

## **How do you meet the following challenge of embedding AfL into EAL curriculum planning in your own classrooms?**

- Ensuring assessment is relevant and meaningful for EAL students, across all EAL Stages, including:
  - younger and beginning learners
  - students from learning cultures who have different ideas of what assessment looks like
  - students who have had little or no prior schooling

### **CAE Group Input:**

- For beginning learners, use diagrams/pictures (learning intentions)
- Use a developmental continuum that details stages of increasing competence so that all learners' growth can be monitored and planned for on the same continuum, whatever stage of competence, they can be monitored and planned for on the same continuum. This continuum is used to have collaborative conversations, to moderate assessment and to plan for student learning
- Use continua and rubrics to talk about student growth and learning intentions with both students and families

## **How do you meet the following challenge of embedding AfL into EAL curriculum planning in your own classrooms?**

- Designing learning intentions and success criteria that can be shared with students

### **CAE Group Input:**

- Create learning focus for that lesson, linking assessment criteria and learning outcomes
- Encourage students to use criteria for assessment as a checklist
- Use student friendly language for rubrics and model/discuss and explain these to/with students
- Analyse student samples, use colour coding to show meeting of assessment criteria
- Design around expected outcomes
- Refer to student data
- Explicit content
- Involve students in the process as it leads to learner ownership
- Display WALT (*what we are learning today*) and WILF (*what I'm looking for*) visuals
- Ensure it's achievable – scaffold or modify for EAL students
- Must be meaningful

## **How do you meet the following challenge of embedding AfL into EAL curriculum planning in your own classrooms?**

- Designing genuine self and peer assessment

### **CAE Group Input:**

- whole school approach to assessment
- regular assessment
- matching similar needs
- be consistent in use of language
- ensure students' know what's expected
- model feedback, provide immediate feedback
- simplify, modify and/or amplify work/language used

## **How do you meet the following challenge of embedding AfL into EAL curriculum planning in your own classrooms?**

- Planning for feedback to students

### **CAE Group Input:**

- Need to see a model
- Plan for 'roving' time to make observations and have conversations with students as they are working
- Have measurable SMART goals ( i.e. Specific, Measurable, Agreed upon, Realistic and Time based)
- Have checklist/anecdotal records to know where students are at
- Allow 'What have I learnt?' Reflection time during/at the end of the session where students can talk or write about what they have learnt
- Use exit cards or learning logs
- Let students know the intention of the lesson
- During draft writing-conferencing stage
- Model and look at examples – so they see clearly what they should be doing
- Proof read – go back to the modelled example of the genre; do a number of drafts before publishing
- Benchmarking