

## Suggested alignment of ESL scales, EAL/D Learning Progression and the Literacy Continuum K-10:

### Years F-2

The *ESL scales* provide a detailed description of English language progression for learning with English as an Additional Language/Dialect (EAL/D). In the NSW *English K-10 Syllabus*, the subject content has been mapped to the *ESL scales* to support teachers of EAL/D learners. Teachers are able to use the *ESL scales* in conjunction with the syllabus to address the needs of EAL students and to assist them to access English curriculum outcomes and content.

Teachers are now also able to locate their learners on the *EAL/D Learning Progression*, a resource designed by the Australian Curriculum Assessment and Reporting Authority (ACARA). Originally created to assist non-specialists to identify the English language levels of their EAL/D students, it has also been adopted by NSW DEC as a way of identifying EAL/D needs for resource allocation at the school level across NSW.

In order to assist all teachers to identify EAL/D students' language needs as efficiently as possible, an alignment between these two documents has been developed. This will provide an **approximate** guide to the relationship between *ESL scales* and the *EAL/D Learning Progression*, taking into consideration that the scales provide much more detail and operate over seven or eight levels, as opposed to the broad descriptions offered within the four phases of the *Learning Progression*.

Many teachers are also required to report students' progress against the *Literacy Continuum K-10*, which describes the development of literacy knowledge, skills and strategies typically expected of **English speaking students** in eight areas identified as critical to literacy success. An **approximate** guide to the relationship between *ESL scales* levels and the *Literacy Continuum K-10* clusters is also included in the following tables, taking into consideration that the pointers do not describe the process of second language learning.

Teachers should use this reference guide essentially as an entry point into their assessments of students, confirming their final decision with evidence relating to each student's understanding and use of English.

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MODES/ESL SCALES LEVELS	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Listening</b>	Beginning	Emerging	Developing	Consolidating	Consolidating			
	Cluster 1	Cluster 1	Clusters 2-3	Cluster 4	Cluster 5+			
<b>Speaking</b>	Beginning	Emerging	Developing	Consolidating	Consolidating			
	Cluster 1	Cluster 1	Clusters 2-3	Cluster 4	Cluster 5+			
<b>Reading</b>	Beginning SPL/Emerging	Emerging/ Developing	Developing/ Consolidating					
	Clusters 2-3	Clusters 3-4	Clusters 5-6+					
<b>Writing</b>	Beginning SPL/Emerging	Emerging/ Developing	Developing/ Consolidating					
	Clusters 2-3	Clusters 3-4	Clusters 5-6+					

MODES/LEVELS	Level B1	Level B2	Level B3	<b>BEGINNING SCALES</b>
<b>Listening</b>				
<b>Speaking</b>				
<b>Reading</b>	Beginning (LLB)  Cluster 1	Beginning (LLB)  Clusters 1-2	Beginning (LLB)  Clusters 3-4	
<b>Writing</b>	Beginning (LLB)  Cluster 1	Beginning (LLB)  Clusters 1-2	Beginning (LLB)  Clusters 2-3	

ESL scales levels are shown in black.

EAL/D Learning Progression phases are shown in red

Literacy Continuum clusters are shown in blue

\*Beginning SPL – Some Print Literacy

\*Beginning LLB – Limited Literacy Background

