











Guidelines and Toolkit for the Initial and Ongoing Assessment of the English Language Competency of Migrant Learners

Tuesday 10th May 2022











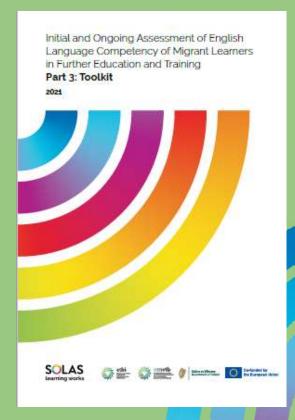




Initial and Ongoing Assessment of English Language Competency of Migrant Learners in Further Education and Training Part 1: Research Report 2021



Initial and Ongoing Assessment of English
Language Competency of Migrant Learners
in Further Education and Training
Part 2: Guidelines
2021



















- Introduction and Rationale
- International Literature Review
- Initial and Ongoing Assessment of English Language competency
- Defining ESOL Literacy











Defining ESOL Literacy

"ESOL literacy is an umbrella term used to describe a migrant learner who is new to literacy (and possibly also new to ESOL) and has little or no reading or writing literacy skills in English and/or their own native language, while their spoken English language competency may range from pre-A1 to C2 on the Common European Framework of Reference for Languages (CEFR)."

Categorising ESOL Literacy

(Burt, Peyton and Adams (2003)/UK Skills for Life Strategy)

	Pre-literate	Does the learner's native language have no recognised written form?
Emerging Literacy	Non-literate	 Has the learner had any previous literacy instruction in the native language and/or English?
		Benchmark:
The learner has conside	erable difficulty in produci	ng text and or understanding/interpreting text independently.
	Semi-literate	 Has the learner received limited/interrupted literacy instruction in the native language and/or English?
	Non-alphabet literate	• Is the learner a speaker of a language that typically uses a non-alphabetic script?
Consolidating Literacy	Non-Roman alphabet literate	• Is the learner a speaker of and literate in a language that typically uses a non-Roman script, such as Arabic or Cyrillic?
	Roman alphabet literate	• If the learner is literate in the Roman script, then is the literacy difficulty linked to specific issues such as sound-syllable construction or correspondence, for example, dealing with phonics?
The learner show some level of skill a	•	Benchmark: Ing and writing but in a way that is not aligned to the normal conventions of the Roman script.
Established literacy		 The learner has no major difficulties with language production, understanding and/ or interpreting skills outside of those typically expected of a learner who is 'new to ESOL.'

















- Rationale for development
- General principles
- Purpose of proposed assessment process
- Steps involved in initial assessment
- Guidelines on initial and ongoing assessment

- Special considerations underpinning guidelines
- Professional development
- Limitations of guidelines
- Impact of Covid-19
- Summary of recommendations











Objective of the Guidelines

- 1. Provide migrant learners with an accurate assessment of their English language competency across the four core skills of reading, writing, listening and speaking.
- 2. Identify appropriate language supports, where required, to support migrant learners to develop their English language competency as part of their social, economic and cultural integration into local and wider Irish society.











Process of Initial & Ongoing Assessment













Structure of the Guidelines













The Guidelines

	Planning	
What to assess	When to assess	Who to assess
Guideline 1: Initial assessment should assess all four core skills	Guideline 2: Initial assessment should be a staged, ongoing process which spans the entirety of a learner's engagement on a programme of learning.	Guideline 3: Migrant learners accessing ESOL programmes or looking to access wider FET provision up to NFQ Level 4, will be expected to undertake an initial assessment, where appropriate, at point on entry and continue to undergo ongoing assessment as required.











The Guidelines

Initial As	sessment
Administration	Tracking & Recording
Guideline 4: Initial and ongoing assessment should be administered by suitably qualified and experienced ESOL personnel.	Guideline 6: Appropriate records should be maintained and continuously updated to help track learner progression.
Guideline 5: The initial and ongoing assessment process must be easy to administer and allow for an objective assessment of a migrant learner's core language skills.	











The Guidelines

Formative Assessment Guideline 7: ETBs should implement a process of informal assessment to complement the more formal assessment process as part of a meaningful approach to ongoing assessment. Assessment for Progression Guidelines 8: ETBs should conduct, where required, an appropriate end of course (summative) assessment with the express purpose of determining whether a learner is ready for onward progression.













Initial and Ongoing Assessment of English Language Competency of Migrant Learners in Further Education and Training

Part 3: Toolkit



- Individual ESOL Learning Plan
- Individual 'Can Do Statement' Tracking Forms
- Initial and Ongoing Assessment Toolkit













The Toolkit – Sample Reading

lead the following text and	answer the questions using either one word or a number.
earner Name:	Assessment Date:
My name is Ali Sa	ıkar. I am 53 years old. I come from Baghdad in Iraq
	in Dublin. There are seven people in my family. My
	mina. She is from Najaf in Iraq. We have 3 sons and
	sons' names are Abdul, Yusuf and Samir and our
daughters are cal	led Alaa and Fatma. I am a kitchen porter in a local
	led Alaa and Fatma. I am a kitchen porter in a local v centre. I am also learning English with the ETB in the
hotel in Dublin cit	y centre. I am also learning English with the ETB in the
hotel in Dublin cit	
hotel in Dublin cit evenings to help	y centre. I am also learning English with the ETB in the
hotel in Dublin cit	y centre. I am also learning English with the ETB in the
hotel in Dublin cit evenings to help	y centre. I am also learning English with the ETB in the
hotel in Dublin cit evenings to help	y centre. I am also learning English with the ETB in the
hotel in Dublin cit evenings to help 1. What age is Ali?	y centre. I am also learning English with the ETB in the
hotel in Dublin cit evenings to help What age is Ali? Where is he from?	y centre. I am also learning English with the ETB in the me speak better English at work and in the shops.
hotel in Dublin cit evenings to help 1. What age is Ali?	y centre. I am also learning English with the ETB in the me speak better English at work and in the shops.











The Toolkit – Sample Writing

7.6.4 B1 Level (B)

Learner Name: _____ Assessment Date: _____

Write a short text (80 - 100 words) about a popular/famous festival or celebration in your home country.

In your text:

Explain what the festival/celebration is about.

Explain what people do and how they prepare for the festival/ celebration.

Describe any special food/clothes associated with this festival/ celebration.

Say if the festival/celebration is celebrated in Ireland or if it is similar to an Irish festival/celebration.