TURKU

FINNISH AS A SECOND LANGUAGE – MONITORING LANGUAGE SKILLS DEVELOPMENT

Pupil information

Surname

First name

Arrived in Finland/started schooling, date

School

Class

Mother tongue instruction

Participates ☐ Does not participate ☐ Language

Teachers involved in language skills monitoring

Speech comprehension (interaction skills)

Listening comprehension skills can be assessed in teaching situations and in everyday school life by observing, for example, how the pupil reacts to what they hear and how they participate in discussion, as well as by asking questions about the main points of the learning content.

Assessment dates

	Practising, still needs a lot of support	Performs fairly well needs some support	Performs fluently
Understands simple questions, instructions, requests and prohibitions with contextual support.			
Understands speech on topics that are familiar or personally important.			
Identifies the topic and occasional details in instructional speech. Familiarity with the topic affects comprehension.			
Understands the main points and details of instructional speech. Needs support in identifying key points.			
Is able to follow instructional speech independently and understands its main points and details.			

Ways to support the pupil's progress in speech comprehension skills:

- Clear and slow instructional speech
- Calm learning environment
- Repetition, illustration and translation
- Activities supporting speech comprehension
- Support in identifying key points in speech
- Displaying key concepts of the topic being studied

Speaking (interaction skills)

Speaking skills can be assessed by observing the pupil's interaction in different situations and roles (pupil–teacher, pupil–pupil), oral self-expression, and participation in teaching.

Assessment dates

	Practising, still needs a lot of support	Performs fairly well needs some support	Performs fluently
Is able to briefly talk about themself and people close to them, as well as to ask and answer questions on familiar topics.			
Manages everyday, frequently recurring (one-on-one) interaction situations.			
Is able to talk about leisure-time and school-related events and to describe, for example, the plot of a book or a film. Is also able to tell a fictional story.			
Speaks fluently and uses language in a versatile way. Is able to give a short oral presentation prepared in advance.			
Is able to engage effectively in social interaction in both prepared and spontaneous speaking situations. Is able to vary their language in order to express what they wish to say.			

Ways to support the pupil's progress in speaking skills:

- Encouraging and safe environment
- Plenty of models and, if necessary, support in practising speaking
- Activities and images in support of speaking and participation
- Repeated exercises, activity-based learning, progressive goals, feedback

Text comprehension (interpreting text)

Reading comprehension can be assessed, for example, by ensuring *understanding of the learning content, asking the pupil clarifying questions about the text read, and examining their responses in tasks that involve written material.*

Assessment dates

	Practising, still needs a lot of support	Performs fairly well needs some support	Performs fluently
Understands short and simple texts (e.g. headings, signs and board texts) in everyday environments.			
Understands simple texts containing familiar vocabulary.			
Understands a text of a few paragraphs on a new topic.			
Reads fluently and understands age-appropriate texts well.			
Is able to read long texts using prediction and skimming and to make use of different reading strategies depending on the purpose of reading. Finds details in a long text.			

Ways to support the pupil's progress in text comprehension skills:

- Images and vocabulary support for comprehension
- Key words clearly highlighted when interpreting texts
- Support in the pupil's own language (e.g. dictionaries, translation tools, materials in the pupil's own language)
- Discussion of the text topic in the pupil's stronger language (with other pupils or the teacher)
- Audiobooks and reading applications
- Support in identifying key points in the text. Teaching reading strategies

Writing (text production)

Writing skills can be assessed through various written outputs (e.g. written learning tasks and communication).

Assessment dates

	Practising, still needs a lot of support	Performs fairly well needs some support	Performs fluently
Is able to write about themself and people close to them in a few short sentences.			
Is able to write short texts on familiar topics (e.g. a message).			
Is able to write a complete text (e.g. personal experiences, a story, a report, instructions). Is able to write a text consisting of several paragraphs, organise the content into paragraphs, and use other texts as support and assistance in writing.			
Is able to write a coherent, clear and cohesive text. Is able to distinguish between formal and informal language according to the text type and the task instructions.			

Ways to support the pupil's development in writing skills:

- Ready-made vocabulary or phrases to support text production
- Support in the writing process (picture sequences, vocabulary → basic sentences → expansion, content tips for text sections)
- Observing a model of the text type and rewriting using support words
- Producing text in the pupil's stronger language and translating it into Finnish

Teacher's notes

(strengths, areas for development, fluency, accuracy and complexity of language skills)

CITY OF TURKU
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Basic education
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https://www.turku.fi/en/basic-education

Welcome to using the language skills development monitoring form!

The language skills development monitoring form is used to monitor the development of language skills of pupils studying Finnish as a second language and literature. *It is particularly well suited for monitoring the language development of pupils with emerging basic language skills and developing foundational language skills in Finnish, such as pupils who have recently transferred from preparatory education to basic education.*
The monitoring form is a tool for collecting observations and identifying the need for linguistic support. It enables the teachers teaching the pupil to make visible, at a general level, the progress of the pupil's language skills or deficiencies *in different areas of language use. At the same time, they pay attention to the pupil's need for linguistic support and identify ways to support the pupil and to utilise language-aware pedagogy in teaching. The information can be used:*

- *As an aid in assessing the language skills of a new student*
- *As an aid in monitoring and supporting the development of language skills of a pupil who has transferred from preparatory education to basic education*
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- *For sharing information with the teachers teaching the pupil about the pupil's level of language skills, language support needs, and support methods*
- *In discussions with a guardian about the pupil's language skills development*
- *As a tool for cooperation among the teachers teaching the pupil*

Language skills should be observed using the monitoring form 2–4 times per year. *The monitoring form is completed based on the teacher's observations, preferably in cooperation between at least two teachers. It is important that observations cover all areas of language skills as well as learning situations in which a wide range of language use skills are employed, such as:*

- *Discussion exercises, group work, etc.*
- *Listening tasks involving instructional speech*
- *Reading tasks*
- *Writing texts*

Teachers select from the form the statements that best describe the pupil's current Finnish language skills in different areas of language competence and tick the boxes *or, if desired, add a qualitative notation and the date. The following observation should take place no earlier than three months later, so that progress can be made visible.*

The form has been created based on a model of the City of Helsinki.