

**English Language Learners (ELL)
Resource Guide for
ELL Coordinators, Administrators, and Classroom Teachers**



**CESA 2
English Language Learners**

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English Language Learners (ELL) Resource Guide For Educators and Administrators

Table of Contents

Introduction to ELL Resource Guide for Educators and Administrators	3
ELL Acronyms, and Abbreviations	4
Welcoming ELLs by Establishing an Atmosphere of Acceptance	9
Legal Obligations for Working with ELLs	10
Enrollment Process	10
ENTRY Criteria in Wisconsin	12
EXIT Criteria in Wisconsin	12
English Language Proficiency Levels	12
Assessment for ELLs	13
WIDA W-APT™ Assessment for Initial Placement	13
Kindergarten W-APT™ and WIDA MODEL™	15
ACCESS for ELLs® (State Mandated)	16
What is an Annual Measurable Achievable Objective-AMAO?	17
Three Annual Measurable Achievable Objectives AMAO	18
Three Categories of ELLs	18
Student Enrollment Information	20
Placement Questions to Consider	20
History of ELLs	32
 Teacher Resources	
Activities for Newcomers, Judie Haynes	21
Twenty-Five Quick Tips for Classroom Teachers, Judie Haynes	22
Increase Student Interaction with "Think-Pair-Shares" and "Circle Chats"	24
Additional Resources	28
 Appendices: Tools	
Appendix A: Home Language Survey	29
Appendix B: School Climate Survey	30
Appendix D: Parental Notification Requirements Under Title III-A, NCLB Section 3302	31

English Language Learners (ELL)

Introduction

English Language Learners (ELLs) are the fastest growing segment of the school population. School demographics have changed dramatically over the past decade, as the number of students from non-English-speaking backgrounds continues to rise. The number of ELLs has increased by 95 percent, while the total enrollment in schools increased by only 12 percent. By 2002, more than 5 million school-age children were identified as ELLs, accounting for over 10 percent of the K-12 public school population. By 2003, Latino students made up 18 percent of the student population.

Although student diversity has grown exponentially the majority of U.S. teachers are European American, females and only speak English. Not surprisingly, the achievement gap between ELLs and native English speakers is widening. Improved education and classroom instruction is needed to improve ELL performance on standardized tests and bridging this achievement gap. Classroom teachers need knowledge of the tools to be more effective with ELLs.

There are a number of program factors and instructional characteristics that promote the success of ELLs. These include:

- 1) Positive school environment that appreciates cultural and individual differences;
- 2) Challenging curriculum that is meaningful and incorporates higher level thinking;
- 3) Program model, grounded in sound theory and best practices and associated with enrichment rather than remediation;
- 4) Knowledgeable teachers who understand bilingualism and second language development; and
- 5) Meaningful dialogue with families, connecting the home with the school. These research-based instructional practices are vital for improving the academic success of all students, not only English language learners.

Schools transform their culture of practice from one that assumes that barriers to learning reside in the students to one that expects teachers to collectively take responsibility for making sure all students learn, and to incorporate knowledge of their students' cultures in classroom practices.

Teacher education and professional development improve instruction provided to ELLs by focusing on:

- Providing various instructional and assessment approaches,
- Improving teachers' knowledge and application of second language acquisition,
- Increasing awareness of the impact of cultural variations on student learning, and
- Orienting new teachers to research-based approaches that will equip them with the necessary tools for providing ELLs with supportive and appropriate classroom instruction.

English Language Learners (ELL) Acronyms and Abbreviations

ACCESS for ELL™	<i>Assessing Comprehension and Communication in English State to State</i> for English Language Learners. This is a state mandated assessment for all ELLs who receive program support. The test determines the level of English level proficiency.
Accountability	The demand by a community (public officials, employers, and taxpayers) for school officials to prove that money invested in education has led to measurable learning.
Action Research	School and classroom-based studies initiated and conducted by teachers and other school staff. <i>Action research</i> involves teachers, aides, principals, and other school staff as researchers who systematically reflect on their teaching or other work and collect data that will answer their questions.
Alternative Assessment	<i>Alternatives assessment</i> describes alternatives to traditional, standardized, norm or criterion-referenced traditional paper and pencil testing. An alternative assessment might require students to answer an open-ended question, work out a solution to a problem, perform a demonstration of a skill, or in some way produce work rather than select an answer from choices on a sheet of paper.
Alternate ACCESS for ELLs™ <i>Innovative Assessment</i>	<i>The Alternate ACCESS for ELLs™</i> will result in an efficient alternate assessment system. It will facilitate the inclusion of ELLs with significant disabilities in statewide educational accountability systems resulting in valid, reliable, and useful information regarding their English language proficiency (ELP) progress. 2.09
AMAO	<i>Annual Measurable Achievement Objectives</i> , Title III of the No Child Left Behind (NCLB) Act (2001) requires State Education Agencies (SEAs) to develop progress and attainment benchmarks, called Annual Measurable Achievement Objectives (AMAOs) for ELLs. Federal legislation (§3122 of NCLB) outlines three types of AMAO criteria. <u>AMAO 1 (Progress)</u> : <i>at a minimum, districts must assure annual increases in the number or percentage of children making progress in learning English;</i> <u>AMAO 2 (Proficiency)</u> : <i>at a minimum, districts must assure annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and</i> <u>AMAO 3 (AYP)</u> : <i>districts assure the ELL students are making adequate yearly progress on the state's academic content assessments.</i>
Assessment	Assessment is the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning.
Authentic Assessment	Evaluating by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather than bits and pieces in preparation for eventual understanding. The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their

	<p>own efforts.</p> <p>Authentic assessment can take place at any point in the learning process. Authentic assessment implies that tests are central experiences in the learning process, and that assessment takes place repeatedly.</p>
Benchmark	An actual measurement of group performance against an established standard at defined points along the path toward the standard.
CAN DO Descriptors	<i>CAN DO Descriptors</i> are a collective representation of WIDA's five English language proficiency standards—social and instructional language, the language of language arts, mathematics, science, and the language of social studies. For teachers unfamiliar with the ELP standards, the <i>CAN DO Descriptors</i> provide a starting point for working with ELLs and a collaborative tool for planning. As teachers become comfortable with the <i>CAN DO Descriptors</i> , the standards' matrices can be introduced. The <i>CAN DO Descriptors</i> are also general enough to be appropriate to share with students' family members to help them understand the continuum of English language development. 08/2008
CAL http://www.cal.org	The <i>Center for Applied Linguistics</i> provides a comprehensive range of research-based information, tools, and resources related to language and culture.
CALLA	<i>Cognitive Academic Language Learning Approach</i> is an instructional model specifically for bilingual and ESL classrooms. It combines an experiential, student-centered orientation with academic content instruction and metacognitive awareness of the learning process to assist students in becoming more efficient, self-reflective learners.
CLIMBS™	<i>Content and Language Integration as a Means of Bridging Success</i> , is a professional development course designed to assist K-12 educators in applying the WIDA English Language Proficiency (ELP) Standards for ELLs in their classrooms.
Cohort	A group whose progress is followed by means of measurements at different points in time.
Criterion Referenced Tests	<p>A test in which the results can be used to determine a student's progress toward mastery of a content area. Performance is compared to an expected level of mastery in a content area rather than to other students' scores. Such tests usually include questions based on what the student was taught and are designed to measure the student's mastery of designated objectives of an instructional program.</p> <p>Criterion-referenced tests have also been used to provide information for program evaluation, especially to track the success or progress of schools and student populations that have been involved in change or that are at risk of inequity.</p>
Curriculum Alignment	The degree to which a curriculum's scope and sequence matches a testing program's evaluation measures, thus ensuring that teachers will use successful completion of the test as a goal of classroom instruction.
Curriculum-	Assessment that occurs simultaneously with learning such as

Embedded or Learning-Embedded Assessment	projects, portfolios and exhibitions. Occurs in the classroom setting, and, if properly designed, students should not be able to tell whether they are being taught or assessed. Tasks or tests are developed from the curriculum or instructional materials.
Cut Score	Score used to determine the minimum performance level needed to pass a competency test.
DBE	<i>Developmental or late-exit bilingual education</i> utilizes and "develops" the child's native language plus English, with the only difference being that two-way bilingual programs admit English speaking children in roughly equal numbers with English language learners and offer both majority and minority language students the prospect of becoming bilingual, biliterate, and bicultural.
ELL	<i>English Language Learners</i> is the preferred term found in literature today.
ELP	<i>English Language Proficiency</i> . Defined on a scale of 1- 6.
FLARE™	<i>Formative Language Assessment Records for ELLs</i> (FLARE™) in Secondary School. FLARE™ is pioneering a formative assessment model for ELLs using best practices. This project is developing a system for the formative assessment of academic language and literacy for English language learners (ELLs) in the middle and high school grades. Target date-September 2011.
Formative Assessment	Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.
High Stakes Assessment	Any testing program whose results have important consequences for students, teachers, schools, and/or districts. Such stakes may include promotion, certification, graduation, or denial/approval of services and opportunity.
L1	<i>First Language Learned</i>
L2	<i>Second Language Learned</i>
Language Control	<i>Language control</i> reflects the extent to which a communication is comprehensible.
LEP	<i>Limited-English Proficiency</i> (LEP) is the legal term for students whose first language is not English. LEP is used in both in state statute and federal law.
Linguistic Complexity	<i>Linguistic complexity</i> refers to the amount of discourse (oral or written), the types and variety of grammatical structures, the organization and cohesion of ideas and, at the higher levels of language. As ELLs gain proficiency in English, their processing abilities and use of complex structures increase accordingly. proficiency, the use of text structures in specific genres.
Metacognition	The knowledge of one's own thinking processes and strategies. The ability to consciously reflect on and act on the knowledge of cognition to modify those processes and strategies.
NEP	Non-English Proficient.
Norm Referenced Tests	A test in which a student or a group's performance is compared to that of a norm group. The student or group scores will not fall evenly on either side of the median established by the original test takers.

OCR	<i>The Office of Civil Rights.</i>
ONPAR™	<i>Obtaining Necessary Parity through Academic Rigor.</i> The WIDA Consortium is working to develop and implement accessible and valid criterion-referenced assessments on academic content standards for beginning ELLs that could be used for accountability purposes to meet the requirements of federal law. The first two ONPAR™ assessments are in the subject areas of Science and Mathematics.
ONPAR™ Mathematics	<i>ONPAR™-Mathematics</i> will be administered to elementary (Grade 3), middle (grade 7) and high school (Grade 11) beginning ELLs.
ONPAR™ Science	<i>ONPAR™-Science</i> will be developed to assess elementary (Grade 4), middle (Grade 8) and high school (Grade 11) science knowledge.
Performance Based Assessment	The use of performance criteria to determine the degree to which a student has met an achievement target. Important elements of performance-based assessment include clear goals or performance criteria clearly articulated and communicated to the learner; the establishment of a sound sampling that clearly envisions the scope of an achievement target and the type of learning that is involved (use of problem-solving skills, knowledge acquisition, etc.)
The WIDA MODEL™	<i>Measure of Developing English Language</i> is a placement test that was introduced in fall of 2008 as an optional replacement for the Kindergarten W-APT™ in districts who choose to purchase it. The test is also being developed for 1st through 5th graders with an expected release date of fall 2009. This box kit assessment is also available for sale to non-consortium members worldwide.
NCLB Act, Title III	<i>No Child Left Behind Act, Title III</i> is to help insure that children and youth who are limited-English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English and meet the same challenging state academic standards that all children are expected to learn.
Ramirez Report	One of the most extensive studies of the effects of differing programs on language minority student achievement. <i>The Ramirez Report</i> concluded that there was no significant difference between TBE and SEI programs when looking at achievement in mathematics, English language, and English reading.
SAE	<i>Students Acquiring English.</i>
SCAFFOLDING	Temporary support that permit L2 learners to participate before they are able to do so unassisted.
SEI	<i>Structured English Immersion</i> programs, favored by political opponents of bilingual education, often allow students to respond to teachers in their native languages while teachers are instructed to teach always and only in English using what is referred to as sheltered English methodologies.
Sheltered Instruction	Teaching strategies that are adapted to meet the needs of ELLs so instruction is comprehensible.
SLA Standards	<i>Spanish Language Arts Standards</i> were modeled after English language arts standards from the WIDA Consortium member states of Illinois and Wisconsin.
SDAIE	<i>Specially Designed Academic Instruction in English</i> begin lesson

	planning with grade appropriate academic standards, and then add the necessary linguistic "scaffolding" to ensure academic success.
Summative Assessment	Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study.
TBE	<i>Transitional Bilingual Education</i> . A program model traditionally the federally sanctioned and supported approach, can be defined as a program that uses the child's native language to some degree in instruction in order to begin the reading process and clarify academic concepts, with the goal of transitioning English language learners to mainstream classrooms in English within three years.
TESOL	<i>Teachers of English to Speakers of Other Languages, Inc.</i> A global professional organization of teachers.
Two-Way Bilingual Programs	<i>Two-way bilingual education</i> is unique in its potential to create environments that integrate language majority and language minority populations.
Validity	The test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.
W-APT™	W-APT™ stands for the <i>WIDA-ACCESS Placement Test</i> .™ This assessment tool, known as the "screening," is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.
WIDA http://www.wida.us/	<i>World-Class Instructional Design and Assessment</i> is a consortium of states dedicated to the design and implementation of high standards and opportunities for English language learners. WIDA serves 725,000 students K-12.
WSAS	<i>Wisconsin Student Assessment System</i> is a high stakes mandated test for students in grades 4, 8, 10.

References

- ACCESS for ELL,™ Alternate ACCESS for ELLs,™ CAN DO Descriptors,™ CLIMBS,™ FLARE,™ ONPAR,™ The WIDA MODEL,™ W-APT,™ are trademarks of WIDA and further information is available at <http://www.wida.us>
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Welcoming ELLs, Establishing an Atmosphere of Acceptance by Judie Haynes

Discover how you can alleviate many newcomers' fears by creating an atmosphere of acceptance and welcome in all of your classes.

ESL and classroom teachers can alleviate many of the newcomers' fears by creating a language-nurturing environment in their classes. The first weeks are crucial.

A good relationship with classroom teacher and classmates will provide a great deal of the help and support newcomers need to cope with the challenges they face. This can't be emphasized enough. The more comfortable newcomers feel in your classroom, the quicker they will be able to learn. The more anxiety students experience, the less language they will comprehend.

Focus on the positive

Give lots of encouragement and praise for what the student *can* do. Don't dwell on all that they can't yet do. Create frequent opportunities for their success in your class. Don't call upon them to perform alone above their level of competence. Prepare mainstream students to welcome them into the class.

Pronounce newcomer's name correctly

Learn the correct pronunciation of the name from the newcomer. Determine which part is the given name and which is the family name. (Asian names are given in reverse order from ours; this may or may not have been reversed in the office.) Two-part first names are common in many cultures, and may appear to be a first name and a middle name. Ask. Use both parts of a two-part name. Hispanic family names may also be two-part. Saying the name right isn't always easy, but it's important. It may take a few tries. Write the newcomer's name on the board (with a phonetic version if necessary to help your students pronounce the name properly).

Ask the newcomer to pronounce the name or correct you. Avoid the temptation to Americanize the name or create a nickname for the student. If the student offers a name or an Americanized version of the name, however, accept it.

Take newcomers on a school tour

If possible, have parent volunteers or older students who speak the newcomers' languages take your new students on a tour of the important places in your school.

Some schools make a video tour for newcomers and their parents. If newcomers can read in their own language, have a welcome letter ready for them.

Have a bilingual student or parent show newcomers immediately where the bathrooms are and explain what the rules are for leaving the classroom. An accident can be a devastating embarrassment.

Before newcomers start school, have a bilingual person explain what a fire drill is. Schools in many countries do not conduct fire drill and the noise from the alarm can be very frightening to a new arrival.

Legal Obligations for ELLs

Definition

The Wisconsin Department of Public Instruction defines a student with limited-English proficiency as a pupil “who has difficulty with reading, writing, speaking, comprehending in English within the academic classroom setting. PI 13.03. See (*Equity Information Update Bulletin No. 3, Legal Responsibilities When Serving Limited-English Proficient Students in K-12 Public Schools*, <http://dpi.wi.gov/ell/doc/legalrsp.doc>

Each district must annually complete a **census to identify language minority students: assess their language proficiency** and classify each language, grade level, age, and English language proficiency level.

Any student who is identified as language minority (having a non-English language spoken in the home) during the school enrollment process should be **given an English language proficiency assessment within the first few weeks of enrollment using a department approved instrument** (see current list at the Bilingual/ESL homepage

These instruments **address speaking, listening, reading, and writing skills in English**. The results of the English proficiency assessment should be compared to the proficiency definitions as stated in the administrative rule [PI 13.08].

ELL Student Enrollment Process

1. **Home Language Survey:** Is a component of the application/enrollment process. A sample Home Language Survey is available from the Wisconsin Department of Public Instruction. Students who indicate that another language is spoken by the student or others in the home should also participate in the language-screening test to determine their language level proficiency. <http://www.dpi.wi.gov/ell/resources-ta.html>
2. **English Language Proficiency Assessment:** Any student who is identified as language minority (having a non-English language spoken in the home) during the school enrollment process should be given an English language proficiency assessment within the first few weeks of school
3. **ACCESS for ELL** is a secure, state-mandated exam administered on an annual basis. The test window for the exam is December – February. Students who are not native English language speakers, must take the exam if they are not at an English Language Proficiency Level of 6 must take this exam. For more information please visit. www.wida.us
4. **If Students Enroll Outside of the Test Window** they may be administered a local assessment to determine their language proficiency level. The recommended instrument tool is the WIDA-ACCESS Placement Test or W-APT™ or the Kindergarten W-APT™. The screener can be downloaded from <http://www.wida.us/w-apt> Each school district is assigned a password and a login to access these files.
5. Both **ACCESS for ELL and the W-APT™ address speaking, listening, reading and writing skills in English**. The results of the English proficiency assessment should be compared to the proficiency definitions as stated in the administrative rule. (PI 13.08) See complete definitions of proficiency levels.
6. **Parent Notification Occurs Within 30 days** from the start of the school year or within two weeks of new enrollment, schools must notify parents of their student who may be identified as ELL and admitted into an English language development program.

ELL ENTRY Criteria in Wisconsin Identification of Students as English Language Learners

The identification and placement of limited-English proficient (LEP) students in programs for English language learners (ELLs) is based on the following required steps:

Step 1. Home Language Survey

The Home Language Survey (HLS) is a district-developed tool that should include the following minimum information:

- Place of birth,
- First language acquired,
- Language other than English spoken in the home,
- Number of years of education outside the U.S., and
- Number of years of education in the U.S.

If there are indications that the student has been sufficiently exposed to a language other than English, then the student must be assessed for English language proficiency (ELP) level.

Step 2. Preliminary Evaluation

Students who have recently arrived in the US or in a particular school district who are potential ELLs must be evaluated to identify if ELL services are needed, and to assist in program placement if the preliminary ELP Level is 1-5. The WIDA-ACCESS Placement Test,[™] or "screener" is Wisconsin's recommended initial placement assessment. For more information on the W-APT,[™] visit the WIDA website:
<http://wida.us/assessment/w-apt/index.aspx>.

Step 3. Assessment of English Language Proficiency

Per Titles I, Part A and III, Part A of the ESEA-No Child Left Behind Act of 2001, all ELP assessments must include four language domains:

- Listening/understanding,
- Speaking,
- Reading, and
- Writing.

The ELP assessments must also be tied to Wisconsin's ELP Standards. Students who attain an ELP Level 1-5 are identified as ELL and must be assessed annually. Since 2005-06, all public school districts in Wisconsin must utilize the state-approved assessment of ELP, ACCESS for ELLs.[™]

ELL Reclassification Criteria Wisconsin Students as Fully English Proficient (EXITING)

Students classified as ELLs will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

These ELL students will:

1. Understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
2. Read and comprehend English as evidenced by successful classroom performance and average district score on standardized achievement tests;
3. Write English as evidenced by successful classroom performance and average district scores on standardized achievement tests; and
4. Meet or exceed district guidelines in their academic subjects.

In general, when the student scores a Level 6.0 composite score on the ACCESS for ELLs® the student is exited from the English language proficiency (ELP) program. However, the district may also consider reclassification of an ELL student as fully English proficient by applying the following criteria and evidence:

EVIDENCE OF ENGLISH PROFICIENCY

1. The student is in the fourth grade at a minimum.
2. The student has attained an ELP Level 5.
3. Two or more additional pieces of evidence of ELP must be evaluated and kept on file in the district.
4. Parents and teachers agree that the student has reached full English proficiency. Parents must be a part of the exit decision; other pertinent team members may include the bilingual and/or ESL teacher, the classroom teacher(s), and other relevant staff.
5. Districts must have a policy in place for reclassification of ELL students and re-entry into the ELP program if evidence indicates that reclassification was premature.

ELL Entry & Exit Criteria for Wisconsin ELL EXITING CRITERIA for RECLASSIFICATION of English Language Learners Students as Fully English Proficient

The following are examples of evidence that may be used to document that the student has become fully English proficient.

- District/school writing samples meet or exceed grade level expectations.
- Student scores a 5.5 or above on the Reading section of the ACCESS for ELLs®.
- Student scores are in the proficient or advanced categories on the Wisconsin Knowledge & Concepts Examinations (WKCE) without ELL accommodations in all assessed content areas.
- Student is achieving academically at their age appropriate grade level without the use of adapted or modified English materials.
- Other relevant evidence (e.g., excellent grades, class work, and performance on local assessments).

NOTE: Evidence collected for all criteria listed above should be kept on file in the district. The district is required to monitor the exiting student for two additional years. Districts

must keep documentation (grade level, ELP composite score, plus two or more pieces of evidence) on file throughout the two-year monitoring period for an exited (formerly LEP) student.

IMPACT ON POLICY & FUNDING

Once reclassified as fully English proficient, the student will no longer:

- Be administered the ACCESS for ELLs®.
- Receive testing accommodations for ELLs on WKCE

Copies of this and other ESEA Information Updates can be found at dpi.wi.gov/esea/bulletins.html

English Language Proficiency Levels

There are seven language levels defined in WI administrative code. Limited English proficiency is defined in ELP Levels 1-5; Level 6 is assigned to students who are fully English proficient and no longer require ELL services (exiting or Formerly ELL); Level 7 refers to students who were never classified as ELL (ELP 1-5). Further description of these levels is available: <http://dpi.wi.gov/ell/pdf/elp-levels.pdf>

The WIDA performance definitions for the levels of ELP *Performance Definitions for the Levels of English Language Proficiency* and the Wisconsin ELP level definitions at <http://dpi.wi.gov/ell/pdf/elp-levels.pdf> should serve as a guide. The ESEA bulletin 7.01, *Identification of Students as English Language Learners* (Entry) http://dpi.wi.gov/esea/pdf/bul_0701.pdf may also be of interest.

English Language Proficiency Levels

The definitions of the five limited-English language proficiency levels, as well as Level 6, one of two fully English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully English language proficiency level, is used for purposes of state reporting/state testing.

Level 1—Beginning/Preproduction [WIDA level = Entering]:

- A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning/Production [WIDA level = Beginning]:

A pupil shall be classified level 2 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English with hesitancy and difficulty.
- The pupil understands parts of lessons and simple directions.
The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]:

A pupil shall be classified level 3 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- The pupil is post-emergent, developing reading comprehension and writing skills in English.
- The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]:

A pupil shall be classified level 4 if all of the following criteria are met:

- The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]:

A pupil shall be classified level 5 if all of the following criteria are met:

- The pupil understands and speaks conversational and academic English well.
- The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- The pupil requires occasional support.

Level 6—Formerly Limited-English Proficient/Now Fully-English Proficient:

A pupil shall be classified level 6 if all of the following criteria are met:

- The pupil was formerly limited-English proficient and is now fully English proficient.
- The pupil reads, writes, speaks and comprehends English within academic classroom settings.

Level 7—Fully-English Proficient/Never Limited-English Proficient:

- The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.

Assessment for ELLS

From the Office of Educational Accountability at the Department of Public Instruction
Screening Students for Initial Placement

WIDA ACCESS Placement Test (W-APT™)

The W-APT™ is a screening assessment tool that may be used as an initial measure of student's English language proficiency to determine if a newly enrolled student is in need of English language instructional services and, if so, at what level.

The W-APT™ has three main purposes:

1. To evaluate students, at the time of enrollment, identified by the Home Language Survey who may be candidates for ESL and/or bilingual services;
2. To estimate the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and
3. To accurately assign students identified as ELLs to one of the three overlapping tiers for the more extensive ACCESS for ELLs® assessment given in December – February each year.

The English language proficiency screener is used as a preliminary evaluation for students that you suspect may be ELL. The W-APT™ is the DPI's recommended method of evaluation because it is aligned with the ELP standards and ACCESS for ELLs®

assessment. However, it is a local decision which screener is used for placement of ELL students.

The W-APT™ screener is available at the WIDA website at <http://wida.us/assessment/w-apt/index.aspx>. The W-APT™ is a secured site and usernames and passwords are required. If you need a copy of your **username and password please contact your district assessment coordinator.**

WIDA ACCESS Placement Test (W-APT)™ Professional Development Opportunities		
Dates	Information	Contact
	District & School Test Administration Manual, Scored Student Writing Sample Booklet	http://www.wida.us/assessment/w-apt/training.aspx
September 09	WAPT up Training, All handouts provided.	Wegenke@cesa2.k12.wi.us

What is the difference between the Kindergarten W-APT™ and the WIDA MODEL™ for Kindergarten?

The **Kindergarten W-APT™** is available for free as a downloadable document at <http://wida.us/>. This is an adaptive test, with components that can be administered to children in pre-K, Kindergarten, or first grade, depending on each child's individual circumstances. Pre-K children would take only the Listening and speaking components, which are combined in one test. A child entering in the second half of the Kindergarten year may take all four components: Listening/Speaking, Reading, and Writing; or only the oral portions (Listening/Speaking). A child entering first grade will take all four components of the Kindergarten W-APT.™ Whereas the oral portion will result in a score that lies along the WIDA ELP scale, the Reading and Writing portions are diagnostic tests, not proficiency tests. Results on the Reading and Writing portions of the Kindergarten W-APT™ will provide specific diagnostic information such as, Can read/write simple phrases.

There is some ambiguity in the old version of the W-APT™, especially for Kindergarten students, because it only tests social language and listening/speaking. WIDA has recommended that Wisconsin use: Low: 1-2, Med: 3-4, High: 5, Exceptional: 6. It will include teacher judgment if a specific number is put in the score. The number or level (for the W-APT™) is just a placeholder and information until the final ACCESS numbers are received and put in ISES as a final number. Also, review the definitions of each ELP level (see PI 13.08 Classification of LEP pupils located online <http://legis.state.wi.us/rsb/code/pi/pi013.pdf>), consider the functional level used in the classroom for their instructions using multiple measures, including teacher input and the W-APT™ screener.

The **WIDA MODEL™** is available for purchase to screen Kindergarten students aligned with the WIDA standards and linked with the new Kindergarten *ACCESS for ELLs®*. The new interactive screener, model, will be available to districts in a kit that will include hands-on activities. The *MODEL™* screener will assess students in the four language domains of: listening, speaking, reading and writing and students will be able to score a 1-6 ELP level.

Access for ELLS®

ACCESS for ELLS® is a large-scale test used to assess English language proficiency. It does not assess content area knowledge such as math or social studies. Four language domains are assessed: Listening, Speaking, Reading, and Writing. ACCESS scores assign an ELP level indicating the student's limited English proficiency:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<i>Entering</i>	<i>Beginning</i>	<i>Developing</i>	<i>Expanding</i>	<i>Bridging</i>	<i>Reaching</i>

Tier placement on the ACCESS for ELLS® test?

A brief screening exam known as the WIDA ACCESS Placement Test, W-APT™ should be used to designate ELL status and to assist teachers in assigning new students their appropriate tier for ordering test materials. The W-APT™ can be used at any time throughout the year as students enter a new school or district. Returning students may be assigned to a tier according to their ACCESS scores from the previous year.

ACCESS for ELLS® TIER A is most appropriate for English language learners who:

- *Have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, **OR***
- *Currently receive literacy instruction **ONLY** in their native language, **OR***
- *Test at the lowest level of language.*

ACCESS for ELLS® TIER B is most appropriate for English language learners who:

- *Have social language proficiency and some, but not extensive, academic language proficiency in English, **OR***
- *Have acquired some literacy in English, though have not yet reached grade level literacy.*

ACCESS for ELLS® TIER C is most appropriate for English language learners who:

- *Are approaching grade level in literacy and academic language proficiency in the core content areas, **OR***
- *Will likely meet the state's exit criteria for support services by the end of the academic year.*

Using Multiple Measures Avoids Placement in the Wrong Tier.

Multiple measures include teacher input and the W-APT™ screener when determine tier placement and by following the Criteria for Tier Placement for ACCESS for ELLS®

Criteria For Tier Selection

This page lists the criteria for tier placement for the ACCESS for ELLs® assessment. The W-APT™ is intended to assist with tier placement, but the following chart gives additional criteria that can support its results or assist with tier placement in the event that the W-APT™ is not available or practical for use with a particular child.

English Language Proficiency Levels					Level 6 Reaching
Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
ACCESS FOR ELL'S: TIER A					
	ACCESS FOR ELL'S: TIER B				
		ACCESS FOR ELL'S: TIER C			
TIER A is the most appropriate for ELLs who: <ul style="list-style-type: none">have arrived in the US or entered school in the US within this academic school year without previous instruction in English ORcurrently receive literacy instruction ONLY in their native language ORhave recently tested at the lowest level of English Language proficiency.					
	TIER B is the most appropriate for ELLs who: <ul style="list-style-type: none">have language proficiency and some, but not extensive, academic language proficiency in English ORhave acquired some literacy in English, though have not yet reached grade level literacy.				
		TIER C is the most appropriate for ELLs who: <ul style="list-style-type: none">are approaching grade level in literacy and academic language proficiency in the core content areas, ORwill likely meet the state's exit criteria for support services by the end of the academic year.			

ACCESS for ELLs® uses Tiers (A, B, or C) to maximize accuracy and validity of test results allowing students to avoid responding to questions that are inappropriately difficult or easy. For placement into the appropriate Tier, English language learners must meet at least ONE of the criteria listed for the Tier.

Important ACCESS for ELLs® Dates		
TASK	Start Date*	End Date*
Test Ordering	10/1	10/22
Pre-ID Ordering	10/1	10/22
Districts Receive Test Materials	-	11/24
Test Window	12/01	02/13
Order Additional Materials Deadline	-	1/30
Districts Ship Completed Materials to MetriTech	-	2/20
Reports Shipped to Districts**	4/21	4/23
Correction Window	4/23	5/21

<http://www.wida.us/states/Wisconsin.aspx>

*check for the most current information.

**Subject to change depending on when all test booklets are received by MetriTech

What is Annual Measurable Achievable Objective-AMAO?

No Child Left Behind Act of 2001 (NCLB) created major changes in the expectations placed on state and local education agencies regarding assessment of and accountability for Limited English Proficient (LEP) students also known as English Language Learners (ELL).

Three Annual Measurable Achievable Objectives AMAO

AMAO 1: Progressing in English Language Acquisition

Means annual increases in the number or percentage of students making progress in learning English.

(Revised) Table 4: Expected Growth		
Cohort Grade Range	Initial ELP Level	
	1-2	3-4
Grades K-2	0.8	0.5
Grades 3-8	0.7	0.4
Grades 9-12	0.6	0.3

AMAO 2: Exiting or Reaching English Language Proficiency

Means annual increases in the number or percentage of students attaining English language proficiency by the end of each school year AMAO for ELP#2 Exiting 20% of (a) all of students in ELP Level 5, and (b) any students exiting who begin at a level lower than Level 5.

AMAO 3: ELL-Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) for the ELL subgroup (under Title 1) in meeting grade-level academic achievement standard in English Language Arts (Reading) and Mathematics.

Three Categories of English Language Learners

It is much easier for student to learn how to read English if they already know how to ready in their native language. Students need to be encouraged to continue to communicate in native language. These students will benefit from life-long skills of being multi-linguistic.

1. Literate in First Language

These students may have high skills and academic backgrounds in their first language. They will need help in transferring knowledge from first to second language.

2. Immigrants / Refugees

These students may or may not be literate in their first language. Not having background knowledge in their native language can make learning a new language even more challenging. These students may also be dealing with major issues like displacement, exposure to war, poverty and other things that affect learning.

3. Second Language Learners

The U.S. is their home country, but is not native English language.

Student Enrollment Information

Name_____Chronological Age_____

Placement Questions to Consider

1. Grade placement generally equals the age level of the student. The first rule for placing ELL students in a language instruction educational program is that they should be placed at the chronologically age-appropriate grade level. ELLs who are beginning English speakers may arrive in your class with an equal or even above grade-level background from their first language.
2. When placing ELL students, educators must consider a variety of factors. Here are a few questions to ask:
 - a) How much previous education has this student had in the U.S. and/or home country?
 - b) What are his or her language and literacy proficiency levels in English and the first language?
 - c) Do prospective teachers understand the second language acquisition process and know what to expect at different levels of English proficiency?
 - d) Do prospective teachers know how to use effective teaching strategies for ELLs?

Grade Level Placement_____

Placement Changes

It is never too late to make changes, to reconsider, and to try another option if it is felt that a mistake has been made with a placement. As with all placement decisions, changes in placement should be based upon multiple data sources and agreed upon by the school personnel responsible for placement decisions, input from teachers, and parent input and agreement.

Home Language Survey Completed ☐ Yes ☐ No ☐ Completion Date_____

Instructional Program

When considering instructional programs for ELLs, be aware that some subjects are good for ELLs to take with peers and English-speaking role models. ELLs can benefit in regular classrooms when math, science, art, P.E., and music teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension and learning.

Some language areas and subjects need special attention because they depend mostly on language – reading, writing, and social studies. Possibilities for instruction include using the support of bilingual aides, an ESL teacher, a resource teacher, a content area teacher with ESL training, a pull-out class, or a combined grade level class (in which ELLs can be placed at a lower level at first and then moved up as they gain proficiency in English).



Activities for Newcomers

by Judie Haynes

When brand new English language learners first enter your school, it can be overwhelming for the teachers responsible for their instruction. It's hard to know what to do first. Here are some activity-based tips to get you started.

You've got brand new students just entering the school. They speak little or no English. You feel a sense of panic. What do you do first?

Determine whether your students know the Roman alphabet. If not, you need to allow time for plenty of practice. Those students who do know the Roman alphabet may not know or be able to read in cursive. In some cultures, however, students are taught to write in cursive first.

- ✓ Ask bilingual parents to help newcomers during those first weeks. Go to parent volunteers to find out how to get help. Appoint buddies to work with your new students.
- ✓ Make up a packet of beginning activities. Newcomer Programs are a source of reproducible materials. This will help you supply students with plenty of productive work. Introduce colors, numbers, shapes, number words, body parts, and survival vocabulary. Once your students know their color words they can do a variety of activities.
- ✓ Next, start with the school environment. Students make flash cards of the items they see in their classroom. Buddies can provide them with plenty of help.
 - To introduce the classroom vocabulary to new students, point to the object or picture and say each word in English.
 - Have students repeat each word after you if they are verbal. (It's normal for a student to have a silent period. and this should be respected.)
 - Ask students to point to each item as you name it.
 - For those students who are ready to speak, indicate an item and ask, "What is this?" Students who are literate in native language can use the school words as a basis for reading and writing activities in English.
 - Have students write a sentence for each card using a frame that you provide. "This is a _____."
 - You may wish to provide students with a folder for keeping their work together. Organizing them in this way will enable them to more easily refer to the cards during other activities.
- ✓ Provide students with a second set of cards. Have them use the cards to make flash cards, concentration games and sorting activities.
- ✓ If students are ready to speak, provide a model question /answer conversation starter. For example on the classroom pages, begin with "Is there a chair in the room?" and progress to "Is there a book or a pencil on the desk?"

Activities for Newcomers

- ✓ When students know the names of ten small items in your classroom, play this game:
 - Put six to ten items on a table and cover them with a cloth. Items may include a pen, pencil, eraser, marker, crayon, rubber band, stapler, ruler, scissors, book, paper, etc.
 - Give the students a few minutes to look at the items. (The length of time will depend on the age and ability of the students.)
 - Have students cover their eyes while you remove one item.
 - Allow students to guess what was removed. The student who guesses correctly, gets to remove the next item.
- ✓ For a short time each day, have your students practice their English using a computer program or a book with cassette tape. Do not overdo this as students need to interact with peers in order to learn English.
- ✓ Make a picture dictionary. To make a picture dictionary, staple sheets of construction paper together and have students cut pictures out of magazines. Use categories that complement your curriculum (for example, a Healthy Foods section to go with your health unit on nutrition). Encourage students to add to their Dictionary whenever possible. This is an excellent cooperative learning activity that mainstream students can share in.
- ✓ Make a vocabulary poster. To make a vocabulary poster have students work in cooperative groups. Have each group of students cut pictures from magazines and label them to create large posters of categories of common vocabulary words. Categories might be food, clothing, body parts, colors, animals, playground scenes, family groups, classroom, street scenes, house and furniture, or transportation. Display the posters in your classroom.
- ✓ Read to your newcomers every day. Pictures, gestures, and dramatic voice to convey meaning must accompany this reading. What great practice this is for mainstream first and second graders who are learning to read themselves.



Twenty-Five Quick Tips for Classroom Teachers

by Judie Haynes

Put any five of the following tips into practice and your English language learners will benefit from the improved instruction.

Do you want to create an effective learning environment for your English language learners? Pick five ideas that you have never tried from the list below and implement them in your content area or mainstream classroom. You will be surprised to see how much the learning of ELLs improves.

Before Teaching the Lesson

1. Determine the English language learning level of your ELLs. Be realistic about what you expect ELLs to do.
2. Plan ahead. Think about how you will make the content comprehensible to your ELLs. Consider the following questions.
 - How will you link the content to the students' previous knowledge?
 - How will you build background information? Show a video or read a book aloud about your topic first.
 - Decide what language and concepts need to be pre-taught.
 - How can you develop content area vocabulary? What visuals will you need?
3. Reflect on how you can teach to oral, visual, auditory, and kinesthetic learning modalities.
4. Prepare teaching aids such as maps, charts, pictures, and flashcards before the lesson is taught.
5. Add vocabulary word banks to student activities.
6. Adapt text so that the concepts are paraphrased in easier English. Eliminate non-essential details.
7. Find non-fiction books in the library written at a lower level about the topic you are teaching.

During the Lesson

1. Build on what ELLs already know.
2. Simplify vocabulary and sentence structure. Pre-teach vocabulary in context.
3. Use embedded or yes/no questions; give ELLs questions you will ask in advance so that they can prepare.
4. Introduce concrete concepts and vocabulary first.

Twenty-Five Quick Tips for Classroom Teachers

5. Teach students to categorize their information using graphic organizers. Create semantic and story maps.
6. Demonstrate highlighting techniques so that students can highlight important information.
7. Review and repeat important concepts and vocabulary.
8. Provide concrete “real” examples and experiences.
9. Teach ELLs to find definitions for key vocabulary in the text.
10. Help ELLs become acquainted with their textbooks (table of contents, glossary, index, etc.)
11. Model your thinking processes for students using “think-aloud.”
12. Tape record part of your lesson to reinforce learning.

After the lesson

1. Have classmates make copies of their notes for ELLs to use.
2. Have ELLs watch videos or listen to tapes about current lesson using close caption feature.
3. Provide follow-up activities that reinforce vocabulary and concepts.
4. Have students work in small groups or pairs so that language and concepts are reinforced.
5. Adjust homework assignment to your ELLs’ English language proficiency.
6. Modify assessment so that your ELLs have an opportunity to show what they have learned.

Increase Student Interaction with "Think-Pair-Shares" and "Circle Chats"

By: Kristina Robertson (2006)

"Ideas are like rabbits. You get a couple and learn how to handle them, and pretty soon you have a dozen." John Steinbeck, US novelist (1902 - 1968)

Background

When I mentored student teachers I told them, "If I could offer one piece of advice for every teacher — it would be to do think-pair-shares in the class every day." The think-pair-share is a very simple, yet effective technique that allows ELL students time to process their thoughts — often in two languages — which takes more time.

To understand how this works, imagine you are an ELL student and the teacher has just asked the class a question such as, "Why did the ancient Egyptians create pyramids?" Immediately students around the room shoot up their hands and offer answers. As an ELL student, you are still searching your memory banks to translate the words "ancient" and "pyramids." You've finally got the meaning, now you are thinking about the possible answers — again searching your memory for what you've learned in class and read in the textbook. You think you have a viable answer, but you're not sure if it's right or exactly how to say it, and if you make a mistake others might laugh at you.

At this point you may decide to offer an answer, but the teacher has already moved on and asked two new questions. The average wait time for teacher questions is one second! For an ELL student it may become a habit to sit back and listen while others engage in class discussion. While listening to the discussion, the ELL student may or may not understand what is said, and the teacher may be hesitant to call on the student in order to avoid embarrassment.

Think-Pair-Share

Steps of a Think-Pair-Share

This kind of situation, where both the student and teacher are hesitating to increase interaction, is the reason why think-pair-share is so effective!

In a think-pair-share, students are given think time to reflect on a question silently, so that they have more time to process the question, the language, or think of the language needed to convey the answer. By then discussing their answer with a partner and the class, students have the opportunity for increased interaction, and teachers can monitor comprehension. In order to use this activity, follow these steps:

- ✓ Ask a thought-provoking question of your class.
- ✓ Give students some time to think about the question on their own, as well as the language they will need to respond.
- ✓ Have students share their thoughts with a partner; this gives the students the opportunity to 'check out' their answer with another student or hear another possible answer. If confused, the students can ask their peers for help.
- ✓ Finally, ask students to share thoughts with the whole group, which serves as a form of accountability for the students. In this discussion/explanation, the teacher gets feedback on what the students do or don't know through informal assessment.

In the example given above, the teacher asks the class,

Increase Student Interaction with "Think-Pair-Shares" and "Circle Chats"

"Why did the ancient Egyptians create pyramids? Let's do a "think-pair-share." Everyone take a moment and think about the question."

The room is silent for a minute while everyone reflects. At this time the ELL students may be putting together language and content concepts. Next the teacher instructs the students,

"Now turn to the person next to you and tell them what you are thinking."

The ELL student has an opportunity to offer his/her idea in a relatively comfortable setting — perhaps with grammatical errors — or to get more information from his/her partner. This can reinforce the student's confidence in his/her thinking and provide modeling for how to say the idea correctly in English. The teacher lets students share for a couple of minutes and then brings their attention back.

"Okay, I heard lots of good ideas. Who would like to share what you talked about?"

At this point, when students offer an answer, they have had some time to work with the concepts and also may feel that they are not offering the idea "on their own" but as part of a pair, which may not seem so intimidating.

Benefits

A benefit of the think-pair-share is that the teacher has an opportunity to hear from many students — including the "quiet" ones. I have seen some of my shyest students offer wonderful answers after they had an opportunity to do a think-pair-share. It also gives the teacher the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

Circle Chat

A "circle chat" is another activity for student-to-student interaction that is a little more involved, but always fun and informative. In this activity every student speaks with a variety of partners, which allows for greater exposure to other thoughts and students. I have often used this as a pre-writing exercise to really get my students' imaginations going. Here is a step-by-step guide to the activity. It may be a bit confusing the first time you try it, but once the students get the hang of it, you'll be able to start it easily. For younger students the teacher may want to ask simple questions and make the discussion time much shorter.

- Clear a space in the room large enough for all the students to stand together in two concentric circles.
- Take the total number of students in the room and divide it by half. This is the number of students you will call forward. Let's say in this example it is 10 students.
- The 10 students stand in a circle.
- Call the next 10 students to come forward and form a circle around the first circle of students.

Increase Student Interaction with "Think-Pair-Shares" and "Circle Chats"

- Tell the students in the inside circle to turn around and face their new partner in the outside circle. Everyone should have a partner. (If there are an odd number of students the teacher may form one group with three students).
- The students will have two minutes to talk to their partners about the question they are asked. The teacher will want to use a bell or another sign to get the students' attention when the two minutes are up.
- At the two-minute signal, the teacher asks student in the outside circle (make sure students understand that only the "outside" circle moves) to take one step to the left. Now each student has a new partner to talk to.
- Continue this process — asking a new question each time new pairs are formed — until the students have worked their way around the circle.

This activity is quite noisy and usually generates energy and laughter. For some pairs — quieter students, emerging English speakers, or those without much to share on the question — the conversation may be short and teachers may observe them standing quietly waiting for the bell to signal a change to a new partner. This is okay, because new partners and new questions bring new opportunities to interact. Teachers may also enjoy circulating among pairs as they talk in order to hear what great ideas students are sharing.

Conclusion

Creating an interactive classroom environment is very important to the success of ELL students. Just as it would be difficult to become a good piano player by listening to someone play, with no opportunity of your own to practice, ELL students need more opportunities to practice language skills in an academic environment in order to become more successful students. When teachers create a variety of opportunities for students to interact and use English, language and content learning is accelerated.

Resources

NCELA – National Clearinghouse for English Language Acquisition and Language Instruction Educational Program,
http://www.ncela.gwu.edu/practice/mainstream_teachers.htm.

Best Practices - Just for Kids

The National Center for Educational Accountability's Best Practices site identifies best practices by working backwards from demonstrated high student achievement to describing what these schools are doing to foster high-performance from their students. Their National and State Studies investigate the practices of consistently high-performing districts and schools across the country with the findings of these studies displayed using The Best Practice Framework.

http://www.just4kids.org/en/research_policy/best_practices/framework.cfm

Content-ESL Across the USA: A Training Packet

Serves as a guide and idea-generator for teachers and administrators who wish to learn from their peers who have already successfully established content-ESL in their schools.

<http://www.ncela.gwu.edu/pubs/cal/contentesl/index.htm#contents>

Coalition for Evidence-Based Policy (December 2003).

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide. Washington, DC: Institute of Education Sciences, US Department of Education. (Referred to in this review as the "IES" document.) Available online from

www.ed.gov/print/rschstat/research/pubs/rigorousetid/guide.html

Home Language Survey Adapted from: Sample Survey, Institute for Cultural Pluralism, Lau General Assistance Center, San Diego State University, San Diego, CA 921882 [sic], 1976

SDAIE Instructor Self-Check

This tool helps teachers reflect on the extent to which they use SDAIE (Specially Designed Academic Instruction in English) -- strategies appropriate for ELLs. The checklist should be filled out by individual teachers to indicate how often they use the listed features. Then, take some time to reflect on these features with a peer, in grade-level or departmental meetings, or with an administrator.

<http://normgoldassociates.com/tools.htm>

Designs for Change

An educational research and reform organization that works for major improvements in the public schools, with a particular emphasis on Chicago.

Stipek, D. (2005, March 25). 'Scientifically based practice' – It's about more than improving the quality of research. Education Week.

What Works Clearinghouse (2003, January). Cumulative Research Evidence Assessment Device (CREAD), Version 0.6. Washington, DC: Author.

Case Studies of Exemplary Practices for LEP Students. P. Berman, C. Minicucci, B. McLaughlin, B. Nelson, and K. Woodworth, 1995.
<http://www.ncela.gwu.edu/pubs/schoolreform/>

Home Language Survey

School District _____

FOR STAFF COMPLETION TO BE COMPLETED FOR ALL NEW STUDENTS			
ESL File Opened <input type="checkbox"/> Yes <input type="checkbox"/> No	ESL Test Date	Today's Date	Test
ESL Evaluator		ESL Level	Placement

PARENT/GUARDIAN HOME LANGUAGE SURVEY	
Student's Name	Grade
Relationship of Person Completing Survey <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other <i>Specify</i>	

Directions: Check the correct response for each of the following questions and indicate other languages if appropriate

	English	Other	Other Language(s)
1. What language did the child learn when she or he first began to talk?	<input type="checkbox"/>	<input type="checkbox"/>	
2. What language does the family speak at home most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
3. What language does the parent(s) speak to her/his child most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
4. What language does the child speak to her/his parent(s) most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
5. What language does the child hear and understand in the home?	<input type="checkbox"/>	<input type="checkbox"/>	
6. What language does the child speak to her/his brothers/sisters most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
7. What language does the child speak to her/his friends most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
	Yes	No	
8. Can an adult family member or extended family member speak English?	<input type="checkbox"/>	<input type="checkbox"/>	
Can they read English?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do the parents/guardians request oral and/or written communication from the school to be in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Oral <input type="checkbox"/> Written
			If no, in what language

SIGNATURE	
Signature of Person Completing Survey ➤	Date Signed

**Sample Elementary School Survey - Adapted from WINSS Successful School Guide
Continuous School Improvement**

When I am at school, I feel:	Yes	Neutral	No
I belong.			
I am safe.			
I have fun learning.			
I like this school.			
This school is good.			
I have freedom at school.			
I have choices in what I learn.			
My teacher treats me with respect.			
My teacher cares about me.			
My teacher thinks I will be successful.			
When I am at school, I feel:	Yes	Neutral	No
My teacher listens to my ideas.			
My principal cares about me.			
My teacher is a good teacher.			
My teacher believes I can learn.			
I am recognized for good work.			
I am challenged by the work my teacher asks me to do.			
The work I do in class makes me think.			
I know what I am supposed to be learning in my classes.			
I am a good student.			
I can be a better student.			
When I am at school, I feel:	Yes	Neutral	No
Very good work is expected at my school.			
I behave well at school.			
Students are treated fairly by teachers.			
Students are treated fairly by the principal.			
Students are treated fairly by the people on yard duty.			
Students at my school treat me with respect.			
Students at my school are friendly.			
I have lots of friends.			
I have support for learning at home.			
My family believes I can do well in school.			
My family wants me to do well in school.			

TITLE III Parental Notification Requirements Section 3302

Section 3302: Parental Notification Requirements under Title III-A, NCLB, for Eligible Entities (Consolidated and Consortia Applications) Receiving Title III-A Funds

I. Identification and Enrollment
<ul style="list-style-type: none">• To inform parent or parents that their child has been identified as limited-English proficient and is/will be participating in a language instruction educational program.• A child <i>shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</i>
When Does Parental Notification Occur
<ul style="list-style-type: none">• Not later than 30 days after the beginning of the school year.
Special Rule
<ul style="list-style-type: none">• For a child not identified as in need of program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child being placed in a program.
In General What Should The Notification Include
<ul style="list-style-type: none">• Reasons for the identification as LEP and in need of placement.• Child's level of English proficiency.• How such level was assessed.• Status of child's academic achievement.• Method of instruction used in program (to be) provided.• Methods of instruction used in other available programs (to include how they differ in content, instruction goals, and use of English and a native language in instruction).• How program will meet the educational strengths and needs of the child.• How program will specifically help their child learn English.• How program will specifically help their child meet age appropriate academic standards for grade promotion and graduation.• Specific exit requirements for program.• Expected rate of transition from program into "regular/mainstream" classrooms.• Expected rate of graduation from secondary schools (when T3 funds used for children in secondary schools)• For child with disability: how program meets objectives of the IEP.
II. Right to Decline or End
<ul style="list-style-type: none">• Rights to have child immediately removed from program upon their request.• Options to decline to enroll child in program or to choose another program or method of instruction if available.
III. Failure of Program to Meet AMAO
<ul style="list-style-type: none">• Required when the language instruction educational program has failed to make progress on the annual measurable achievement objectives. (AMAO)• Not later than 30 days after such failure occurs.
IV. For All Notices
<ul style="list-style-type: none">• Information to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
V. Parental Participation And Outreach
<p>LEAs shall implement an effective means of outreach to parents of LEP students to inform them how they can</p> <ol style="list-style-type: none">a. Be involved in the education of their childrenb. Be active participants in assisting their child to <i>learn English, to achieve at high levels</i> in core academic subjects, and to <i>meet the same challenging state academic content and student academic achievement standards</i> as all children are expected to meet. <p>This outreach shall include holding, and sending notice of opportunities for, <i>regular meetings for the purpose of formulating and responding to recommendations from parents</i> of LEP students</p> <ul style="list-style-type: none">• LEAs shall assist parents to select among various programs and methods of instruction, if more than one program or method is offered. <p>Developed by Toll Sanabria 11/08/02</p>

History and Legislation of English Language Learners

1923 Meyer v. Nebraska

Overtaken 1919 Nebraska statute claiming, "no person, individually or as a teacher, shall, in any private denominational, parochial, or public school teach any subject to any person in any language than the English language." The U.S Supreme Court ruled that the state's ability to impose such restrictions "upon the people" was in violation of the Fourteenth Amendment to the U.S. Constitution and overstepped the state's role. The Meyer decision led to the reversal of Bartels v. State of Iowa (which included three other cases in the suit) dealing with English-only statutes

1954 Brown v. Board of Education

Overtaken 1896 Supreme court case Plessy v. Ferguson which allowed schools to be "separate but equal" with regard to race. Brown v. Board, while not specifically addressing bilingual education, established the precedent of same not being equal education, which would later be used to address issues facing English language learner.

1964 Civil Rights Act, Title VI

A historic bill passed by Congress in 1964 that prohibited discrimination on the basis of race, color, or national origin. Title VI of the Act states, "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1968 Bilingual Education Act

The Elementary and Secondary Education Act (ESEA) of 1965 was amended to add Title VII, The Bilingual Education Act. This program established federal policy recognizing bilingual education as a viable method for economically disadvantaged language minority students; allocated funds for innovative programs; and recognized the unique educational disadvantages faced by non-English speaking students.

1970 May 25 Memorandum

The Director of the Office for Civil Rights in the Department of Health, Education, and Workforce (HEW), Stanley Pottinger, sent a memo to all school districts reminding them of their responsibilities under Title VI of the Civil Rights Act of 1964. Pottinger wrote that "the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

1974 Lau v. Nichols

Suit on behalf of the Chinese students in San Francisco public schools, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act by "merely providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers. No specific methodology was mandated.

1974 Equal Educational Opportunity Act of 1974

Within weeks of Lau v. Nichols, Congress passed the Equal Educational Opportunity Act (EEOA) mandating that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program. This was an important piece of legislation because it defined what constituted the denial of education opportunities. The act, however, did not define or specify appropriate action to be taken by states.

1974 Amendments to Title VII

The first reauthorization of ESEA's Title VII included a new section focusing on teacher and professional development and native language instruction. The newly amended law required states

History and Legislation of English Language Learners

to include instruction in students' native language and culture and to spend at least 15% of their money towards training bilingual teachers. Another new amendment was an expansion of eligibility of who could participate in Title VII programs. Any student regardless of socioeconomic status, who was of "limited English-speaking ability (LESA)," could participate.

1975 Lau Remedies

The Department of Health, Education, and Workforce designed a set of education standards that would satisfy the Supreme Court's ruling on *Lau v. Nichols*. These standards were named the "Lau Remedies" and gave the federal government influence over educational decisions made by local and state education authorities.

1978 Amendments to Title VII

The 1978 reauthorization of Title VII of the ESEA emphasized the strictly transitional nature of native language instruction, expanded eligibility to students who were limited English proficient (LEP), and permitted enrollment of English-speaking students in bilingual education programs.

1980 Notice of Proposed Rulemaking (NPRM)

These regulations sought to replace the "Lau Remedies" with official documentation. NPRM was an attempt to create requirements for ELL students. Regulations required that only qualified teachers were to give bilingual instruction and services to English Language learners had to have four components: identification, assessment, services, and exit for students in these programs.

1981 Withdrawal of NPRM, February 2, 1981

Only after one year of establishing NPRM, the Department decided to withdraw the proposal on the basis that it was "intrusive and burdensome." Instead, the Office of Civil Rights instilled a compliance model where school districts are reviewed on a case-by-case basis.

1981 Castaneda v. Pickard

5th District Court of Appeals mandated special help for English language learners. This court case defined criteria for "appropriate action" schools should take to educate LEP students. Criteria for schools included: pedagogically sound plan for LEP students, qualified staff for instruction, effective implementation of program, and plans for evaluation of programs.

1982 Plyler v. Doe

U.S. Supreme Court struck down a Texas law that excluded the children without proof of legal residency or full tuition from attending public schools. Justice Brennan wrote, "It is difficult to understand precisely what the State hopes to achieve by promoting the creation and perpetuation of a subclass of illiterates." The *Plyler v. Doe* decision, based on the Fourteenth Amendment, set the precedent that children could not be denied an education based on immigration status.

1984 Amendments to Title VII

The 1984 reauthorization of Title VII of the ESEA implemented several new grant programs in the areas of family English literacy, academic excellence, developmental bilingual education, and early start and special education students. The reauthorization also emphasized the importance of teacher training and academic goals for LEP students.

1988 Amendments to Title VII

The 1988 reauthorization of Title VII of the ESEA included increased funding to state education agencies, expanded funding for "special alternative" programs where only English was used, a three-year limit on participation in most Title VII programs, and the creation of fellowship programs for professional training.

1994 Amendments to Title VII (Improving America's Schools Act)

History and Legislation of English Language Learners

The 1994 reauthorization of the ESEA entailed comprehensive educational reforms, including a reconfiguration of Title VII programs. New provisions reinforced professional development programs, increased attention to language maintenance and foreign language instruction, improved research and evaluation at state and local levels, supplied additional funds for immigrant education, and allowed participation of some private school students.

2000 Executive Order 13166 "Improving Access to Services for Persons with Limited English Proficiency."

This presidential order required all federal agencies and federally sponsored projects to "ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964."

2001 Alexander v. Sandoval

This U.S Supreme Court case dealt with the issues of disparate impact (unintended consequences) and private right of action (whether an individual can sue the state under Title VI of Civil Rights Act) in regards to non-native English speakers. Martha Sandoval, native Spanish speaker, had sued the state of Alabama claiming their English-only driver's license test discriminated against Spanish speakers, which violated Title VI of the Civil Rights Act. The Supreme Court, in a 5-4 vote, ruled against Sandoval, stating that a private citizen cannot sue the federal government under Title VI. The court also ruled that a plaintiff has to prove that the actions taken against them were intentional acts of discrimination. Thirdly, the Supreme Court stated that language is not considered a protected-category under the Civil Rights Act; only race, color, and national origin are included.

2002 No Child Left Behind Act (Amendments to Title VII)

The 2001 reauthorization of the ESEA replaced the Title VII competitive grant program with Title III, a formula grant program providing funding to states. New provisions focused promoting English acquisition and helping English language learners meet challenging content standards by creating aligned systems of standards and assessments. States issued sub-grants to school districts and are held for accountable for LEP and immigrant students' academic progress and English attainment. Professional development programs were also supported.

For further reading:

Best Evidence: Research Foundations of the Bilingual Education Act. J. Crawford, 1997.

Bilingual Education in the United States: Historical Development and Current Issues. C. J. Ovando, 2003. (via BRJ/ASU)

Education Week Issues: Bilingual Education (Subscription required)

Includes a brief but thorough background essay, plus links to relevant stories from the Education Week and Teacher Magazine archives.

History of Bilingual Assessment and Its Impact on Best Practices Used Today. Z. McLean, 1995.

Views on Bilingualism in the United States: A Selective Historical Review. J. Fitzgerald, 1993. PDF File

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Crawford, J. (1991). *Bilingual Education: History, Politics, Theory, and Practice.* Trenton, NJ: Crane Publishing Company, Inc.

History and Legislation of English Language Learners

Lessow-Hurley, J. (1991). *A Commonsense Guide to Bilingual Education*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lyons, J. (1988, revised 1992). *Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students*. Washington, DC: The Mid-Atlantic Equity Center, American University.

Padilla, A., et al. (Eds.) (1990). *Bilingual Education: Issues and Strategies*. Newbury Park, CA: Sage Publications, Inc.

U.S. Department of Education (1994). *The Improving America's Schools Act of 1994: Summary Sheets*. Washington, DC: Author.

Zelasko, N. (1991). *The Bilingual Standard: Mainstream Americans' Attitudes Toward Bilingualism*. Georgetown University, Washington, DC.