

Reporting English language proficiency to parents: written reports

EAL/D students learn English whilst simultaneously learning curriculum content. It is important that EAL/D students' progress in English language learning is measured and reported to parents in addition to progress in curriculum learning. All EAL/D learners are required to have information about their English language proficiency included in their school report as outlined in the [Policy Standards – Implementation document for Curriculum planning and programming, assessing and reporting to parents K-12 policy \(to be used for 2022 planning\)](#).

This document describes a process schools can use to plan for reporting the English language proficiency of their students.

Reports for EAL/D learners

EAL/D learners' reports must show:

- their EAL/D Learning Progression phase (as identified in ERN)
- a comment about the student's progress in learning English
- information about how the student's English language learning has been supported.

How to identify EAL/D learners

The flowchart below describes the process for identifying students who are EAL/D learners. EAL/D learners require their English language proficiency to be reported to parents.

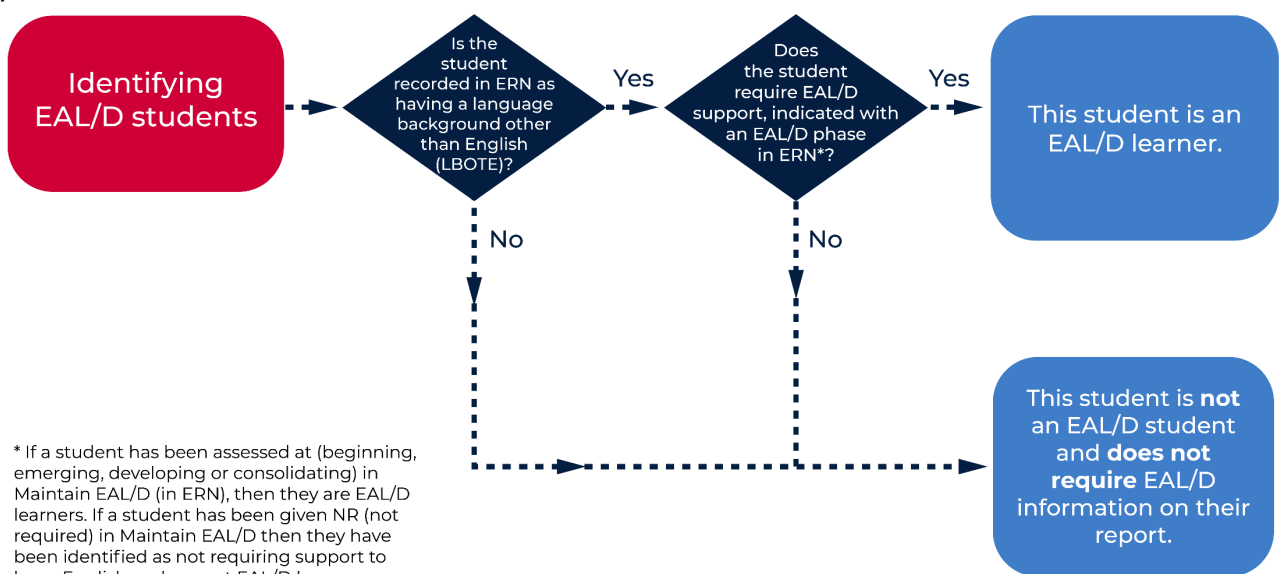


Figure 1 How to identify EAL/D learners

Who is responsible for reporting English language proficiency to parents?

All teachers are required to support the English language learning of their EAL/D students. Schools are required to put processes in place to ensure that information regarding EAL/D students' English language proficiency is effectively communicated to parents. School processes should clearly identify the roles and responsibilities of classroom/ subject teachers and EAL/D teachers in the reporting process.

The flowchart below describes the process for allocating English language proficiency reporting responsibilities to teachers.

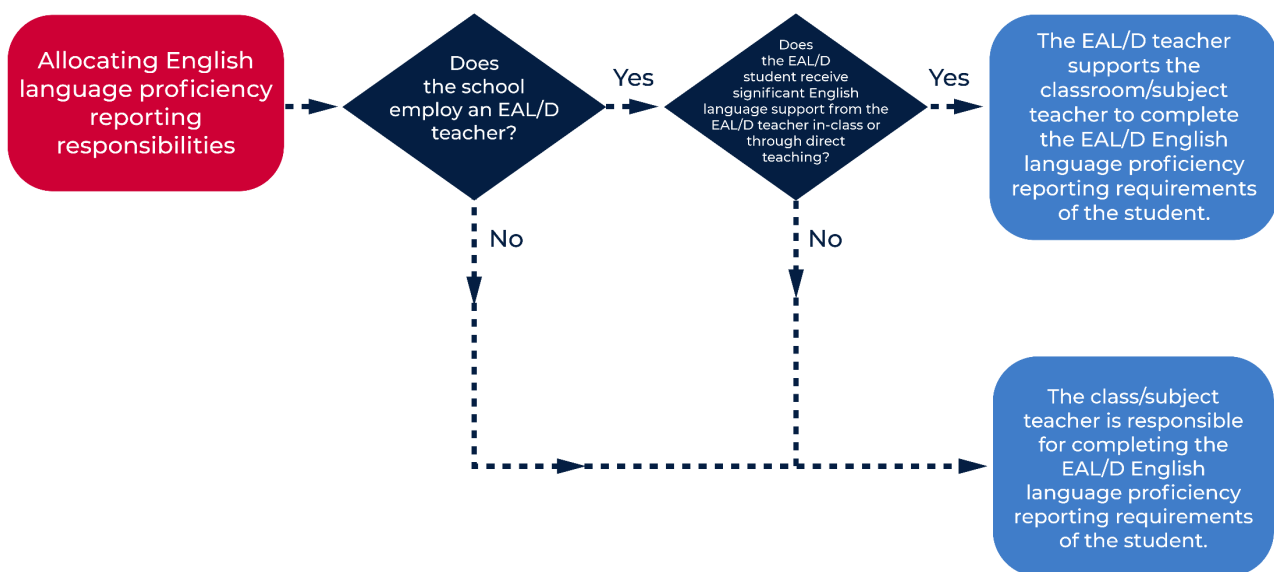


Figure 2 Allocating English language proficiency reporting responsibilities

Classroom/subject teachers

The English language learning needs of EAL/D students are met alongside curriculum learning needs as part of teachers' regular teaching practice. Reporting on the English language progress of EAL/D students, and the support provided, can be completed by classroom/subject teachers using current assessment data with reference to the [ACARA EAL/D Learning Progression](#). This tool can be used by classroom teachers to identify students' English language learning phase. EAL/D Learning Progression phases need to be recorded in Maintain EAL/D on ERN and updated every 6 months.

A student's EAL/D Learning Progression phase only needs to be included once on the report, not for each subject. Schools should decide where this information is to be included. Secondary subject teachers can, however, provide a comment about a student's progress in learning English relevant to their subject area. Online professional learning is available to support teachers in using and understanding the EAL/D Learning Progression.

EAL/D teachers

EAL/D teachers have specialist language teaching knowledge and can support class/subject teachers, who they collaboratively teach or work with, to meet the English language reporting requirements.

EAL/D teachers can assist classroom teachers to access EAL/D Learning Progression phase data from Maintain EAL/D on ERN. They can provide advice to teachers on selecting teaching strategies which are responsive to students' English language learning needs.

Where EAL/D teachers provide direct or significant support to EAL/D students, it is recommended that they prepare an additional, more detailed report of students' English language proficiency for parents with reference to the ESL Scales. This detailed report is in addition to the class/ subject teachers English language proficiency reporting requirements.

Communicating with parents about English language proficiency

All reports to parents should be written in plain English. In addition, it is important for the class teacher, or EAL/D specialist teacher, to discuss the child's learning with parents and carers. This could include:

- organising a parent/teacher meeting with an interpreter to discuss their child's report. Whilst translation of individual school reports into parents preferred language is not available through the Department's translation services, telephone or onsite interpreters can verbally interpret aspects of the report during parent/ teacher meetings.
- providing [translated documents](#) for parents to support their general understanding of NSW Department of Education school reports. These include:
 - [Written reports for primary and secondary students](#)
 - [Written reports for students learning English as an additional language \(EAL/D\)](#)
 - [How to contact the telephone interpreter service](#)

Integrated reports

English language proficiency reporting must meet the requirements outlined in the Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12. Schools may develop English language proficiency reports in formats that suit their school context, the level of expertise of the teacher/EAL/D teacher and the needs of their EAL/D students and parents. English language proficiency report information can be integrated into the student's class/ subject report.

The sample reports below demonstrate how teachers can integrate the EAL/D English language proficiency reporting requirements into class/ subject reports.

Sample 1: EAL/D reporting in general comments

This sample report demonstrates how a Year 5 teacher has included their EAL/D English language proficiency reporting requirements at the end of a student's report as part of the general comments.

The EAL/D English language proficiency reporting requirements have been highlighted in orange.

EAL/D Learning Progression Phase (as recorded in ERN)	Beginning	Emerging	Developing	Consolidating
Progress in learning English: <i>Student A's English language has improved steadily over the term. He follows instructions and explanations and uses his expanding vocabulary of common words to describe events and present short prepared speeches. Student A reads increasingly complex texts and is learning to use his own knowledge and information in the text to infer the author's meaning. He uses past and present tense appropriately in his writing and is learning to use the vocabulary of the topic to explain his ideas.</i>			✓	
Support provided: <i>Student A's English language proficiency has been assessed using the EAL/D Learning progression at Developing. To support his English language development in the classroom, Student A is provided with bilingual texts and word walls to enhance his understanding of unfamiliar topics. In addition, he works with a buddy during literacy activities to provide him with a model for completing tasks.</i>				
General Comment				
Comment: <i>Student A has achieved sound results and demonstrated significant growth in his confidence this semester. He works diligently when completing set tasks and is showing greater initiative when working in small groups...</i>				

Sample 2: EAL/D reporting in science

This sample report demonstrates how a Science teacher has reported a Stage 4 EAL/D student's English language progress in Science alongside their content knowledge and achievement.

The EAL/D English language proficiency reporting requirements have been highlighted in orange.

Area of learning (outcomes)	Outstanding A	High B	Sound C	Basic D	Limited E
<p><i>Relates the structure and function of living things to their classification, survival and reproduction SC4-14LW</i></p> <p>LW3 Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)</p>			✓		
<p>Comment:</p> <p><i>Student A can identify the chemical reactions that take place in the body to produce energy needed for survival. He researched the human digestive system and, with peer assistance, was able to construct a simple PowerPoint presentation explaining the important role it plays in keeping humans alive and functioning. Student A has a sound understanding of the skeletal system. He compared different types of skeletons using a Venn diagram and was able to classify different types of bones.</i></p> <p><i>Student A worked with a peer to dissect a heart. He was able to identify the parts of the heart and simply explain its function within the body. Using simple terms and drawings, Student A created a pictorial representation of the circulatory system. He is learning to identify places in the body that have oxygenated and deoxygenated blood and often confuses these terms.</i></p>					
EAL/D Learning Progression Phase (as recorded in ERN)		Beginning	Emerging	Developing ✓	Consolidating
<p>Progress in learning English:</p> <p><i>Student A's English language in science has progressed. He now regularly uses topic vocabulary to explain his ideas and his sentences show increased confidence, correct grammatical structure and mostly accurate use of subject specific vocabulary.</i></p>					
<p>Support provided:</p> <p><i>To support his English language development in the classroom, Student A has been provided with diagrams, flowcharts and modelled texts which help him to understand and make connections between key ideas in the topic. He also has a bilingual dictionary which helps him to clarify key words and concepts by utilising his literacy skills in his first language.</i></p>					

Additional reports by EAL/D teachers

An additional EAL/D report may be developed by EAL/D teachers. This is *in addition* to the classroom/ subject teacher EAL/D reporting requirements. Schools have autonomy over the design of EAL/D specialist report formats and can include these as an additional report, or as an additional section of classroom/ subject reports. Sample EAL/D teacher reports have been provided below.

Sample 1: Beginning phase

The following sample EAL/D report could be included as either an additional page to class/ subject teacher reports or as a separate report. The EAL/D report provides information about the overall EAL/D Learning Progression phase and more detailed information informed by the ESL Scales descriptors. A comment is provided which identifies English language support and progress in learning English.

Overall EAL/D Learning Progression Phase			
Beginning	Emerging	Developing	Consolidating
✓			
Oral Interaction (descriptors informed by the ESL Scales)		Working Towards	Achieving
Asks and responds to simple questions about personal information.			✓
Constructs simple phrases and sentences using familiar words.		✓	
Reading and Responding (Descriptors informed by the ESL Scales)		Working Towards	Achieving
Matches familiar spoken words with written words.		✓	
Reads simple texts with repeated sentence structure using pictures to support understanding.		✓	
Writing (Descriptors informed by the ESL Scales)		Working Towards	Achieving
Writes a simple sentences by following a model.			✓
Draws a picture to represent ideas in own writing.			✓
Comment			
Support provided: <i>Student A has settled into school in Australia well and is attending intensive lessons for three hours during the week where he practises English in a small group.</i>			
Progress in learning English: <i>Student A follows simple instructions and basic school routines by copying his peers. With teacher support and visual aids, Student A is learning to ask for help and express his basic needs. He is beginning to ask and respond to simple questions about himself by following short modelled phrases.</i> <i>Student A is beginning to recognise some single letters and their corresponding sounds in English. With teacher support, he is learning to identify some basic words and read short texts with repeated language and sentence structure. Student A uses pictures to help him understand the meaning of the text.</i> <i>Student A can write his name independently. He is learning to hold his pencil using the correct grip. Student A is supported by the teacher to orally construct his sentence from his drawings and then copies the modelled sentence.</i>			

Sample 2 Emerging phase

The following EAL/D report could be included as either an additional page to class/subject teacher reports or as a separate report. This sample provides information about the students EAL/D Learning Progression phases across the 4 modes as well as the students overall EAL/D Learning Progression phase. A comment is provided which identifies the students English language learning progress linked to the modes.

Language Mode	EAL/D Learning Progression Phase
Speaking	Emerging
Listening	Emerging
Reading and responding	Emerging
Writing	Emerging
Overall EAL/D Learning Progression Phase	Emerging
Teacher Comment	
<p><i>Student A has attended a small withdrawal group to support his English language development. He has made pleasing progress in all areas of his English language learning. Student A asks and responds to questions about familiar topics using simple sentences and new vocabulary learned. His pronunciation has improved and he is learning to sound out the final consonants in words to assist with the clarity of his speech.</i></p> <p><i>Student A enjoys shared and independent reading. He sounds out unfamiliar words using his developing knowledge of English letter patterns and their corresponding sounds. He sequences a series of events using pictures and sentences from short familiar texts.</i></p> <p><i>Student A works in a small group to practise his writing. He writes simple sentences independently using his developing knowledge of English sounds to spell words and the assistance of the word wall. With teacher support, he is learning to write short descriptive texts and use simple adjectives in his writing to give more detail about objects and events.</i></p>	

For more information

See the Multicultural Education web pages for advice on assessment and reporting, or contact:

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