

# To complete the matrices:

Use a different coloured highlighter for each 6 month period. This will enable you to show progress. Change the colour after each funding period.

Completing the matrices is an ongoing process based on your usual age-appropriate assessment tools, activities and observations. As you notice students achieving descriptors independently and consistently across a range of contexts highlight them on the matrix. When assessing students, focus on students' use of academic language rather than social competence with language.

Ideally, have the matrices in a digital form e.g Google docs.

Remember to only highlight a descriptor or part of a descriptor when the student has achieved it.

On the Record of Progress record the achieved stage. Students are considered to have achieved a stage when they have “achieved the majority of descriptors”, at a particular stage. “independently and consistently across a range of contexts”.

The stages of ELLP are broad and some students may take as long as two years to work through some stages.

It is likely that you will observe progress within a stage rather than from stage to stage in a six month period between funding applications.

The reading and writing matrices contain sub-stages and these are helpful for tracking progress in more detail within the broad stages.

Moderating of decisions is an essential aspect of completing the matrices. Schools need to ensure that systems are in place for doing this.

**Negative statements:** The vast majority of the ELLP descriptors across the four modes are positive statements on what the student can do. This makes it very straight forward to highlight when they have "achieved" the indicator, or a part of it. However, there are a few statements about features of language learning at that stage which still need further development. This is mainly across the output modes (speaking and writing).

**Weighting:** Some of the descriptors have a larger learning load than others. For example, in the writing matrix, "sentence development and language structures" would carry more weight than "script control".

**Multi step:** Some of the descriptors have multiple steps. A student may achieve part of the descriptor but not another. In that case, it can be partly highlighted.

Some students never exhibit some of the descriptors on the matrix e.g. *respond in their first language and English*. If this is the case highlight the descriptor when the student is past this stage.

The matrices are a working document, that will help you plan teaching and learning programmes based on where your students are at right now.