

# EAL Assessment Pack

Γεια σου

Merhaba

Hola

שלום

Ciao!

OLÁ!

Szia

Zivijo

Zdravo

สวัสดี



EAL Service

Glasgow City Council

## **EAL Initial Assessment**

This assessment has been designed for EAL staff and ASN staff to assess EAL pupils' basic English literacy and their basic level of literacy in their first language. Literacy in their first language means that pupils will have transferable skills. More detailed first language assessment is available from the EAL Wiki. This basic literacy assessment will not provide any information on EAL pupils' cognitive ability. It will not highlight EAL pupils' skills, progress and previous achievements.

There is no national EAL assessment because EAL is not a uniform phenomenon at the level of individual pupils and therefore, no one assessment can accurately measure English language ability. Given the very diverse language experiences of EAL pupils it is not possible for one literacy test to assess levels of English language.

EAL Service

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**EAL Assessment Pack: notes for teachers****General**

The following notes are provided as a guide for teachers intending to use this assessment pack with new or recently-arrived bilingual learners. The pack is intended to provide an assessment tool to help inform an initial judgement on pupils' language levels. The level indicated by a particular pupil's engagement with - and performance in - the assessment tasks in this pack is only ONE indicator of a pupil's language level and should be complemented by a teacher's professional judgement on that pupil's participation in lessons and interaction with the curriculum over a period of several weeks. Otherwise, an inaccurate initial EAL level may be indicated, possibly below the pupil's actual level. Detailed descriptors of the EAL levels in use in Glasgow are provided separately. Briefly, these levels are: New to English; Early Acquisition; Developing Competence, Competent and Fluent.

**1. Getting to know you**

Teachers can ask questions directly, repeating if necessary. It is also possible to give an answer while indicating that the information is true for you, the teacher, as a prompt; for example, 'Mrs Smith. (Teacher points to herself). What's your name?' Other prompts, such as drawings or photographs can also be used to prompt students to give responses. Once a student is clearly struggling even with prompts to give answers it is best to stop this assessment activity and move onto the next one.

**2. Vocabulary discussion**

Teachers can initiate the discussion by pointing and saying a few words, such as 'This is a pen. What's this?' If students struggle teachers can offer alternatives such as, 'Is this a pen or a book?' The more support a pupil requires in order to provide responses will generally indicate a lower EAL level. Further conversation related to this vocabulary may be possible with pupils who are likely to be assessed at higher EAL levels, for example related to families, food and school.

**3. Numeracy**

Pupils with higher EAL levels will be able to match the items directly, once they have been shown – by pointing to an example- that the words in the box relate to the shapes. It is also possible to give an example, such as 'This is a square. What's this? (Teacher points to another shape). If there is no response, it is possible to ask 'Is this a square or a triangle?' Stop this activity if pupils cannot provide responses even with prompts and move on to the next assessment task. Teachers can prompt pupils to respond with dates by giving examples, such as 'My birthday....' And pointing to and saying the date. 'When is your birthday?' Questions, such as, 'What time is it now?', or 'What time is lunch?' can be used to prompt time responses from pupils.

**4. My ABCs**

Give a few examples and ask pupils to say letters aloud. Check for pronunciation of vowels and the letter 'y'. Pupils who are able to recite the alphabet mostly fluently may still have some weak spots, for example Arabic speakers tend to confuse 'P' and 'B', check for these by pointing to a few letters randomly after they have finished reciting the whole alphabet once.

## **5. High Frequency Words**

Give a few examples and ask pupils to say words aloud. Tell pupils to take their time. Check for pronunciation. It is acceptable to give a prompt if pupil is able to continue after a particular word. However, if a pupil cannot continue end this activity and move onto the next one.

## **6. Reading in English**

### **Text 1**

Ask the pupil to read the text and answer the questions in writing (in English). If the pupil is clearly struggling, the teacher can read through the text with the pupil, then read through the first one or two questions underlining key words in the text (that indicate the answers). If the pupil cannot give responses with this level of support it is best to stop and move on to the next activity.

### **Text 2**

There are some visuals for text 2 which may be of additional help to pupils (polar Bear, Cub, Seal, paw prints). Otherwise, proceed as with text 1. Teachers may feel that they can support this activity by providing a few extra visuals for either text 1 or 2.

## **7. Writing in English**

For this activity, it is possible to use a few visuals as prompts to a short discussion around the topics to encourage pupils to write. However, if after conversation and providing prompts pupils are unable to provide any writing (or only very limited writing) it is advisable to stop this task and move on.

## **8. Ask pupils to read aloud in their own language (see texts in booklet) and note the following:**

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

Teachers can also ask pupils to translate a headline in an online newspaper or magazine in their own language if appropriate.

## **9. Ask pupils to write in their own language (see grid in assessment pack), please note the following:**

- Legibility of characters
- Fluency/hesitancy
- Repetition of words
- Length of written text in time given

Reading and writing fluency in a pupil's 'home' language can indicate transferable skills in English, whereas lack of fluency can indicate that more intensive EAL support will be required.

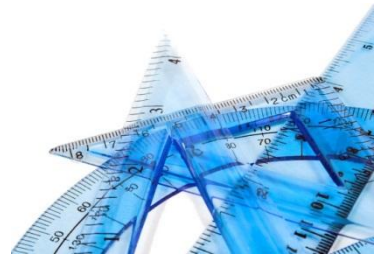
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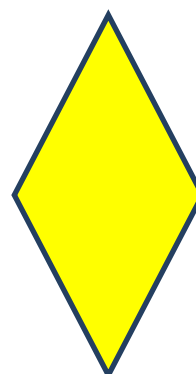
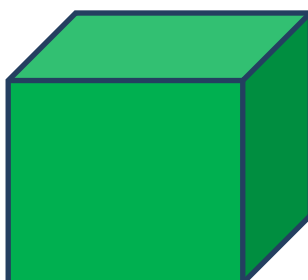
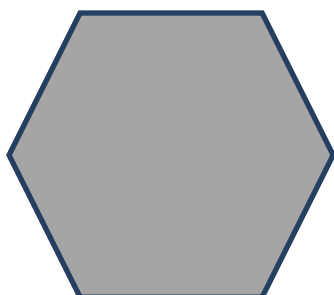
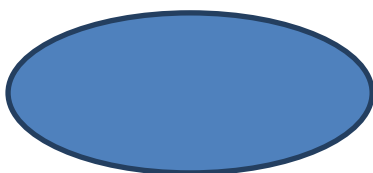
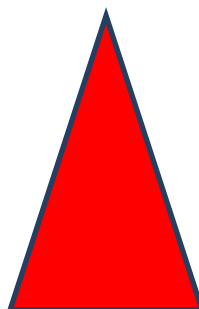
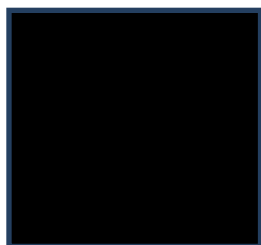
# **1. Getting to know you:**

1. What is your name?
2. How old are you?
3. Where do you come from?
4. What language/languages do you speak?
5. Who do you live with?
6. Have you got any brothers and sisters?
7. Do you have a hobby?
8. What do you like/dislike at school?
9. Who are your friends?
10. What do you like doing at the weekends?

## 2. Vocabulary



### 3. Basic Numeracy



#### Shapes:

Square  
Cone  
Circle  
Cube  
Rhombus

Triangle  
Rectangle  
Oval  
Pentagon  
Triangle



# Days, Months, Numbers

## 2020

<b>JANUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>FEBRUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	<b>MARCH</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>APRIL</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>MAY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JUNE</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>JULY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>AUGUST</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>SEPTEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>OCTOBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>NOVEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>DECEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31



## 4. My ABCs

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## 5. High Frequency Words

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	Room

## 6. Reading in English

### Text 1

#### Everyday Life

My name is Tomas Koval and I'm a 14-year-old boy. I come from Poland but now I live in Glasgow. There are 4 people in my family. My mother's name is Kristina and my father's name is Marek. My father is an IT worker and my mother works in a shop. I've got one sister. Her name is Magda and she is three years older than me. I'm in the third year at secondary school. I study English, Maths, Biology, Computing and Art. My favourite subject is PE because I love football and I really hope to become a footballer. When I am at home I like to play computer games. My favourite game is FIFA 2014 and my favourite football team is Barcelona. Also I am interested in reading. The last book I read was 'Harry Potter'.

1. How old is Tomas?
2. Where does he live?
3. Is his mother a chef?
4. How many sisters does he have?
5. What is his favourite subject?
6. What does Tomas want to become in the future?
7. What does he like to do at home?
8. Does he like reading?

**Text 2****Reading for information****Polar Bears**

Polar Bears live in the north, where it is very cold. They have a thick, white coat and strong paws. A grown polar bear is about 120cm tall and about 275 cm long.



Most of the time they eat seals and fish, but in summer they eat grass and plants.



Polar bears have hair on the soles of their feet to help them grip the ice.

The polar bear cubs are born in midwinter. The mother makes a hole under the snow and the cubs are born in it.

The young cubs stay there until spring comes.

**Questions**

1. Where do polar bears live?
2. What two things do you know about a polar bears coat?
3. How tall and long is a fully-grown polar bear?
4. What do polar bears eat most of the time?
5. What do polar bears eat in the summer?
6. Why do polar bears have hair on their feet?
7. Where are polar bears cubs born?

## 7. Writing in English

**Write about your family or friends, your country, your life in Glasgow or your home country and your hobby :**

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## 8. Reading in my First Language

### Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

### Polish

Strugi deszczu spadały wciąż w dół i w dół. Kot Szaruś i jego dobry przyjaciel – piesek Kropka siedzieli nieruchomo tuż przy drzwiach na taras i wyglądali przez szybę na zewnątrz. Szaruś ziewnął szeroko i przeciągnął się. Nie było zbyt wiele widać. Kolory były bure i rozmyte, a kształtów przedmiotów stojących nawet niedaleko prawie nie dało się rozróżnić.

Taki senny nastrój panował już dość długo. Woleliby pobiegać na podwórku i pobawić się, a tak nudzili się w domu. Niedaleko nich leżał sobie kot Mruczek. Ten niezbyt często się czymś zajmował, ale też nie widać było nigdy żeby się zbytnio nudził. Tym razem też – oczy miał szeroko otwarte i wpatrywał się cały czas w szybę...

## French

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

Martin Luther King naît en 1929, dans le sud des États-Unis. À 19 ans, Martin devient pasteur, comme son père et son grand-père. Martin grandit dans une famille privilégiée, mais il est né dans une société où les Noirs n'ont pas les mêmes droits que les Blancs. Il décide de lutter contre ces inégalités.

En 1955, Martin Luther King défend une femme noire qui a été arrêtée pour avoir refusé de laisser sa place à un Blanc dans un bus. Martin Luther King demande aux Noirs de ne plus prendre le bus ... Grâce à cette action, une loi va interdire les inégalités dans les bus. Encouragé par cette victoire, il étend sa lutte pour les droits civiques des Noirs à tout le pays, et y consacre sa vie.



## Slovakian

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

- Austrálsky cyklista a bronzový olympijský medailista Michael Rogers mal pozitívny dopingový test na zakázanú látku klenbuterol.

Trojnásobný majster sveta v časovke dostal preventívny dištanc od Medzinárodnej cyklistickej únie (UCI), kým austrálska federácia nevyšetrí tento prípad. UCI načapala Rogersa ešte 20. októbra v Japonsku.

Z použitia klenbuterolu je podozrivý aj ďalší cyklista Jonathan Breyne. Belgičana odhalili 5. novembra na pretekoch v Číne a UCI mu takisto ako Rogersovi dočasne pozastavila činnosť, kým belgická federácia nepreskúma jeho prípad.

## Romanian

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

Nelson Mandela, unul dintre cei mai mari lideri pe care lumea i-a avut si cu siguranta cel mai mare de dupa anii '90, condamnat la inchisoare pe viata din care a executat 27 de ani, primul presedinte de culoare din istoria Africii de Sud si castigator al Premiului Nobel pentru Pace, a incetat din viata la varsta de 95 de ani. A fost prea mare ca sa il trecem cu vederea, sa nu ii acordam un ultim omagiu si sa aducem aminte ce a facut pentru sport sau ce a crezut despre sport. Si nu au fost deloc putine sau, daca unii considera ca au fost putine, au fost atat de concentrate incat au puterea si stralucirea unui diamant.

## Russian

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

### Летние каникулы

Летние каникулы в этом году у меня оказались интересными и запоминающимися. Каждый день был наполнен событиями. С какого из них начать?

В начале лета вместе с одноклассниками мы поехали в летний лагерь. Мы много играли в спортивные игры, соревновались в различных видах спорта, проводили разные конкурсы. Завершались вечера обычно дискотеками, которые тоже всем нравились. Мы сдружились между собой, узнали друг друга получше, чем в школе.

Когда я вернулся домой после лагеря, у родителей начался отпуск, и мы поехали отдыхать в Крым, в Феодосию. Каменистые пляжи, замечательно ласковое море, многочисленные экскурсии – всё это мне очень нравилось. Мама и папа разрешили мне нырять с аквалангом. Отдых на море принёс незабываемые впечатления!

## Chinese

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

## Chinese Simplified – for Pupils from China

猴子去医院玩耍,进了大夫的房间。正好大夫不在,衣服也落在了房间内。

猴子觉得好玩,就穿上了大夫的衣服,也就是我们常见的那种白大褂子。这时候有一只小熊来医院看病。小熊是第一次上医院,并不了解医院的情况。它所知道的,就是大夫们都穿着白大褂子。

## Chinese Traditional – for Pupils from Hong-Kong

我是中国人，我来自中国。我与我的家人住在格拉斯哥。我有\_\_\_\_姐妹和\_\_\_\_兄弟。我最好的朋友是\_\_\_\_。我挂念我最好的朋友因为他们是和善还有乐趣。我挂念我所有在中国的朋友。

## Spanish

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

España se encuentra en la península Ibérica. La península está separada del resto de Europa por los Pirineos. El clima es agradable. Se cultivan olivos, vid y naranjas. España está situada en el sur de Europa. Limita al Norte con Francia y al Oeste con Portugal. Al Norte se encuentran el océano Atlántico y el mar Cantábrico; al Este el mar Mediterráneo. La capital es Madrid.

El flamenco es el baile tradicional de Andalucía, la región del sur de España. Algunos españoles son aficionados a las corridas de toros. En el ruedo, se enfrentan el torero y el toro. España tiene playas en el Atlántico, en el Cantábrico y en el Mediterráneo. En los bares, la gente toma tapas. La paella es un plato típico que se hace con arroz, marisco, pescado y carne. España es conocida por sus iglesias y monasterios. En Barcelona se puede visitar el templo de la Sagrada Familia.

## Portuguese

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

Barack Obama - o primeiro Afro-americano a ser eleito Presidente dos Estados Unidos - foi também o primeiro Afro-americano a servir como presidente da Harvard Law Review. E aqui estão alguns fatos básicos - no caso deste ser o primeiro artigo que você lê sobre ele...Nascido em Honolulu, Havaí, aos 4 de agosto de 1961, Obama viveu uma vida marcada pela constante mudança.

Seu pai foi um estudante estrangeiro vindo do Quênia para estudar nos EUA quando encontrou sua mãe em 1960. Eles se separaram quando Obama tinha apenas 2 anos, e após o divórcio seu pai retornou ao Quênia. Sua mãe casou-se novamente, e em 1967 a família mudou-se para a Indonésia - terra natal do novo marido.

## Italian

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

In Italia, molti bambini che hanno 11, 12, 13 o 14 anni lavorano. Secondo l'Istat, Istituto nazionale di Statistica, i bambini che lavorano sono circa 144 mila. Secondo il sindacato, cioè l'organizzazione che difende i diritti dei lavoratori, il numero dei bambini che lavorano in Italia è più alto. Secondo la legge italiana i bambini che hanno meno di 15 anni non devono lavorare. Perciò il lavoro dei bambini tra gli 11, 12, 13 o 14 anni è illegale, cioè contrario alla legge italiana.

I bambini che lavorano fanno diversi lavori: lavorano soprattutto nei settori del commercio dell'artigianato, dell'edilizia oppure lavorano per piccole imprese. Non lavorano, invece, per le grandi industrie. Tra i bambini che lavorano ci sono anche molti bambini immigrati. Per esempio, a Roma, ci sono molti bambini cinesi che lavorano nei ristoranti dei loro genitori.

## Hindi

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

मैं ग्लासगो में एक साल से रहता हूँ. मुझे ग्लासगो अच्छा लगता है, लेकिन यहाँ सर्दी और बरसात बहुत होती है. मुझे यहाँ का खाना स्वाद लगता है. यहाँ के लोग दोस्ती जल्दी कर लेते हैं. मुझे कभी कभी अपने देश की बहुत याद आती है. वहाँ मेरे रिश्तेदार और दोस्त हैं. कभी कभी मुझे वहाँ का खाना भी बहुत याद आता है. लेकिन मुझे सब से अधिक अपने दादा, दादी, नाना और नानी याद आते हैं. मैं उन को फ़ोन कर लेता हूँ. लेकिन फ़ोन पर उन को मेरी बात ठीक से सुनाई नहीं देती क्यों कि वो बूढ़े हैं और ऊँचा सुनते हैं.



## Arabic

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

تَسْكُنُ سَوْسَنُ فِي بَيْتٍ يَطْلُ عَلَى الْبَحْرِ  
فَتَسَاهِدُ كُلَّ يَوْمٍ السَّفْنَ فِي الْبَحْرِ بَعِيداً عَنِ السَّاحِلِ.  
ذَاتَ يَوْمٍ أَخَذَهَا وَالِدُهَا إِلَى الْمَرْفَأِ لِتَسْتَقْبِلَ  
مَعَهَا الْعَائِدَ مِنَ السَّفَرِ فَرَأَتْ السَّفِينَةَ  
عَنْ قَرِيبٍ. تَفَاجَأَتْ سَوْسَنُ حِينَ دَخَلَتْ  
السَّفِينَةَ لِأَنَّهَا وَجَدَتْهَا كَبِيرَةً جِدّاً وَفِيهَا  
مَرْفُؤٌ لِلنَّوْمِ وَالْأَكْلِ وَهَلَالَتِ وَاسِعَةٌ لِلرَّيَاحَةِ.  
لَمَنْتْ سَوْسَنُ لَوْ تَسْتَطِيعُ السَّفَرَ بِهِذِهِ  
السَّفِينَةِ وَتَعْجَبَتْ كَيْفَ يَجْمَعُهَا الْمَاءُ فَلَا  
تَغْرَقُ.

## Punjabi

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

ਮੈਂ ਗ਼ਲਾਸਗੋ ਚ ਇਕ ਸਾਲ ਤੋਂ ਰਹੰਦਾ ਹਾਂ। ਮੈਨੂੰ ਗ਼ਲਾਸਗੋ ਚੰਗਾ ਲਗਦਾ ਹੈ। ਪਰ ਐਥੇ ਬਹੁਤ ਠੰਡ ਤੇ ਬਰਸਾਤ ਪੈਂਦੀ ਹੈ। ਮੈਨੂੰ ਐਥੇ ਦੇ ਲੋਕੀ ਵੀ ਚੰਗੇ ਲਗਦੇ ਨੇ ਕਯੋਂ ਕੇ ਉਹ ਜਲਦੀ ਦੇਸਤੀ ਕਰ ਲੈਂਦੇ ਨੇ। ਐਥੇ ਦਾ ਖਾਨਾ ਮੈਨੂੰ ਪਸੰਦ ਆਯਾ ਹੈ। ਪਰ ਮੈਨੂੰ ਆਪਣਾ ਪਿੰਡ ਵੀ ਯਾਦ ਆਉਂਦਾ ਹੈ। ਮੈਂ ਅਪਨੇ ਦੇਸਤ ਤੇ ਘਰ ਵਾਲੇਆ ਨੂੰ ਬਹੁਤ ਯਾਦ ਕਰਦਾ ਹਾਂ, ਖਾਸ ਕਰ ਅਪਨੇ ਦਾਦਾ, ਦਾਦੀ ਤੇ ਨਾਨਾ , ਨਾਨੀ ਨੂੰ। ਕਦੇ ਕਦੇ ਮੈਂ ਉਨ੍ਹਾਂ ਨੂੰ ਫੋਨੇ ਕਰ ਲੇਣਾ ਹਾਂ। ਪਰ ਉਹ ਬਜ਼ੁਰਗ ਨੇ, ਅਤੇ ਐਸ ਕਰ ਕੇ ਉਚਾ ਸੁਣਦੇ ਨੇ। ਫੋਨੇ ਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਮੇਰੀ ਗਲ ਘਟ ਸਮਝ ਪੈਂਦੀ ਹੈ।

## Urdu

Assessing reading in first language - Please note the following

- Fluency
- Confidence
- Hesitancy
- Awareness of punctuation

مارٹن لوتھر کنگ جونیئر (انگریزی: Martin Luther King, Jr) (پیدائش: 15 جنوری 1929ء اٹلانٹا - وفات: 4 اپریل 1968ء مینیسس) ایک امریکی پادری، حقوق انسانی کے علمبردار اور افریقی-امریکی شہری حقوق کی مہم کے اہم رہنما تھے۔ آپ نے امریکا میں یکساں شہری حقوق کے لیے زبردست مہم چلائی۔ کم از کم دو مسیحی گرجاؤں نے کنگ کو شہید کا درجہ دیا۔ انہوں نے 1955ء کے **منٹگمری بس مقاطعہ** کی قیادت کی اور 1957ء میں جنوبی مسیحی قیادت اجلاس کے قیام میں مدد دی اور اس کے پہلے صدر بنے۔ کنگ کی کوششوں کے نتیجے میں 1963ء میں واشنگٹن کی جانب مارچ کیا گیا، جہاں کنگ نے اپنی شہرہ آفاق "میرا ایک خواب ہے" (I Have a Dream) تقریر کی۔ انہوں نے شہری حقوق کی مہم کے توالے سے عوامی شعور اجاگر کیا اور امریکا کی تاریخ کے عظیم ترین مقررین میں سے ایک کی حیثیت سے اپنی شناخت مستحکم کی۔

1964ء میں **نسلی تفریق اور امتیاز** کے خلاف شہری نافرمانی کی تحریک چلانے اور دیگر پرامن انداز احتجاج اپنانے پر لوتھر کنگ کو نوبل امن انعام سے نوازا گیا۔ آپ اس اعزاز کو حاصل کرنے والے سب سے کم عمر شخص تھے۔ 1968ء میں اپنے قتل سے پہلے آپ نے غربت کے خاتمے اور جنگ ویتنام کی مخالفت کے لیے کوششیں کی اور دونوں کے توالے سے مذہبی نقطہ نظر سامنے لائے۔ 4 اپریل 1968ء کو **مینیسس**، ٹینیسی میں لوتھر کنگ کو قتل کر دیا گیا۔

1977ء میں انہیں بعد از وفات **صدائی تغذ آزادی** اور 2004ء میں **کانگریسی طلائی تمغا** سے نوازا گیا۔ 1986ء میں یوم مارٹن لوتھر کنگ جونیئر کو امریکا میں **قومی تعطیل** قرار دیا گیا۔ نام **میگیزین** نے 1963ء میں آپ کو "سال کی شخصیت" قرار دیا تھا۔

## 9. My First Language Writing

Assessing writing in first language - Please note the following

- Legibility of characters
- Fluency/hesitancy
- Repetition of words
- Length of written text in time given

Write about your family and friends, your country, your life in Glasgow and your hobby :

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## Check list for EAL Assessment Pack

Select options as appropriate

Pupil can...	Yes	No
<b>Speaking</b>		
answer <b>some/most</b> simple questions about themselves		
identify family members		
talk about own family in some detail		
talk about family routines/life (meals)		
identify food items		
talk about likes/dislikes and healthy eating		
identify school objects		
talk about school life (travel to/from school, school subjects, modern technology)		
<b>Numeracy</b>		
identify basic shapes (or match names with shapes)		
match shapes with common objects (e.g. circle = apple)		
identify numbers up to 100		
name days/months/seasons/weather		
talk about important dates (birthdays/celebrations/national holidays)		
count using specific dates (how many days until ...)		
tell time (24/12h clock)		
<b>Literacy</b>		
identify lower/higher case letters		
spell own name/family members/simple objects/shapes		
read <b>some/most</b> of the high frequency words from the chart		
use high frequency words in <b>simple/complex</b> sentences		
read and understand simple text in English (everyday life Text 1)		
read and understand specialised text in English (reading for information Text 2)		
write <b>simple/complex</b> paragraph on themselves in English		
<b>First Language</b>		
read <b>with hesitancy/fluently</b> in own language		
produce a <b>short/long</b> paragraph on themselves in own language		
present his work <b>legibly/illegibly</b> in own language		
use varied vocabulary (repetition) in own language		