



Te Tai o Poutini RTL West Coast Cluster 32



Bilingual Assessment Service

You may be concerned about an English language learner (ELL) in your school who is not progressing as expected or showing signs of unusual behaviour.

If you haven't already considered [ESOL-funded support](#) for this student, please follow that process first.

If a student has been in the New Zealand school system for at least two terms and you have already provided extra support through ESOL funding and are still concerned about the student, you may be able to apply for a bilingual assessment.

A bilingual assessment will assess a student's functioning and achievement in their first language, and collect information about social and emotional health, and other factors which might be affecting their performance at school.

The Bilingual Assessment Service (BAS) is delivered by the Resource Teachers: Learning and Behaviour (RTLs). Over 75 RTLs around the country are trained to do these assessments. They work with a bilingual support person and will recommend ways to help support the student.

A bilingual assessment can distinguish between language learning needs, additional special learning needs and social/emotional needs, through dual assessment in the student's first language and English.

The BAS is funded by the Ministry of Education; there is no cost to your school. Prior approval must be received, from the Ministry of Education, before carrying out the assessments.

[Bilingual Assessment Service](#)



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For Schools and RTL:

Bilingual Assessment Pre-Referral Checklist

To be used as a prompt sheet to highlight things to consider before making a referral for a bilingual assessment. Tick/ comment as appropriate.

Who does not qualify

- International fee-paying students, although schools may contract private services with costs being covered through fees.
- New Zealand-born students, although they may be considered if they have spent long periods of time out of New Zealand.
- ELL where the history of needs and support is already understood so a BAS is not needed to inform teaching and support approaches.

1. Has the English language learner (ELL):
 - been at school for at least two terms?

2. Is the ELL:
 - not progressing as expected?

Or

- showing signs of unusual behaviour?

3. Have you
 - considered ESOL-funding for this student

[ESOL-funded support](#)

4. Are you:
 - using ESOL funding for this student?

If so, how is this being used? _____

5. What English Language Learning Progressions (ELLP) stage is the student at in:

- listening? _____
- speaking? _____
- reading? _____
- writing? _____

6. Are you:
 - still concerned?

7. Do you notice a cluster of the following factors? The student:
- is not making the expected gains in English language acquisition for their age and stage, even with ESOL-funded support
 - has an unclear educational history or there is evidence of disrupted or no schooling before coming to New Zealand
 - has known physical and/ or cognitive disabilities or limitations before coming to New Zealand, and is likely to have additional learning needs
 - Is withdrawn or seems depressed
 - participates to little or no extent in class
 - is disruptive or aggressive, or behaves erratically
 - does not complete any or much work
8. Have you consulted other staff about your concerns
Name: _____ Name: _____
9. Have you started to collect supporting evidence/ data over a period of time that supports your concerns as ticked above? E.g.:
- observation notes?
 - notes of concern about learning and behaviour?
 - information about the student's previous education history? e.g. how many years did they attend school outside of NZ? Did they have regular attendance? What type of school was it?
 - information about support already provided to the student? e.g. through ESOL funding? T/A Support? Translation? Counselling? IEP? Computer-based learning?
 - notes about social interactions in and out of class?
 - formal and informal assessments showing progress to date?
 - list of student strengths?
10. Does the student have any physical disabilities/ other factors as supporting evidence?
- vision impairment?
 - hearing impairment?
 - other known condition(s)? _____
11. Have you
- made notes about these physical disabilities/ other factors as supporting evidence?
12. Have you
- explained concerns to the family?
 - noted the family's perspective?