

MULTILINGUAL ≠ LOW ABILITY

Plan together. Make access possible.



THE IDEA

Gather evidence of reasoning and prior knowledge without equating developing English with low intellectual ability.



IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1



Gather evidence of reasoning and prior knowledge without equating developing English with low intellectual ability.

2



Compare evidence across subjects and response modes.

3



Identify a small number of teaching priorities instead of relying on one overall score.

4



Review fresh evidence after planned support and update the profile.

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A learner may explain science orally yet struggle with an extended written evaluation. Plan a writing scaffold and collect a new response rather than treating the overall proficiency label as a full account.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.



TRY IT TOMORROW

Does the next response show progress in the identified skill and task?



TEACHER LANGUAGE

"Show the relationship and explain the choice you made."