THE MULTILINGUAL LEARNER JOURNEY

Plan together. Make access possible.

THE IDEA

Track a learner's changing access, language strengths and independence across a sequence of learning.

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. Track a learner's changing access, language strengths and independence across a sequence of learning.
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.

THE MULTILINGUAL LEARNER JOURNEY

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.”