



معلومات
IEAL / D الوالدين
Parent Information

من هم متعلمي EAL/D لدينا؟

هم أولئك الذين تكون لغتهم الأولى لغة أو لهجة غير الإنجليزية EAL/D طلاب والذين يحتاجون إلى الدعم لتطوير كفاءتهم في اللغة الإنجليزية الأسترالية

الأطفال المولودون في أستراليا من أصول مهاجرة حيث لا يتم التحدث باللغة الإنجليزية في

الطلاب الدوليين من البلدان غير

المهاجرين إلى أستراليا وحاملي

طلاب من خلفية جزر



خلفيات السكان الأصليين وسكان جزر مضيق

طلاب من خلفيات السكان

أستراليا تعود من الخارج بعد أن عاشت في بلدان لم يكن تعليمها فيها باللغة

طلاب من خلفيات الماوري أو جزر المحيط الهادئ

المهاجرين إلى أستراليا وحاملي التأشيرات المؤقتة من غير الناطقين باللغة الإنجليزية

لن يحتاج جميع الطلاب من هذه الخلفيات إلى الدعم.

مدرستنا غنية بالتنوع اللغوي بدءًا من لهجات السكان الأصليين المحلية وحتى اللغات العالمية التي تضم أكثر من 40 لغة قيمة ومتحدثة.

نحن بحاجة إلى فهم المهارات اللغوية لطلابك كأساس لتطوير مهاراتهم في القراءة والكتابة، ويمكننا القيام

من أجل: **Bandscales** تستخدم مدرستنا **نطاقات النطاق**

أبلغ عن مقدار الدعم الذي يحتاجونه.

قرار بشأن الطبقات ومسارات الموضوع.

تسجيل ومراقبة التقدم (هل يتحسنون)؟

تستخدم مدرستنا **نطاقات النطاق Bandscales** من أجل:

تستخدم مدرستنا مدارس Bandscales State Schools (كوينزلاند) لتقييم التقدم اللغوي لطلاب EAL/D أثناء اكتسابهم اللغة الإنجليزية الأسترالية القياسية (SAE) في سياق المدرسة الأسترالية. يصفون السلوكيات التي يمكن ملاحظتها والتي تعتبر نموذجية لاكتساب اللغة الثانية وتطويرها.

Department of Education
Bandscales State Schools (Queensland) — Middle phase

Speaking	Beginning to use familiar SAE	Beginning to participate in SAE	Developing use of SAE	Consolidating use of SAE	Becoming competent in SAE
<p>Level 1 student can understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. 	<p>Level 2 student is beginning to understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. 	<p>Level 3 student is beginning to understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. 	<p>Level 4 student is beginning to understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. 	<p>Level 5 student is beginning to understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. 	<p>Level 6 student is beginning to understand simple SAE words.</p> <p>The student:</p> <ul style="list-style-type: none"> understands some objects and some contextual words (e.g. names of people, places, things, etc.) may use some language (e.g. yes/no, please, thank you, etc.) uses 1-2 gestures to indicate meaning, particularly needs. may work through a CLC (cultural learning circle) as a support for learning. may work with and observe of other children and adults. may spend a period of time in a safe, familiar setting, such as a home or a familiar place. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers. may experience a range of social and emotional support from teachers, parents, and peers.

مثال/صورة

في مدرسة ولاية One School تقيس أداة التقييم هذه تطور اللغة لدى المعلمين لتقديم تقرير عنها إلى أولياء الأمور ومديري المدارس في

كوينزلاند.

المستوى 2-1	المستوى 4-3	المستوى 6-5
SAE الجديد في الدعم المكثف	5-3 سنوات من التعلم SAE الدعم المركز	7-5 سنوات من التعلم SAE دعم متباين

BICS

العلاقات الشخصية الأساسية مهارات التواصل

محادثة، اجتماعية، لغة يومية.

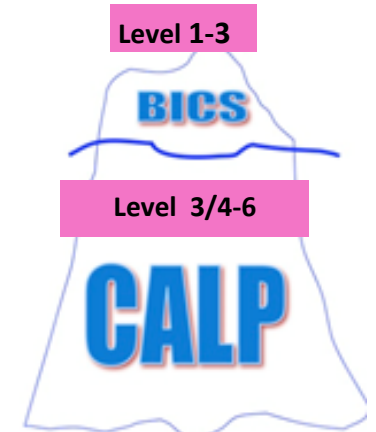
الطلاقة تستغرق 1-3 سنوات غالبًا ما يتضمن فترة صمت.

CALP

الكفاءة اللغوية الأكاديمية المعرفية

المدرسة، والكتب المدرسية اللغة الأكاديمية.

يستغرق ما لا يقل عن خمس سنوات لتطوير حتى بسيطة الطلاقة؛ يستغرق عمرا كاملا لتطوير بشكل كامل.



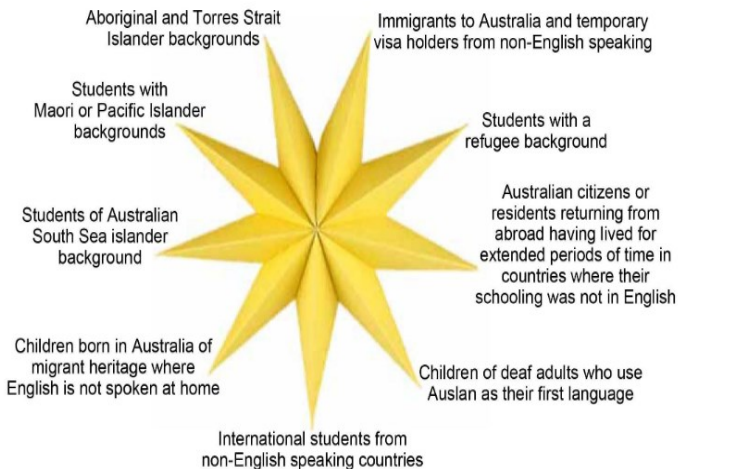
EAL/D

Parent Information



Who are our EAL/D learners?

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in Standard Australian English (SAE). These students may include:



Not all students from these backgrounds will require additional support to meet the curriculum expectations for their age cohort.

Our school is rich in linguistic diversity from Local Aboriginal dialects to International languages with over 40 valued and spoken.

We need to understand your student's language skills as a foundation for their literacy development and engagement with the curriculum.

Our school uses the Bandscales to:

- Inform how much support they need
- Decision on classes and subject pathways
- Record and monitor progress

WHAT ARE BANDSCALES?

Our school uses **Bandscales State Schools (Queensland)** to assess the language progress of EAL/D students as they acquire **Standard Australian English (SAE)** in the Australian School context.

They describe observable behaviours which are indicative of typical second language acquisition and development.

Department of

Bandscales State Schools (Queensland) — Middle phase

Speaking	New to Standard Australian English (SAE)	Beginning to use familiar SAE	Beginning to participate in SAE	Developing use of SAE	Consolidating use of SAE	Developing competence in SAE
The student:	<ul style="list-style-type: none"> • makes some attempts at oral communication using simple words and phrases • uses some familiar words and phrases • understands simple instructions and requests • understands simple questions and answers • understands simple requests and offers • understands simple statements and descriptions • understands simple comparisons and contrasts • understands simple cause and effect relationships • understands simple time and sequence relationships • understands simple location and direction relationships • understands simple quantity and measurement relationships • understands simple social and cultural relationships • understands simple personal and family relationships • understands simple community and social relationships • understands simple environmental and natural relationships • understands simple historical and cultural relationships • understands simple scientific and technological relationships • understands simple artistic and 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This assessment tool measures language development for teachers to report on Bandscales levels for parents and school administrators and record Bandscales in OneSchool in Queensland state schools.

Level 1-2	Level 3-4	Level 5-6
New to SAE	3-5 years of learning SAE	5-7 years of learning SAE
Intensive Support	Focused Support	Differentiated Support

Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

Cognitive Academic Language Proficiency

- school, textbook, academic lang
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully

Level 1-3

Level 3/4-6