An introductory guide to the EQ Bandscales for English as an additional language or dialect (EAL/D) learners
This guide is a support resource for a whole school approach to the use of the *EQ Bandscales for EAL/D learners*. It includes information for school leadership teams and classroom teachers to assist them to identify their EAL/D learners and monitor their development in English language proficiency. It is not intended to be comprehensive or to cover extensive EAL/D pedagogical considerations.

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Disclaimer: The Queensland Department of Education, Training and Employment 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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1. Who are EAL/D learners?

The Education Queensland policy statement *English as an additional language or dialect learners (EAL/D)* describes EAL/D learners as learners whose first language is other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE.

These learners come from diverse language and cultural backgrounds and face the common challenge of learning a new language, SAE. Whilst learning SAE they must also learn curriculum content in and through this new language.

1.1 The D in EAL/D

In 2011, Education Queensland added the D for dialect to ESL with the release of the English as a second language (ESL)/English as a second dialect (ESD) procedure. This was done to recognise those learners who have language learning needs because they speak dialects of English that are considerably different from SAE.

The ESL/D procedure identified the wide range of learners in state schools who are in the process of acquiring English as a second (or additional) language or dialect; and are learning curriculum content through this language.

In the Queensland context, the D refers particularly to 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.

The term EAL/D, now being used in Queensland state schools, replaces the term English as a second language (ESL). When English is used in this document in the context of the additional language or dialect being learnt, it refers to SAE.

1.2 EAL/D diversity

Classroom teachers may have EAL/D learners in their classrooms from a diverse range of cultural backgrounds and with varying levels of proficiency in SAE. Not all learners from these groups will be EAL/D learners.

See Appendix 1: The diversity of EAL/D learner groups for more detailed information on each group.
2. What are the *EQ Bandscales for EAL/D learners*?

Bandscales provide a map of EAL/D learner progress in Standard Australian English (SAE) language development in the school context. They describe observable behaviours which are indicative of typical second language acquisition and development. Bandscales assist classroom teachers in identifying and tracking EAL/D learners’ progression of SAE language learning.

### 2.1 The *EQ Bandscales for EAL/D learners*

Queensland state schools use the *EQ Bandscales for EAL/D learners*. The EQ bandscales describe six levels of language development in each of the four macro skills of listening, speaking, reading/viewing and writing. The levels are from pre level 1 (new to SAE) to level 6 (becoming competent in SAE).

The *EQ Bandscales for EAL/D learners* 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.

It is important to note that bandscale levels are not linked to school years. For example, an EAL/D learner in Year 1 can be at level 5 or 6 in writing or reading on the early phase bandscales. An EAL/D learner in Year 9 can be at level 3 in writing or speaking on the middle phase bandscales. If required, the *NLLIA Bandscales* can be used for learners in Years 11 and 12 (McKay et al. 2007).

The EQ bandscales were developed in 2008 to encompass learner pathways for all EAL/D learners in one document.

Access the *EQ Bandscales for English as an additional language or dialect (EAL/D) learners* at:

Prior to 2008, teachers were using a variety of bandscales including the National Languages and Literacy Institute of Australia (NLLIA) ESL Bandscales and the Queensland Bandscales for Aboriginal and Torres Strait Islander Learners. Teachers may still use and refer to these fuller versions on which the EQ bandscales have been based.

The EQ Bandscales for EAL/D learners describes pathways for learners both from overseas-born backgrounds (including refugees) and from Australian-born backgrounds (including Aboriginal and Torres Strait Islander learners). The levels on the EQ bandscales are equivalent to those on the NLLIA ESL Bandscales and the Bandscales for Aboriginal and Torres Strait Islander Learners.

2.2 EAL/D teachers

EAL/D teachers are a valuable resource. They can work within schools to assist classroom teachers in the bandscaling process. Using the bandscales, EAL/D teachers can provide individual and whole school support in the identification of EAL/D learners and their language learning needs.

Schools without the services of an EAL/D teacher could contact their regional office for further information.

2.3 Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D resource

ACARA has developed the English as an Additional Language or Dialect Teacher Resource to assist teachers as they develop teaching and learning programs in the Australian Curriculum for EAL/D learners. The resource includes an EAL/D Learning Progression (Foundation to Year 10).

The ACARA EAL/D learning progression does not take the place of existing state and territory EAL/D assessment and monitoring tools and is not aligned to the EQ Bandscales for EAL/D learners.

ACARA encourages schools in states and territories to continue using the ‘more detailed information’ of their own scales.

Education Queensland schools use the EQ Bandscales for EAL/D learners.

ACARA 2012, p. 2. English as an Additional Language or Dialect Teacher Resource

Further essential reading on EAL/D learners can be found on the Education Queensland Learning Place website.
3. Why bandscale learners?

3.1 Identify EAL/D learners

Bandscaling assists schools to:
- identify and record learners as EAL/D learners in OneSchool. The enrolment officer will indicate this using the EAL/D flag in the Cultural and Citizenship sub-tab of ‘Manage Student Details’
- determine the type of EAL/D support that will be provided, depending on the needs of the learner, teacher expertise and resources, including personnel, as available.

3.2 Teaching and learning

After bandscaling, teachers:
- identify the language needs of EAL/D learners based on their SAE language proficiency
- identify the language demands of the unit of work
- determine the language and learning support necessary to enable students to access the intended curriculum.

3.3 Funding

- Some EAL/D learners are eligible for additional funding. Schools may be required to provide information on learner bandscale levels to the organisations that fund these educational programs for example, Department of Education and Training International (DETi).

DETi funding is calculated using various criteria, one of which is the bandscale level of learners.

3.4 Data collection and OneSchool

- In Queensland state schools, OneSchool is used to collect and share learner data including EAL/D learners’ bandscale levels.
- Once the OneSchool reporting administrator has configured the developmental maps and assigned the bandscales for EAL/D learners to the appropriate year levels, the developmental map markbooks are available for each classroom teacher to track learner progress.
• Class teachers access the EQ bandscales markbooks through List Assessment Records.
• Teachers can document evidence and record levels for listening, speaking, reading/viewing and writing for each EAL/D learner.
• OneSchool users with the role of enrolment officer or student information officer can update the enrolment status of EAL/D learners.
• Reports, including an EAL/D Bandscale Progress Tracking Export and an EAL/D Bandscale Summary and Graphs Report, are available to monitor learner progress.
4. When to bandscale learners

A whole school approach provides school-wide processes for identification and support of each EAL/D learner, including the collection of detailed background information.

4.1 Identification

- Some EAL/D learners may be identified through enrolment processes because of the nature of their visa and/or other language information provided on their enrolment form, or at their enrolment interview.
- These learners are bandscaled as soon as possible after enrolment, keeping in mind that they may require a settling in period.
- Others, including Australian-born EAL/D learners, may not self-declare as EAL/D learners at enrolment and their possible EAL/D status 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 begin classroom observations to ascertain whether to initiate a bandscaling process.
4.2 Collection of background information

On enrolment, schools collect information on:

- 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)
- language background other than English (LBOTE)
- the learner’s previous SAE learning and exposure to SAE/tuition
- country, or place of birth in Australia, and/or countries of residence
- date of arrival, if not born in Australia
- a copy of the learner’s passport, visa and/or travel documents.

EAL/D learners not identified at enrolment will be identified through their classroom learning behaviours and language use.

Student background information is particularly useful for ‘kick-starting’ the identification and bandscaling process.

Other information to be collected during or after enrolment includes:

- languages spoken in the family circle, including any shift away from these amongst younger family members
- 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 in refugee, rural or urban settings; and school reports or achievements (if applicable)
- any previous EAL/D or bandscale reports, including reports about prior SAE learning and achievement
- experience with eLiteracy (previous use of computers)
- living circumstances and human and material support resources
- interests and aspirations
- special gifts and abilities
- previous work experience (young adults) and skills.
Teachers will then:

- gather additional information about their language background, as per above list
- determine whether they are possible EAL/D learners and require bandscaling
- gather language samples and begin observations to support the bandscaling process
- bandscale learners to ascertain their English language proficiency
- plan their ongoing support.

4.3 Frequency of bandscaling

Learners are bandscaled every six months to monitor progress, inform classroom planning and learner support and to report to parents.
Section FIVE

5. How to bandscale learners

EAL/D learners’ levels of proficiency in the four macro skills of listening, speaking, reading/viewing and writing are determined by matching their language skills to the descriptors on the bandscales tables. To do this, evidence of their language use is gathered from observations, work samples and focused discussions over a range of activities and contexts.

Individual EAL/D learners will progress at different paces and at different times. Learners may not display all the descriptors in a level at once, but may display some from two or three levels. Teachers will need to look for a cluster of descriptors around a level to find the best fit.

Bandscales levels describe broad stages of development. For some learners the best-fit is best expressed as being at either the high end of the level or the low end of the level, rather than at the level as such. For example: a low level 3 or a high level 3 rather than at level 3.

Many learners display a ‘jagged’ profile across the macro skills. For example, they may have a listening level of 4, a speaking level of 4, a reading/viewing level of 3, and a writing level of 2.

There is no one right way to collect samples of language use. For example, better information may be gained about a learner’s listening or reading ability by having them speak about, rather than write about, something that they have heard, viewed or read. This is because their level of spoken English is higher than their level of written English. Alternatively, the same teacher may find it better to allow another learner to write about what they have heard, viewed or read because their prior experience with English was through written materials and they are more confident in making written rather than spoken responses.
5.1 In-class observations and interactions

Bandscale descriptors relate to classroom learning contexts, so noting learners' language use in class is very important. During classroom discussions, teachers can monitor and identify EAL/D learners' listening and speaking levels and observe the extent of EAL/D learners' participation.

Observations and interactions across content learning areas are also important, as the learners may perform better in one area than in another for a variety of reasons, including language demands, teaching approaches, prior learning and level of support. For example, learners may perform well in highly supported writing tasks, but teachers may not be aware of their level of listening, which is critical to being able to learn new material in the classroom.

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

The following approaches have been used by teachers to ‘tune in’ to their EAL/D learners' language use. Teachers use strategies to ‘tune in’ when making classroom observations and collecting language samples before determining a bandscale level. The strategies have been included as examples to help teachers of EAL/D learners to become more familiar with what to look for in their classrooms.

By focusing attention on the following features of a learner's language in their everyday responses to classroom activities, teachers will be more able to accurately determine which bandscale level best describes the learner's language proficiency in listening, speaking, reading/viewing and writing.

**Listening observations EAL/D**

*Consider whether the learner demonstrates any of the following listening behaviours (sometimes, usually or always) in order to determine their bandscale level for listening. Ask the learners to self-assess by asking, ‘How much did you understand in that lesson?’*

- What is the learner’s general ability to understand spoken language (to process, comprehend and synthesise) in a variety of classroom and school learning contexts such as:
  - 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?

- How does the learner generally behave in a listening context? Does the learner follow different kinds of conversations, questions or discussions equally easily? Can the learner answer questions or contribute information fully or partially or are they ‘off-topic’?

- Does the learner rely on extra support such as:
  - working with highly familiarised content or pre-teaching of language and content
  - having a conversation partner aware of known language and context
  - re-phrasing by teacher
  - extra ‘wait time’ to respond?

- How does the familiarity of a topic affect the learner’s listening behaviours, comprehension and participation in classroom learning? Does the learner require familiarised language to comprehend subject matter (taught and recycled language and concepts)?

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

- Does the learner need support to enhance the meaning of spoken language (prompts, concrete experiences/materials, visual support)?

- To what extent can the learner harness information from spoken language? Can they:
  - 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 different words (concepts as heard in classroom discussions)
  - summarise main points of a spoken story (plot elements, character description)
  - understand important points of a spoken exchange (argument, discussion)?
Speaking observations for EAL/D learners

Consider whether the learner demonstrates any of the following behaviours (sometimes, usually or always) in order to determine their bandscale level for speaking.

- Does the learner offer to speak in classroom activities? Would the learner initiate or sustain a conversation about classroom content?
- Would you expect the learner to respond non-verbally, minimally or extensively on known or taught subject matter?
- How does the language they use compare to what you would say? Does the learner produce examples of learner approximations to SAE, such as omitted endings or non-target forms of verb tenses? If the learner produces a non-standard feature, can the learner self-correct?
- Does the learner rely on gestures, single words or familiarised language?
- How does the learner respond when given instructions or asked to answer a question? Do the learner’s responses to questions or tasks demonstrate understanding? Does the learner ask for repetition or explanation? How does the learner communicate any lack of understanding?
- How much support do you need to provide in:
  - re-phrasing or re-stating questions
  - 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 and reliance on a conversation partner.)

Reading/viewing observations for EAL/D learners

Consider whether the learner requires support or demonstrates any of the following behaviours in order to determine their bandscale level for reading/viewing.

- Can the learner decode text (read out loud)? Can the learner recognise and locate letters, words, phrases or information?
- How does the learner make meaning of print? Does the learner need extra information such as gestures, illustrations, headings or explanations to make sense of text? Can the learner state orally what is written?
- Can the learner make meaning from texts on well-familiarised topics? Can the learner extract information from text on unfamiliar topics?
- How accurately and extensively does the learner comprehend age appropriate texts?
- Does the learner understand the information that comprehension questions (what, where, how, when, why, who) are seeking? What kind of support is required, if any, to answer questions successfully? How much information does the learner provide?
- Does the learner need a high level of one-to-one support to understand the expectations in written assessment tasks?
Writing observations for EAL/D learners

Use the learner’s own drafts or work in order 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 sentence patterns, or is the learner making their own attempts at SAE? How reliant is the learner on prior language instruction?
- Is the learner’s language flexible? Can the learner change their language patterns to suit different text types (use the different language features of different text types)? Can the learner express an idea in more than one way? Can they turn a sentence around?
- How does the language compare to what you, or any SAE-speaking peers, would say or write? Is the meaning of the learner’s writing clear?
- Have you observed any learner features such as the omission of endings or function words and use of non-standard words or word forms?
- Can the learner produce texts of age-appropriate length and complexity and a range of varied text types? Do they use simple sentences, compound sentences, or are they beginning to make complex sentences?

5.3 A range of learner language samples

Samples of what EAL/D learners can produce through their participation in the classroom are crucial in determining their bandscale levels and support needs. Collecting a variety of spoken and written language samples is recommended.

Samples of EAL/D learners’ language use that may be collected include:

- teacher’s notes of a learner’s spoken responses to listening, speaking, reading and viewing tasks or activities in class
- written responses to listening, reading and viewing tasks or activities
- journaling, or notes from class workbooks across the learning areas and disciplines
- transcripts of oral interviews
- drafts and final versions of selected assessment tasks.

Note

When questioning learners to elicit a spoken language sample use, ‘open-ended questions’ that begin with who, what, when, where, how and why.
5.4 Focused discussions with EAL/D learners

There needs to be a whole school approach to identifying the SAE language proficiency of EAL/D learners. If a specialist EAL/D teacher is available, they can start the bandscaling process through a focused discussion or interview with the EAL/D learners.

Teachers can tailor the discussion to start from a contextualised/concrete more familiar topic and move to a higher level discussion around (classroom) topics suiting the learner, their background, and the learning context.

A private, quiet, well presented and friendly environment can be created where the atmosphere is relaxed and conversational. In this way, information on SAE language proficiency for shy, unsettled or new learners can be collected in an affirming and non-threatening manner.

When conducting a focused discussion or interview, teachers may use activities that:

- cover a range of listening, speaking, reading/viewing and writing skills
- reflect age-appropriate materials
- cover a range of tasks in a range of support contexts
- come from the learning environment of the learner, and/or reflect current or previous experiences and learning
- are culturally inclusive
- allow for expression of previous knowledge on a subject
- start with a level that is comfortable for the learner and then move towards a ‘ceiling’ of abilities
- are interesting and varied.
- Teachers may choose to record and transcribe interviews as evidence for use with the bandscales.
5.5 On-going monitoring of EAL/D learners’ progress

Teachers can build activities into their unit of work to facilitate the collection of language observations and samples for ongoing monitoring using the bandscales. These can be used to document the progress of EAL/D learners’ SAE language development.

- Include an initial lesson for a unit that enables learners to demonstrate the language that they are bringing to the unit of work, their general language proficiency and their subject-specific language. This alerts teachers to how they might need to differentiate their curriculum delivery so these learners can access the information.

- Explicitly teach the language learners require to complete the unit of work.

- Collect writing samples and responses to texts, and make notes about spoken responses in class discussions during the course of the unit.

- Document ongoing observations and interactions that indicate noticeable progress.

Bandscale the EAL/D learner every six months using a collection of observations and samples, taking into consideration level of teacher support. Use recent language samples for bandscaling.
A whole school approach

EAL/D learner identification

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

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

Bandscaling process

1. **Collect information** about learners’ listening, speaking, reading/viewing and writing in SAE:
   - Background information (4.3)
   - In-class observations and interactions (5.3)
   - Language samples (5.5)

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 EAL/D learners.
5. **Review** bandscale levels every six months.
6. After bandscaling

6.1 Teaching and learning considerations

In the Education Queensland P-12 curriculum, assessment and reporting framework, the policy statement Curriculum provisions to students with diverse learning needs makes provision for the differentiation and focused teaching that is necessary for EAL/D learners. It states:

By identifying the English language proficiency of the student using the Education Queensland Bandscales for EAL/D Learners, teachers can target the language learning needs of the students within the context of the classroom.

6.2 Supporting EAL/D learners

Once schools have bandscaled EAL/D learners they have a profile of learners and their SAE proficiency levels. This data, gained through bandscaling, can be used to determine the model or types of support that can be offered to enable EAL/D learners to develop proficiency in SAE and to access the curriculum.

Schools will choose one or a combination of appropriate responses for their context based on the numbers of EAL/D learners, their distribution across year levels and their SAE proficiency levels.

Models of responses to bandscale data could include:

- Provision of support for EAL/D learners through a whole class differentiated approach by the classroom teacher.
- Provision of intensive support for EAL/D learners with additional support provided by specialist staff.
- Establishment of an intensive language class that provides explicit and targeted SAE language teaching to groups of EAL/D learners.
- Implementing a whole-school pedagogical response that includes integrating SAE and curriculum teaching and includes differentiating teaching for learners with different levels of SAE proficiency.

Access the P-12 curriculum, assessment and reporting framework at:

Access the Policy statement: Curriculum provisions to students with diverse learning needs at:
6.3 EAL/D approach to teaching and learning: *Break it Down, Build it Up*

*Break it down, Build it up* is a planning and teaching framework to meet the needs of EAL/D learners through explicit and targeted language teaching in whole class settings. It focuses and contextualises language teaching and learning within the school curriculum by:

- explicitly identifying the language demands of a task/unit of work for a specific cohort of students (*Break it down*)
- sequencing teaching and learning to address these language demands within the curriculum focus (*Build it up*).

*Break it down, Build it up,* is an example of differentiation of teaching in a whole class context to address:

- the language learning needs of EAL/D learners in the classroom
- the language requirements of English speaking students who may not be familiar with (SAE).

This framework can be used across all learning areas from Prep to Year 12. It has been trialled by teachers in over 50 schools across Queensland and has been used successfully in classrooms with varying proportions of EAL/D and non-EAL/D learners.

*Break it down, Build it up* is comprised of 10 practical steps that guide teachers as they support their students in building the English language required to successfully complete a unit of work or a task within a unit of work. It aligns with quality professional practice as described by the *Dimensions of teaching and learning*.

Access information on *Break it down, Build it up* online at:  

Access the *Dimensions of teaching and learning* at:  
**BREAK IT DOWN, BUILD IT UP**

A framework for working with EAL/D learners in whole class contexts

**Step 1. BREAK IT DOWN**
WHAT DO STUDENTS NEED TO DO?
Curriculum Intent (for example, Australian Curriculum, Early Years Curriculum Guidelines, Essential Learnings, Senior Syllabus requirements) and language demands of assessment tasks

**Step 2. BREAK IT DOWN**
WHAT CAN STUDENTS ALREADY DO?
Feedback/Assessment (for example, oral and written work samples, developmental maps, Bandscale levels, observations, interviews)

**Step 3. BREAK IT DOWN**
WHAT IS IN THE GAP?

**Step 4. BRIDGE ACROSS**
A TEXT AS A FOUNDATION FOR A UNIT

**Step 5. BUILD IT UP**
MAKE MEANING, BUILD LANGUAGE AND DEVELOP ORACY
Develop students’ language and core understanding on the curriculum focus through oral, kinaesthetic, visual, dramatic and/or art activities based on this text

**Step 6. BUILD IT UP**
APPLY LANGUAGE TO DEVELOP LITERACY
Develop students’ literacy by utilising language and understanding from the text to create and/or explore other texts related to the curriculum focus

**Step 7. BUILD IT UP**
EXPAND UNDERSTANDING OF FOCUS CONTENT AREAS
Develop students’ understanding by applying this language and literacy to deepen learning within the curriculum focus

**Step 8. BUILD IT UP**
ENGAGE WITH ASSESSMENT
Develop students’ capability to respond to a range of spoken and written assessment tasks based on this language, literacy and content

**Step 9. BREAK IT DOWN**
HOW WELL DID STUDENTS PROGRESS?
Analyse what students produced in their assessment task(s)

**Step 10. BREAK IT DOWN**
HOW ARE STUDENTS DEVELOPING?
Monitor students’ language progress

Watch a recorded web conference on *Break it down, Build it up* at:
https://staff.learningplace.eq.edu.au/OneChannel/Pages/Program.aspx?cid=2&eid=2101&PD-

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Key references

All policy statements that are available on the P-12 curriculum, assessment and reporting framework can be found online at: http://education.qld.gov.au/curriculum/framework/p-12/

Education Queensland, The Learning Place, ESL in the Classroom (online).

ESL in the classroom supports teachers and schools in meeting the needs of EAL/D learners within a whole school approach. It outlines the knowledge and understanding necessary for identifying, planning and responding to English as a second language/dialect (EAL/D) learners in Queensland schools. It also contributes towards providing all students with equitable access to learning.

Topics include:

- A definition of EAL/D learners
- Processes for identification of EAL/D students
- Hidden EAL/D learners
- Language and EAL/D learners
- Standard Australian English
- Assessing EAL/D learners
- Bandscales for EAL/D learners
- Teaching EAL/D learners
- Language in the classroom
- Language acquisition
- Explicit language teaching
- A downloads store of documents in Adobe and Word formats.

Bandscale documents:

Education Queensland 2002, Bandscales for Aboriginal and Torres Strait Islander Learners (online).
http://education.qld.gov.au/students/evaluation/monitoring/bandscales/

Education Queensland 2013, EQ Bandscales for English as a second language/dialect (EAL/D) learners (online).


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

EAL/D learners of Aboriginal and Torres Strait Islander backgrounds commence and undertake their formal schooling in SAE. Some may have a degree of prior learning in SAE, depending on individual, family or community circumstances. Many, however, commence their schooling with beginner levels of SAE, especially in remote, rural and urban communities where SAE is not used in the home or in daily interactions. Aboriginal and Torres Strait Islander EAL/D learners in these situations can be thought of as learning SAE as a foreign language, because they may only hear and use SAE with their SAE-speaking teachers.

Some Aboriginal and Torres Strait Islander EAL/D learners in Queensland speak traditional Aboriginal and Torres Strait Islander languages as first languages; however, many speak ‘contact languages’. These may be creoles which have historical influences from English, or non-standard dialects of English. These languages may erroneously be construed as a developing form of SAE, rather than a distinct language, so careful attention should be given to assessing Aboriginal and Torres Strait Islander students from these language backgrounds.

In a significant number of rural and remote locations across Queensland, EAL/D learners of Aboriginal and Torres Strait Islander backgrounds make up the majority or the entire student cohort, so they receive little practice in peer interaction with SAE.

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 they will often be EAL/D learners. If arriving on step migration from a Pacific or South Sea Island background 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.

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 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 an Education Queensland school 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.

HRES Refugees and Displaced Persons

See also: A teacher’s guide to working with students from refugee and displaced backgrounds

Find other QPASTT resources at:
http://www.qpastt.org.au/resources_index.html
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 including:**

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 Education Queensland International (EQI) 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 EQI.
Appendix 2:  

The EQ Bandscales for EAL/D learners

This is the complete version of the EQ Bandscales for EAL/D learners. It is the central reference document used for bandscaling EAL/D learners in Queensland.

The EQ bandscales are used to determine the students’ English language proficiency levels in the four macro skills of listening, speaking, reading/viewing and writing.
EQ Bandscales

EQ Bandscales for English as an additional language or dialect (EAL/D) learners

<table>
<thead>
<tr>
<th>Language for EAL/D learners</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandscales for EAL/D learners — Early phase</td>
<td>5</td>
</tr>
<tr>
<td>Bandscales for EAL/D learners — Middle phase</td>
<td>9</td>
</tr>
</tbody>
</table>
**Language for EAL/D learners**

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

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

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

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

**What are the EQ bandscales for EAL/D learners?**

The EQ bandscales provide a map of EAL/D learner progress in learning the English language in the school context. Their purpose is not to describe an intended EAL/D curriculum. Rather, the bandscales 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 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:

- Have 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 bandscales 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.
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.

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.

**Break it down, Build it up**

*Break it down, Build it up* is a planning and teaching framework designed to meet the needs of EAL/D learners in whole class settings through explicit and targeted language teaching for all students.

Teachers who plan for EAL/D learners in classroom settings know that language is fundamental to communication so they plan how to build language from the outset of their topic or unit.

These teachers understand language, not just in terms of vocabulary, but in all its interacting components or ‘layers’ which a speaker or writer uses to convey meaning in a particular context—such as genre, semantics, structures, word formations, inflections and sounds.

**Break it down, Build it up** focuses and contextualises language teaching and learning within the school curriculum by:

- explicitly identifying the language demands of a task/unit of work for the specific cohort of students (Break it down)
- sequencing teaching and learning to address these language demands within the curriculum focus (Build it up).


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*Additional resources*

The EAL/D website


Bandscales for Aboriginal and Torres Strait Islanders

www.education.qld.gov.au/students/evaluation/monitoring/bandscales/

TESOL resources are available from Library Services

# EQ Bandscales for EAL/D learners — Early phase

## Listening

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to comprehend familiar SAE</th>
<th>Beginning to comprehend classroom SAE</th>
<th>Developing comprehension of SAE</th>
<th>Consolidating comprehension of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1:</strong> student understands isolated key words in context.</td>
<td><strong>Level 2:</strong> student is beginning to understand familiar talk.</td>
<td><strong>Level 3:</strong> student understands some classroom talk.</td>
<td><strong>Level 4:</strong> student undertakes some learning through SAE.</td>
<td><strong>Level 5:</strong> student expands their comprehension of SAE.</td>
<td><strong>Level 6:</strong> student comprehends extended talk in SAE.</td>
</tr>
<tr>
<td><strong>Descriptors</strong></td>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
</tr>
<tr>
<td></td>
<td>• recognises a few key familiar words supported by context, gestures, real objects, visuals.</td>
<td>• comprehends through non-verbal cues which match own culture or are visually supported.</td>
<td>• watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.</td>
<td>• joins in an activity but may not speak.</td>
<td>• comprehends easily in most social and learning contexts relevant to their own age and phase of schooling.</td>
</tr>
<tr>
<td></td>
<td>• comprehends through non-verbal cues which match own culture or are visually supported.</td>
<td>• responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.</td>
<td>• needs time to process what is heard.</td>
<td>• 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).</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• depends on face-to-face contact with accompanying body language.</td>
<td>• recognises a few key familiar words supported by context, gestures, real objects, visuals.</td>
<td>• may appear to understand SAE, but may use non-standard forms of taught formalic SAE which provide evidence of being an EAL/D learner (e.g. says ‘Goldilocks an da three bear’).</td>
<td>• comprehends main points and most detail in learning activities on taught familiar topics if activities are language focused.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.</td>
<td>• comprehends and responds to high frequency greetings, courtesy phrases and simple directions.</td>
<td>• misses precise details of teacher talk.</td>
<td>• gains general sense of new topic-specific language if contextual and language support is given, and time allowed for processing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.</td>
<td>• comprehends and responds to high frequency greetings, courtesy phrases and simple directions.</td>
<td>• needs time to process what is heard.</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• comprehends 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.</td>
<td>• 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’).</td>
<td>• has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).</td>
<td>• experiences difficulty comprehending extended teacher talk at normal speed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• comprehends 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.</td>
<td>• 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’).</td>
<td>• may rely on HL with peers for clarification around classroom tasks.</td>
<td>• comprehends extended teacher talk at normal speed including new topics.</td>
</tr>
<tr>
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<td></td>
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<td>• 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’).</td>
<td>• relies on teacher knowing they speak another language.</td>
<td>• comprehends extended teacher talk at normal speed including new topics.</td>
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<td>• relies on teacher knowing they speak another language.</td>
<td>• comprehends extended teacher talk at normal speed including new topics.</td>
</tr>
</tbody>
</table>

33 Department of Education, Training and Employment
## EQ Bandscales for EAL/D learners Early phase

### Speaking

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to use familiar SAE</th>
<th>Beginning to participate in SAE</th>
<th>Developing use of SAE</th>
<th>Consolidating use of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 student uses home language exclusively.</td>
<td>Level 1 student uses isolated SAE words.</td>
<td>Level 2 student tries short utterances on their own.</td>
<td>Level 3 student participates in some classroom talk.</td>
<td>Level 4 student undertakes some learning through SAE.</td>
<td>Level 5 student expands their range of SAE.</td>
</tr>
<tr>
<td>Pre-Level 2 student starting to use rehearsed SAE phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Descriptions

**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).

**The student:**
- uses single SAE words occasionally (e.g. when naming or labelling 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 repeat HL 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.

**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 connected) 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" or part of morning routine).
- begins to participate in and initiate classroom topic.
- 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, 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.
- may move from one-to-one conversation and related discourses.
- participates in regular classroom activities on familiar topics, but does not have the 'depth' of ideas needed in learning through SAE.

**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.

**The student:**
- uses SAE with fluency in all social and learning activities.
- can participate in an interaction expressing 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 as long as the content is well grounded.
### EQ Bandscales for EAL/D learners — Early phase

#### Reading/viewing

<table>
<thead>
<tr>
<th>New to reading and to SAE</th>
<th>Beginning to recognise words and word clusters</th>
<th>Beginning to comprehend short familiar texts</th>
<th>Applying developing reading skills</th>
<th>Consolidating reading skills</th>
<th>Becoming competent readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 student is new to reading and to SAE</td>
<td>Level 2 student begins to recognise familiar words and memorised word clusters.</td>
<td>Level 3 student begins to comprehend short familiar texts in SAE with contextual support.</td>
<td>Level 4 student applies reading skills in familiar contexts and topics.</td>
<td>Level 5 student is becoming a confident reader within their limited language proficiency.</td>
<td>Level 6 student comprehends most texts.</td>
</tr>
</tbody>
</table>

### The student:

<table>
<thead>
<tr>
<th>Pre-Level 2 student begins to recognise familiar words and word clusters.</th>
<th>Level 3 student begins to comprehend short familiar texts in SAE with contextual support.</th>
<th>Level 4 student applies reading skills in familiar contexts and topics.</th>
<th>Level 5 student is becoming a confident reader within their limited language proficiency.</th>
<th>Level 6 student comprehends most texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td>The student:</td>
<td>The student:</td>
<td>The student:</td>
<td>The student:</td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td>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.</td>
<td>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).</td>
<td>reads most texts (within level ranges expected at their phase of schooling) on familiar/taught topics but using less complex language and contextual cues.</td>
</tr>
<tr>
<td>recognises their name, or part of it, in print.</td>
<td>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).</td>
<td>shows signs of reading text independently, e.g. laughter, surprise and disapproval and varied responses in SAE.</td>
<td>lacks ‘depth’ of comprehension and predicting ability in narratives, and in informational texts on unfamiliar topics and procedures.</td>
<td>comprehends most texts (within the range of ability expected at their phase of schooling) on familiar/taught topics but using less complex language and contextual cues.</td>
</tr>
<tr>
<td>exhibits reading-like behaviour, e.g. when choosing a book, sitting and looking at a book, turning pages, studying pictures).</td>
<td>shows signs of responding to known text ‘read’ independently, e.g. laughter, surprise and disapproval and varied responses in HL.</td>
<td>makes meanings and predictions in HL and begins to understand SAE in texts read to them with teacher support.</td>
<td>needs explicit language teaching if creole/dialect speaker in SAE sounds before they can be identified in reading.</td>
<td>reads at the literal level but not at inferential and evaluative levels.</td>
</tr>
<tr>
<td>begins to develop concepts of classroom literacy.</td>
<td>begins to use contextual and visual cues to gain meaning from text (e.g. whole word shape, taking a letter shape in words to reconstruct the word, using cues from pictures).</td>
<td>is developing phonemic awareness skills and sound-symbol relationships.</td>
<td>needs the support and explicit teaching if they lack ‘depth’ of comprehension of new language and which are not overloaded with new language, concepts and culturally specific information.</td>
<td>comprehends straight forward texts which relate to oral language and which are not overloaded with new language, concepts and culturally specific information.</td>
</tr>
<tr>
<td>relies heavily on memory, teacher, visual and contextual support to make meaning in shared texts.</td>
<td>is developing phonemic awareness skills and sound-symbol relationships.</td>
<td>has a limited range of reading vocabulary (phrases without they have acquired the relevant spoken language).</td>
<td>needs teacher and contextual support for new language and concepts in informational texts on unfamiliar topics.</td>
<td>is able to read and acquire new learning.</td>
</tr>
<tr>
<td>progresses more rapidly through this level if they have first language print/lexis/literacy background (up to level 4).</td>
<td>requires abilities to hear SAE sounds before they can be identified in reading.</td>
<td>requires ability to hear SAE sounds before they can be identified in reading.</td>
<td>requires support and explicit teaching if they lack ‘depth’ of comprehension of new language and which are not overloaded with new language, concepts and culturally specific information.</td>
<td>needs support with cultural references and idiomatic language, patterns of poetry and rhymes in SAE.</td>
</tr>
</tbody>
</table>
EQ Bandscales for EAL/D learners — Early phase

### Writing

<table>
<thead>
<tr>
<th>New to writing</th>
<th>Beginning to experiment with writing in SAE</th>
<th>Beginning to write own short simple texts</th>
<th>Applying understanding of texts to own writing</th>
<th>Developing control over language and text</th>
<th>Becoming competent writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 student is newly introduced to concept of writing.</td>
<td>Level 2 student attaches meaning to their writing in an approximation of SAE.</td>
<td>Level 3 student begins to write own very short texts.</td>
<td>Level 4 student produces small range of simple, short texts.</td>
<td>Level 5 student writes longer, familiar text types.</td>
<td>Level 6 student writes most text types in proficient SAE.</td>
</tr>
</tbody>
</table>

#### Descriptors

<table>
<thead>
<tr>
<th>Pre-Level 1 student</th>
<th>Level 1 student</th>
<th>Level 2 student</th>
<th>Level 3 student</th>
<th>Level 4 student</th>
<th>Level 5 student</th>
<th>Level 6 student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plays as initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>may have little spoken SAE for talking about their drawings and writing.</td>
<td>may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
<td>may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
<td>may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
<td>may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
</tr>
<tr>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>prefers to use construction materials and objects to represent ideas rather than draw.</td>
</tr>
<tr>
<td>may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
<td>uses home language (HL) when communicating ideas.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
</tr>
<tr>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
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<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
<td>is new to literacy implements: paper, pencils, crayons.</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
<td>uses drawing as an initial form of self-expression.</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
<td>draws pictures as the context for their writing.</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
<td>responds to prompts from teacher about their own pictures for teacher to expand and scribble.</td>
</tr>
<tr>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
<td>experiments with writing letters and words.</td>
</tr>
<tr>
<td>copies from environmental print (day and date on whiteboard) to label pictures.</td>
<td>copies from environmental print (day and date on whiteboard) to label pictures.</td>
<td>copies from environmental print (day and date on whiteboard) to label pictures.</td>
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<td>copies from environmental print (day and date on whiteboard) to label pictures.</td>
<td>copies from environmental print (day and date on whiteboard) to label pictures.</td>
</tr>
<tr>
<td>writes own name.</td>
<td>writes own name.</td>
<td>writes own name.</td>
<td>writes own name.</td>
<td>writes own name.</td>
<td>writes own name.</td>
<td>writes own name.</td>
</tr>
</tbody>
</table>

#### Implications

**EAUD 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.**
EQ Bandscales for EAL/D learners — Middle phase

### Listening

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to comprehend familiar SAE</th>
<th>Beginning to comprehend classroom SAE</th>
<th>Developing comprehension of SAE</th>
<th>Consolidating comprehension of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 student is new to SAE and draws on knowledge of their world in home language.</td>
<td>Level 2 student is beginning to comprehend routine social language in their immediate, familiar environment and to explore learning in SAE.</td>
<td>Level 3 student is developing listening competence in SAE for a range of social and classroom events and moving into learning through SAE.</td>
<td>Level 4 student is extending their range of language beyond their own immediate social environment and is experimenting with learning through SAE.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Descriptions

The student:
- comprehends social SAE with ease.
- comprehends and responds to high-frequency greetings, courtesy phrases and simple directions.
- comprehends best in face-to-face contact and accompanying body language, with repetition and/or simplification on the part of the speaker.
- responds physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed.
- needs time to process what is heard.
- has very limited understanding of interactions among SAE speakers, (as above) and if contextual support is available, however will lack 'depth' of comprehension of more complex discourse.
- gains the sense of new topics delivered with extensive vocabulary support for information due to background noise (e.g. in a school assembly).
- comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.
- has difficulty following interactions at SAE speaker speed, or if there is noise.
- follows a short and familiar sequence of instructions (e.g. teacher says 'open your English books and write these sentences').
- has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.
- needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. during writing tasks, group activities).
- may rely on HL, peers for clarification around classroom tasks.
- relies on teacher knowing they speak another language.
- comprehends SAE in most social situations.
- comprehends most extended teacher and peer talk in academic learning activities on familiar topics, if contextual support is available, otherwise will lack 'depth' of comprehension of more complex discourse.
- 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 (e.g. viewing 'Behind the News' with teacher introduction, pre-listening focus activities and multiple viewings broken into sections).
- 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).
- requires extensive vocabulary support for new topics.
- continues to have some difficulty comprehending extended teacher talk at normal speed.
- experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).

The student:
- understands social SAE in most familiar contexts but still needs additional help from SAE speakers (e.g. gestures, modified speech, provision of wait-time).
- begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and if contextual support (e.g. reference to pictures, diagrams, materials, and so on) is provided.
- 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 group basis.
- continues to need processing time.
- 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).
- may rely on HL, peers for clarification around classroom tasks.
- has some difficulty comprehending extended teacher talk at normal speed.
- continues to have some difficulty comprehending extended teacher talk at normal speed.
- experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).

The student:
- comprehends SAE in most social situations.
- comprehends most extended teacher and peer talk in academic learning activities on familiar topics, if contextual support is available, otherwise will lack 'depth' of comprehension of more complex discourse.
- 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 (e.g. viewing 'Behind the News' with teacher introduction, pre-listening focus activities and multiple viewings broken into sections).
- 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).
- requires extensive vocabulary support for new topics.
- continues to have some difficulty comprehending extended teacher talk at normal speed.
- experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).
### EQ Bandscales for EAL/D learners — Middle phase

#### Speaking

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to use familiar SAE</th>
<th>Beginning to participate in SAE</th>
<th>Developing use of SAE</th>
<th>Consolidating use of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 student uses occasional single SAE words.</td>
<td>Level 2 student is beginning to understand and use some familiar SAE words and phrases.</td>
<td>Level 3 student is developing a range of social and classroom language and is moving into learning through SAE.</td>
<td>Level 4 student is extending the range of language beyond own immediate social environment and experimenting with learning through SAE.</td>
<td>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.</td>
<td>Level 6 student is becoming a competent user of SAE in most social contexts. Use of SAE in learning contexts is sound but gaps need filling.</td>
</tr>
</tbody>
</table>

#### Descriptions

<table>
<thead>
<tr>
<th>New to Standard Australian English (SAE)</th>
<th>Beginning to use familiar SAE</th>
<th>Beginning to participate in SAE</th>
<th>Developing use of SAE</th>
<th>Consolidating use of SAE</th>
<th>Becoming competent in SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. labels some objects and uses occasional words related to classroom needs (e.g. pencil; Miss).</td>
<td>2. uses single words or taught words that convey basic needs.</td>
<td>3. begins to participate in a larger set of single words, relies on attentive speaker gestures, context, object (pictures) and a helping listener to help communication.</td>
<td>4. participates in group storytelling of familiar classroom vocabulary, alphabet, numbers and so on.</td>
<td>5. relies heavily on learned formulaic SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required.</td>
<td>6. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
<tr>
<td>2. uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?').</td>
<td>3. uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?').</td>
<td>4. participates in guided face-to-face interactions with a familiar, supportive adult.</td>
<td>5. 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.</td>
<td>6. participates in discussions and debates with SAE-speaking peers and adults.</td>
<td>7. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
<tr>
<td>3. may work through a HL-speaking peer or adult to communicate needs.</td>
<td>4. may use home language (HL) to express immediate needs.</td>
<td>5. may use single words or frequent approximations to SAE.</td>
<td>6. 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.</td>
<td>7. may make slight deviations in routine formulaic SAE which indicate that SAE is not first language.</td>
<td>8. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
<tr>
<td>4. may echo words and phrases of other children and adults.</td>
<td>5. may absorb and use routine and rehearsed social SAE (e.g. everyday polite requests such as ‘Can I get a drink, please?’).</td>
<td>6. may need or prefer a long wait time before responding in SAE.</td>
<td>7. may need or prefer a long wait time before responding in SAE.</td>
<td>8. may need or prefer a long wait time before responding in SAE.</td>
<td>9. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
<tr>
<td>5. may spend a period (few days to a few months) acquiring language but is not yet ready to speak (‘silent period’).</td>
<td>6. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>7. may need or prefer a long wait time before responding in SAE.</td>
<td>8. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>9. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>10. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
<tr>
<td>6. requires an interpreter for important communication within school or between school and family (up to level 5).</td>
<td>7. uses single words or taught words that convey basic needs.</td>
<td>8. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>9. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>10. may learn to use parts of routine and formulaic social language (e.g. says ‘good morning’).</td>
<td>11. takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).</td>
</tr>
</tbody>
</table>

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### Speaking

- [EQ Bandscales for EAL/D learners — Middle phase](#)
- [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](#)

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### Descriptions

- [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](#)
### EQ Bandscales for EAL/D learners — Middle phase

<table>
<thead>
<tr>
<th>Reading/viewing</th>
<th>New to reading</th>
<th>Beginning to recognise words and word clusters</th>
<th>Beginning to comprehend short familiar texts</th>
<th>Applying developing reading skills</th>
<th>Consolidating reading skills</th>
<th>Becoming competent readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Level 1 learner</strong> is new to reading print in SAE.</td>
<td>- The student: <strong>recognises and names some letters and words (within visual context)</strong>. - <strong>The student:</strong> understands texts and has some conceptualisation of print in 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). - brings to their learning skills and attitudes which will affect their approach to learning.</td>
<td>- <strong>The student:</strong> comprehends a wide range of subject-specific texts and more complex learning materials, but 'depth' of understanding limited by overall proficiency in SAE. - understands texts (as above) that do not require significant cultural knowledge specific to the text. - 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 topical and summary information geared to the mainstream curriculum but at a less complex language level.</td>
<td>- <strong>The student:</strong> comprehends 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 experience) which use language that has been recycled in a variety of ways.</td>
<td>- Level 4 learner has an expanding reading range based on their growing proficiency in SAE.</td>
<td>- Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.</td>
<td>- Level 6 learner is becoming a competent reader in SAE.</td>
</tr>
<tr>
<td><strong>Level 1 learner</strong> is beginning to develop early emergent print literacy skills.</td>
<td>- The student: <strong>recognises familiar words and short word clusters in SAE</strong> (if these have been recycled often in variety of language activities (e.g. word bank charts)). - <strong>The student:</strong> recognises familiar words and short word clusters in SAE in a variety of texts. - <strong>The student:</strong> has limited range of sight vocabulary (words/phrases). - <strong>The student:</strong> understands texts based on prior experiences and is progressing through a range of steps in early literacy (depending upon prior experience) and so may stay at this level for some considerable time.</td>
<td>- The student: <strong>has difficulty understanding SAE</strong> 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.</td>
<td>- <strong>The student:</strong> has difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure will be different).</td>
<td>- Level 3 learner is beginning to comprehend short texts in SAE on known topics with contextual support.</td>
<td>- Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.</td>
<td>- Level 6 learner is becoming a competent reader in SAE.</td>
</tr>
<tr>
<td><strong>Level 2 learner</strong> is beginning to recognise familiar words and short clusters in known contexts.</td>
<td>- <strong>The student:</strong> repeats content of short, teacher-selected, familiar topic on information geared to the recent experiences) which use language that has been recycled in a variety of ways. - <strong>The student:</strong> has very limited comprehension of self-selected texts appropriate for SAE-speaking peers, which are expected to be read within a set time frame. - <strong>The student:</strong> has limited comprehension of self-selected texts appropriate for SAE-speaking peers, which are expected to be read within a set time frame.</td>
<td>- <strong>The student:</strong> has difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5).</td>
<td>- <strong>The student:</strong> needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.</td>
<td>- Level 4 learner has an expanding reading range based on their growing proficiency in SAE.</td>
<td>- Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.</td>
<td>- Level 6 learner is becoming a competent reader in SAE.</td>
</tr>
<tr>
<td><strong>Level 3 learner</strong> is beginning to comprehend short texts in SAE on growing range of texts on familiar topics but still require significant cultural knowledge specific to the text.</td>
<td>- <strong>The student:</strong> has limited comprehension of mainstream texts at cohort level, only with EAL/D-informed support including mapping of texts to contextualised or totally non-contextualised.</td>
<td>- <strong>The student:</strong> has difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5).</td>
<td>- <strong>The student:</strong> needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.</td>
<td>- Level 4 learner has an expanding reading range based on their growing proficiency in SAE.</td>
<td>- Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.</td>
<td>- Level 6 learner is becoming a competent reader in SAE.</td>
</tr>
</tbody>
</table>

**Desciptor**

**New to reading**
- **The student:** 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 name, school, police). - **The student:** is becoming familiar with Roman script. - **The student:** may have literacy understandings and strategies from first language. - **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).

**Beginning to recognise words and word clusters**
- **The student:** 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). - **The student:** recognises familiar words and short word clusters in SAE in a variety of texts. - **The student:** has limited range of sight vocabulary (words/phrases). - **The student:** matches beginning and ending sounds in words with alphabet letters (‘t’, ‘s’) but has difficulty identifying middle sounds in one syllable words; matches alphabet letters in different fonts. - **The student:** comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support. - **The student:** 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. - **The student:** reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions. - **The student:** may have difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5). - **The student:** needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.

**Beginning to comprehend short familiar texts**
- **The student:** has difficulty understanding SAE 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. - **The student:** has difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure will be different). - **The student:** has difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5). - **The student:** needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.

**Applying developing reading skills**
- **The student:** comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support. - **The student:** 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. - **The student:** reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions. - **The student:** may have difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5). - **The student:** needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.

**Consolidating reading skills**
- **The student:** comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support. - **The student:** 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. - **The student:** reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions. - **The student:** has difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5). - **The student:** needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.

**Becoming competent readers**
- **The student:** comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally over-laden or totally non-contextualised. - **The student:** comprehends and makes meaning from a variety of texts on familiar topics but still require significant cultural knowledge specific to the text. - **The student:** understands texts (as above) that do not require significant cultural knowledge specific to the text. - **The student:** 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. - **The student:** reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions. - **The student:** has difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative games and because of difficulty of language and cultural references (up to Level 5). - **The student:** needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonic word attack skills) or may plateau at decoding level.
<table>
<thead>
<tr>
<th>Writing</th>
<th>Descriptors</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New to writing in SAE</strong></td>
<td></td>
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</tr>
<tr>
<td>Pre-Level 1 learner is a new to writing.</td>
<td>The student with limited schooling:</td>
<td>Students at this level need regular and consistent support; however, the student is improving their language skills and should benefit from explicit instruction and scaffolding.</td>
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<tr>
<td></td>
<td>may copy some words from familiar contexts and other texts, as their knowledge of SAE is still developing.</td>
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<td></td>
<td>may have limited control over language and text, which is related to their level of understanding, experience, and prior literacy experiences.</td>
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<tr>
<td>Beginning to experiment with writing in SAE</td>
<td>The student:</td>
<td></td>
</tr>
<tr>
<td>Level 1 learner is a beginning to experiment with writing in SAE</td>
<td>may be developing a concept of writing, which is related to their level of understanding, experience, and prior literacy experiences.</td>
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<td>Beginning to experiment with writing in SAE</td>
<td>The student:</td>
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<tr>
<td>Pre-Level 2 learner is a beginning to reproduce familiar and repeat text</td>
<td>may copy some words from familiar contexts and other texts, as their knowledge of SAE is still developing.</td>
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<tr>
<td>Level 2 learner is beginning to experiment with writing in SAE</td>
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<tr>
<td>Beginning to experiment with writing in SAE</td>
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<tr>
<td>Pre-Level 3 learner is a beginning to reproduce familiar and repeat text</td>
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<td>may have limited control over language and text, which is related to their level of understanding, experience, and prior literacy experiences.</td>
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<td>Beginning to experiment with writing in SAE</td>
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<tr>
<td>Level 3 learner is beginning to reproduce familiar and repeat text</td>
<td>may copy some words from familiar contexts and other texts, as their knowledge of SAE is still developing.</td>
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<td>Beginning to experiment with writing in SAE</td>
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<tr>
<td>Level 4 learner is beginning to reproduce familiar and repeat text</td>
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<td>Level 5 learner is beginning to reproduce familiar and repeat text</td>
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</tbody>
</table>
Appendix 3:

**EQ bandscales headings and levels**

The EQ bandscales headings and levels table is for experienced bandscales users.

These pages can be used by EAL/D teachers as a first point of reference in discussion with school staff to begin the identification and bandscaling process.

They must be used in conjunction with the *EQ Bandscales for EAL/D learners*. 
These are the headings and levels for the EQ bandscales and must be used in conjunction with the EQ Bandscales for EAL/D learners
### EQ bandscales headings and levels table — Middle phase

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>LEVEL 1 student understands isolated key words in context.</th>
<th>LEVEL 2 student is beginning to understand familiar SAE.</th>
<th>LEVEL 3 student understands some classroom talk.</th>
<th>LEVEL 4 student undertakes some learning through SAE.</th>
<th>LEVEL 5 student expands their comprehension of SAE.</th>
<th>LEVEL 6 student comprehends extended talk in SAE.</th>
</tr>
</thead>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>LEVEL 1 student uses isolated SAE words.</th>
<th>LEVEL 2 student tries short utterances on their own.</th>
<th>LEVEL 3 student participates in some classroom talk.</th>
<th>Level 4 student undertakes some learning through SAE.</th>
<th>Level 5 student expands their range of SAE.</th>
<th>Level 6 student expresses more complex ideas in SAE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1 student uses isolated SAE words.</td>
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<td>Level 5 student expands their range of SAE.</td>
<td>Level 6 student expresses more complex ideas in SAE.</td>
<td></td>
</tr>
</tbody>
</table>

| READING/VIEWING | LEVEL 1 student is new to reading in SAE. | LEVEL 2 student begins to recognise words and short word clusters. | Level 3 student begins to comprehend short familiar texts 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. |
|-----------------|-----------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------|
| LEVEL 1 student is new to reading in SAE. | 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. | |

<table>
<thead>
<tr>
<th>WRITING</th>
<th>LEVEL 1 student is new to writing.</th>
<th>LEVEL 2 student attaches meaning to their writing in an approximation of SAE.</th>
<th>Level 3 student begins to write with simple sentence structures.</th>
<th>Level 4 student produces a small range of simple, short texts.</th>
<th>Level 5 student writes longer, familiar text types.</th>
<th>Level 6 student writes most text types in proficient SAE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1 student is new to writing.</td>
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<td></td>
</tr>
</tbody>
</table>

These are the headings and levels for the EQ bandscales and must be used in conjunction with the *EQ Bandscales for EAL/D learners*. 

---

43 Department of Education, Training and Employment

EQ Bandscales for EAL/D learners

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

**Pre-Level 1 student is new to writing.**

**Pre-Level 1 student uses home language exclusively.**

**Pre-Level 2 student is starting to use rehearsed SAE phrases.**

**Pre-Level 2 student begins to recognise familiar words and memorised word clusters.**

**Pre-Level 3 student begins to write with simple sentence structures.**

**Pre-Level 3 student begins to write own very short texts.**

**Pre-Level 3 student begins to write own very short texts.**

**Pre-Level 4 student produces a small range of simple, short texts.**

**Pre-Level 4 student applies reading skills in familiar contexts and topics.**

**Pre-Level 4 student begins to write own very short texts.**

**Pre-Level 4 student applies reading skills in familiar contexts and topics.**

**Pre-Level 5 student writes longer, familiar text types.**

**Pre-Level 5 student writes longer, familiar text types.**

**Pre-Level 5 student expands their range of SAE.**

**Pre-Level 5 student writes longer, familiar text types.**

**Pre-Level 6 student comprehends most texts.**

**Pre-Level 6 student expresses more complex ideas in SAE.**

**Pre-Level 6 student writes most text types in proficient SAE.**

**Level 1 student is new to SAE.**

**Level 1 student is new to SAE.**

**Level 1 student is new to SAE.**

**Level 2 student is beginning to understand familiar talk.**

**Level 2 student is beginning to understand familiar talk.**

**Level 2 student is beginning to understand familiar talk.**

**Level 3 student is beginning to understand SAE.**

**Level 3 student is beginning to understand SAE.**

**Level 3 student is beginning to understand SAE.**

**Level 4 student undertakes some learning through SAE.**

**Level 4 student undertakes some learning through SAE.**

**Level 4 student undertakes some learning through SAE.**

**Level 5 student expands their comprehension of SAE.**

**Level 5 student expands their comprehension of SAE.**

**Level 5 student expands their comprehension of SAE.**

**Level 6 student comprehends extended SAE.**

**Level 6 student comprehends extended SAE.**

**Level 6 student comprehends extended SAE.**

**Level 6 student expresses more complex ideas in SAE.**

**Level 6 student expresses more complex ideas in SAE.**

**Level 6 student expresses more complex ideas in SAE.**

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These are the headings and levels for the EQ bandscales and must be used in conjunction with the *EQ Bandscales for EAL/D learners*.
Bibliography

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Queensland Providers of Assistance to Survivors of Torture and Trauma [QPASSTT], Resources for Schools (online). http://www.qpastt.org.au/resources_index.html
