions of text.
- may write with influences of HL on writing and attempts should be encouraged.
- reads back own writing.
- 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 HL to their HL peers.

The student with limited schooling:
- has taken considerable time to reach this level and will continue to require high levels of support in order to be able to draw on the variety of literacy knowledge required to produce simple texts.

Level 3 — The student:
- generates own short texts on familiar topics (e.g. recounts, email messages, straightforward telephone messages, letters, reports, descriptions), in highly supported contexts with specific modelling of text structure and language features (e.g. word banks).
- connects simple sentences/statements approximating sentences with cohesive devices (e.g. and, but, then), very limited in range, typical of spoken mode.
- writes with EALD features reflecting their acquisition of SAE and this use of inter-language is a sign of second language progress and should be sensitively supported.
- requires one-on-one assistance to clarify and understand when commencing writing tasks, because of gaps in EALD listening (up to level 5).
- requires extra time to process thoughts in test situations (up to Level 6).

Level 4 — The student:
- writes coherent texts on familiar topics (e.g. reports, longer recounts, procedures) modelled on those read with and /or by the teacher but with EALD features (e.g. difficulty with word order, tense usage, prepositions, plurals).
- writes upper primary/junior secondary texts (e.g. imaginative narrative, longer descriptive, simple film reviews and information texts) with extensive EALD-informed support.
- has uneven control of text structures such as paragraphs, sentences, syntax, cohesive devices and may conform closely to teacher model.
- sees themselves as writers and have success.
- expresses complex thoughts (e.g. explanations, arguments) but in doing so, the text may become less coherent and less accurate (a sign of language growth) and requires more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress.
- needs strong EALD support (e.g. pre-task and post-task talk, modelling, joint construction).

Level 5 — The student:
- writes (though with support, normally given in classes) recounts, narratives, story retelling and other texts, as expected at their phase of schooling, but with EALD features.
- writes informational texts, including reports and projects (though with HL features) with clear guidance, and if reading source material is at their level of reading ability, otherwise writing may break down.
- writes with lack of depth because of limited control over SAE (e.g. narrow range of vocabulary, structures, and subtleties of the language).
- expresses complex thoughts (e.g. explanation, interpretation, doing so, the text may continue to be less coherent and less accurate (a sign of language growth) and require more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress.
- self-edits routine grammatical corrections (e.g. simple past tense corrections) after teacher feedback on their drafts, but may not yet have enough language awareness about written SAE to adequately self-edit their written texts (e.g. complex clauses, cohesion).

Level 6 — The student:
- is a competent writer (at the level expected for their phase of schooling) though some HL features persist which will not impede meaning.
- can take notes and write a researched report (at the level expected at the phase of schooling) provided the task is carefully structured (e.g. specific questions to be researched; talking around the topic; drafting and redrafting); however, is likely to need more time for both the reading and writing required in order to produce their best work.
- writes extended drafts, given time.
- writes fluently, using simple and complex sentences and appropriate connectors (at the level expected of their phase of schooling) reflecting ability to organise a series of main ideas and details.
- uses more complex sentence structures, with occasional EALD features (e.g. omitted articles, inappropriate prepositions).

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 school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, e.g. students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That 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 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.

Students at this level need support with tasks that are culturally overloaded. They 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.