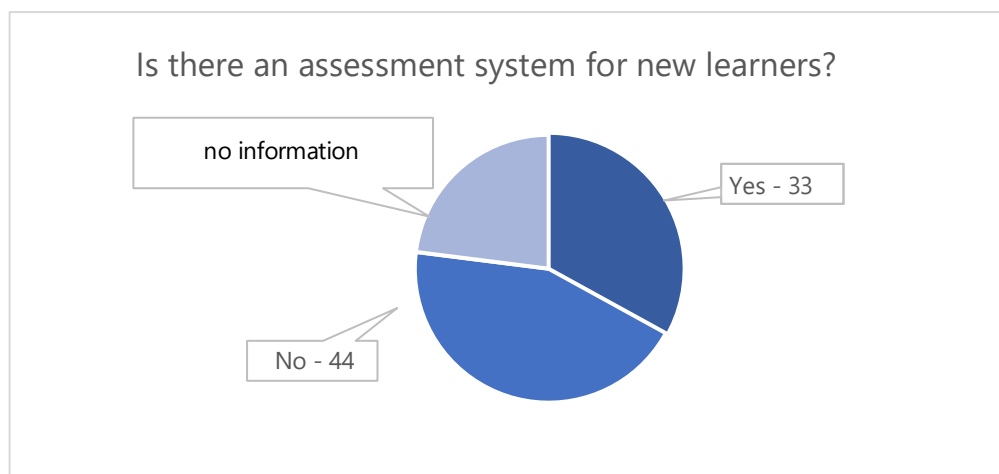




Resources for assessing the home language competences of migrant learners

Institutional survey

In 44% of cases, respondents to the survey of institutions indicated that there were no tools available to assess newly arrived learners:



Where assessment is available for newly arrived learners, the nature of the skills assessed was specified in the survey. As Table 1 shows, in the majority of cases (69%), skills are assessed in the language(s) of schooling, followed by the assessment of skills in the foreign languages in the school curriculum (51%) and mathematics (49%). Fewer skills are assessed in the languages spoken at home (26%), in the learner's previous language(s) of schooling (23%) and in other subjects in the previous language(s) of schooling (17%).

Table 1: Newly arrived learners: skills assessed

Skills assessed	Yes (%)	No (%)	I do not have this information.
Skills in the language(s) of the learners in the current school system	68,8 %	20,4 %	10,7 %
Skills in learners' home language(s)	26,4%	61,5%	12,0 %

Skills in the language(s) of previous schooling	23,0 %	59,3 %	17,6 %
Foreign language skills relevant to the curriculum	51,0 %	51,0 %	20,7 %
Mathematical skills	49,5 %	28%	22,6 %
Skills in other subjects in the language(s) of schooling	16,7 %	47,6%	35,7 %

The aims of home language assessment were studied. Table 2 shows that the purposes of assessment vary considerably. Assessment is most often carried out to place learners at the appropriate school levels or in the appropriate stream (18%), followed in almost equal measure by assessment carried out to introduce learners (13%, for example to identify learners' languages), to provide targeted activities for individual learners (13%, for example to identify learners' languages), and to assess their language skills (13%, for example to identify their languages) and as part of an overall assessment (13.5%).

Table 2: Aims of the home language skills assessment (multiple answers possible)

Objectives	% (N=186)
Introduction (symbolic recognition, confidence building, etc.)	13 %
This assessment forms part of learners' overall assessment	13.5 %
To assess the learner	18 %
To propose targeted activities for different learners	13 %

To train learners and integrate them in groups	10.7 %
To issue a diploma or certificate	5.4 %
To establish equivalence: knowledge of another language can replace a compulsory language in the curriculum	7.5 %
To inform learners and their parents	5.4 %
No specific aim	7 %