

Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (Ells)



**Colorado Department of Education
English Language Acquisition Unit
201 East Colfax Avenue
Denver, Colorado 80203**

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The ELA Unit is grateful to these professionals and many others who helped in the preparation of this guidebook. A special thank you to our editor, Dr. Nancy Commins.

* In August of 2007, the membership of the NCLB advisory committee will be altered to reflect regional membership. There will be two members from each region selected from nominations. The regional NCLB committee will continue to give advice and counsel to the English Language Acquisition Unit regarding the English Language Learners within the state of Colorado

Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners

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Foreword

In 2002 the United States congress passed a major educational reform bill known as No Child Left Behind (NCLB, 2002). While much criticism has been leveled at many aspects of NCLB, the act was clear in that both State Departments of Education and local school districts needed to serve and be accountable for English Language Learners. Further, included in the mandate was the requirement that State Departments of Education and local schools disaggregate all student data on English Language Learners for the purposes of better identifying the needs of this population and monitoring their academic progress and growth toward full acquisition of English.

NCLB, just as previous federal education initiatives, outlines a series of desired outcomes to its mandates. While the bill is specific with regard to desired outcomes, one could reasonably argue that it falls short of specific programmatic or instructional guidelines to help local school districts develop and implement programs that will enable English Language Learners and others to meet its mandates. How to improve schooling for English Language Learners has largely been left states and local school districts.

The NCLB mandates coupled with Colorado's large and rapidly growing population of second language learners has created a number of challenges for local school districts and educators. It is important to note that Colorado now has over 100,000 students in grades K-12 who are labeled as English Language Learners. Further, this population has grown by 250% since 1995, while the overall K-12 population in Colorado has only grown by 12%. The vast majority of this population speaks Spanish as a native language, however there are over 100 language groups represented in this population (Colorado Department of Education, English Language Acquisition Unit, 2007). English Language Learners are now 10% of Colorado's k-12 population.

Colorado School Districts know that they must meet all NCLB mandates including those for English Language Learners. However, there is no doubt that the vast majority of educators in Colorado do not simply want to see English Language Learners survive, and meet mandates in school they want to insure that they thrive academically, linguistically and socially. Moreover, local school districts are hungry for guidance that will help them to be more effective with English Language Learners.

In view of the above, the importance of this Guidebook for Colorado educators of English Language Learners cannot be over-emphasized. This Guidebook provides solid and up-to-date information to the field without being overly prescriptive or dogmatic. It avoids overly simplistic 'one size fits all' suggestions for programs and instruction and acknowledges up front that learning a second language is a long and complex process. Effective second language programs must address the cognitive, and linguistic needs of second language learners, equally important they must also address the psychological and emotional needs of ELLs. The Guidebook, to its credit, outlines the totality of the second language learning process.

The Guidebook does not prescribe one specific program model or approach to teaching English Language Learners as being superior to any other, but it does specify that 'doing nothing' is **NOT** a program model. Further, the Guidebook acknowledges that well prepared and knowledgeable teachers are a critical component of any effective program. The authors challenge head-on the current feel good mantras in some educational circles that 'good teaching is good teaching,' and illustrate that teaching English Language Learners effectively will require the creation and implementation of programs specifically tailored to the needs of second language learners that are orchestrated by well prepared teachers who have the resources needed to implement comprehensive educational programs. In short, the Guidebook does not tell you what to do but it tells you that you must do something and you must be thoughtful and thorough about what you do. Moreover, it provides many solid suggestions about how to get started in program development, assessment and evaluation. The Guidebook makes excellent use of the extant research in providing guidance and direction for the field.

Finally, it is important to note that the principles and practices proposed in this Guidebook speak to the fact that if English Language Learners are to be successful in Colorado Schools, it will require that **all** educators assume responsibility for the education of ELLs and parents of these children must be intimately and actively involved in educational decisions related to their children.

The Colorado Department of Education is to be commended for the preparation of this Guidebook. The field is in great need of guidance and leadership in their efforts to meet the needs of the 100,000+ English Language Learners in the state, and our second language students, like their monolingual English peers, deserve a first class education, the best our state has to offer.

References

Colorado Department of Education (2007). *English Language Acquisition Unit Report on English Language Learners in Colorado*. Denver, CO: Colorado Department of Education.

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Introduction

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

35 Fed. Reg. 11595

Colorado educators, school administrators, and school board members face the challenge of providing an equitable and challenging education to all students. For over 100,000 students in Colorado who are English language learners (ELLs), representing almost 200 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be actively engaged in assessing and analyzing student performance, educational program effectiveness, program delivery structures, and instructional processes. Implementing research-based structures that support student achievement for ELLs is essential, especially in light of the challenge for our ELL students.

School boards, administrators, and teachers are entrusted with the implementation of Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The performance goals outlined in the Colorado Department of Education (CDE) Consolidated State Plan illustrate Colorado's commitment to all students.

- Performance Goal 1 - All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2 - All students with limited English proficiency will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3 - All students will be taught by highly qualified teachers.
- Performance Goal 4 - All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance Goal 5 – All students will graduate from high school.

This publication is a tool to assist school districts in crafting their professional development activities. It is the result of a joint effort of the CDE, Colorado school districts, professional organizations, and other interested parties, both public and private, committed to high quality education for ELLs. In addition, CDE convened the re-constituted NCLB/ELA Advisory Council -- whose mission is to help develop guidance, materials, and broad recommendations concerning standards, instruction, and assessment/data collection for ELLs – to assist in this work.

This publication provides introduction to and overview of some of the issues involved. To further help local education agencies plan for ELL success in school, the English Language Acquisition Unit (ELAU) of the Colorado Department of Education, in consultation with other CDE units, institutions of higher education and community agencies, has planned professional development and technical

assistance to support effective instruction. Professional development modules include: A) Systemic, Comprehensive School Reform that focuses on systemic alignment and restructuring; B) State Guidance to support the design and implementation of LIEPs; C) Assessment and Data Analysis; and D) Curriculum and Instruction. The implementation of scientifically-based research in literacy and language acquisition models, methods, and strategies are infused throughout these modules.

Key sections of Title III, Part A, of the *No Child Left Behind Act of 2001* provide a focus for our efforts on behalf of children who are Limited English Proficient (LEP), including immigrant children and youth. Specifically, the purposes are to:

- help ensure that children who are LEP, including immigrant children and youth, attain English proficiency, develop **high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards** as all children are expected to meet;
- develop **high quality LIEPs** in teaching LEP children and serving immigrant children and youth that prepare them to enter all-English instructional settings;
- assist in **building staff capacity** to establish, implement, and sustain LIEPs and programs of English language development for children who are LEP; and
- promote **parental and community participation in LIEPs** for the parents and communities of children who are LEP.

The Guiding Principles below serve as the foundation for the content of the guidebook and reflect the philosophy of the *No Child Left Behind Act of 2001*, the Colorado Basic Literacy Act, the Colorado Student Assessment Program, Colorado Content Standards, Colorado ELD Standards, the Colorado Consolidated State Plan, and Federal reform initiatives. These principles are supported by Colorado educators and administrators who helped develop the content for the guidebook and who are responsible for providing appropriate, challenging, and high quality educational opportunities for our ELLs. The Guiding Principles are:

- 1) School districts will implement LIEPs with a focus on access, equity, and quality.
- 2) The effective acquisition of academic English to promote student achievement will be a priority regardless of the LIEP selected.
- 3) Assessment will systematically use valid and reliable measures to determine progress in attaining English proficiency (including the level of comprehension, speaking, listening, reading, and writing skills) and student academic achievement standards.
- 4) Instruction and accountability will be based on meaningful data related to student performance.
- 5) All instructional staff assigned to educate ELLs will be professionally prepared, qualified, and authorized to teach this population.
- 6) Parents will be encouraged and provided opportunities to actively collaborate with schools to support their children's learning and to increase their own language and literacy skills.

This guidebook provides assistance to Colorado educators, administrators, and school board members

in their continuing efforts to address the linguistic and educational needs of ELLs by sharing information on legislated and judicially mandated policies as well as best practices and program procedures. It is organized into six sections:

Section 1 – Understanding English Language Learners

Section 2 – Understanding the Districts’ Obligation for Identification, Assessment, and Placement of English Language Learners

Section 3 – Designing Effective Programs to Meet English Language Learner’s Needs

Section 4 – Implementing Language Instruction Educational Programs for English Language Learners

Section 5 – Evaluating and Managing Programs for English Language Learners

Section 6 – Parental Involvement

While every effort was made to identify and cite sources, there may be some that were inadvertently omitted. The guidebook was designed to fit in a loose leaf binder so that sections can be updated and additional resources can be added. This document will also be available through out CDE ELA Unit Website.

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1

Understanding English Language Learners (ELLs)

1.1 English Language Learners in the United States and Colorado

Demographics and Languages of ELLs

The release of U.S. census data in 2000, allows for monitoring of changes in the ELL student population over the past ten years in the U.S. and in Colorado. The number of foreign-born people living in the U.S. has increased substantially over the past 10 years. The figures below provide a good indicator of the changing demographics of the U.S. population and the new challenges and opportunities for school districts.

- 12.4% of the U.S. population being foreign born in the year 2005;
- Between 1980 and 1997, the number of children of immigrants enrolled in U.S. schools almost doubled, increasing from 10% of the entire student population to 19%;
- Over 50% of the U.S. foreign-born population was born in Latin America. Between 1990 and 2000, the Hispanic population in the U.S. increased by 58%;
- Colorado's Hispanic population increased by 73%, while Colorado's total population increased by 31%;
- More than 50% of children born in Denver in 2001 were Hispanic.
- Over 39% of Hispanics in the U.S. were born outside of the U.S., increasing the chance that these individuals speak a language other than English as their primary language. In addition, this group has a lower median age than the population as a whole: 35.7% of all Hispanics are under the age of 18.
- Hispanics are a growing proportion of the U.S. student population comprising 8.6% of the student population in 1980 and 16.2% in 1999.¹

This rapid and dramatic increase, particularly in the number of Hispanic students in our schools, has profound implications on how a school structures and delivers its educational services. A Presidential Commission reported:

While the Hispanic population continues to grow, on average, the educational attainment of the Hispanic community continues to lag behind that of the rest of the nation. The achievement gap between Hispanic students and their peers is the result of multiple factors,

among them their low participation in pre-school programs, segregation into “resource poor” schools, high drop-out rates, low family incomes, and limited English proficiency. (White House Initiative on Educational Excellence for Hispanic Americans, 2000)

The differences in achievement between Hispanics and non-Hispanics begin as early as kindergarten and continue through high school. The high school completion rate for Hispanics has not changed substantially in the past several years, and the drop-out rate for Hispanics remains unacceptably high.

In 1990 in Colorado, the number of children who spoke a language other than English at home was 51,200 and by 2006 that number was estimated to be over 100,000. In 2005-2006, as documented by the Colorado Department of Education October Count, there were between 4,200 and 8,000 Spanish speakers per grade level between grades 3 and 10, in addition another 200 different languages are spoken by other second language learners. The following chart provides a breakdown of some of the major languages represented in our schools as of October 2006. This chart covers grades 3 through 10.

**Top Twenty Languages Colorado Students Speak Other than English
FY 2006-07**

Language	#	% of Total Pop.	Language	#	% of Total Pop.
Spanish	106,718	13.4%	German	439	0.055%
Vietnamese	2,789	0.35%	Amharic	433	0.054%
Russian	1,347	0.2%	Tagalog	365	0.045%
Korean	1,236	0.15%	Khmer	361	0.045%
Hmong	937	0.11%	Somali	330	0.042%
Chinese, Mandarin	833	0.1%	Ute	277	0.035%
Arabic	793	0.09%	Polish	267	0.034%
Chinese, Cantonese	528	0.06%	Lao	266	0.034%
Navajo	504	0.06%	Japanese	258	0.032%
French	463	0.058%	Ukrainian	195	0.025%

Source: Colorado Student Count October 2006.

Selected Facts about English Language Learners Impact on Schools

- Over 3.5 million elementary and secondary students in the U.S. are ELLs.
- The number of language minority students has increased nearly 100% in the past decade, and growth is expected to continue.
- Forty-two percent (42%) of all public school teachers in the U.S. have at least one ELL student in their classes.
- There is a marked shortage of teachers certified to teach ELLs. Fewer than one in five teachers who currently serve these students are certified to teach them.
- Today’s language minority students speak over 100 languages, including Creole,

Cantonese, Hmong, Portuguese, and Russian, with 83% speaking Spanish.

- Many newly enrolling immigrant students come from rural and/or war-torn areas of Haiti, the Dominican Republic, Cape Verde, Central America, the Middle East, Southeast Asia, and Africa, where access to formal schooling has been limited.
- Linguistic research has shown that it takes 3 to 5 years to develop oral English proficiency, and 4 to 7 or more years to master “academic” English (the ability to use English in academic context, important for long-term success in school).
- Nearly one-third of all ELLs receive no directed assistance in understanding what is being taught. (That means that they are not taught how to speak English, nor given extra help in understanding their math, science, or history classes).

LAB, Fourth Annual Claiborne Pell Education Policy Seminar

Given these facts about ELLs, resources should be concentrated to address the challenges and benefits of an increasingly diverse student population. Efforts to organize instruction based on these understandings will benefit all students, including native English speakers.

1.2 Stages of Language Development

Having a clear understanding of the language and culture of ELLs is the first step in understanding how to design, implement, monitor, and evaluate programs to help students make progress towards English proficiency, as well as to attain challenging content and academic achievement standards.

The abilities to listen, speak, read, and write are basic to academic success in any language. Whether children have been educated in their home country or in the U.S. and whether instruction is in a language other than English or in English, once students enter Colorado’s education system, regardless of the instructional program implemented or the language used in the classroom, our goal is to provide students the opportunity to acquire English proficiency and achieve academic success. For many ELLs, contact with English begins at school, which is where our task begins.

The distinction between first language development and second language acquisition must be understood to set the foundation for learner-centered instructional strategies for ELLs. There are five principles that apply to both first or second language acquisition:

- language is learned by using language;
- the focus in language learning is meaning and function (not form);
- successful language learning is non-stressful, meaningful, concretely-based and comprehensible;
- language is self-directed, not segmented or sequenced; and
- the conditions necessary for language acquisition are essentially the same for all children.

These principles support the practices recommended in this document to facilitate language learning. In the same way that children learn to read by reading and to write by writing, they learn language by using language. It should be expected that the rate of language development will vary among children. Even under optimal conditions, it will take between 4-10 years for ELLs to fully develop academic

English – that is to be able to listen, speak, read, and write in a way that is indistinguishable from a native English speaker.

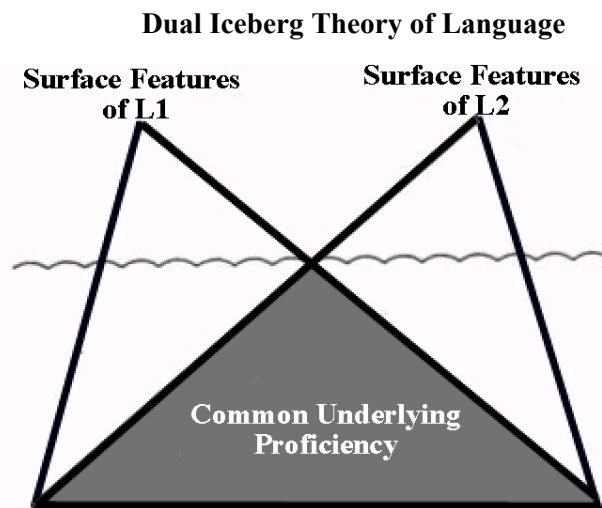
Barcroft, J (2004). Second Language Vocabulary Acquisition: A Lexical Input Processing Approach, Foreign Language Annals Vol. 37 (2).

First Language Development

Brown (1973), Chomsky (1986), Piaget (1970), and Vygotsky (1978) provide the theoretical framework for how language is developed. They posit an internal process whereby humans create words and sentences. Language rules are generated as individuals move through developmental stages of language--each at their own rate. In Crain (1980), Chomsky suggests that as we create, comprehend, and transform sentences, we intuitively work on two levels: the deep structure and the surface structure of language. Surface structure refers to the way words or sounds are put together while the deep structure refers to the meaning that the words or sounds are meant to communicate.

The following chart provides a visual representation of what Cummins describes as the Dual Iceberg Theory in which an ELL's two language systems are demonstrated. The iceberg is an appropriate metaphor because, as with language, the majority of the cognitive structure is below the surface. ELLs' oral and written expression is represented by the portion that is above the surface and their underlying academic understandings are represented by the portion that is below the surface.

When students have strong language environments in both languages, the developed cognitive understanding supports communication skills in both languages. Even more importantly, what is learned in one language can be expressed through the other. The information doesn't need to be relearned. Learners will need to be provided with the appropriate language to express what they already know in one language through the other.



Cummins' (1979) Hypothesis on interdependence of languages (1979-1981)- "Iceberg Theory"

While there are varying perspectives on the exact linkage of language and thinking, with few exceptions most children will acquire the basic grammatical rules of their native tongue by age 4 or 5 without direct instruction. The first language is developed as children hear it spoken. By imitating good models, they will master the language without any special program of instruction. While some

believe that teaching about language makes children more conscious of their language, it is widely accepted that since children independently master an intricate system of grammatical rules, that their independent and intuitive efforts should be respected and not undermined through attempts to teach abstract rules of grammar. Four essential interactions are key to language learning and development:

- exposure to language;
- practice in a non-threatening environment;
- re-enforcement; and
- imitation

The differences between “learning a language” and “acquiring a language” (Krashen, 1981) are especially important for second language development, as illustrated by the following table.

Differences Between Approaches That Promote Learning vs. Acquisition of Language	
Learning	Acquisition
1. Focus on the forms to be mastered.	1. Focus on need to communicate linguistic functions.
2. Success is based on demonstrated mastery of language forms.	2. Success is based on getting things done with language.
3. Forms are learned for later functional applications.	3. Forms develop out of communicative needs being met in realistic contexts.
4. Lessons are organized around grammatically based objectives.	4. Lessons are organized around need, desires, and interests of the students.
5. Error correction is a critical feature to promote the mastery of linguistic forms and structures.	5. Student success in getting things done and in communicating ideas is the focus of reinforcement. Errors are accepted as developmental.
6. Learning is a conscious process of memorizing rules, forms, and structures, usually as a result of deliberate teaching.	6. Acquisition is an unconscious process of internalizing concepts and developing functional skills as a result of exposure and comprehensible input.
7. Rules and generalizations are taught inductively and deductively.	7. Rules and generalizations are not taught unless specifically requested by students.
8. Lessons are characterized by teacher developed drills and exercises.	8. Lessons are characterized by student centered situational activities.
9. Students develop the four language skills by following teacher-directed calendar.	9. Students develop the four language skills (listening, speaking, reading, and writing) by participating in functional communicative activities which allow the skills to emerge naturally.
10. Early emphasis on production skills may produce unnecessary anxiety in students.	10. Lessons are characterized by low student anxiety as production and eventual mastery are allowed to occur on the students’ own schedule after sufficient input.

California Department of Ed.- Office of Bilingual Education (2005)

In working with ELLs to facilitate their academic success, a number of prominent researchers (Clay, 1991; Cummins, 1981; Peregoy, 1991) support the view that strengthening the first language offers the best entry into 2nd language acquisition by providing a cognitive and academic foundation for proficiency in the second language.

Acquiring a Second Language

Children best acquire a second language in much the same way that they acquired their first language - by learning to communicate, and make sense of their world. This process is made more challenging in an academic setting because second language learners need to use the new language to interact socially, as well as learn subject matter and achieve academically.

According to Krashen (1982), a new language is acquired subconsciously as it is used for various purposes. People acquire language when they receive oral or written messages they understand. These messages provide **comprehensible** input that eventually leads to the output of speaking and writing. If a student needs to know how to ask for milk in the cafeteria, s/he acquires the vocabulary needed to accomplish this task. By using language for *real* purposes, it is acquired naturally and purposefully. Language can be acquired as they read and write, as well as through listening and speaking.

Students acquire a second language through exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. ELLs seem to learn English more quickly when teachers use pictures, gestures, manipulatives, and other means to make English **comprehensible**, while at the same time reducing the stress associated with the expectation that students immediately produce the new language.

Krashen (1982) defined the following stages of language for second language learners but acknowledged that since language acquisition is an ongoing process, the stages may overlap and growth may occur at different rates. (See Appendix A for more information.) The first three stages may progress quickly while students will spend years in the intermediate and advanced stages.

- **Silent/Receptive Stage** - The student does not verbally respond to communication in L2 although there is receptive processing. The student should be actively included in all class activities but not forced to speak. Teachers should give students in this stage of L2 acquisition sufficient time and clues to encourage participation. Students are likely to respond best through non-verbal interaction with peers; being included in general activities and games; and interacting with manipulatives, pictures, audiovisuals, and "hands-on" materials. As students progress through this stage, they will provide one-word verbal responses by repeating and imitating words and phrases.
- **Early Production Stage** - During this stage, ELLs begin to respond verbally using one or two words and develop the ability to extract meaning from utterances directed to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through the stage, two or three words may be grouped together in short phrases to express an idea.
- **Speech Emergence Stage** - In this stage, ELLs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities in which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be warmly received and encouraged. It is especially important that neither the instructor nor the students make fun of, or discourage, ELLs' attempts at speech.
- **Intermediate Fluency Stage** - In this stage, students gradually make the transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies for students in this stage are to give more comprehensible input, develop and extend recognition vocabulary, and to give them a chance to produce language in comfortable situations.

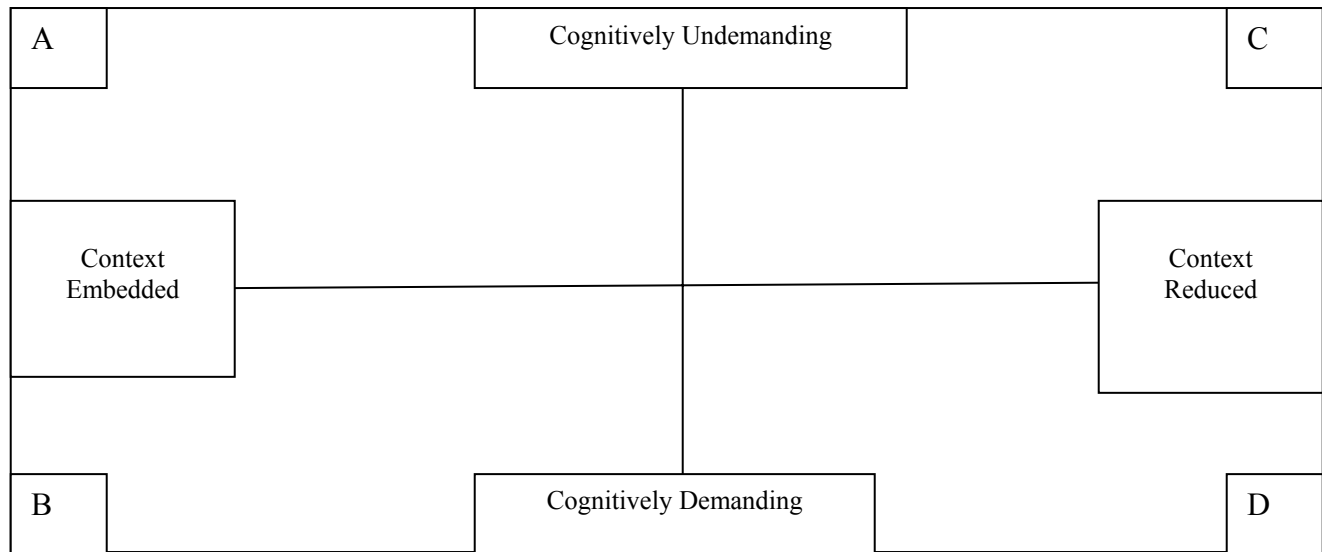
- **Advanced Fluency Stage** - During this stage of development, students begin to engage in non-cued conversation and produce connected narrative. This is appropriate timing for some grammar instruction, focusing on idiomatic expressions and reading comprehension skills. Activities are designed to develop higher levels of thinking, vocabulary skills, and cognitive skills, especially in reading and writing. (Krashen, 1982)

Cummins (1980) originally suggested a framework related to language use which distinguishes language that is used for basic social interaction and language that is used for academic purposes. Basic Interpersonal Communication Skills (BICS) refers to language skills needed for social conversation purposes. Cognitive Academic Language Proficiency (CALP) refers to formal language skills used for academic learning.

Though not all face-to-face interaction is at the basic communication level, students generally acquire a strong enough foundation to participate in spontaneous conversation rather quickly (Cummins, 1979). Full academic proficiency takes longer - from four to ten years for ELLs to meet the cognitive and linguistic demands of academic work in the second language. Thomas and Collier, (1995 *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*) have estimated that the time needed could take as much as 14 years for older students who begin their acquisition of a second language without literacy skills or consistent prior formal schooling in their first language. It is important to note that this does not mean it takes that long to be able to learn through a second language, but rather to perform in an academic context at the same level as a native speaker who has received adequate schooling.

As shown below, Cummins later refined his framework to better capture the complex and multidimensional social and academic aspects of language learning. He proposed that all communication tasks can be viewed along two intersecting dimensions – cognitive demand and contextual embeddedness. Instruction should be planned to move among the quadrants, increasing the cognitive demand with familiar/embedded language and teaching new language in relation to familiar content.

Cummins, J (1984) *Bilingualism & Special Education: Issues in Assessment and Pedagogy*. San Diego: College Hill Press, p 139.



1.3 Socio-Cultural Issues and Student Learning

Learning English in an academic environment is not the only challenge facing ELLs. They must also learn to function in a new classroom, school, community, state, and country. Some things that native English speakers take for granted about living and going to school in the U.S. are viewed very differently by an immigrant or ELL. (See Appendix C for more information.)

The country of origin and the cultural experience students bring with them impacts the way they see the world. ELLs often have different experiences with school systems and processes, how and what they eat during lunch, expectations about student-teacher-peer interactions, etc. They will need guidance and explicit instruction to better understand their new school culture and environment.

Most educators, like most other U.S. citizens, are socialized within homogeneous communities and have few opportunities to interact with people from other racial, ethnic, language, and social-class groups. The formal curriculum in schools, colleges, and universities provides educators with scant and inconsistent opportunities to acquire the knowledge and skills needed to work effectively in culturally diverse educational settings.

*Diversity Within Unity:
Essential Principles for Teaching and Learning in a
Multicultural Society
James Banks, et al. 2001*

Issues that have a direct impact on ELLs and that of ELL educators include the country of origin, language, access to education, basic enrollment information, and classroom considerations. Even under the best of circumstances most newcomers will experience a form of ‘culture shock’ as they have to adapt to the subtle and gross differences in their new environment. Summarized below are just some of the variables to consider.

- **Country of Origin** - The country from which a student comes might be at war, economically poor, underdeveloped, or very different in climate and geography from the new situation. A student concerned for the safety of family members and friends in a

country at war is not likely to have school peers in the U.S. that can understand this hardship. Many of the students who come from such circumstances should be provided a transitional period in order to relieve the trauma and stress related to their move to the U.S.

Children that come from an economically poor country might not understand the wastefulness seen in U.S. society. ELLs who come from underdeveloped countries might not expect the availability of items we take for granted such as running water, indoor bathrooms, and basic cleanliness. The climate and geography that a student has previously experienced is also important to understand and take into account (i.e., altitude, change of seasons, snow and ice). These changes are substantial and may be stressful or take time.

- **Language** - Does the student come from a country that has a written language? How similar is the student's alphabet to our English alphabet (does s/he use letters as we do in English or characters such as in Chinese or Korean?) Does the student read from left to right or right to left? A Spanish-speaking student coming from Uruguay might not have the same accent and specific vocabulary as one coming from Mexico--a situation similar to two students from the U.S., one from New York City and another from New Orleans.

It is critical that schools and districts work to ascertain the languages spoken by their students and identify resources – both human and material – to establish lines of communication with families. This may seem a daunting task, but materials are readily available in dozens of languages at various clearinghouses and internet sites. You are not alone. Schools across this country and Canada are facing and meeting these same challenges.

Once means of communication are established with families, either through an interpreter/ cultural mediator, or through other means such as phone contact (especially for rural communities with less access to resources or resource people), then a basic overview of the school process can and should be communicated.

- **Access to a Free Education** – Free and universal education is not available in all countries. Parents should be informed that the child's right to access the educational system is not dependent upon factors such as the child's ability to understand English, the family's legal status in the U.S., or the family's economic status or national origin. Discrimination based on these factors may have been a reality in the country that the family emigrated from.
- **Basic Enrollment and Attendance Information** – Enrollment procedures and attendance policies vary across the world. Information on enrollment must be made available to parents or guardians of ELLs, in a language that they can understand, whenever possible. If information is not available, then a reliable translator or cultural mediator should be made available. Improved family/parent and school partnerships are increased and developed when families are provided information in their native/home language. Thus, opening and providing opportunities for connecting, communicating, coaching, and collaborating between parents, teachers, administration, and other school staff. Schools should not ask for social security cards as this not required by law. Many families come to the U.S. for economic reasons and are not aware of their child's right to

a free or reduced lunch. School lunch applications should be completed by the interpreter/cultural mediator and the parent in a way that reduces stress associated with the family's economic situation.

Compulsory education is not the norm outside the U.S. Therefore, when parents sign the school disciplinary plan, they should be made aware of the expectations and laws governing school attendance. Parents also need to know prejudice and discrimination are not acceptable practices in the U.S. They can discuss this with their child to avoid conflict with other students. Likewise, educators and staff members should be aware that an immigrant student also has customs and practices that might be unusual or different from those they have experienced.

- **Classroom considerations** - A child who is new to a school should have an initial buddy to serve as a peer support partner, ideally with a student from a similar language or cultural background. Once the new student becomes accustomed to the environment of the school, the buddy should have the choice of continuing to help the new student as an interpreter or not. It should be understood that some children are excellent interpreters and others are not. Interpreting requires much of a student, particularly cognitively. Not all students possess that ability. Teachers should be aware that this practice has the potential to create more conflict and tension for the new student or for the “buddy” if there is not a match between the students’ countries of origin, experiences, or personal preferences. For example, just because a student comes from an Asian country doesn’t mean that s/he speaks the same language or has a similar ethnic or socio-economic background. It may be helpful, especially for older students to allow them several days to shadow students their age to get a feel for the school before being given a final schedule and/ or asked to actively participate in class activities.

A student’s eagerness to perform and learn is also compounded and made more difficult by the fact that they might not want to be in the U.S. or Colorado. Older students could be more affected by a move to the U.S. than a younger student, because of the pressure to fit in to the new environment.

Welcoming, responding, and supporting each student individually is the best way to create a positive environment.

The Immigrant Experience

Elizabeth Coelho (1994) describes the various phases that may cause a great deal of stress to our immigrant and refugee students. These include:

- 1) Choice – Did the family and the student have a choice in leaving their native country?
- 2) Preparation and support – Were they prepared emotionally and financially to establish their new life in the United States?
- 3) Family Separation – Did all members of the family arrive as a unit?
- 4) Minority Status – What are the implications of going from a majority status to a minority status?
- 5) Loss of Status – Are the parents able to sustain their skill and professional level of work?

- 6) Culture Conflict between Home and School – Do the students have to negotiate and in some instances abandon their cultural values?
- 7) The Refugee Experience – How do the experiences of survival affect the refugee student?
- 8) The culture of the School – Is there a process to help the immigrant and refugee student learn about and understand the culture of the school?

Coelho, E. (1994). "Social Integration of Immigrant and Refugee Children," in Genesee, Fred (Ed.) Educating Second Language Children: The whole child, the whole curriculum, the whole community. New York: Cambridge University Press.

2

Understanding the District's Obligation for Identification, Assessment and Placement of ELLs

2.1 Procedures for the Identification and Assessment of ELLs

In order to develop comprehensive English language acquisition and academic programs for ELLs, schools and districts must first have accurate knowledge regarding the number and characteristics of the population to be served. Proper identification of ELLs will help ensure that the district designs an English language acquisition program to best meet the needs of its students. All of the procedures outlined in this chapter are designed to protect the civil rights of the child to an appropriate education.

Step 1 - Identification of Students Whose Primary or Home Language is Other Than English (PHLOTE)

PHLOTE

Primary or Home Language Other Than English—a student is identified as PHLOTE when any single response on the Home Language Survey indicates a language other than English is spoken by the student **or** by other individuals in the home. All PHOLTES need to be assessed for their English language proficiency.

The school district must establish an effective and systematic procedure to identify all ELLs. The identification, assessment, and placement procedure must include:

1. **Home language surveys (HLS)** to be completed as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE). Once completed, all surveys should be on file and easily accessible by school and district staff and available for state audits.
2. **Colorado English Language Assessment (CELA) Placement** to be administered to all new to the district students identified as PHLOTE₂ within 30 days of arrival to determine English language proficiency.
3. **Parent notification** for students identified for placement in a Language Instruction Educational Program (LIEP).
4. **Placement in LIEP services** for students identified as ELLs.
5. **On-going Assessment** to monitor language and academic growth (including the **CELA Proficiency Test**).

Home Language Survey must be completed for each student. This form should be provided in the language most frequently spoken in the local community. It is advisable that this be the first form filled out in the registration process for all students. The Office for Civil Rights (OCR) suggests that the Home Language Survey contain, at a minimum, the following three questions:

- **Is a language other than English used in the home?**
- **Was the student's first language other than English?**
- **Does the student speak a language other than English?**

The district must ensure that all students have a completed home language survey on file (this includes monolingual English speaking students).

Step 2 - Assessment of English Language Proficiency (confirmation of the HLS)

When all responses on the home language survey indicate that English is the only language used by the student, and by all individuals in the home, the student is considered an English only speaker. Procedures established by the school district for placement in the general student population should be followed.

The district will use the CELA Placement to assess the English language proficiency of all PHLOTE students enrolled in its schools. Based on the results of the assessment, each PHLOTE student will be identified as Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP). Program placement and instructional decisions will be based on the student's English language proficiency designation and a body of evidence.

If any response on the home language questionnaire indicates the use of a language other than English, by the student or an individual in the home, then further investigation must be conducted to determine the student's English language proficiency level. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

2.2 Language Proficiency Assessment Instruments

The assessment of ELLs encompasses three distinct areas -- screening, formative & summative measures -- as outlined in the diagram below. This section and the next address the initial phase of the process, screening measures to determine language proficiency and appropriate program placement.

A Description of Standards-Based Assessments for ELLs			Names of Assessments
Type of Assessment	Purpose of the Assessment	Function of the Assessment	
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language (confirm the HLS).	CELA placement
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.	Body of Evidence (Composed of various measures)
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, which demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.	Body of evidence including, but not limited to CELA Proficiency, CSAP and other standardized tests

Based on Gottlieb (2006) *Assessing English Language Learners: Bridges From Language Proficiency To Academic Achievement* Corwin Press

Purposes of language proficiency testing

A well-planned, appropriate program of language proficiency assessment is critical to ensure that the instructional program is in compliance with legal requirements and that the educational needs of ELLs are being met. The district assessment plan should include provision for a **timely (30 days)** screening placement assessment (CELA Placement) as students enter the district, as well as an ongoing program of assessment (to include CELA Proficiency) of student progress to support educational planning and student achievement monitoring.

The information that is provided through language proficiency assessments can be used for several purposes impacting the educational programs of ELLs: program services procedural/decision making requirements, program planning and evaluation, reporting requirements, and instructional planning.

It is essential that all five-language proficiency areas are assessed in English and are also assessed in the students' native language when possible. The language proficiency areas are:

- 1) **Comprehension:** The ability to understand the content of oral and/or written materials at the age- and grade-appropriate level.
- 2) **Speaking:** The ability to use oral language appropriately within the classroom and in social interactions.
- 3) **Listening:** The ability to understand the oral language of the teacher, extract information, and follow the instructional discourse.

- 4) **Reading:** The ability to comprehend and interpret text at the age and grade appropriate level.
- 5) **Writing:** The ability to produce written text with content and format in classroom assignments at the age- and grade-appropriate level.

Oral assessment of English language proficiency may be sufficient for PHLOTE students in kindergarten (for placement) depending on the district's expectations for that grade level. However, in grades one through 12, PHLOTE students need to be assessed via a body of evidence in all five areas of language proficiency to ascertain if they have appropriate skills in understanding, listening, speaking, reading, and writing in the English language.

Any PHLOTE student scoring below the **publisher's threshold** of oral English proficiency should be identified as NEP or LEP. Any PHLOTE student who is orally proficient in English but who scores below the test/ assessment **publisher's threshold** for reading or writing proficiency (or the grade level standard) should also be identified as NEP or LEP.

In cases when a PHLOTE student is unable to respond to an assessment in English, the district should use an alternative method of assessment to ascertain how much the child understands in English as well as his/her content knowledge in the home language. When an appropriate test does not exist for a particular language, an informal assessment should be administered in the native language of the child. An educator fluent in English and in the student's language should conduct the assessment.

State Sanctioned Language Proficiency Assessment

In 2002, the State legislature enacted Senate Bill 02-109 requiring the CDE to develop and/or approve a single instrument to be used by districts in identifying and measuring proficiency of ELLs by school year 2005-06.

Requirements of SB 02-109

- By school year 2005-06 all districts will adopt the single state approved language assessment system.
- Districts must assess students on the entire instrument (oral, reading, listening, writing).
- The assessment will be conducted on at least an annual basis.
- Districts must annually certify to CDE the number of students by language whose dominant language is not English.

The CDE has sanctioned one language proficiency assessment (CELA Proficiency) for the purposes of the English Language Proficiency Act (ELPA) and the Colorado Student Assessment Program (CSAP). This assessment has proven to be a reliable and valid measure of a student's English language proficiency.

Colorado English Language Assessment (CELA):
Speaking, Listening, Reading and Writing
(CTB/McGraw Hill)

Language Proficiency in the Students' Home Language

Federal guidelines do not require the testing of PHLOTE students in their native (home) language, nor can the results of such testing be used to determine whether students are ELLs. Nevertheless, a PHLOTE student may be tested for native language proficiency, in addition to testing for English language proficiency. Because instructional approaches in English will vary according to whether or not students have a strong academic foundation in their first language, Native Language Assessment can be extremely helpful in determining the best education approach. Knowing the level of first

language skills is especially helpful when students will be placed in a bilingual education program or are being considered for Special Education services.

Upon initial entry into a school district, first language proficiency and academic assessment are important for ELLs who have been receiving instruction in their native language. Native language proficiency and academic assessment provide information that helps:

1. Determine language dominance and strength.
2. Preview language learning abilities as a pre-assessment for special education consideration.
3. Measure students' initial academic knowledge in content area subjects.
4. Measure students' growth in academic knowledge when instructed in the native language.
5. Predict students' ability to meet and/or exceed state standards at selected grade levels.

A comparison of performance in both languages provides the examiner a more valid profile of the ELL. For example, if it is known that a student has grade level literacy skills in their native language and will be receiving all instruction in English, instruction would focus on transference of skills already learned rather than on the initial development of these skills. Guidelines for this type of assessment include the following:

- Examine student educational experiences. Information available from school records or parental input may provide an immediate clue to the student's abilities in content areas and in the native language. With the exception of students who have severe processing problems, students who have attended school in their native country are generally cognitively proficient in their native language. Skills and abilities are transferable from the first language to the second language.
- Students should be asked to read in English. Find out if they can understand the text they are reading, whether they can answer simple questions about the text, and whether they are able to compare and contrast information.
- Older students should be given an assignment to write about something they know (e.g., their family, favorite television show, or favorite food). Judge whether or not the writing is meaningful rather than judging tense, grammar, and word placement. Focus on meaning, not on form.
- Observe ELLs carefully. Determine what coping skills they are using, how they are processing information, and what resources they are relying upon.

Adapted from LMM News, Indiana Department of Education, Indianapolis, IN.

Comparisons of the results from English language assessments and native language assessments are also useful for making instructional decisions and providing students with specific curriculum materials.

It is critical that educators recognize that the nature of students' instruction in English will vary and need to account for whether or not students have already attained grade level literacy and academic skills in their first language.

**Language Dominance vs.
Language Proficiency**

Dominance: Denotes the relative level and strength in each language. Dominance is often, but not always, indicated by the language the individual prefers to use. Language dominance may shift across linguistic environments.

Proficiency: The level of speaking, understanding, reading and writing ability in a particular language. Full proficiency denotes abilities comparable to a native speaker of similar age.

2.3 Program Placement for ELLs

Students identified as ELLs on the CELA Placement assessment of that measures listening, speaking, reading, and writing must be placed in a sound LIEP. Many different kinds of programs can be successful depending on the quality of instruction. ESL, structured immersion with ESL methodologies, and bilingual/dual language education are examples of LIEPs that have been recognized as sound by experts in the field. The range and nature of different program types is discussed in detail in Chapter 3. They include programs where all instruction is in English, as well as those in which students' primary language is used for a portion of the instructional day.

Bilingual programs that have proven as sound instructional environments are:

Dual Language Education

These are programs in which two languages are used for instruction over a substantial period of time. The goal is for students to develop full conversational and academic proficiency in both languages. It can serve as an umbrella for several models - Developmental BE in which only second language learners of English receive instruction in the two languages and Two Way or Dual Immersion programs that serve both native English speakers and second language learners where all are expected to become bilingual and bi-literate.

Transitional Bilingual Programs

These are programs for second language learners of English in which their primary language is used for a limited number of years (usually 2 – 3) after which there is a transition to all English instruction. The use of the primary language is as a vehicle to English proficiency and not specifically to develop academic bilingualism.

Sheltered content instruction in English and native language enrichment instructional approaches, alone, are not recognized by experts in the field as sound LIEPs for ELLs. They can be used to augment other program models that have been recognized as sound. In placing students in an appropriate program, the district should rely on language proficiency information coupled with other diagnostic information such as the student's proficiency in the native language, especially where bilingual education programs are prescribed.

Prior to placing a student in an LIEP, the district must notify parents in writing regarding:

- The reasons for the identification of the child as being in need of English language instruction;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- How the English language instruction program will specifically help the child acquire English and meet age-appropriate standards for grade promotion and graduation;
- The specific exit criteria for the program;
- The expected rate of transition from the program into a classroom that is not tailored for limited English proficient children; and
- The expected rate of graduation from high school for children in the program in secondary schools.

Parent notification must be communicated in a language and/or manner that can be understood by them.

Upon receipt of any written instructions from the parent, a district may withdraw an ELL from a formal LIEP. Nevertheless, under The Office of Civil Rights and NCLB policy, the district is still obligated to provide appropriate means to ensure that the student's English language and academic needs are met.

A parent's refusal of alternative language services **does not mean** that a district should discontinue testing an ELL's English language proficiency. **Testing must continue to determine the effectiveness of the informal means implemented to meet the student's English language and academic needs.**

Informed Consent for Placement in Bilingual Programs

The Elementary and Secondary Education Act of 2001 requires school districts to inform parents of eligibility for placement in a Bilingual Program when the program has instruction in a language other than English, districts shall make an effort to receive parental consent for program placement.

“For a child who has been identified as limited English proficient prior to the beginning of the school year, each local educational agency that receives funds under this subpart shall make a reasonable and substantial effort to obtain informed parental consent prior to the placement of a child in an English language instruction program for limited English proficient children funded under this subpart, if the program does not include classes which exclusively or almost exclusively use the English language in instruction.”

2.4 Evaluation of Student Progress and Re-designation

On an annual basis, the district must evaluate and document the progress of ELLs' acquisition of English. Ensuring ELL success requires ongoing formal and informal assessments that are embodied in a continuous review of ELL performance and placement. The planning process should involve the ELLs parents, general classroom staff who work with the student, bilingual ESL staff, and other school specialists in collaborative decision making about student identification, assessment, placement, and re-designation/exit.

Re-designation

Re-designation from LEP to FEP M1 shall be determined through valid and reliable assessments and documented through observation. A student re-designated must be monitored **for two years**.

Re-designation is the legal term used when a student's language proficiency label changes from LEP to FEP Monitor year 1. Even when students have been re-designated as FEP, it will be helpful to their teachers in subsequent years to know they were once classified as LEP and will still benefit from instruction that accounts for linguistic and cultural variations.

Although there may be exceptions, students identified as NEP or LEP in kindergarten should not be considered for re-designation until the end of 1st grade in order to ensure that the monitoring phase continues through the end of 3rd grade.

It is important that multiple criteria are used for decision making and that students are assessed in English using the CELA Proficiency test. Instruments and procedures that measure all five areas of English Language proficiency- comprehension, speaking, listening, reading, and writing- are to be used as well as those that measure academic content achievement. A few of the possible sources of data for the Body of Evidence (BOE) may include, but are not limited to:

Standardized Assessments

*** These two tests are State Standardized Assessments and should be used as a trigger for further review with a BOE in order to meet or exceed these thresholds.**

Language Proficiency

***CELA Proficiency - Overall score 4.5 or 5 (FEP)**

Academic Content Achievement

***CSAP Reading or Writing - Partially Proficient (PP) on English version**

Body of Evidence (BOE)

<u>Language Proficiency</u>	<u>Academic Content Achievement</u>
<ul style="list-style-type: none"> ■ District review committee evaluation ■ Language samples (reading, writing, listening, and assessments, speaking) ■ Observation Protocols (ex. SOLOM) ■ District language proficiency tests (ie. IPT, Woodcock Munoz, LAS, etc.) ■ Diagnostic tests ■ Logs or journals ■ Language development checklists ■ District native language assessment (if applicable) ■ Student performance portfolios ■ Review of CELA sub-group scores (4 or 5) 	<ul style="list-style-type: none"> ■ District review committee evaluation <ul style="list-style-type: none"> ■ Curriculum-embedded formal or informal ■ Observation Protocols (ex. SOLOM) ■ District content-specific achievement tests ■ Diagnostic tests ■ Logs or journals ■ Achievement checklists ■ District native language assessment (if applicable) ■ Student performance portfolios

Once the data sources for re-designation have been identified, criteria should be established for reassignment to other LIEPs or for re-designation and monitoring if students have become sufficiently proficient in English to allow them to learn in an all-English classroom. Regardless of the procedures that are used, a team of decision makers should consist of those individuals who are familiar with the ELL and his/her performance (i.e., parent, classroom teacher, ESL/bilingual teacher), as well as individuals who are familiar with assessment, ESL techniques, and placement resources and services.

One way to help ensure that students are properly evaluated is to convene a Student Review Committee that is responsible for overseeing the entire student evaluation process. The composition of a student review committee may consist of content-area or general classroom teachers of ELLs, assessment specialists, school building administrators, ESL/bilingual staff, and members-at-large (i.e., parents, community representatives, district administrators, high school students, school psychologists or counselors). The duties of a review committee are to:

- Ensure full consideration of student’s language background before program placement or exit;
- Ensure that systematic procedures and safeguards are in place related to the appropriateness of the identification, assessment, programs, and placement of ELLs;
- Make recommendations to school decision makers on professional development for staff and parents regarding student success;
- Review the ELLs’ progress in language acquisition and academic achievement on an annual or semi-annual basis (changes in service delivery can occur throughout the year, however, re-designation to FEP status should happen at the end of the year); and
- Ensure full consideration of student’s special needs, if dually identified ELL and SPED, before placement or exit. Students, whose English skills are shown to be sufficient for meaningful participation in their education program, as specified in their I.E.P., may be considered for re-designation to FEP status.

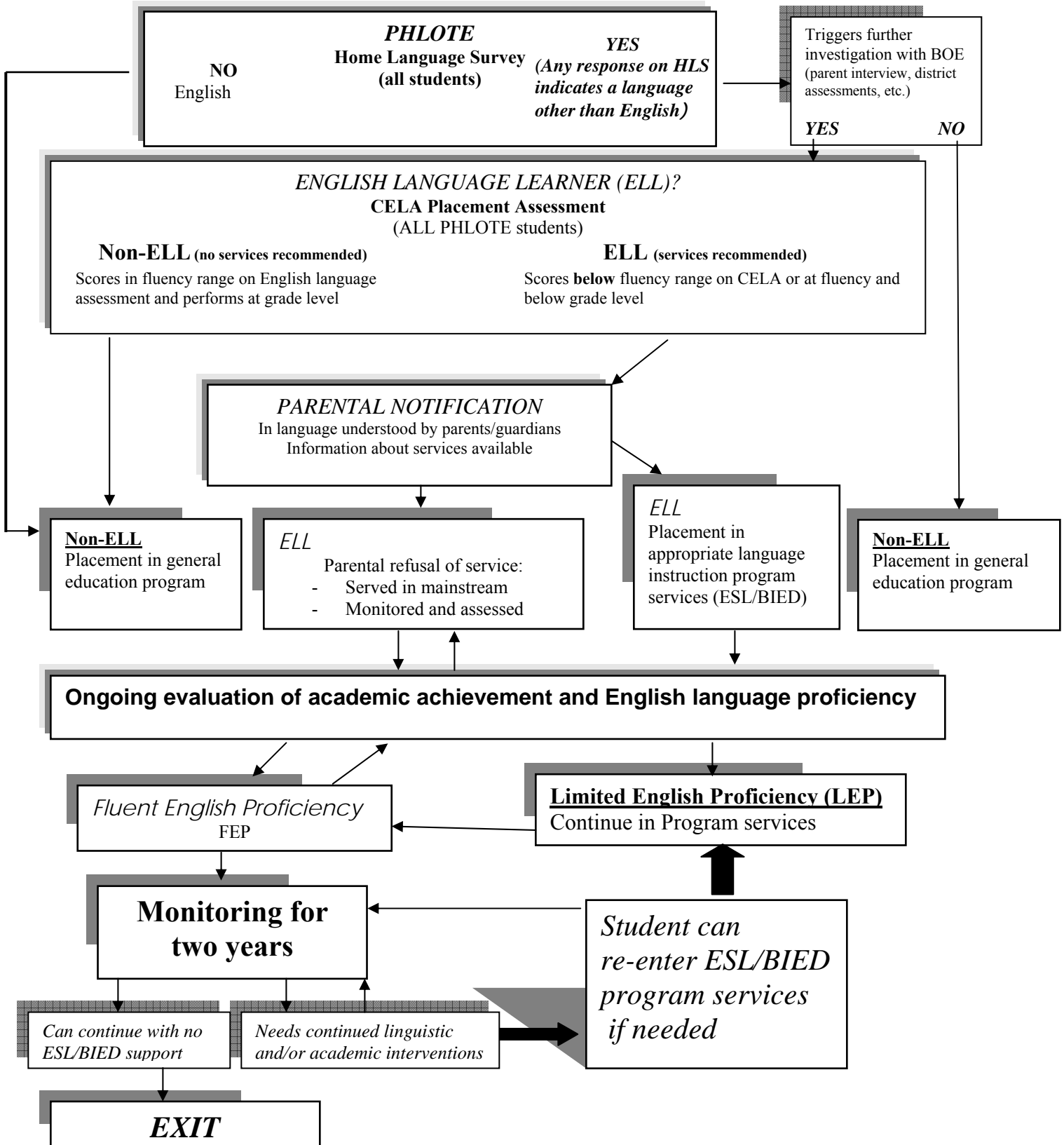
Districts must establish objective re-designation criteria to ensure that ELLs are meeting the same high content area standards in comparison to their non-ELL peers before being re-designated from the LIEP. The Office of Civil Rights (OCR) requires that exit criteria ensure that former ELLs not be placed into an academic setting for which they are not prepared to function successfully without remedial assistance. Students must be assessed to determine if they have developed sufficient English language proficiency in comprehension, speaking, listening, reading, and writing in order to be re-designated as proficient.

If a student identified as English proficient on a reliable and valid language proficiency test scores below grade level in core academic subjects, the district must assist the student in remediation, either before re-designating the student from the LIEP, or immediately after re-designating the student.

When students are re-designated as proficient in English, the district must monitor the progress of those students for a period of two years to determine their success in the regular school program. An on-going, documented evaluation, 2-4 times per year, is recommended for these students because monitored students are still considered to be *in program* and should receive linguistic or academic support as needed during the monitoring period. Students whose inadequate progress can be associated with a decline in English proficiency should be provided academic support. Students who persistently demonstrate a lack of academic success due to insufficient English skills should be considered for re-entry into an ESL/BIED program. Additional considerations for the BOE, specifically for secondary students, could be grades, GPA, attendance, and student interview. This process is indicated in the Identification, Assessment, Placement, Re-designation, and Monitoring flow chart below. Teachers of students who have been re-designated should be aware that the students may still require comprehensible input for challenging academic content.

While not required by law, it can be useful for districts to establish a category of “Exited” or “Formerly ELL” (FLEP) for purposes of tracking student progress and to help alert teachers to the fact that students began their education as ELLs and probably live in bilingual environments. They are still in the process of acquiring academic English and also may not share all the same cultural frames of reference as monolingual English speakers.

Identification, Assessment, Placement, Re-designation, and Monitoring



3

Designing Effective Programs to Meet the Needs of ELLs

3.1 Understanding Comprehensive School Reform Guidelines

Title III (Sec. 3115(1),(2),(3),(4)) of the *No Child Left Behind Act* requires that local educational agencies develop and implement language instruction educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective LIEPs.

According to the NCLB Act of 2001 guidelines, these programs must:

- Ensure that ELLs, including immigrant and refugee children and youth attain English proficiency, develop high levels of academic content knowledge, and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language instruction program.
- Focus on professional development that builds capacity to provide high quality instructional programs designed to prepare ELLs to enter all English instruction settings.
- Promote parental and community participation in language instruction educational programs for the parents and communities of ELLs.
- Effectively chart the improvement in English proficiency and core academic content knowledge of ELLs.
- Create effective structures for charting adequate yearly progress for ELLs.
- Implement within the entire jurisdiction of a local educational agency, programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic instruction.

Schmoker, 1999 outlines eight aspects of comprehensive school reform that should guide educational decision makers as they design, deliver, and evaluate programs for ELLs. They provide the basis for creating high performing schools that support standards-based instruction aimed at student achievement and the acquisition of English.

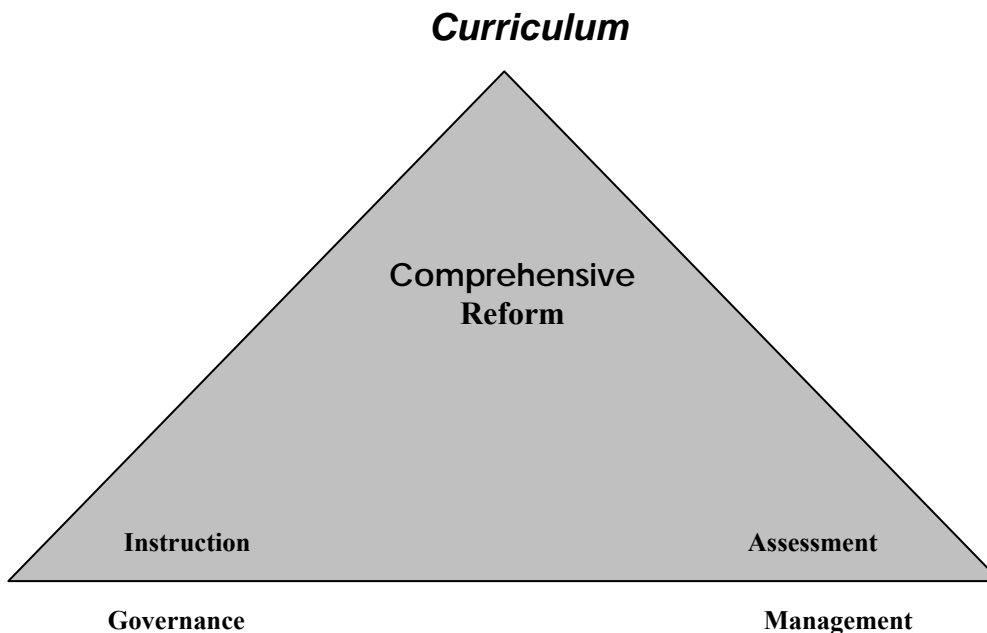
1. **High Standards for all Children** Design the education programs inclusively for all students rather than particular groups of students (e.g., “at risk” or “high achievers”).
2. **Common Focus and Goals** School staff and community have a shared vision with a common focus on goals, which address academic achievement, and an organized framework for school reform supported by school board policy.
3. **Comprehensive Programs** Address core subject areas for K-12, including instruction, and school organization (includes use of time, staff, and resources).
4. **Alignment of Program and Curriculum Offering.** Alignment of all resources – human financial, and technological, across K-12 grades and subject areas. Help schools reorganize structures, systems, and staffing to refocus schools on teaching and learning.
5. **Research Based Foundations.** Incorporate research about best practices and help schools organize staff, schedules, and resources for more effective instruction. Promote innovation and flexibility.
6. **Research – Tested Implementation.** Reforms are focused and rigorous, with on-going evaluation to assure the highest quality of results. Data drives instruction and evaluation is central to strategic planning.
7. **Professional Development.** Incorporates on-going, site-based professional development that directly relates to instruction and is tied to the improvement of academic achievement for all students.
8. **Family and Community Involvement.** Offer effective ways to engage parents/community in specific grade level instructional expectations to link with service providers to address student and family nonacademic needs (with emphasis on academic accomplishments).

Best Practices Common to Exemplary Schools For low-income students

- ◆ State standards involving a focus on challenging curricula drive instruction in exemplary schools that have a high ratio of poverty
- ◆ Literacy and math are scheduled for greater periods of time to help children of poverty meet the standards
- ◆ More funds are spent on staff development toward implementing changes in instruction for children in schools of high poverty
- ◆ More effort is devoted to designing and implementing monitoring of student progress in schools of high poverty
- ◆ Strong efforts are made to empower parents to help their children meet the standards
- ◆ Top performing high poverty schools tend to “...have state or district accountability systems in place that have real consequences for adults in the schools” (1999 Report of Education Trust)
- ◆ “High performing schools create a safe, orderly environment that allows students to concentrate on academics” (USED, 2001)
- ◆ Effective leadership and highly effective teachers are extremely important variables, which influence the success of children. ...they (the teachers) communicate...a sense of efficacy in terms of their own ability to teach all students.” (Tikunoff, 1995)
- ◆ “No-whining-no-excuses attitude” sets tone for high standards, high expectations, and firm discipline for students, which in turn promotes success for those in low-income neighborhoods.
- ◆ Effective reading and writing instruction in “beating the odds” schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.

The diagram below illustrates a Comprehensive Reform Model and the interplay between curriculum, instruction, assessment, governance, and program management. How this comprehensive reform model plays out in individual schools is dependent on many local conditions (e.g., number of ELLs, number of different languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook.

Comprehensive Reform Model



3.2 Understanding and Selecting Language Instruction Educational Program (LIEP) Models

To effectively meet the academic needs of ELLs, a school's instructional program must be designed to provide both depth and adequate time for English language acquisition. The program should allow students to access the curriculum; promote high expectations for all students; increase interactions between ELLs, their teachers, and their peers; be instructionally sound; and have resources and materials that are appropriate. While there are a variety of options for the delivery of services to ELLs, the difficult task is deciding which program best suits the student population. Like their non-ELL counterparts, ELLs may also require specialized services such as gifted education, Title I, migrant education, or special education.

3.2a LIEP Models – Theoretical Framework

Programs for second language learners of English can vary significantly. Following is a summary of factors that are necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. Miramontes, et. al, (1997) describe four general categories that comprise a continuum of possible program configurations that can serve as frameworks for organizational plans. They differ in the degree to which the primary language of second language learners of English' is

used in instruction. Choosing the appropriate programs for your school and/or district presupposes a school-wide (and district-wide) decision making process that analyzes the student population, the human and material resources, as well as the larger political climate and context of the school community. Specific LIEP models that are described below can fall within each category.

ALL ENGLISH INSTRUCTION

The entire instructional program for all students is delivered through English.

PRIMARY LANGUAGE SUPPORT; CONTENT REINFORCEMENT – NO LITERACY

Students receive a limited amount of primary language support focused on the concepts of the content area curriculum.

PRIMARY LANGUAGE SUPPORT: LITERACY ONLY

Instruction in a language other than English in these kinds of programs is limited to the development of literacy. Most instruction is in English, but children can learn how to read in their first language.

FULL PRIMARY LANGUAGE FOUNDATION: CONTENT & LITERACY INSTRUCTION IN L1 & IN ENGLISH

Programs within this category provide comprehensive development of the primary language as a means to acquire literacy and content proficiency in two languages. These can include Late Exit Maintenance programs or Two-Way Immersion programs where all students -- ELLs and students who are fully proficient in English -- are provided the opportunity to become bilingual and bi-literate.

As districts are trying to decide on the best program to meet the needs of their students it is critical to remember that sound programs in every category include instruction in English as a second language. In addition, when well implemented, they ALL can produce academically proficient English speakers. However, the program categories vary in significant ways that should be taken into consideration in the decision-making process:

- The length of time it will take for students to attain full academic proficiency in English
- The extent to which teachers will need to modify their instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

It may appear that the easiest program to implement is one in which all instruction is in English. However, it is critical that decision makers understand that in all English programs, it takes longer for second language learners to become fully academically proficient in English (Collier & Thomas, 1997). In addition, these programs require tremendous care in assuring that students can understand their instruction. They require much more modification on the part of ALL teachers. Finally, programs where students are denied access to their first language tend to result in what is known as subtractive bilingualism. As students learn English they begin to lose proficiency in their first language and undermine their potential to develop academic bilingualism. It is important that in all programs the value of students' knowledge and learning in their primary language is recognized and affirmed.

The use of a particular delivery model or teaching methods is decided at the district or school level. However, districts must demonstrate that the LIEP is designed to ensure the effective participation of

ELLs in the educational program based on a sound educational approach. Below are some general guidelines for optimal conditions suggested by Miramontes et al (1997). Note that the English component of all programs should reflect the following:

ALL-ENGLISH PROGRAMS. The factors necessary for the delivery of instruction completely in English include:

- Direct English language and literacy instruction by certified ESL staff
- School-wide plan optimizing instruction for ELLs that is embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids, and repetition
- Minimal use of lecture and general classroom teacher use of sheltered English
- Scaffolding lessons to achieve communicative competence
- School or community resources that allow students to work with speakers of the native language
- Suggestions to parents for use of primary language at home to aid in accessing underlying conceptual content knowledge

LIMITED PRIMARY LANGUAGE SUPPORT (FOCUSED ON CONTENT AREA KNOWLEDGE)

L1 Support. Components to include to assure appropriate use of the primary language:

- Direct English language instruction by certified ESL staff
- A strong commitment to daily instructional time, collaborative planning, and materials for developing curricular concepts in the native language
- Ample resources for developing concepts of the academic curriculum in the first language
- Ability to preview/review the academic concepts in the first language
- A discussion of parents' role in the home to support conceptual development
- A meaningful ESL element reflecting content area themes and literacy

PRIMARY LANGUAGE, LITERACY ONLY: (Could include Early Exit, Late Exit, or Language Enrichment). Components needed to develop literacy and academic thinking skills in the primary language include:

- A sufficient amount of time (two hours a day or more) for content-based literacy and language arts in the students first language
- Substantial oral language development in both languages
- Reading and writing skill development in both languages
- A thematic approach to literacy
- A meaningful ESL component that incorporates content area themes
- Adequate materials for integrating the content themes into reading instruction

- Programmed transition to add English literacy by 3rd grade
- Trained teachers who are fluent in the primary language and are strong in teaching literacy

FULL PRIMARY LANGUAGE SUPPORT:(could include Developmental, Late Exit, or Dual Immersion) Additional factors to consider in the planning process:

- Adequate numbers of students from a single group of second language learners
- Adequate numbers of trained teachers who are fluent in the primary language of the non-English speaking group
- Suitable literacy and curricular materials in both languages
- A meaningful 2nd language component that incorporates content area themes
- Articulated process for adding second language literacy

Program Models

Zelasko & Antunez (2000) provide an overview of two main types of program models for ELLs-- bilingual education and English as a second language (ESL). Within each of these categories, a variety of ways are used to teach English language skills and standards-based content. Bilingual education programs utilize native language instruction while the student develops English language proficiency. All bilingual programs should have an ESL component. ESL programs provide comprehensible instruction using only English as a medium.

Most schools use a combination of approaches, adapting their instructional model to the size and needs of their ELL population. There are five program models that are most frequently used in schools across the U.S. (Antuñez, 2001). These five models are summarized along with some of the factors that should be considered in a decision making process.

Bilingual Models

1. Two Way Bilingual -- Also known as Bilingual Immersion or Dual Language Immersion. The goal of this model is to develop bilingualism in ELLs and in English proficient students. An ideal two-way bilingual classroom is comprised of 50% English-speaking students and 50% ELLs who share the same native language.

Supporting Factors	Challenges
<p>This model results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language.</p> <p>Incorporates L1 English speakers into program.</p>	<p>This model only is feasible in schools with significant populations of ELLs who speak the same native language. It works best with a balanced number of ELLs and English proficient students (a situation that may be difficult to achieve). It may be difficult to find qualified bilingual staff.</p>

2. **Late Exit** -- Also known as Developmental Bilingual Education. The goal is to develop bilingualism in ELLs. The late exit model utilizes the native language for instruction and gradually introduces English, transitioning the language of instruction from the native language to English as students' English language skills develop.

Supporting Factors	Challenges
<p>This model works well when there is a group of ELLs who speak a common native language.</p> <p>Contains primary language academic development as well as English – contributing to academic growth.</p> <p>Views L1 as a vehicle for long term cognitive development. Research shows this is among the most effective models for academic achievement</p>	<p>This model can be difficult in schools with high student mobility . It works best with a stable ELL population that can participate in this model for several years.</p> <p>This model is difficult to implement in a school with students from multiple language backgrounds. It can also be difficult to find qualified bilingual staff.</p>

3. **Early Exit** -- Also known as Transitional Bilingual Education. Like the late exit model, early exit works with ELLs who share a common native language. Native language skills are developed to a limited extent and are phased out once students have begun to acquire English Literacy. This model utilizes the student's native language and English at the beginning of the program but quickly progresses to English-only instruction.

Supporting Factors	Challenges
<p>Facilitates literacy development by allowing Spanish speakers to learn and to read in a language they speak and understand.</p>	<p>This model requires that ELLs share a common native language. It is best if the students are stable and enter/exit the program at designated times. This model does not work in a school with students from multiple language backgrounds.</p> <p>Students develop only minimal academic skills. Primary language dropped when nature of academic work becomes more challenging. Often treat L1 as a crutch thus undermining its potential for cognitive development. Can lead to negative attitudes about the role of L1 in learning.</p>

NOTE: The features of sheltered instruction and classrooms described below should guide the English component of all Bilingual programs, as well.

English as a Second Language Models

4. **Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion.**

This model works with students from any language background. Instruction is classroom-based, delivered in English, and adapted to the students' proficiency level. The focus is on the content area curriculum. It incorporates contextual clues, such as gestures and visual aids, into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language.

Supporting Factors	Challenges
<p>This model may more easily serve student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously.</p>	<p>This model may take more time for content area learning for students who are illiterate or at the beginning proficiency levels in English.</p> <p>Does not account for literacy instruction or the beginning levels of language development</p> <p>Requires all teachers to use strategies to make instruction comprehensible.</p>

5. **Pull-Out ESL** -- Research has shown this model to be the least effective in providing comprehensive academic skill development. It is usually implemented in low incidence schools or in order to serve students who do not share a common native language. The focus is on English language acquisition only. Like content-based ESL, this model works best when students are grouped by language proficiency level. Instruction is given to students outside their English-only classrooms and grouping of students by age and grade is flexible due to a low student/teacher ratio.

Supporting Factors	Challenges
<p>This model is adaptable to changing populations or schools that have new ELLs at different grade levels. Instruction often is tailored to students' language level, supplementing the learning that takes place in the general classroom. This can be combined with content based – ESL.</p>	<p>Instruction may be grammar driven and disconnected from other areas of study.</p> <p>ELLs will fall behind in content areas while acquiring English skills if instruction is not closely coordinated with the content taught in the general classroom.</p> <p>Sustaining communication between classroom and pull-out teacher</p>

4

Implementing Language Instruction Educational Program (LIEP) for ELLs

4.1 Comprehensive Program Design

(The following is also included at the beginning of Chapter 3)

Title III (Sec. 3115(1),(2),(3),(4)) of the *No Child Left Behind Act* requires that local educational agencies develop and implement language instruction educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective LIEPs.

All programs must demonstrate effectiveness. According to Berman, (1995), their goal should be to:

1. Increase English proficiency and academic content knowledge
2. Provide high quality professional development to teachers in ESL/Bilingual classrooms, mainstream and content specific classrooms
3. Improve assessment to improve instructional practices

In addition to in-school services, exemplary programs also provide and support extension activities, such as:

1. Tutorials and extension activities
2. Family literacy services
3. Improvement of instruction through technology and electronic networks

Appendix C: “Lessons Learned: Practices of Successful Model Schools Serving ELLs” contains extensive information on what schools can do to meet the needs of a linguistically diverse population. Briefly they include: a school wide vision and collaborative approach to all aspects of program design and implementation, language developments strategies, high level engagement, collaboration and cooperative learning in curricular activities in the context of a supportive district leadership.

4.2 Curriculum, Instruction, Assessment, and Standards

Regardless of the model selected, a well-designed program and effective classroom practices for ELLs need to be evident in every early childhood, elementary, middle, and secondary education classroom. A broad range of instructional practices and strategies should be employed in assisting ELLs to learn content area concepts as they learn the English language.

The mastery of content requires that teachers of ELLs use an appropriate LIEPs, such as bilingual education or ESL that incorporates strategies to make content comprehensible. It requires instruction to be organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material (Peregoy and Boyle, 1997).

Appropriate instruction for ELLs addresses the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency (TESOL, 1997). This is commonly referred to as “sheltering” the instruction.

Key Components of a Standards-Based Classroom

- 1) **Content Standards**—describe essential knowledge and skills and are fully and clearly expressed and understood by both the teacher and students. Content area learning is supported by key language concepts and vocabulary development.
- 2) **Instruction**—the curriculum, instructional techniques, and materials used by the teacher support the achievement of the relevant content standards.
- 3) **Assessment**—The classroom assessments are valid and reliable measures of the relevant content standards.
- 4) **Student Learning**—The learning methods used by students connect logically to the relevant content standards and assessments.

To maximize opportunities for language use and content mastery, ELLs’ social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers need to create an environment of predictability and acceptance. Zehler (1994) suggests that by providing structured classroom rules and activity patterns and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students’ ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students’ country of origin in the classroom; and
- making efforts to incorporate diversity into the classroom by inviting students to share information about their background. However, don’t expect them to automatically be comfortable acting as a spokesperson for their culture.

Teachers of ELLs should understand that students might come from backgrounds with different academic and family expectations (i.e., students may need to perform family obligations such as babysitting that keep them from doing their homework until late at night) and different levels of

awareness about the expectations for parent involvement in their children’s education. A clear understanding of these differences can help teachers be more accepting and students become more comfortable in their classrooms.

Adapting Lessons for English Language Learners

A simple approach that can be used in any classroom is to take time to introduce and review big ideas and key concepts with ELLs.

PREVIEW (group ELLs)	LESSON (for all students)	REVIEW (group ELLs by language level or work individually)
<ul style="list-style-type: none"> •5-10 min. lesson preview •Introduce big ideas and key concepts •Review prior knowledge •Develop experience base •Discuss key vocabulary • (1st language may be used) 	<ul style="list-style-type: none"> •Use multiple strategies to make “comprehension” the lesson •ELLs distributed across class •Use cooperative groupings •Individualize as needed 	<ul style="list-style-type: none"> •5-10 minute follow-up with attention to language levels •Use extension activities •Check for comprehension • (1st language may be used)

An essential component of any classroom with second language learners is the use of Cooperative Learning strategies. These strategies build on the social aspect of learning and provide opportunities for ELLs to listen to English language role models and practice their English in a small group setting. Learning to work in cooperative groups requires practice and guidance for students (Zehler, 1994; Kagan, 1994). Formal, rotating roles are assigned to the cooperative group (i.e., recorder, reporter, data collector) and each group is monitored by the teacher.

Classroom Focus - Classrooms should be arranged with a focus on both language acquisition and helping students attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Such classrooms can be comprised of ELLs and English proficient students; the common goal is to promote language acquisition regardless of native language. Common characteristics of classrooms that foster language acquisition include:

- language development and content as a dual curriculum;
- integration of listening/comprehension, speaking, reading, and writing skills;
- comprehension of meaning as the goal of all language activities;
- reading and writing by students every day;
- curriculum organized around a theme.

It is important to recognize that new ELLs can be any age and grade level and schools should not overlook the distinct needs of older students. Another way to address the needs of second language learners is through Newcomer programming. When ELLs are recent immigrants, they often require information that is not considered grade level or curriculum based. By providing a welcoming environment to newcomers and their families, basic information about the academic system, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are

providing students with a supportive environment and a greater opportunity to learn. Teachers and counselors can work with ELLs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the US school system and to prepare the students for success in the established LIEPs already in place in the school system (CREDE, 2001).

Additionally, ELLs can be a mobile population and may move from school to school, disrupting the continuity of their instruction. Schools must adapt to accommodate these students as they enter and exit programs by ensuring that newcomer and appropriate ELL services are available at all grade levels. They also can provide students with materials and records to take to their next school to ease their transition into a new school system.

Coordination/Collaboration - Communication and coordination among the different adults who will work with ELLs is essential to good classroom management. Teachers of ELLs should not be isolated; rather, they need to effectively interact with other instructors working with ELLs as well as with ELLs' general classroom teachers and other educators who can provide resources and support to their students. Team teaching, pairing of classes, and regrouping students to integrate ELLs with English proficient students are all viable methods for coordination/collaboration that will result in more integrated services. Principals and other administrators must play a critical role in creating structures that will facilitate such collaborations.

There should also be a school-wide effort to put in place agreed upon structures that will allow instructors of ELLs to tap into the resources of their fellow educators to share curriculum ideas, discuss challenges, and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate to share their approaches, ideas, and issues with school building administrators to ensure that ELL programs are understood and incorporated into restructuring plans, other programs (i.e., Title I), and given the resources they need to succeed.

Administrators must also orchestrate processes that assist teachers who work with ELLs to seek support from parents, community groups, and locate resources that serve ELLs and the general population. Teachers themselves can also serve as resources to their students' families and by understanding the resources available outside of school, they are better able to serve the needs of these families.

Schools should strive to fully include ELLs through meaningful LIEPs that do not totally separate ELLs from the rest of their class and school. At the very least, even if they are in a short-term self-contained Newcomer Center, ELLs should be included with their general classroom classmates for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when the ELL is re-designated.

Instructional Materials

Instructional materials should be appropriate to the LIEP model or models chosen for instruction as well as to the language level of individual ELLs. For example, if a bilingual model is chosen, materials and instruction should be in both languages. In other models, English and native language materials should be dictated by the proficiency of the ELLs served. For students who are academically literate in their own language, native language materials can be used to supplement English language materials to make content comprehensible. It is also appropriate to make native language materials available for students to take home and use with family members. Instructors must be careful not to misuse native

language materials. They should neither allow their ELLs to rely solely on native language materials nor use the presence of native language materials as an excuse not to try to make instruction in English comprehensible.

Critical attributes of appropriate primary language materials are that they include authentic materials, are of high quality and at an appropriate academic level in that language. Whenever possible, teachers should seek out materials written originally in that language rather than translations from English. Instructors of ELLs should always attempt to be culturally sensitive and inclusive when selecting or using instructional materials. Though publishers are more aware of the need to eliminate bias from instructional and assessment materials than they were in the past, resources that are not recent can be extremely biased in terms of race, gender, and ethnic origin. Biased materials should be avoided and high quality, culturally infused materials—both print and other media—chosen as an alternative.

Efforts to include the families and communicate with them in an appropriate manner will positively influence their comfort level in school. Many successful ELL programs have made great efforts to develop multicultural and multi-language newsletters and notices for students to take home to communicate important news with their families. Educators should remember that it is reasonable to assume that parents of ELLs may not speak English nor be aware of their role in their child's education.

One of the newest trends for ELLs is the use of educational technology and the publication of CD-ROMs in a variety of subjects and languages (Cummins, 2001, NABE NEWS Volume 25, #1, *Using Technology to Learn Language and Content*). They can accompany textbooks or stand alone as separate programs to supplement the standard curriculum. Educators should be aware that computers and software can be a valuable tool for offering supplemental instruction, but know also students may not have access to a computer outside the classroom.

Another way to use computers and other media devices is as a tool for students to complete assignments. Instead of asking ELLs to complete written assignments, give them the opportunity to create visual reports using computerized images, digital cameras, scanners, and Internet resources. Research can be conducted online for assignments. A variety of educational and cultural portals exist to help link classroom learning and native language.

Ongoing professional development for educators affects instructional materials and how they are chosen. Staff should receive professional development on program models, language development and culture, classroom management techniques, and instructional materials for ELLs. General education teachers encountering ELLs for the first time will need to know about research-based effective strategies. In addition, mentoring from veteran teachers on how to integrate ELLs into their classroom is an important part of any professional development plan. Materials and professional development programs should include all staff in the school and school district to ensure that ELL programs are comprehensive and that responsibility for ELLs' academic success is shared by all.

4.3 Assessing Student Growth and Progress to Inform Instruction

Assessment is a critical aspect in the implementation of any successful LIEP. The diagram below, which also appears in Section 2.2, represents the different areas of assessment for ELLs. Each kind of assessment plays a particular role in their academic trajectory. This section addresses **Achievement tests**, both formative and summative, that measure a students’ conceptual knowledge based on content area of instruction.

A Description of Standards-Based Assessments for ELLs			
Type of Assessment	Purpose of the Assessment	Function of the Assessment	Name of Assessment
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language.	CELA placement LAS IPT Woodcock – Muñoz
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.	Body of Evidence (Composed of various measures)
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, which demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.	Body of evidence including CELA, CSAP and other standardized tests

Margo Gottlieb, 1996

There are significant differences between language proficiency tests and achievement tests.

As discussed in section 2.2, **Language proficiency** tests measure speaking and listening acquisition in addition to reading and writing skills. Scores from each proficiency area are placed into categories or levels of language acquisition. The cutoffs for these categories have been derived with input from professionals with expertise in first and second language acquisition. The categories describe the level of English a student appears to possess in each measured area and provides valuable placement and instructional information to school personnel. For a more detailed discussion of Proficiency Assessment Instruments refer back to section 2.2.

It is often difficult to obtain (in English) a true measure of an ELLs’ academic achievement,

particularly for students in the beginning or intermediate stages of English language acquisition. The challenge in accurately determining ELL student achievement is distinguishing content area knowledge from competency in the English language. For example, on a math test that employs story problems, it is difficult to determine whether language proficiency or math computational skills are being assessed. Instructors should be aware that performance on most assessments will actually be a result of both the students' knowledge of the content area concepts as well as their English language proficiency.

If a student achieves a grade level score, or "proficient" level on an academic assessment, the examiner can be reassured that the student possesses a level of English that should allow that student to be successful in a mainstream classroom. However, if the student obtains scores below grade level on achievement tests, it may be that the performance was due to the lack of English acquisition, the lack of conceptual or skill knowledge, lack of motivation or a combination of these issues. There is no empirical rationale for a given cut-off score on an achievement test as a criterion for placement in an LIEP.

Strategies for Assessment

Procedures and time frames must be instituted to assess ELLs. As discussed in Section 2.2, at a minimum, initial assessment should determine whether ELLs possess sufficient English language skills to participate meaningfully in the regular educational environment. The district must determine whether ELLs can understand, speak, read, and write English and perform academically at grade level.

After ELLs have been identified and placed in an appropriate LIEP, it is necessary to continue to monitor their need for accommodations by assessing their academic progress. To assess the academic achievement of ELLs, educators also need to assure that the testing is as unbiased as possible and provides an accurate assessment of their learning and language development. The key to assessing ELLs' academic achievement is to look beyond communication in social settings i.e. interaction on the playground, in the hallways, or in the lunchroom and consider their performance toward meeting local or state standards.

By examining educational history, adapting the testing conditions when appropriate, being aware of what instruments are actually measuring, and conducting and documenting observed behaviors, it is possible to obtain more accurate assessment of academic achievement.

As suggested in Section 2.2, it is necessary to consider students' progress towards the attainment of academic standards in light of their past educational experiences, literacy levels in their first language and English, as well as the strategies they are using to process information. It is also useful to keep in mind the emotional state of the student, given that learning through a second language is challenging and stressful.

Assessment results should be used to inform instruction and design LIEPs. Information from assessments should be kept in student cumulative records or another accessible location. Student data sheets should be designed to help ensure that each identified ELL continues to be monitored in case of transfers to other services, classrooms, or schools.

By following the steps described below, districts can increase the likelihood that the assessments will accurately measure students' ability and achievement.

Develop Procedures - Assessments designed to measure academic achievement should be consistent with the language of instruction and students' individual linguistic abilities. Whenever possible, assessing learning in the native language should be undertaken to establish appropriate instructional plans even when instruction will be in English. Utilizing bilingual/ESL program staff to provide detailed information about students' language proficiencies is useful in identifying and/or developing language-appropriate assessments and programs.

Most nationally normed standardized tests (i.e. Iowa Test of Basic Skills) do not allow alternatives or accommodations. Students should be allowed to respond orally using their native language or English only if the assessment allows for alteration of administration procedures. In some cases you may be able to administer the assessment by giving instructions orally using the ELL's native language or using simplified English. Refer to the publisher's guide for direction on whether it is allowable to alter the administration procedures.

Consider the Type of Assessment - Utilize language-appropriate alternative forms of assessments to provide students with opportunities to demonstrate both prior knowledge and progress toward the attainment of content standards. Alternative forms of assessment might include portfolios with scoring rubrics; individual and group projects; non-verbal assessments including visuals, drawings, demonstrations, and manipulatives; self evaluation; performance tasks; and computer-assisted assessments.

Consider Timing - Consult the test administration manual, and if testing procedures are not standardized, allow time for flexibility in the administration of the assessment to accommodate students' linguistic competencies.

Determine Whether or Not Assessment Procedures are Fair - Observation and informal/ formal assessments may be used to determine student placement in gifted education, special education, Title I, and other special programs. Care must be taken to ensure that ELLs are fairly and accurately assessed. When conducting assessments for special services, the following issues must be taken into consideration:

- whether the student's language proficiency in English and in the native language was determined prior to any assessments being administered;
- the length of time the student has been exposed to English;
- the student's previous educational history;
- whether qualified translators, diagnosticians, and/or trained personnel were used to conduct the assessment;
- whether bilingual evaluation instruments were administered by trained bilingual examiners; and
- whether, in the absence of reliable native language assessment instruments, appropriate performance evaluations were used.

Body of Evidence

A body of evidence is a collection of information about student progress toward achieving academic goals. By definition, a body of evidence contains more than one kind of assessment. ***No single assessment can reasonably provide sufficient evidence to judge an ELL’s progress.***

In the tables below, an assessment continuum is presented for ELLs. The continuum of assessments for ELLs reflects the different types of assessments, necessary for a comprehensive picture of ELL learners’ progress.

Notice that initial assessments include both language proficiency and academic content achievement. The initial proficiency test is part of the body of evidence because it helps to establish a baseline. Once a student moves beyond a beginning level of English language proficiency, s/he can begin to participate in the next step of the continuum labeled “body of evidence” and eventually participate meaningfully in outcome or performance assessments.

Standardized Assessments

<p>* These two tests are State Standardized Assessments and should be used as a trigger for further review with a BOE in order to meet or exceed these thresholds.</p>	
<p><u>Language Proficiency</u> *CELA Proficiency - Overall score 4.5 or 5 (FEP)</p>	<p><u>Academic Content / Achievement</u> *CSAP Reading or Writing - Partially Proficient (PP) on English version</p>

Body of Evidence (BOE)

<p><u>Language Proficiency</u></p> <ul style="list-style-type: none"> ■ District review committee evaluation ■ Language samples (reading, writing, listening, and speaking) ■ Observational Protocols (ex. SOLOM) ■ District language proficiency tests (ie. IPT, Woodcock Munoz, LAS, etc.) ■ Diagnostic tests ■ Logs or journals ■ Language development checklists ■ District native language assessment (if applicable) ■ Student performance portfolios ■ Review of CELA sub-group scores (4 or 5) 	<p><u>Academic Content / Achievement</u></p> <ul style="list-style-type: none"> ■ District review committee evaluation ■ Curriculum-embedded assessments, formal or informal ■ Observational Protocols (ex. SOLOM) <ul style="list-style-type: none"> ■ District content-specific achievement tests ■ Diagnostic tests ■ Logs or journals ■ Achievement checklists ■ District native language assessment (if applicable) ■ Student performance portfolios
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4.3a Colorado English Language Assessment (CELA)

The purpose of the Colorado English Language Assessment (CELA) Proficiency is to provide a uniform English language assessment test that will generate growth rates for the English language learners across the state. The results will be reported as part of the federal Annual Measurable Achievement Objectives (AMAOs) for grades K-12 in the domains of listening, speaking, reading and writing.

Schools, districts and the state are the reporting units. Results for individual students will be provided back to the school for the school’s records and reporting to parents.

The CELA scores are used in the following manner:

- Individual, school and district programmatic and instructional feedback
- State Annual Measurable Achievement Objectives (AMAOs) targets

Below are the various domains by grade level configurations assessed by the Colorado English Language Assessment (CELA) Proficiency.

Grades	Language Domains	First Administration
K-2	Listening, Speaking, Reading, Writing	Spring, 2006
K, 1, and 2	Listening, Speaking, Reading, Writing	Winter 2008
3-5	Listening, Speaking, Reading, Writing	Spring, 2006
6-8	Listening, Speaking, Reading, Writing	Spring, 2006
9-12	Listening, Speaking, Reading, Writing	Spring, 2006

The instrument is aligned with the ELD Standards in that it reflects [five proficiency levels for each domain](#). Legislation requires that the assessment results be reported in terms of English language proficiency levels in the domains of listening, speaking, reading, and writing.

The [performance levels](#) will be aligned with the ELD Standards: for grade levels K-2, 3-5, 6-8, and 9-12. The performance levels will be reported as part of the NCLB Title III Consolidated Report to the Office of English Language Acquisition in the Department of Education.

4.4 Coordination and Collaboration

Intense pressure on schools to improve test scores has resulted in an increased focus on utilizing instructional activities that are intended to accelerate academic achievement. In order for schools to provide comprehensive academic preparation it will be necessary to coordinate programs school wide and create a climate of collaboration among all the adults in the building. Coordination and collaboration often involves restructuring time and resources to maximize planning for ELL success. Recognizing the needs of ELLs and establishing a common vision for providing services is often a simpler task than is finding time for working collaboratively. Educators need to acknowledge that they are being asked to do more with less and in order to do so requires a comprehensive, school wide approach to the allocation of resources, professional development and instructional design.

Beginning a successful partnership requires communication among potential participants about ELL success that leads to the idea of developing a partnership. The specific roles and responsibilities of all

the partners and the focus of partnership activities develop as leadership and commitment emerge. To be successful, strategic planning and dedicated time to plan is needed to ensure that coordination activities address local needs and conditions. Consideration of the factors listed below will help to ensure well-coordinated programs.

- Resources - The identification and allocation of resources is critical to maximizing services to ELLs. Programs often fail because educators are trying to do too much with too few resources. When schools and programs compete for scarce resources, students' opportunity to learn is compromised and they do not receive the highest quality education.
- Policies - Laws, regulations, standards, guidelines, licensing, certification, and interagency agreements serve as the guiding force behind policies. Clear policies have a profound impact on the ability of schools to serve ELLs and for individuals to work cooperatively to meet mutual goals. ELLs must be included when reporting the indicators of school achievement (including disaggregated student data from appropriate and valid assessments). These policies should be clearly communicated to all personnel.
- Personnel - The goal of providing the best possible education for all students is largely dependent on the people involved in the effort. Clearly, the people make the difference--their skills, attitudes, degree of involvement, and experience. Provide all teachers with the opportunity to develop the expertise necessary to work with ELLs through professional development. Provide teachers with language support when necessary to communicate effectively with parents and guardians who do not speak English. Use appropriate, relevant, and culturally sensitive ways to include parents and communities as partners in their children's schooling.
- Processes - Actions to establish meaningful and workable processes can be a great catalyst to promoting cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can have a profound effect on the entire effort. Use program review and student assessment results to monitor and evaluate the ways in which they provide services to ELLs. Make appropriate modifications to programs and assessments for ELLs as student populations and school structures change.

Research has established the benefits of outside collaborations for students and schools. Working alone, schools, and families may not be able to provide every student with the support needed for academic success. ELLs, in particular, may face obstacles resulting from a mismatch between their language and culture and the language and culture of school, and from the school system's difficulty in addressing their academic needs appropriately.

Collaborative partnerships with community-based organizations (CBOs) and other agencies and organizations help to broaden the base of support for ELLs. Supporting school success may require tutoring in the student's first language, or it may require services that traditionally have been viewed as secondary to academic achievement (i.e., health care and parent education programs).

Collectively, community involvement with the school can be viewed as an effective catalyst for improving the physical conditions and resources available, the attitudes and expectations within the school and the community, and the formal and informal learning opportunities for both children and adults.

Community involvement in collaboration with schools may center around three basic processes:

1. Conversion-Guiding students using powerful messages and role models.
2. Mobilization-Conducting complex activities, such as legal action, citizen participation, and neighborhood organizing that target change in systems.
3. Allocation-Acting to increase students' access to resources, alter the incentive structure, and provide social support for students' efforts.

Some schools use community-based organizations to serve, and to form partnerships for tutoring, presentations, classroom volunteers, and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for collaborating with schools and maximizing human and other resources to benefit ELLs.

The critical role of libraries

Important resources in every community are school and the local or regional library systems. Libraries play a vital role in ensuring that all children have opportunities to succeed, especially since students with access to books are among the best readers in school. By providing all children access to libraries--public, school, and classroom--we are increasing their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library use or non-use. It is essential that librarians and educators take an active role in encouraging and mediating library use among ELLs. With cultural knowledge concerning the benefits of the library, the classroom teacher is in a pivotal role in introducing and promoting libraries. This can be facilitated by the establishment of a formal collaboration among the media specialist, classroom and content teachers so that they can plan jointly to provide the resources students need to content area work. Ideally instruction in library and information skills for ELLs students is done with someone fluent in the students' home language. Optimally, this instruction would be a joint project between teachers, ESL/bilingual specialists, parents, and librarians. But even in all English settings collaboration among media specialists and language acquisition specialists can result in libraries that are very accessible to ELLs and their families.

Library policies and collections, whether in the classroom, serving an entire school, or an adjacent public facility, help determine the amount of use by ELLs. For example, students who are allowed to take their school library books home enjoy reading more and want to visit the library more. Successful library programs targeting ELLs are extremely user-friendly.

Bilingual information, bilingual written instructions, bilingual library card applications, etc. will convey the message that all students are welcome. Books written in the native languages of the students should be available. Schools in which teachers work closely with school media specialists provide plenty of opportunities for students to visit libraries, both during class and during non-school times. The LIEP instructors have an especially strong position in serving as advocates for adequate school and public library collections and services for their students. However, resources are often limited, particularly in languages other than English.

4.5 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(1)(D) of the *No Child Left Behind Act of 2001* addresses the need for professional development to assist schools and districts to develop and enhance their capacity to provide high quality instructional programs designed to prepare ELLs to enter all-English instructional settings. The goal is professional development designed to establish, implement, and sustain programs of English language development. This can best be accomplished by creating strong professional learning communities.

The Law requires that high quality professional development (based on scientifically based research demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects) be directed toward:

- classroom teachers (including teachers in classroom settings that are not the settings of LIEPs);
- principals and administrators; and
- other school or community-based organizational personnel.

Professional development needs to be of sufficient intensity and duration. It should be based on an assessment of teachers' needs to have the greatest positive and lasting impact on teachers' performance in the classroom.

Without a strong professional development component and appropriate instructional materials, high standards for all students will not be attainable. The 2001 reauthorization of the Elementary and Secondary Education Act, the Federal government identifies successful professional development as encompassing activities that:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified;
- Are an integral part of a school's or district's educational improvement plan;
- Give participants the knowledge and skills to provide students with the opportunity to meet challenging state standards;
- Improve classroom management skills;
- Are high quality, sustained, intensive, and classroom-focused in order to have a lasting impact on classroom instruction; and
- Are not 1-day or short-term workshops or conferences.

High standards for the education of ELLs cannot exist without high standards for professional development. To accomplish this, schools must provide teachers with opportunities to:

Characteristics of Professional Learning Communities

- 1) **Shared mission, vision, and value**
Learning communities have a collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.
- 2) **Collective inquiry**
Positive learning communities are relentless in questioning the status quo, seeking and testing new methods and then reflecting on results.
- 3) **Collaborative teams**
People who engage in collaborative team learning are able to learn from one another.
- 4) **Action orientation and experimentation**
Learning occurs in the context of taking action. Trying something new, risk-taking, or experimentation is an opportunity to broaden the learning process.
- 5) **Continuous improvement**
What is our fundamental purpose?
What do we hope to achieve?
What are our strategies for becoming better?
What criteria will we use to assess our improvement efforts?
- 6) **Results oriented**
The effectiveness of the learning community must be assessed on results not intentions.

Adapted from: *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998)*

- Develop an ongoing professional development plan;
- Locate resources for professional development; and
- Evaluate and follow-up professional development activities.

The Professional Development Plan

In order to design a professional development plan, educators and trainers must examine their students, the curriculum, and the assessments to be utilized in the classroom. Do the teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Can they integrate ELL language needs into their lessons? Do they need additional training to administer the assessments required? How can their skills be enhanced? Questions should also seek to uncover teachers understanding of their role in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) has developed a set of guidelines for best practices in planning and implementing relevant and successful staff development activities. The guidelines address context, process, and content standards that are crucial to successful professional development. Each of the three areas is aimed at improving the learning of all students.

Context Standards for Professional Development

- Organizes adults into **learning communities** whose goals are aligned with those of the school and the district.
- Requires skillful school and district **leaders** who guide continuous instructional improvement.
- Requires **resources** to support adult learning and collaboration.

Process Standards for Professional Development

- **Data-driven:** Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation:** Uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-based:** Prepares educators to apply research to decision making.
- **Design:** Uses learning strategies appropriate to the intended goal.
- **Learning:** Applies knowledge about human learning and change.
- **Collaboration:** Provides educators with the knowledge and skills to collaborate.

Content Standards for Professional Development

- **Equity:** Prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching:** Deepens educators' content knowledge, provides them with research-based instructional strategies to assist diverse students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement:** Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Additional Principles that Apply to Professional Development Standards for Instructors of ELLs

While ELL instructors and other educators share many of the same needs for professional development, there are additional regulatory requirements that apply to the professional development for ELL instructors. In accordance with the *No Child Left Behind Act of 2001*, Title III, ELL programs are required to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals, administrators, and other school or community-based organization personnel. These programs should:

- **improve the instruction and assessment** of ELLs;
- **enhance the ability of instructors** to understand and use curricula, assessment measures, and instruction strategies for ELLs;
- be **effective** in increasing the ELLs' English proficiency and increasing the subject matter knowledge, teaching knowledge, or teaching skills of the instructor; and
- provide **coursework** (not to include one-day or short-term workshops or conferences) that will have a positive and lasting impact on the instructors' performance in the classroom, except it is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on the assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

While these basic principles and regulatory standards provide a fairly comprehensive set of guidelines for professional development for all instructors, educators of ELLs will benefit from a few additional criteria.

Additional Guidelines for Professional Development

The U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) has provided additional guidance specifically for teachers of ELLs. These professional development principles can help educators align professional development activities to prepare and enhance the instructors' abilities to appropriately serve ELLs. Doing so will result in improved instruction for all students in the school.

These OELA principles touch on an extremely important issue for instructors of ELLs – the ultimate goal of creating a collegial and collaborative community of learners. Though instructors of ELLs may

have specialized needs, all educators should be aware of issues facing ELLs and the importance of creating an inclusive environment for all students. It is important to remember that ELLs are at the center of intense social, cultural and political issues. As they learn English they must also adapt to a new culture, while often facing economic hardship and unfortunately racism and discrimination.

Professional Development Principles

- Focus on teachers as central to student learning, and include all other members of the school community.
- Focus on individual, collegial, and organizational improvement.
- Respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Reflect the best available research and practice in teaching, learning, and leadership.
- Enable teachers to develop further expertise in subject content, language development and second language acquisition, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promote continuous inquiry and improvement that is embedded in the daily life of schools.
- Plan collaboratively with those who will participate in, and facilitate, professional development.
- Allow substantial time and other resources.
- Contain a coherent long-term plan.
- Evaluate success on the basis of teacher effectiveness and student learning.

Adapted from: U.S. Department of Education, OELA, 2000

The complex changes in today's educational arena, require a response that will help build the profession. The kind of collaboration that is at the heart of mentoring relationships is an important avenue for moving teaching forward. Since the 1980s, mentoring has been a grassroots effort undertaken by teachers for teachers. A well-implemented mentoring program can provide the necessary framework for teachers to have conversations and develop tools for improving teaching and increasing student achievement.

Content for ELL Professional Development

While topics for professional development should be identified in response to specific staff needs, the following list represents a number of commonly identified topics often recognized as being helpful to enhance services to ELLs.

- Identification of students whose primary or home language is other than English.
- Cross-cultural issues in the identification and placement of ELLs.
- Issues in conducting a thorough language assessment.
- Encouraging parent and family involvement in school.
- Alternative content-based assessments.

- Procedures for communicating with parents of ELLs.
- Building strong assessment and accountability committees.
- Language development and second language acquisition.
- Effective instructional practices for ELLs.
- Making content comprehensible for ELLs (sheltering instruction).
- Identification, assessment, and placement of ELLs with learning difficulties.
- Communication and coordination between teachers working with ELLs.
- Understanding how literacy and academic development through a second language is different than through the first.

Evaluating the Effectiveness of Professional Development

A final essential component of any successful professional development program is ongoing assessment that provides data to improve teacher performance. Trainers and participants should allocate time and resources to ensure that the opportunity for evaluation and revisions exist for any staff development program. This increases the likelihood that professional development activities will be current and accurate based on the needs of the participants. The following guidelines for the evaluation of professional development efforts were created by the National Staff Development Council in 2002.

- Evaluation of professional development should focus on results as well as on means, or the actual impact of staff development.
- Evaluate the whole professional development session/course as well as the components to determine if the objectives set forth were achieved.
- Design evaluations in conjunction with the planning of the program to ensure that the evaluations are succinct and capture the value of the comprehensive program.
- Use appropriate techniques and tools to collect relevant data.
- Invest in the evaluation of professional development during the early phases, and use the early feedback to refine and improve the program.

Professional development should provide teachers of ELLs with the tools for helping their students achieve academically. It should give instructors the opportunity to increase their knowledge of research, theory, and best practices, as well as improve their own classroom strategies and teaching approaches. By encouraging educators to be reflective, professional development supports their growth and participation in a community of professional instructors who can rely on their colleagues for collective expertise and mutual support.

5

Evaluating and Managing Programs for ELLs

5.1 Program Evaluation

The evaluation of programs, practices, and procedures for ELLs involves systematic planning and the implementation of approaches to measure the achievement of previously established expected outcomes. Evaluation involves aggregating and synthesizing various types and forms of data to learn about program success. Two types of evaluation, formative and summative, should both be used to answer questions about programs, practices, services, and procedures.

Evaluation should be ongoing so that data are constantly being gathered, examined, and manipulated to influence decisions about what works and why, and what doesn't work and why not (Scriven, 1967). Formative evaluation is often employed when new or developing procedures are implemented and where evaluation feedback can be used for improvement purposes.

Summative evaluation most often serves an accountability function at the end of the school year or at the end of a program. Summative evaluation describes the characteristics and successes of the program, practices, procedures, or activities and the areas in need of improvement. It is employed to make a determination of whether the stated goals and objectives have been met and to support recommendations about whether or not practices should be continued. When used together, formative and summative evaluation are powerful tools for making educational decisions and setting policies about programs and practices for ELLs.

A sound system of evaluation can provide a rich source of information for teaching and guiding ELLs' learning, assist in monitoring and gauging the effectiveness of programs for ELLs, contribute to student achievement, and satisfy reporting requirements--especially those related to student success in meeting high standards.

Meaningful evaluation can best be accomplished by planning ahead. Evaluation should not require any extraordinary procedures; rather, it should be integrated into the program activities and focused on the particular procedures, materials, programs, practices, or processes that exist. The evaluation planning cycle involves the following steps:

- assessing needs;
- establishing goals and objectives;

- implementing programs, practices, procedures, and activities to meet the goals and objectives;
- assessing the extent to which the objectives have been achieved;
- communicating results of assessment to appropriate entities; and
- using the results of the evaluation for making improvements.

For procedures related to planning and implementing services for ELLs to be valuable, four questions should be asked:

1. Was an adequate needs assessment conducted?
2. Were the goals and objectives adequately formulated and appropriate to the student needs?
3. Was the design and delivery of services, procedures, practices, and programs adequately described and consistent with the goals and objectives?
4. Were the evaluation questions adequately defined and in keeping with the goals and objectives?

Wilde and Sockey (1995) in *The Evaluation Handbook* provide examples of needs assessment instruments, goals and objectives, activity statements, and procedural forms. They note that goals should be written after the needs assessment is conducted and should meet four conditions.

- The meaning of each goal should be clear to the people involved.
- Goals should be agreed upon by educational planners and decision makers.
- Goals should be clearly identifiable as dealing with an end product.
- Goals should be realistic in terms of the time and money available (page 38).

An example of a goal for ELL success might be:

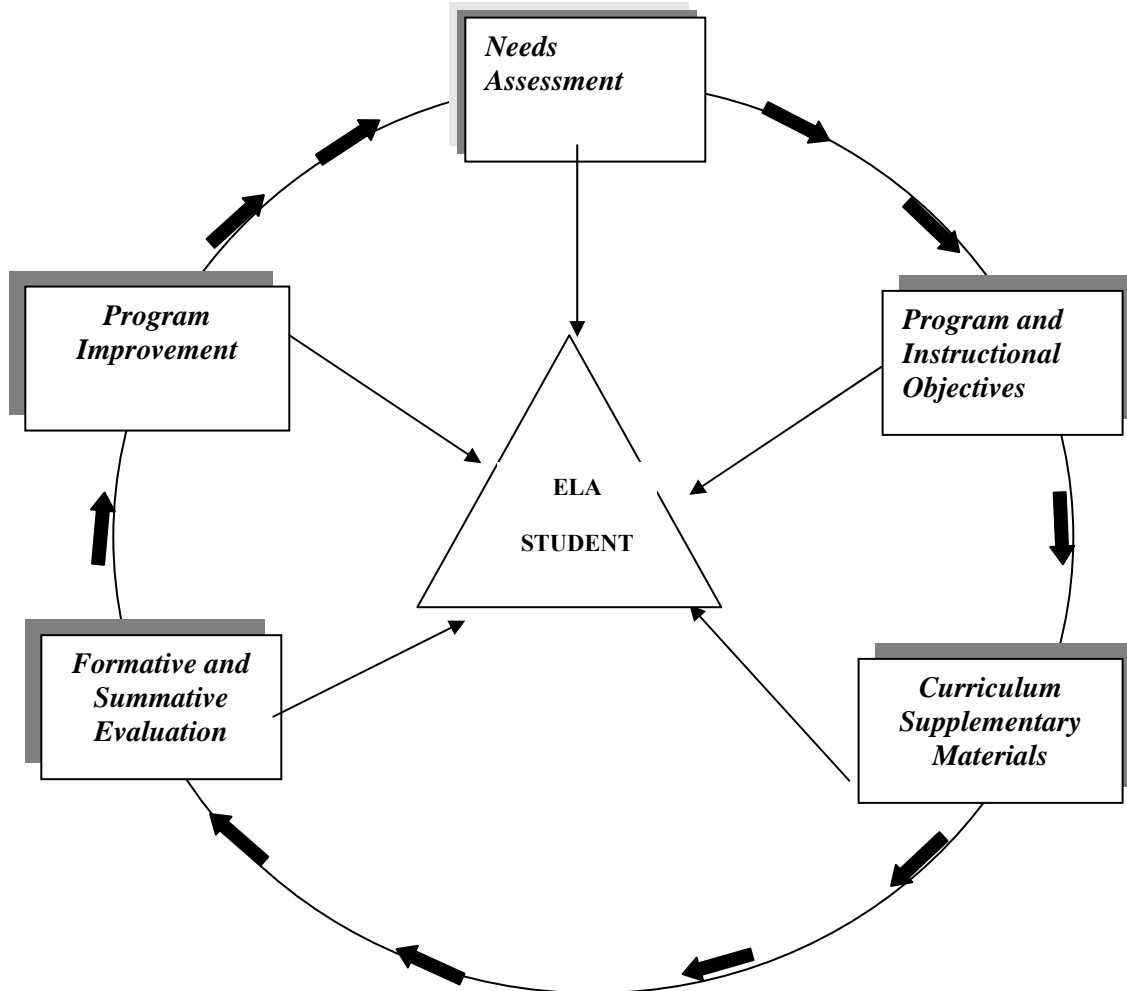
All students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.

While goals are broad statements, objectives are specific measurable statements that focus on outcomes, performances, behaviors, expectations, and timelines. An example of an objective for ELL success might be:

After at least six months of ESL instruction, 90% of ELLs who speak little or no English will increase their language level by one category as measured by the CELA Proficiency assessment.

To ensure a sound evaluation, the relationship between needs assessment, program or services design, program implementation, and evaluation should be clear. The following exhibit represents the evaluation decision cycle.

Evaluation Decision Cycle



Through the examination and disaggregation of data, relationships can be explored between students' learning results and particular characteristics of programs, practices, services, and procedures for ELLs. The best way to begin this process is to establish an evaluation planning team. This team should consist of instructional staff, a school building administrator, a staff member trained in techniques for ELL instruction, and a parent/community representative.

The evaluation planning team should be responsible for determining the activities, persons responsible, and timelines for carrying out the evaluation. An evaluation-planning calendar that contains this information should be designed and distributed to each member of the team. The evaluation team leader should be responsible for guiding the team in determining the activities to be undertaken and documented in the evaluation-planning calendar.

One of the culminating activities of an evaluation process is the evaluation report. This document is a powerful tool for informing and influencing policy decisions and educational practices. A good report is written with the reader in mind. Some reports are brief summaries with bulleted statements highlighting key features. Others are more formal with chapters, headings, and subheadings. The projected audience for the report (i.e., the school board, teachers, parents, community) should dictate the report format and content.

5.2 Inclusion of ELLs in the Statewide System of Accountability and Adequate Yearly Progress (AYP)

The Colorado Student Assessment Program (CSAP) is the primary assessment tool used to ensure that the state of Colorado is in compliance with the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), *No Child Left Behind Act of 2001*. This Act requires states to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. Furthermore, this Act calls for the inclusion of ELLs in the State assessment program to ensure that schools are providing an appropriate English language acquisition program that meets the linguistic and academic needs of ELLs. ESEA requires:

“...the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading and language arts;”

No Child Left Behind Act of 2001, §1111(b)(K)(3)(III)(x)

What are Accommodations?

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or performance criteria. It “levels the playing field” but does not provide an unfair advantage. Accommodations are not used with standardized assessments like the ITBS

What are Modifications?

A modification is a change made to the assessment procedures that affects the reliability or validity of the assessment. A modification may change the instructional level, content, or performance criteria.

The accurate assessment of ELLs will always be difficult because of the dual dimensions of language development and academic knowledge that must be addressed. Experts in the field of second language acquisition and testing have differing views. One perspective is that accurate assessment results can only be derived from tests developed specifically for ELLs to measure progress toward standards. Another is that inclusion of ELLs in standards based assessments designed for native English speaking can and should occur, but with testing accommodations or modifications. In reality, a combination of assessments designed to build a body of evidence are needed to document language development and whether students are making progress towards meeting grade level content standards.

Since every student is expected to take the CSAP, according to Colorado Law, ELLs present a unique challenge for schools since they are being held accountable for their performance while students are still in the process of learning English. Districts can make appeals for exemptions from AYP, but all students must take the CSAP.

Once a student's English language proficiency has been established, the following guidelines should determine if the student's CSAP score is included in the school's accountability report.

- ELLs identified **across all five areas** as Fluent English Proficient (FEP) are required to take the CSAP English version and their scores are included in the accountability reporting.
- ELLs identified as Limited English Proficient (LEP) **in reading and/or writing** are required to take the CSAP. If an LEP student has attended public school in Colorado for three or more consecutive years (two consecutive years for grade three CSAP) that student's score will be included in the accountability report. If an LEP student has attended public school in Colorado for less than three consecutive years (two for grade three CSAP) the score will not be included in the accountability report.
- ELLs identified as non-English proficient (NEP) **in reading and writing** are required to take the CSAP. Their scores may be excluded from the accountability of CSAP. However, if the student has attended public school in Colorado for three consecutive years (two consecutive years for grade three) his/her score will be included in the accountability report. Students attending public school in Colorado for less than the requisite number of consecutive years will be excluded from the accountability reporting. This exemption of ELL scores for accountability purposes should not stop a district from including in CSAP any student whom teachers believe can participate without negative consequences to the student.

It should also be noted that while testing in English is required following these guidelines, it does not prohibit districts from continuing to assess students who are receiving instruction in another language from being tested in that language to document progress and achievement.

Providing accommodations to established testing conditions for some students with limited English proficiency may be appropriate when their use would yield the most valid scores on the intended academic achievement constructs. Deciding which accommodations to use for which students usually involves an understanding of which construct irrelevant background factors would substantially influence the measurement of intended knowledge and skills for individual students, and if the accommodations would enhance the validity of the test score interpretations for these students.

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers
U.S. Department of Education,
Office for Civil Rights
December 2000

Determining ELL Student Accommodations for CSAP or CSAP-A

- Consult the Colorado ELL Accommodations Manual found on the website of the Unit of Student Assessment:

http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2007/CO_ACCOMM_MANUAL_ELL_091707.pdf

Annual Measurable Achievement Objectives (AMAOs)

Title III of the Reauthorized ESEA of 2001 highlights the need for effective LIEPs that meet the

linguistic and academic needs of ELLs. The Act requires:

- An annual accounting of the number or percentage of ELLs making progress in learning English;
- Annual increases in the number or percentage of ELLs attaining English language proficiency as measured by a valid and reliable instrument;
- An annual determination of whether the school's ELL population has made adequate yearly progress

5.2a Annual Measurable Achievement Objectives (AMAOs)

The State of Colorado is held accountable for the development and implementation of Annual Measurable Achievement Objectives (AMAOs) under the No Child Left Behind Public Law 107-110 as stated in Sec. 3122(a) of Title III Law.

“Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1)”

The State of Colorado's AMAO targets shall reflect as stated in Sec. 3122(a)(3)(A)

*“-the amount of time an individual child has been enrolled in a language instruction educational program; and
-the use of consistent methods and measurements to reflect the increases described in subparagraphs (A)(i), (A)(ii), and (B) of paragraph (3).”*

These AMAO targets shall include:

*“-at a minimum, annual increases in the number or percentage of children making progress in learning English;
- at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and
- making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B)”*

“ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.”

AMAOs must be based on ELD standards, assessments, and baseline data.

Consult the Colorado AMAO Manual for further information.

Website: http://www.cde.state.co.us/cde_english/elau_links.htm

For information regarding data collection, paperwork, and record keeping, see Appendix A.

6

Parental Involvement

6.1 The Requirements of the NCLB Act 2001

In addition to requirements to notify parents of placement decisions, school districts using Title III funds must implement effective outreach to parents of limited English proficient children. The outreach must inform parents how they can become involved in their children's education and be active participants in helping them learn English and achieve academically. Outreach shall include holding, and sending notices of opportunities for, regularly scheduled meetings with parents of LEP children to formulate and respond to parent recommendations.

Parent Involvement Requirements under Title III of the NCLB Act 2001: English Language Learners (ELL), Limited English Proficiency (LEP)

Notification and communication of placement in language program

- The information required to be provided to parents shall be in an understandable and uniform format and, to the extent practicable, in a language the parent can understand
- Districts/schools must notify parents no later than 30 days after the beginning of school
- If the child is placed in a language program after school starts, parents must be notified within 2 weeks of placement
- The notification must include the following information:
 - Reason for identification and need for the program
 - Level of English proficiency, how the level was determined, level of child's academic achievement
 - Method of instruction in language program and how program will meet student's needs
 - How the program will help the child learn English
 - Exit requirements, mainstreaming timeline, graduation
 - How program meets requirements of IEP (if applicable)
 - Information about parental rights
 - Decline service

- Option to remove child from program at any time
- Assistance to parents in choosing among various programs

Parent involvement and participation

- Parents will be involved in the education of their children
- Parents will be active in assisting children
 - To learn English
 - To achieve at high levels in core academic subjects
 - To meet the same state standards as all children are expected to meet

For more specific information regarding research, strategies, programs, and references, see the Consolidated Parent Involvement Handbook (which will be available soon).

APPENDICES

Appendix A

Data Collection, Paperwork, and Record Keeping

This appendix provides specific information about how to collect and maintain adequate data. It can serve either as a starting blueprint for districts without a collection system, or to fine tune a data collection system already in place.

In order to help all students succeed, it is necessary to be able to accurately track student progress, any interventions implemented, as well as the effectiveness of those interventions and any resulting modifications to programs. *There are three major elements of a good data collection system: a well constructed and flexible database, which generates the information for comparison tables, which in turn generates the evaluation report.* It is critical that the system be designed from the outset to be inclusive of all students and able to accommodate information not typically included when keeping records only on native English speakers. This may include language proficiency levels, dates of entry and exit to the program, number of months in program, program type, access to primary language development, etc.

The first step in building a data collection system is to thoroughly understand the requirements of the evaluation plan itself (what the data will be used for): what data elements need to be tracked, who the stakeholders are and what their interests are, what systems are currently in place that needs to be interfaced with, and what resources are available. The development process for the data collection and management system should take into account a long range view of how the system needs to function in the future. The ideal circumstance is for the developer of the data management system to understand and follow the whole process from beginning to end, from the design of the evaluation plan through the development of the database fields down to the construction of the paper data collection instruments. The developer of the data management system also needs to be aware that changes will need to be made in the system (database and collection instruments) on an ongoing basis, and allow for that in the construction process.

Purposes of Data Collection and Management

- To make data readily accessible and able to be analyzed quickly through computer automation. In the Federal ELL resource materials, the authors noted that "most of the data needed should be already be available in the district's records for students generally". However, data that is available in paper records is not the same thing as data that is usable, retrievable, or analyzable, especially if needed quickly.
- To evaluate student progress, program effectiveness, and staff training over time to identify longitudinal trends in these areas.
- To help analyze the results of federal, state, and district assessments.
- To assist with both regional and federal Office for Civil Rights submissions.
- To assist with English Language Proficiency Act (ELPA) and Migrant counts.
- To assist with grant applications.
- To monitor student progress means being able to disaggregate data along the multiple dimensions that impact ELL student progress.

Basic Principles

- Design an evaluation plan that determines the database fields, table organization, paper/computerized collection instruments, and timelines.
- Build the data collection system keeping in mind future as well as current needs, such as language backgrounds, length of time in program, description of services received, prior academic preparation, continuous or interrupted presence in district.
- Develop the system to accommodate changes, so that other personnel can both use and revise the system as staff and procedures change.
- Plan to continually work back and forth between the evaluation plan, database, tables, and paper/computerized collection instruments in order to keep improving and revising the data management system. (This is where the distinction between FEP – (never LEP) and FLEP – FEP (formerly LEP) becomes important, while not required by federal or state law, it's inclusion can allow districts to keep more accurate track of program effectiveness while at the same time providing classroom teachers who receive FLEP students greater insight into potential continuing academic challenges resulting from both linguistic and cultural factors as they continue to develop higher order cognitive skills.)
- Construct the evaluation report as a stationary word processing template with capability to expand the tables, add in the new year's data, and edit the conclusions; this facilitates doing a yearly evaluation report.
- Develop a user friendly system and solicit input from the people using it.
- Think "data-driven, thorough, accurate, and error-free."
- Plan for capacity to both aggregate and disaggregate data, especially by ELL status; include all students in district on database. In the Federal ELL resource materials, a guiding question is, "Are data systems maintained that permit ELL and former ELL students to be compared to the population generally?"²
- Maintain data in a consistent place and format. Plan to train building secretaries and/or other appropriate staff as to process, timelines, forms, etc.
- Build the capacity to revise the system on an ongoing basis without losing prior data.
- Assign one person to do the data input to ensure accuracy. Larger districts may need more data specialists. Regardless of the size of the district, however, data entry training is essential.

Database Design Concepts

- Use full capabilities of the computer to automate and validate routine data entry (error-checks, value fields, strict validation, date ranges, etc.).
- Use full capabilities of the computer to automate and simplify common queries, use calculation formulas to define critical groups.
- Keep database as simple as possible and still be able to do the job required, so that it can be easily modified by later personnel.
- Develop using all standard features of a standard database product; good documentation of database development process necessary- although a more narrow-use product might

be used, the district should explore whether that product is flexible and can be modified in-house.

- Develop in-house where developer is also primary user.
- Develop a multi-year database to track data longitudinally to compare the same data elements from one year to the next.
- Consider whether a cross-platform database is needed; think through advantages and disadvantages of networking.
- Plan for security.
- Plan for consistent backups of the database; keep clean clones of any district-built databases.
- Output layouts provide means to view data in understandable form. Database users should be able to build layouts as needed. Examples of output layouts:
 - spring testing lists for annual language proficiency testing including prior proficiency levels in both English and the other language, school, grade, languages spoken, home language survey information.
 - ELL students, comparing standardized test scores, progress reports, and CSAPs with language level.
 - ELL exit students who are failing any core subjects, including which subjects are low, what programs are currently in place with amount of service time, any follow-up initiated.

Model Data Collection Process

LEGAL UNDERPINNINGS

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same rights as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools **may not**:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to verify residency;
- engage in any practices that “chill” or hinder the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status;
- require social security numbers as a requirement for admission to school, as this may expose undocumented status.

Even with recent changes in immigration laws, students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Recent changes in the F-1 (Student) Visa Program **do not** change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the U.S. and

are currently in the U.S. on an F-1 visa.

Also, the Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency – **including the Immigration and Customs Enforcement (ICE)** – with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents. The only exception is if an agency gets a court order – known as a subpoena – which parents can then challenge. Schools should note that even requesting such permission from parents could act to “chill” a student’s *Plyler* rights.

Finally, school personnel – especially building principals and those involved with student intake activities – should be aware that they are under no legal obligation to enforce U. S. immigration laws.

Identification of PHLOTE students (Primary or Home Language Other Than English)

A Home Language Questionnaire (HLQ) is a required part of the registration packet for all new students, and is maintained in the cumulative file for all students in the district. A designated person is responsible for reviewing the home language questionnaire upon registration of the student and immediately forwarding those identified as PHLOTE to the LIEP department. Students are considered PHLOTE if there is any influence of another language in the home; students who learn a second language in an academic setting are not considered PHLOTE.

Assessment of PHLOTE students, determination of LEP/ELL status

All students determined to be PHLOTE are assessed using the English version of a language survey to ascertain whether they can speak, read, write, or understand the English language. The test publisher's criteria is used to decide which of those students are identified as ELL. Timelines for this process are in place, with new students tested upon enrollment and continuing students tested yearly (generally in the spring). Language proficiency test reports are retained in the cumulative files with a copy in the ESL/Bilingual files. The language assessment scores are also entered on the database.

Program Placement for ELL students

Program placement is made by a district-designated person or team. This information is collected for each grading period, is entered on the database, and can be correlated with the training of the various service providers. The way the information is collected can vary by grade level (class schedules at secondary level, service delivery forms at elementary, etc.). A summary of program placements can also be printed out and maintained over consecutive years in both the cumulative and ESL/Bilingual files. Services, and documentation of services, continue every grading period until the student meets the exit criteria.

Parental Notification

Students who are identified as LEP have a legal right to receive instruction tailored to their needs. Parents of ELL identified students must receive notification of participation in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, annually, not later than 30 days after the beginning of the school year for children identified before the beginning of the year or within the first two weeks of a child being placed in a language instruction program.

Identification and follow-up of ELL exit students

Each spring all current ELL students are reevaluated on the English language survey, and may

exit ELL status if they score at the publisher's exit criteria. However, continuing program placement depends on additional factors (progress reports, standardized testing, etc.), and ELL exit students continue to be tracked and monitored for 2 years with services offered as needed. Progress reports are collected in the buildings each grading period for all students in the district and are evaluated in the core subject areas. The process varies by grade level and may include a building printout of grades, a manual review of report cards, and/or a listing of those students on Individual Literacy Plans. The progress reports are entered on the database, including those subjects not passed (any core subject grade below a "C" was considered not passing by OCR criteria). In addition to legal requirements – it is important that teachers who receive FEP (formerly LEP) students be made aware of students' language background. Even though they may have met formal re-designation / exit criteria, they will continue to benefit from instruction that fosters language development and is made understandable through a variety of strategies. This is because the academic skills students need to be successful take many years to develop deeply. In addition, students from different cultural backgrounds while speaking English fluently may still be unfamiliar with same cultural and contextual references in instruction.

Documentation of additional information

Additional information can also be included. This information is collected on an ongoing basis as it becomes available, and is entered in the database.

Appendix B

Knowing and Interpreting Scientifically Based Research

WHAT IS SCIENTIFICALLY BASED RESEARCH?

The *No Child Left Behind Act of 2001* requires districts using federal education dollars to implement programs proven to be successful through scientifically based research. Section 3115(a) of Title III states that local education agencies shall use approaches and methodologies based on scientifically based research on teaching LEP children and immigrant children and youth for the following purposes:

- Developing and implementing new LIEPs and academic content instruction programs, including programs of early childhood education, elementary school, and secondary school programs;
- Carrying out highly focused, innovative locally-designed activities to expand or enhance existing LIEPs and academic content instruction programs; and
- Implementing school-wide and agency-wide (within the jurisdiction of an LEA) programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction.

Feuer and Towne, October 2001, state suggested that there is “no algorithm for science, nor is there a checklist for how to evaluate its quality...science is in part a creative enterprise...an uncertain enterprise that evolves over time.” How research is conducted will vary among educators. The National Research Council has defined it as:

A continual process of rigorous reasoning supported by a dynamic interplay among methods, theories, and findings. It builds understandings in the form of models or theories that can be tested. (Shavelson and Towne, Eds., 2002, p. 2)

There is no one set of scientifically based research that will suit all local situations—one size does NOT fit all. The following six guiding principles described by the National Research Council underlie all scientific inquiry—including education research. Knowledge of these principles will give teachers, administrators, and school boards the tools to judge which programs and strategies are best for the ELLs served by their school, district, or BOCES:

Principle 1: Pose Significant Questions That Can Be Investigated Empirically - A synonym for *empirical* is *observation*. Science only can address questions that can be answered through systematic investigation or observation. However, questions can be posed to seek new knowledge or fill in gaps in existing knowledge by forming a hypothesis. The Research Council concludes that “The testability and refutability of scientific claims or hypotheses is an important feature of scientific investigations that is not typical in other forms of inquiry.” The questions--and the research designed to address the questions--must reflect a clear understanding of the associated theory, methods, and empirical investigations that are related to the questions.

Principle 2: Link Research to Relevant Theory - Science is involved with developing and testing theories about the world around us. In their paper, Feuer and Towne (2001) stated that, “Data are used in the process of scientific inquiry to relate to a broader framework that drives the investigation.” They go on to give an example from education research: Data about student achievement or school spending alone are not useful in a scientific investigation unless they are explicitly used to address a specific question with a specified theoretical model or to generate a theory or conjecture that can be tested later.

Principle 3: Use Methods That Permit Direct Investigation of the Question - A research method or the design used does not itself make the study “scientific”; rather, it is the *appropriateness* of the method/design as well as the *rigorousness* that will allow the research to be considered credible. There are numerous methods available to researchers in education. Often, very different methods and approaches can be appropriate in various parts of a particular research study. Multiple methods can substantially strengthen the certainty of the conclusions that result from the investigation.

Principle 4: Provide a Coherent and Explicit Chain of Reasoning - While there is no single way to reason scientifically; coherent, explicit, persuasive reasoning should be logical and linear. This holds true regardless of whether the research is quantitative or qualitative. The Research Council states that the validity of inferences made through this process is strengthened by:

- identifying limitations and biases;
- estimating uncertainty and error; and
- systematically ruling out plausible counter-explanations in a rational, compelling way.

Specifically, the chain of scientific reasoning should state: a) the assumptions present in the analysis, b) how evidence was judged to be relevant, c) how data relate to theoretical conceptions, d) how much error or uncertainty is associated with conclusions, and e) how alternative explanations were treated for what was observed.

Principle 5: Replicate and Generalize Across Studies - Scientific inquiry features checking and validating findings and results in different settings and contexts. Successfully replicating findings in different contexts can strengthen a hypothesis. By integrating and synthesizing findings over time, scientific knowledge is advanced.

Principle 6: Disclose Research to Encourage Professional Scrutiny and Critique - Without wide dissemination, research studies do not contribute to a larger body of knowledge. Research that is disseminated allows for full scrutiny by peers. By publishing in journals and presenting at conferences and professional meetings, other researchers can ask critical questions that help to move the profession forward. Feuer and Towne (2001) stated that, “The community of researchers has to collectively make sense of new findings to integrate them into the existing corpus of work. Indeed, the objectivity of science derives from these self-enforced norms, not the attributes of a particular person or method.”

The National Research Council's Committee on Scientific Principles in Education Research report can be read online with additional hard copies being available for sale at:
<http://www.nap.edu/catalog/10236.html> (Shavelson and Towne, Eds., 2002)

Regardless of the model used, instructional personnel need to be aware that knowledge of students’ language and culture is critical to helping facilitate student learning. By incorporating these aspects into the curriculum, the context for learning is meaningful.

Scientifically based research demonstrating the effectiveness of increasing students' English proficiency and knowledge of subject matter should guide decisions about the models for effective LIEPs. Several large scale reviews of the literature have demonstrated the efficacy of programs that incorporate students’ first language in instruction (Greene, J.P. (1998). *A meta-analysis of the effectiveness of bilingual education*. Claremont, CA: Tomas Rivera Policy Institute) and (Rolstad, K.,

Mahoney, K., Glass, G. V. (2005). *The big picture: A meta-analysis of program effectiveness research on English language learners*. Educational Policy, 19, 572-594). Another comprehensive review of the research on ELLs was completed by the National Research Council Institute of Medicine (August and Hakuta, 1998). This meta-analysis examined hundreds of studies related to bilingualism and second language learning, cognitive and social aspects of student learning, student assessment, program evaluation, and school and classroom effectiveness.

The researchers concluded that instructional models that are grounded in basic knowledge about the linguistic, cognitive, and social development of ELLs are the most effective. They found that instructional models containing this basic knowledge would be rich enough to suggest different programs for different types of students. Ideally, after reviewing the research, the model adopted should be designed collaboratively taking into consideration student needs, local resources, parent preferences, and school/community input.

Appendix C

Lessons Learned: Practices of Successful Model Schools Serving ELLs

FROM

Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., Woodworth, K.
(1995). *School Reform and Student Diversity:
Case Studies of Exemplary Practices for LEP Students.*

Lesson 1 A comprehensive school-wide vision provides an essential foundation for developing outstanding education for ELLs.

- Model schools develop, by means of an extended process, a comprehensive design that integrates purpose and vision based on quantitative outcomes.
- Schools with successful language instructional educational programs collaborate with external partners to work through the complex issues of organizational change.
- School personnel expect ELLs to learn the language arts, math, and science curriculum to the high standards necessary for successful adult lives. Individual strengths and needs are respected, and efforts are made to help every student realize his or her potential.
- The attainment of fluency in written and oral English is assumed to be fundamental and universally achievable, as evidenced by the placement of students in heterogeneous groups.
- Model schools embrace the culture and language of students, welcoming parents and community members into the school in innovative ways. This practice supports the breakdown of alienation and helps the schools create a safe educational climate.
- Schools develop a community of learners in which teachers are treated as professionals, allowed to learn from each other, and are given the time to develop programs. It is well understood that teachers of ELLs should be fluent in the native language and/or trained in first and second language acquisition, and that continuing professional development was essential to improving the educational program. The community of learners extended beyond teachers and students often-involving parents and the community.
- Successful schools see the need to change entirely in a comprehensive way, with implications for the entire structure. The system of schooling needs to be re-examined in order to realize the goals.
- The structure and content of the curriculum, instruction and learning environments, language development strategies, organization of schooling and use of time, and school decision-making are understood to be interconnected. Though all elements are not necessarily addressed at once, the staff as a whole needs to believe systemic change is necessary.
- Shared vision, high expectations, cultural validation, community of learners, openness to external partners and research, and comprehensiveness give the model schools an air of caring, optimism, and confidence, despite the great challenges they face.

Lesson 2 Effective language development strategies are adapted to different local conditions in order to ensure ELLs access to the core curriculum.

All the model schools minimally adopt these basic goals:

1. That ELLs achieve English language fluency and;
2. Master the content of the core curriculum provided to mainstream students.
3. Some schools add the third goal of developing and maintaining fluency in the students' native language. Whether or not they seek maintenance in the native language, the model schools varied in their approach to English language acquisition. The demographics of the

ELLs at their school, desires of the community, vision for the school, availability of qualified staff, and district and state policies influenced the particulars of their approach. However, some important similarities emerge.

- Schools use students' primary language either as a foundation for developing literacy skills, as a tool for delivering content, or both. In many cases, teachers also relied on high quality sheltered English. Sheltered English and primary language-based programs typically complemented direct ESL instruction.
- Language instruction educational programs are flexibly constructed to accommodate students with varying levels of fluency and language backgrounds. Teachers adjust curriculum, instruction, and the use of primary language to meet the varying language proficiency needs of students.
- Flexibility is necessary because of the diversity of students. The key to flexibility is having qualified and trained staff trained in language acquisition. Instruction occurs, when determined, in the students' primary language. In many cases where instruction was delivered using sheltered English, teachers were fluent in the home language of their students. To promote interaction between ELLs and non-ELLs, teacher teams teach and employ a wide range of grouping and instructional strategies.
- Transition from classes where instruction is delivered in students' primary language or sheltered English to mainstream classes is gradual, carefully planned, and supported with activities such as after-school tutoring to ensure students' success at mastering complex content in English.
- Model schools assured ELLs access to the core curriculum while simultaneously developing their English language skills.

Lesson 3 High quality learning environments for ELLs involve curricular strategies that engage students in meaningful, in-depth learning across content areas led by trained and qualified staff.

- Model schools create and deliver a high quality curriculum to their ELLs that parallel the curriculum delivered to other students at the same grade level.
- The curriculum is presented in a way that is meaningful to ELLs by making connections across content areas. Model schools link science and mathematics curricula, as well as social studies and language arts, allowing students to explore more complex relationships between the traditional disciplines.
- Model schools create opportunities for students to use their language arts skills across the curriculum. Language arts curriculum is often integrated and literature-based and students read and write about topics that are relevant to their culture and experience.
- In science, schools create curriculum that draw on the students' environment to maximize possibilities for hands-on exploration.
- Mathematics is often taught using frameworks such as thematic units or project-based activities to build students' conceptual understanding and computational skills in an applied context that relates to real-life situations.
- Focusing on concepts over an extended period of time, teachers emphasize depth of understanding over breadth of knowledge.

Lesson 4 Innovative instructional strategies which emphasize collaboration and hands-on activities engage ELLs in the learning process.

- Model sites develop their own mix of instructional strategies for meeting the challenge of language diversity. However, across the model sites, the strategies tend to be based on similar pedagogic principles and approaches to creating highly effective learning environments. These innovative principles are aimed to engage students actively in their own learning.
- Teachers create nurturing learning environments that facilitate students working independently and in heterogeneous, cooperative groups. Instruction often consists of students engaged in self-directed, hands-on experiential learning, including inquiry and active discovery methods. These features, as implemented in exemplary sites, are examples of the new reform approaches to teaching language arts, science, and mathematics.
- Sheltered English strategies, combined with the curriculum approaches suggested in Lesson 3, are effective for ELLs at different levels of English oral, reading, and writing competency.
- Assessment is a key element of reform. It is integrated into everyday learning tasks establishing long-term learning goals benchmarked to authentic assessments, and gathering into student portfolios.

Lesson 5 A school-wide approach to restructuring units of teaching, use of time, decision making and external relations enhances the teaching/learning environment and foster the academic achievement of ELLs.

- Each model school restructures its school organization to implement its vision of effective schooling, to facilitate the language development strategies and innovative learning environments described above, and, more generally, to increase the effectiveness of their human, educational, community, and financial resources.
- Innovative use of time is explored and implemented so that the academic schedule respects the flow of learning units within classes. Such flexibility provides students with protected time to learn and allows them to engage in self-directed learning activities within cooperative groups.
- Blocks of time are allocated appropriately for the pedagogic needs of different subject matter or themes (science projects, for example, could occupy a double period in middle schools).
- The school day and year are structured or extended to accommodate teacher planning, collaboration, and professional development, and to provide extra support for ELLs' transition to English and the incorporation of newcomers into the ESL program. Elementary and middle school levels also restructure their schools into smaller school organizations such as "families" or reading groups which heightened the connections among students, between teacher and students, and among teachers. One model has small groups of students staying with the same teacher over four or five years (looping).

Such continuity enables the students to become skilled at cooperative learning, be highly responsible in their learning tasks, and build self esteem; it also enables teachers to build their understanding of each student as well as to develop their capacity to apply new instructional approaches in practice.

- Model schools redesign their governance structures through a process of democratic decision making to involve teachers, parents, and community members. This ensures that restructuring is supported by broad consensus.
- The exemplary schools deliver a range of integrated health and social services which reflected their vision of the school as an integral part of the community.

Lesson 6 Districts play a critical role in supporting quality education for ELLs.

- District leadership supports the development and implementation of high quality programs for ELLs.
- Personnel in such districts believe that ELLs can learn to high standards and employed specific strategies in support of ESL programs.
- Districts recruit and offer stipends to bilingual/ESL teachers, provide staff development in ESL, bilingual teaching, second language acquisition, and make provisions to allow for reduced class sizes for ELLs.
- Districts support the implementation of more powerful curriculum and instruction by providing staff development in response to the needs and interests of the teachers.
- Districts support school restructuring by shifting some decision making responsibilities to the site level.

The book *Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs* (Miramontes et al 1997) provides a framework for such school-wide planning. It is designed to take school personnel through a comprehensive process to create a school profile and weigh the options for the optimum program given the student population, local mandates, and resources available.

APPENDIX D

RTI for ELLs

Rtl for ELLs: What's different?

Increasing Intensity

- Alternative short-term placements and/or scheduling:
 - Newcomer Programs
 - Intensive ELA support (in lieu of other classes)
- Increased time and intensity of Tier II interventions
- Flexible Special Education and ELA service coordination including:
 - Combined SpEd/ELA
 - SpEd with frequent ELA consultation
 - SpEd with periodic ELA consultation
 - ELA with frequent SpEd consultation
 - ELA with periodic SpEd consultation

Tier III

1-7%

- Services in Tier I with increased time in ELA
- Services in Tier I with an additional targeted intervention including, but not limited to:
 - One or more of the four components of language proficiency: speaking, listening, reading and writing.
 - Reading interventions: Reading First, Title I, Read to Achieve, CBLA, etc.
 - Other content area interventions
 - Behavioral interventions
 - Targeted speech interventions
 - Tutoring programs
- Increased progress monitoring (compare to ELLs)

Tier II

5-15%

- All ELA/bilingual services based on current district plan which may include, but is not limited to, one or more of the following:
 - Pull out services in ELA
 - Sheltered instruction in classroom
 - ELA/bilingual language classes
 - ELA/bilingual content area classes
 - Push-in models
 - Inclusion models
 - Monitoring

Tier I

80-90%

Source: CDE: ESSU/ELAU-2006

Appendix E

ELA Continuum

ENGLISH LANGUAGE DEVELOPMENT CONTINUA

INTRODUCTION

The English Language Development (ELD) Continua are the result of a multi year effort launched in Colorado under the auspices of The Associated Directors of Bilingual Education (ADOBE) in response to the dramatic growth in the number of ELLs attending public schools. Nearly all teachers have English Language Learners (ELLs) in their classrooms or can expect to have them in the near future. One of the greatest challenges in meeting the academic needs of these students is the great variation in their stages of language acquisition. These continua are intended to assist teachers in improving outcomes for second language learners by helping them to document their students' developing language proficiency, thus allowing them to tailor instruction to students' levels of performance.

The 4 continua provide both regular classroom and ESL teachers with a set of indicators reflective of students' developing English abilities in four areas: listening, speaking, reading and writing. They allow teachers to follow ELLs' pathways of development and facilitate their movement to fluent English proficiency. They were developed alongside the Colorado English Language Development Standards and are based on profiles that were already in use in several districts, other oral language, reading and writing continua in use in the field, as well as national standards for English Language Development.

Participants in the development process included highly qualified second language educators from 14 Denver metropolitan and neighboring mountain school districts along with support from several institutions of higher education. We have tried to make the documents teacher friendly and flexible enough to be used across districts. Recognizing the challenges posed by the great variation in students' stages of language acquisition and academic background, we deliberately created a single set of indicators applicable K-12 for all kinds of programs. They are not intended to assign a label to students who demonstrate particular indicators, nor do they set or pretend to measure yearly growth targets.

PURPOSE

These continua are useful for a variety of purposes. Above all, they provide guidance to teachers in planning for instruction appropriate to the needs and behaviors typical of second language learners. By documenting student behaviors, the continua can also give teachers a clear sense of the range of proficiencies in their instructional groups, information that can be used as a basis for the differentiation of instruction.

These continua can be especially helpful for teachers who have not been formally trained to work with the second language learners in their classroom. The indicators in each of the four areas can alert you to the kinds of instructional opportunities from which students can benefit. For example, if students are exhibiting particular behaviors, you can then design instruction to assure that students have opportunities to demonstrate the next behaviors beyond where they are. If a particular behavior is not apparent, you should ask whether it is that students have not acquired the skill or that they have not been provided with opportunities to practice and learn that behavior.

THE ELD CONTINUA AT A GLANCE

WHO ARE THEY FOR?

ALL EDUCATORS WHO WORK WITH ELLS	ANY STUDENT WHOSE FIRST LANGUAGE IS OTHER THAN ENGLISH
<ul style="list-style-type: none"> • Grade level classroom teachers • Mainstream content teachers • ESL / ELA / ESOL teachers • Bilingual teachers • Resource teachers, special education teachers, GT teachers • Instructional support personnel: instructional coaches, TOSAs, specialists, coordinators • Administrators 	<ul style="list-style-type: none"> • Students receiving ESL and/ or Bilingual program services • ELLs who have waived services but need support • ELLs in mainstream and content area classes • Students who have been redesignated as “Fluent in English” but are still developing academic English as indicated by the behaviors in the continua • Students who have never been identified for second language support services but are still developing academic English as indicated by the behaviors in the continua

WHAT THE CONTINUA ARE:	WHAT THE CONTINUA ARE NOT:
<ul style="list-style-type: none"> • Instructional planning tools containing indicators of typical English language development behaviors in listening, speaking, reading, and writing • Observation tools that can provide snapshots of current English proficiency • Content dependent (i.e. student may be in one place in math and another in social studies) • Tools for teachers to examine their own instruction • A basis for communication and collaboration among colleagues • A starting point for discussing English language development with parents • A source of data to guide decision-making about redesignation or reclassification as fully English Proficient • Tools to inform instructional grouping - a basis for differentiation. 	<ul style="list-style-type: none"> • Checklists • Methods to categorize or label students • Formal language proficiency tests • Tools for test preparation • Lists of standards • A basis for grading • Aligned with LAU or ELPA categories • Replacement for or specifically aligned with English language proficiency assessments (IPT, LAS, WM, CELA) • Replacement for district adopted profiles or continua.

Information provided by analyzing student behaviors can support ELD teachers and content area teachers as they work together, to meet the rigorous accountability requirements under NCLB. They provide an ideal tool for communication and collaboration among the different professionals who work with English language learners and their families. This allows students better access to the core curriculum and more opportunities to develop English language proficiency.

The outline of indicators may also help you make the case that a student is, or is not ready to transition to and function well in a mainstream classroom. In addition, they provide a concrete means by which to communicate to parents' their children's progress in acquiring English.

HOW TO USE: An example

Below is a sample of just a few of the indicators in the writing continuum. The first step is to identify behaviors students are currently exhibiting. You could collect a formal writing sample or simply review in-class work. You might note that a student is currently comfortable in copying information. If you look farther on in the continuum you will find indicators of the kinds of things students are likely to do next. You can then create instructional opportunities to practice them. In this case, you could provide the student with opportunities to use familiar words and phrases to create their own text about a familiar topic.

COLUMN A New to English	COLUMN B	COLUMN C	COLUMN D	COLUMN E Ready to Transition
Uses familiar vocabulary related to personal needs/interests	Generates writing which reflects own oral language production	Writes simple sentences about personal experience and content areas with grammatical accuracy	Uses a variety of simple, compound and complex sentences appropriate to topic	Uses variety of grade-appropriate sentence structures in all independent writing
Copies vocabulary from environment and resources available in the room	Labels own drawings with assistance or other support	Experiments with sentence variety using conjunctions, simple prep and or descriptive words	Uses words or sentence structures to reflect a personal style	Conveys complex and abstract ideas including emotions and opinions
	Relies on familiar sentence patterns to write about personal or classroom experiences	Writes narratives with beginning, middle & ending with support	Writes well-developed storyline with specific details when writing independently	Writes cohesive, detailed: Narrative Creative Expository Persuasive

If a student is currently using simple sentences, you could provide them with opportunities to see how their own writing could be changed and expanded with modeled sentences that are more complex but maintain the student's original meaning.

Once students' current behaviors are noted, it will be important to determine whether they exhibit these behaviors consistently or if there are major gaps in the indicators across columns. If you do not see a

behavior you feel you should be seeing, consider whether students have had sufficient opportunity to practice and how you might adjust instruction to provide additional opportunities.

REMEMBER AS YOU USE THE CONTINUA:

These continua were developed to document behaviors, not to label students. The columns have purposely not been aligned with stages of language development. Some students will likely exhibit behaviors in several columns within any of the areas and certainly across the four domains of listening, speaking, reading and writing.

And finally, always keep in mind that it takes a long time for students to demonstrate full academic proficiency. If you look closely at the indicators in column E of each continuum you will see that to perform academically, expectations are high. It would be difficult to defend moving a student who did not have those skills into a mainstream classroom without providing continuing support for their language development.

Listening Continuum
Relates to Colorado ELD Standards

New To English Column A	Column B	Column C	Column D	Ready to Transition Column E
Indicators in this column relate well to behaviors elicited when teachers use visual support, modeling, scaffolding, simplified sentence structures, a slower rate of speech, and provide adequate wait time.	Indicators in this column relate well to behaviors elicited when teachers use visual support, modeling, scaffolding, a somewhat slower rate of speech and provide adequate wait time.	Indicators in this column relate well to behaviors elicited when teachers use visual support, scaffolding, and a normal rate of speech during short oral presentations	Indicators in this column relate well to behaviors elicited when teachers use visual support and a normal rate of speech to state information during oral presentations of longer duration	Indicators in this column relate well to behaviors elicited when teachers use a normal rate of speech with almost no accommodations.
<ul style="list-style-type: none"> • Responds to greetings with nods and gestures • Responds appropriately to simple requests and “yes-no” questions non-verbally or with 1-2 words in 1:1 settings • Repeats simple phrases • Observes peers for directions and cues • Attends to speaker in 1:1 situation • Responds actively through songs, chants, repetitive exercises • Attends to short high interest audiovisual materials • Follows classroom routines • Follows clear one-step directions in 1:1 situations 	<ul style="list-style-type: none"> • Listens to and answers questions about familiar topic with simple phrases • Listens to speaker in small group • Responds to key words and phrases in classroom conversation and social environments • Listens specific purposes and for main idea • Follows simple directions related to the immediate situation • Demonstrates comprehension of simple sentences related to immediate social context • Demonstrates listening 	<ul style="list-style-type: none"> • Listens to and answers specific questions about familiar topics with short phrases • Listens to speaker in large group during discussions of familiar topics in quiet environment • Follows two and three-step directions to complete a classroom task • Demonstrates comprehension of age/grade appropriate social vocabulary • Figures out meaning of unfamiliar vocabulary in familiar context 	<ul style="list-style-type: none"> • Listens to and answers specific questions about familiar and unfamiliar topics with short phrases • Listens to speaker in large group during discussions of familiar topics in distracting environment • Follows multiple step directions • Accurately follows oral directions for completing familiar classroom assignments/projects • Figures out meaning of unfamiliar vocabulary within context on new instruction • Listens to and demonstrates comprehension of a lesson in which new content is 	<ul style="list-style-type: none"> • Listens to and answers questions across all content areas • Listens in all situations, regardless of topic and distractions • Follows complex directions requiring decision making • Demonstrates understanding of content area instruction presented orally, including classroom lectures and group presentations by taking notes, writing responses,

Listening Continuum
Relates to Colorado ELD Standards

<ul style="list-style-type: none"> • Demonstrates comprehension of simple social vocabulary & familiar phrases by responding nonverbally or with single words • Demonstrates comprehension of explicitly taught content area key vocabulary by responding nonverbally or w/ single words • Demonstrates comprehension of supported content area instruction and everyday routines through pointing, moving, matching, drawing, and gesturing 	<p>comprehension of content area instruction by answering simple questions and identifying specific details</p> <ul style="list-style-type: none"> • Demonstrates comprehension of short, predictable stories read/told aloud through pictures, drama, supported writing, physical responses • Identifies main idea of information • Begins to respond appropriately to common colloquialisms • Recognizes phonemes in English that occur in native language 	<ul style="list-style-type: none"> • Demonstrates listening comprehension of content area instruction presented experientially by restating information, drawing maps and graphs • Demonstrates comprehension of an oral presentation with visual support through dialog, drama, retelling – oral or written • Distinguishes main idea from details through webs, outlines, and short written responses • Distinguishes statements of fact from statements of opinion in context • Begins to respond to language subtleties (i.e., simple idiomatic expressions) • Begins to distinguish phonemes in English that do not occur in native language 	<p>introduced with visual support</p> <ul style="list-style-type: none"> • Demonstrates listening comprehension by asking for clarification in social conversations • Comprehends others sufficiently to offer opinions and/or feedback on a known topic presented with some visual support • Recognizes differing points of view • Demonstrates listening comprehension by listening for a purpose, recalling details and main ideas, recognizing point of view, retelling a plot, and describing a main character • Begins to respond appropriately to language subtleties: i.e., humor, common idioms, and riddles • Understands figurative language used in discussions of familiar topics • Demonstrates ability to distinguish all phonemes in English 	<p>tests</p> <ul style="list-style-type: none"> • Understands most grade level content instruction at normal rate of speech with occasional repetition • Comprehends others sufficiently to offer opinions and/or feedback on an unfamiliar topic • Synthesizes information from more than one source • Draws inferences from orally presented materials • Responds appropriately to language subtleties, i.e., humor, idioms, irony, sarcasm • Understands figurative language including similes and metaphors
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Speaking Continuum
Relates to Colorado ELD Standards

New To English Column A	Column B	Column C	Column D	Ready To Transition Column E
<p style="text-align: center;">1</p> <p>Student</p> <ul style="list-style-type: none"> ➤ Attempts to indicate needs with gestures, single words and/or sentence fragments ➤ contributes mainly in 1:1 situations ➤ often include words from L1 in oral communication 	<p style="text-align: center;">2</p> <p>Student</p> <ul style="list-style-type: none"> ➤ uses 2 or 3 word phrases, simple sentences or clauses ➤ attempts to communicate despite errors in grammar and/or vocabulary 	<p style="text-align: center;">3</p> <p>Student</p> <ul style="list-style-type: none"> ➤ uses simple sentences to express needs and ideas ➤ communicates meaningfully about immediate or shared experiences. ➤ effectively compensates for lack of vocabulary by using other words to convey idea ➤ attempts English word order but makes many grammatical errors not typical of native speakers 	<p style="text-align: center;">4</p> <p>Student</p> <ul style="list-style-type: none"> ➤ uses English in both social and academic contexts ➤ uses previously learned vocabulary correctly in new situations. ➤ uses appropriate vocabulary with minimal errors ➤ makes some grammatical errors not typical of native speakers 	<p style="text-align: center;">5</p> <p>Student</p> <ul style="list-style-type: none"> ➤ uses oral skills approximate to those of a native speaker. ➤ may make <u>occasional</u> errors in grammar and vocabulary not typical of a native speaker that do not interfere with comprehensibility
<ul style="list-style-type: none"> • Mainly uses sound system of first language • Attempts to imitate pronunciation of new words • Repeats phrases immediately after they have been heard • Uses common expressions such as hello, good morning, thank you 	<ul style="list-style-type: none"> • Continues to rely on L1 sound system (phonemes of L1) • Approximates pronunciation of a number of phonemes and single words • Attempts to imitate pronunciation, rhythm, stress and intonation of English in choral responses with authentic models • Recites phrases from memory • Initiates talk with and responds to peers in 1:1 situations • Retells simple stories & personal experiences using key words and phrases 	<ul style="list-style-type: none"> • Begins to use phonemes in English not present in L1 • Produces comprehensible speech that contains numerous errors in pronunciation, rhythm, stress, and intonation • <u>Memorizes and repeats simple selections</u> • Engages in small group conversations about familiar topics • Shares personal interests, experiences and feelings in social & academic settings 	<ul style="list-style-type: none"> • Accurately produces most English phonemes • Approximates pronunciation, rhythm, stress, and intonation with obvious errors not typical of a native speaker • Maintains conversations of increasing length across topics and partners • Describes and explains feelings • Retells a selection using main idea and key points • Discusses similarities and differences • Summarizes information 	<ul style="list-style-type: none"> • Demonstrates pronunciation, rhythm, stress, and intonation with occasional errors not typical of a native speaker • Contributes knowledge, ideas and opinions in discussions in a variety of settings • Communicates feelings clearly • Delivers detailed oral reports across content areas • Defends point of view

Speaking Continuum
Relates to Colorado ELD Standards

<ul style="list-style-type: none"> • Names familiar objects and actions • Uses limited vocabulary related to personal needs • Uses academic vocabulary learned in context • Responds to simple questions related to immediate context with one or two words • Asks one word, formulaic, or sentence fragment questions 	<ul style="list-style-type: none"> • Contributes words/phrases to small group activities • Retells predictable & familiar stories • Uses vocabulary centered around everyday interactions • Develops vocabulary to express personal interests, experiences and feelings • Uses common colloquialisms • Attempts to ask questions for information • Responds to variety of questions on familiar topics with simple phrases • Asks questions using declarative sentence word order • Uses present tense usually 	<ul style="list-style-type: none"> • Contributes relevant information in small group content area discussions • Narrates sequences • Tells simple stories with beginning, middle and end • Prepares and delivers short presentations on familiar topics • Summarizes, defines & explains, using simple sentences • uses some humor • Uses descriptive vocabulary • Asks for new vocabulary and clarification of unfamiliar words • Attempts to use idiomatic expressions • Asks questions to clarify information/vocabulary • Provides short and/or literal responses to variety of questions • Uses question (inverted) word order when asking “yes/no” questions 	<ul style="list-style-type: none"> • Prepares & delivers longer presentations in content areas • Uses increasingly specific vocabulary • Uses common idiomatic expressions • Asks content related questions • Provides more extended responses to analytical, inferential, cause & effect questions; draws conclusions • Uses standard English word order when asking “wh” and “do” questions 	<ul style="list-style-type: none"> • Retells, narrates & paraphrases stories, including descriptive detail • Demonstrates growth in vocabulary in familiar and unfamiliar situations • Accurately uses prefixes and suffixes • Uses figurative language • Easily asks and answers questions about a variety of content area topics • Uses correct verb tenses in both questions and statements
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Speaking Continuum
Relates to Colorado ELD Standards

	<p>minus the "s" inflection for 3rd person singular</p>	<ul style="list-style-type: none"> • Uses personal pronouns, negatives, simple conjunctions (i.e., <i>and, but, because, so</i>), adjectives, adverbs, plural forms • Begins to use subject-verb agreement • Attempts to match verb tense with time reference • Shows command of common prepositional phrases • Attempts to use formal register 	<ul style="list-style-type: none"> • Uses <u>verb tenses consistently in statements</u> • Uses inflections for irregular plurals, ordinal numbers, comparatives, superlatives • Uses formal & informal register 	<ul style="list-style-type: none"> • Applies knowledge of complex grammar with occasional errors • Uses formal/ informal language with attention to grammar, vocabulary, intonation and pronunciation
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Reading Continuum
Relates to Colorado ELD Standards

Column A	Column B	Column C	Column D	Column E
<p>Indicators in this column relate well to behaviors elicited when teachers read aloud to students or with students using visual support and scaffolding: (All indicators requiring a verbal response imply accepting responses consistent with each student’s level of oral language proficiency.)</p> <p>* Behaviors will vary depending of background knowledge and literacy development in primary language*Decoding does not denote comprehension.</p>	<p>Indicators in this column relate well to behaviors elicited when teachers read aloud to students or with students using visual support and scaffolding: (All indicators requiring a verbal response imply accepting responses consistent with each student’s level of oral language proficiency.).</p> <p>*Behaviors will vary depending of background knowledge and literacy development in primary language *Decoding does not denote comprehension</p>	<p>Indicators in this column relate well to behaviors elicited when students are using materials at the appropriate level of the ELA student, and with students using visual support, vocabulary development, and scaffolding.. *Behaviors will vary depending of background knowledge and literacy development in primary language * Decoding does not denote comprehension</p>	<p>Indicators in this column relate well to behaviors elicited when students are using materials at the appropriate level of the ELA student, and when teachers are using visual support, vocabulary development, and scaffolding.</p>	<p>Indicators in this column relate well to behaviors elicited when students are using materials at or near grade level, and when teachers are using some limited visual and vocabulary support.</p>
<ul style="list-style-type: none"> • Recognizes own name • Shows awareness left-right directionality (awareness/command) • Handles books correctly • Derives meaning from environmental print • Distinguishes letters and numbers • Shows interest in books 	<ul style="list-style-type: none"> • Shows awareness of sound/symbol relationships including sounds not found in L1 • Uses background knowledge and illustrations to create meaning from simple text • Uses context clues and visual support to understand key vocabulary • Identifies common prefixes, suffixes in known vocabulary 	<ul style="list-style-type: none"> • Has command of sound/symbol relationships and basic rules of word formation that have been taught • Uses background knowledge and illustrations to predict and access more complex text • Demonstrates awareness of figurative language • Uses context clues and visual support to gain meaning of unfamiliar 	<ul style="list-style-type: none"> • Decodes new vocabulary in context applying more complex rules of word formation • Uses background knowledge in combination with more complex vocabulary to create meaning • Self corrects to make sense of what is being read • Comprehends common figurative language and idioms in context 	<ul style="list-style-type: none"> • Decodes grade level text with ease and comprehension • Relies less on background knowledge and more on context to comprehend a variety of text and genres • Demonstrates many reading behaviors of native English language readers but is still developing knowledge of idioms, specialized vocabulary and culturally unfamiliar topics

Reading Continuum
Relates to Colorado ELD Standards

<ul style="list-style-type: none"> • Shows awareness of sound/symbol relationships particularly sounds from L1 • Relies heavily on background knowledge and illustrations to create meaning from simple text • Identifies familiar words from the text with the help of illustrations • Recognizes print carries meaning • Recognizes high frequency words/sight words in context • Demonstrates comprehension by using pictures or repeating patterns to retell familiar text • Predicts during reading experiences, using background experiences, pictures, and text in highly predictable books 	<ul style="list-style-type: none"> • Uses basic text features (title, chapter headings, captions), print conventions (bold, italics), and pictures to gain meaning • Uses basic story elements to gain meaning from narrative text • Demonstrates comprehension by making simple inferences from text • Retells stories in logical sequence (main idea and supporting details in expository text) • Makes predictions and identifies main idea of text • Makes connections to self and others within familiar contexts when read to • Responds to questions about simple story structure and events • Answers literal questions about text and content 	<p>vocabulary</p> <ul style="list-style-type: none"> • Used common prefixes, suffixes, and root words to understand unfamiliar vocabulary • Attempts a variety of comprehension strategies in order to gain meaning from text • Identifies main idea and supporting details of a text • Draws conclusions about text • Makes connections to self, other texts, and experiences of others • Relates information regarding plot, characterization, and other features of narrative text • Uses prior knowledge and instruction to compare story elements and genres • Demonstrates comprehension by accurately answering questions about the elements of a text (e.g. main idea vs. details) 	<ul style="list-style-type: none"> • Regularly uses prefixes, suffixes, and root words to understand unfamiliar vocabulary • Relies more on context clues to gain meaning of unfamiliar vocabulary • Uses multiple cueing systems (i.e. graphophonic, semantic, and syntactic) to comprehend new text • Uses visuals to check comprehension rather than to access meaning • Skims & scans for relevant information • Summarizes/discusses own interpretation of text, finding information relating to plot, characterization and narrative • Utilizes knowledge of different genres to comprehend to unfamiliar text • Answers questions about main idea, story elements, inferences, cause and effect, point of view 	<ul style="list-style-type: none"> • Uses a variety of reading strategies (accessing background knowledge, varying rate, rereading, confirming prediction) to make meaning • Responds to questions about text by analyzing, summarizing, giving opinions, evaluating, justifying, examining, and explaining • Generates questions about all aspects of texts • Selects texts for appropriate purposes • Demonstrates understanding of at or near grade level text with limited visual and vocabulary support • Follows multi-step written directions across content areas • Gathers, read, organizes and interprets information related to academic content areas from various sources
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Reading Continuum
Relates to Colorado ELD Standards

<ul style="list-style-type: none"> • Responds to teacher’s questions about pictures, and text features in books • Participates actively in choral reading • Retells own language experience text • Uses non-verbal (gestures, drawing, pantomime) and verbal response to demonstrate understanding of text read aloud • Follows simple written directions, calendars/schedules 	<ul style="list-style-type: none"> • Reads a language experience text created by self and others generated from a familiar context • Extracts relevant information from text with controlled vocabulary • Follows short written directions to complete familiar classroom activities • Self selects text based upon familiarity 	<ul style="list-style-type: none"> • Generates questions about story elements, events and vocabulary • Generates literal questions about text and content • Follows modified written directions to complete classroom activities, including experiment steps and test directions • Self selects texts based upon interest and familiarity 	<ul style="list-style-type: none"> • Demonstrates comprehension by answering literal, inferential, and analytical questions by citing the text • Generates questions that require inference and analysis that are easily extracted from the text • Follows written directions to complete classroom activities, including experiment steps and test directions • Chooses to read a variety of texts 	<p>(e.g. glossaries, indexes, reference books, magazines, textbooks, internet, media presentations, charts, maps, and graphs)</p>
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Writing Continuum
Relates to Colorado ELD Standards

New To English Column A	Column B	Column C	Column D	Ready to Transition Column E
<ul style="list-style-type: none"> • Written responses difficult to associate with meaning • Demonstrates little or no knowledge of conventions • Shows little or no understanding of verbs • may not associate meaning with words 	<ul style="list-style-type: none"> • Written responses so limited that reader has difficulty comprehending the message • Repeats words & phrases to convey meaning • Patterns of omissions &/or errors in word order, choice, verbs &/or pronouns disrupt fluency 	<ul style="list-style-type: none"> • Frequently uses words incorrectly which may interfere with meaning • <u>May</u> use L1 vocabulary within English text • May use L-1 phonetic patterns when spelling new words in English 	<ul style="list-style-type: none"> • Makes errors in word choice that may interfere with meaning 	<ul style="list-style-type: none"> • May make <u>occasional</u> errors in word choice that do not interfere with meaning • Most errors made in independent writing are those common to first drafts
<ul style="list-style-type: none"> • Uses drawings, single words and/or phrases to convey meaning • Copies and/or writes single words in patterned sentences • Uses familiar vocabulary related to personal needs/interests • Copies vocabulary from environment and resources available in the room 	<ul style="list-style-type: none"> • Communicates about personal experiences through writing (e.g. captions for picture sequences, cartoons, short language experience stories, pattern poetry) • Labels own drawings with assistance or other support • Relies on familiar sentence patterns to write about personal or classroom experiences • Uses models (e.g. language experience, media, oral language of others) to support independent written response • Uses vocabulary presented/emphasized in lessons • Uses key content vocabulary to label 	<ul style="list-style-type: none"> • Generates writing which reflects own oral language production • Writes simple sentences about personal experience and content areas with grammatical accuracy • Experiments with sentence variety using conjunctions, simple prep and or descriptive words • Writes narratives with beginning, middle & ending with support • Writes with obvious but inconsistently developed storyline and some details when writing independently • Write paragraphs about personal experience and known content using organizational supports • Uses common transitions 	<ul style="list-style-type: none"> • Uses a variety of simple, compound and complex sentences appropriate to topic • Uses words or sentence structures to reflect a personal style • Writes well-developed storyline with specific details when writing independently • Writes about variety of grade-level content area topics using appropriate format. • Combines related sentences to write paragraphs with main idea, supporting details, conclusions, and some transitions • Uses adequate & appropriate but not always specific vocabulary • Makes a few errors when 	<ul style="list-style-type: none"> • Uses variety of grade-appropriate sentence structures in all independent writing • Conveys complex and abstract ideas including emotions and opinions • Writes cohesive, detailed: Narrative Creative Expository Persuasive • Uses smooth transitions to enhance writing • Writes with clear purpose to persuade, explain, entertain, etc. • Incorporates specific and descriptive vocabulary to enhance meaning (adj., adv., similes, metaphors) according to <u>audience, purpose, and topic</u>

Writing Continuum
Relates to Colorado ELD Standards

<ul style="list-style-type: none"> Shows awareness of directionality Produces the English alphabet appropriate to grade level Assigns meaning to own text, using letters, numbers, and own symbols 	<ul style="list-style-type: none"> Uses graphic organizers to show understanding Uses graphic organizers with support to plan Demonstrates knowledge of directionality, space between words, and upper/lower case letters Attempts to use basic mechanics but makes frequent errors affecting readability and meaning Uses classroom environment resources to correct spelling Spelling of English words often reflects sound system of L1 Purposefully uses consonant sounds in own writing Spells frequently used words which have been taught 	<p>(and, but, then)</p> <ul style="list-style-type: none"> Uses limited vocabulary appropriate to topic Uses some adjectives and adverbs Sequences events logically Use planning strategies to organize writing with support (e.g. webbing, story frames, brainstorm, etc.) Plan and write for <u>audience</u> based on <u>purpose</u> and topic with support Uses appropriate grade level punctuation and capitalization in simple sentences Attempts to use punctuation in complex sentences Uses more conventional spelling for familiar vocabulary when writing Spells new vocabulary using known English spelling conventions Writes with obvious but inconsistently developed storyline and some details when writing independently 	<p>using pronouns</p> <ul style="list-style-type: none"> Makes errors when using idiomatic expressions Sequences writing clearly with little or no repetition or digression Uses a range of strategies for planning, drafting and <u>revising</u> narrative and expository writing with guidance Plans and writes for audience based on purpose and topic Uses appropriate grade level punctuation & capitalization with some errors when using apostrophes, quotations, contractions Uses conventional spelling when writing across content areas Revises word choice and verb tense based on feedback Self- edits for conventions and spelling 	<ul style="list-style-type: none"> Demonstrates a discernable plan in composition appropriate to genre Demonstrates consistent use of grade level punctuation & capitalization Uses grade appropriate spelling self-corrects consistently Revises/edits to clarify and achieve precise meaning
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Writing Continuum
Relates to Colorado ELD Standards

		<ul style="list-style-type: none">• Write paragraphs about personal experience and known content using organizational supports• Shares writing efforts with peers• Revises/edits based on feedback (word choice, verb tense, conventions)		
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Appendix F

Colorado ELD Standards

Colorado Department of Education
**ENGLISH LANGUAGE DEVELOPMENT
STANDARDS
FOR THE STATE OF COLORADO**
English Language Acquisition Unit
April 2005
Colorado Department of Education

Colorado State Board of Education

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Colorado Department of Education

English Language Development Standards For the State of Colorado

Foreword

The English Language Development (ELD) Standards represent a two-year process involving highly qualified ESL/Bilingual educators from across the state. This document is based on published research found in the bibliography and on the many ELD standards previously created. Furthermore, external consultants with a strong and deep understanding of linguistic and academic expectations of English Language Learners (ELL) provided a further review of these standards. An assessment instrument, directly aligned to these standards is in preparation.

Students learning English as a second language in Colorado are faced with all of the content challenges of a native English speaker, in addition to learning a new language. The high linguistic and academic expectations placed on our students learning the English language compels us to construct developmentally appropriate English language development standards, benchmarks, and indicators. This provides a pathway to fluency in English that eventually leads to the benchmarks and indicators contained in the Colorado Language Arts Standards.

The indicators are the critical elements of the standards and provide the information, skills, and performance activities expected of all English language learners. They spiral throughout the various grade levels and within the respective standards. Furthermore, they allow us to gauge student progress and provide our classroom teachers with guidance for planning their instruction in the areas of listening, speaking, reading, and writing. These four domains of second language acquisition are widely recognized in published works related to English language development.

There are two types of standards: content and performance. Content standards specify what students should know and be able to do (knowledge and skills). Performance standards determine the degree to which the content standards have been attained. These ELD Standards were developed so that the teachers can work with their students at the appropriate grade and proficiency level within the four domains. The benchmarks of each domain assume literacy in the student's first language. If literacy is limited, proficiency levels need to be matched with the lower grade-level benchmarks.

Students who are learning to read in their first language (fewer than 10% of all ELLs in Colorado) and arriving students who already know how to read in their first language will be able to use some of their understandings gained through their first language to move along the reading and writing pathways in English.

For older students entering at beginning levels of English proficiency, and for students learning to read only through their second language, the amount of time, instructional intervention, and materials needed, will be extensive. For those students who have limited or interrupted academic and/or literacy instruction, it will be necessary to rely on the indicators that reflect emergent literacy understandings. Their listening and speaking abilities are likely to develop more rapidly.

The ELD Standards will be used with ELL students who have been identified as needing linguistic and academic support in English. These standards will support students until they
Colorado Department of Education

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demonstrate sufficient skills on the English language proficiency assessment instrument. It is expected that the ELL student may be assessed with both the CSAP and the English language proficiency assessment instrument at some point in his/her schooling.

The ELD Standards are linked and aligned to the Colorado Language Arts Content Standards so that after demonstrating advanced proficiency on the ELD Standards, the student can transition easily to the benchmarks of the Colorado Language Arts Standards (see CDE website). Many of the indicators of the Colorado Language Arts Content Standards are found as indicators in the ELD Standards. During this transition or after demonstrating proficiency on the assessment instrument, ELL students may fall within different proficiencies of the ELD Standards depending upon academic subject and content. Although successful transition occurs, students will remain second language learners even though they are to be taught using the Colorado Language Arts Content Standards and are achieving at advanced academic levels. These ELD Standards should be used in tandem with the ELD Continuum and other support materials and strategies to give the classroom teacher high quality instructional guidance in further developing the linguistic and academic skills of our ELL students. They can also provide additional guidelines for teachers of students who have been redesignated by the English language proficiency assessment as fluent in English (FEP) as they continue to refine their academic skills especially in more challenging academic content areas. Extensive staff development is essential for all educators to better understand and implement these standards in order to improve student achievement.

No one instrument can possibly encompass all of the knowledge and skills necessary for ELL students to experience linguistic and academic success. Many outside factors will also determine success, such as continuity and type of support services, previous schooling of the student, and the foundation of the primary language. These standards should be viewed as a document to help build curriculum, instruction and assessment for ELL students.

Colorado Department of Education

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English Language Development Standards

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Follow clear one-step directions in 1:1 situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, personal information, either/or.
4. Demonstrate comprehension of stories and information by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing or gesturing or with simple word responses.
5. Understand key words and familiar phrases.
6. Recognize patterns of sound in oral language, e.g.: rhyming.
7. Listen for specific purposes and main ideas.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear two/three-step directions in 1:1 situations.
2. Respond to familiar social language.
3. Respond to simple and some complex questions with words or phrases, e.g.: either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify characters and sequence in a story.

c. Advanced Level

1. Follow multiple-step directions.
2. Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.
3. Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
4. Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast.
5. Identify main idea and details in a story.
6. Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as “hit the road.”

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Follow clear one-step directions in 1:1 situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words and familiar phrases.
6. Recognize patterns of sound in oral language, e.g.: rhyming.
7. Listen for specific purposes and main ideas.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear multiple-step directions in 1:1 situations.
2. Respond to familiar social language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how).
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify characters, setting, and sequence in a story.

c. Advanced Level

1. Follow multiple-step directions.
2. Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.
3. Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
4. Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast, describe.
5. Identify main idea and details in a story.
6. Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as “hit the road.”

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Follow clear one-step directions in 1:1 and group situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words, phrases, and simple sentences.
6. Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
7. Listen for specific purposes, main ideas, and details.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear multiple-step directions in group situations.
2. Respond to social and familiar academic language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify story elements, e.g. characters, setting plot.

c. Advanced Level

1. Follow complex directions involving multiple options and choices.
2. Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
3. Analyze and evaluate conversations and orally presented stories and content.
4. Comprehend stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.
5. Respond to complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
6. Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, sarcasm, common idioms, and slang.

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Follow clear multiple step directions in 1:1 and group situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words, phrases, and simple sentences.
6. Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
7. Listen for specific purposes, main ideas, and details.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow specific multiple-step directions in group situations.
2. Respond to social and familiar academic language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify story elements, e.g. characters, setting, plot, and theme.

c. Advanced

1. Follow complex directions involving multiple options and choices.
2. Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
3. Analyze and evaluate conversations and orally presented stories and content.
4. Comprehend stories and content area concepts at or grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts, by analyzing, evaluating, examining, etc.
5. Respond to increasingly complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
6. Demonstrate understanding of most oral language subtleties, e.g.: figurative language, humor, idioms, sarcasm, riddles, slang

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information, e.g.: age, name, family members.
4. Participate in classroom group activities, e.g.: chants, songs, choral readings.
5. Retell simple stories and personal experiences using key words and phrases.
6. Respond to simple questions related to immediate context with single words, e.g.: yes/no, either/or, basic personal information.
7. Approximate pronunciation of a number of phonemes representing sounds particular to the English language and single words.

b. Intermediate Level

1. Imitate appropriate language in formal and informal settings.
2. Use vocabulary learned in content area lessons.
3. Use simple sentences to express needs and ideas about familiar topics in social and academic contexts.
4. Retell familiar stories and experiences using simple sentences.
5. Initiate conversation in social and academic settings using simple sentences.
6. Contribute to classroom and small group discussions by responding to and asking simple questions.
7. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information and feelings clearly in conversations.
2. Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing, and sharing experiences.
3. Retell, narrates and paraphrases stories with descriptive detail including characters and setting.
4. Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.
5. Use expanded and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Use gestures, single words, and simple phrases in greetings, routine conversations, and to communicate needs.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information, e.g.: age, name, family members.
4. Participate in classroom activities, e.g.: chants, songs, choral readings.
5. Retell predictable and familiar stories using single words and phrases.
6. Respond to simple questions related to immediate context with single words, e.g.: yes/open, either/or, basic personal information.
7. Approximate pronunciation of a number of phonemes and single words.

b. Intermediate Level

1. Use formal and informal register.
2. Use key content and descriptive vocabulary.
3. Communicate ideas using simple sentences in social and academic settings.
4. Retell familiar stories and identifies main idea and some details using phrases and sentences.
5. Initiate conversation in social and academic settings.
6. Contribute to classroom and small group discussions by responding to and asking simple questions.
7. Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
8. Use some humor.
9. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information, and opinions.
3. Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing.
4. Retell, narrate, and paraphrase stories with descriptive detail including characters, setting, plot, summary, and analysis.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.
6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information and preferences.
4. Make simple presentations in small groups using single words and phrases and visual support.
5. Retell predictable and familiar stories using single words and phrases.
6. Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/no, either/or, basic personal information.
7. Ask questions to obtain and clarify information using single words and phrases.
8. Approximate pronunciation of single words.

b. Intermediate Level

1. Use appropriate language in a variety of settings.
2. Use key content and descriptive vocabulary.
3. Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
4. Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
5. Initiate and maintains conversation in social and academic settings about familiar topics.
6. Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.
7. Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
8. Deliver short presentations on content area concepts in small groups using visual aids.
9. Use some humor.
10. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information, observations, and ideas, and express feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, organize and present information.
3. Contribute to content area discussions by asking and responding to questions, paraphrasing, and justifying, examining, and defending point of view.
4. Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation.
6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information and preferences.
4. Make simple presentations in small groups using single words and phrases and visual support.
5. Restate information from social and academic settings using single words and phrases.
6. Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.
7. Ask questions to obtain and clarify information using single words and phrases.
8. Approximate pronunciation of single words.

b. Intermediate Level

1. Use appropriate language in a variety of settings.
2. Use key content and descriptive vocabulary.
3. Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
4. Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
5. Initiate and maintain conversation in social and academic settings about familiar topics.
6. Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.
7. Contribute to content area discussions in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.
8. Deliver short presentations on content area concepts in small groups using visual aids.
9. Use some humor.
10. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced

1. Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.
3. Contribute to content area discussions by asking and responding to questions, justifying, examining, and defending point of view.
4. Deliver organized presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation.

6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

1. Beginning Level

1. Recognize print carries meaning.
2. Recognize own name in print.
3. Demonstrate understanding of sound-symbol relationships appropriate to grade level.
4. Use illustrations and background knowledge to create meaning from read aloud stories.
5. Respond to simple stories read aloud using physical actions and other means of nonverbal communication, e.g.: matching objects, pointing, drawing, etc.
6. Point out text features, e.g.: front and back cover, title, and author.
7. Show awareness of directionality.
8. Recognize English phonemes that students are already able to hear and produce.
9. Recognize patterns in written, e.g. rhyming, word families
10. Recognize the difference between letters and numbers.
11. Demonstrate an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence.

b. Intermediate Level

1. Read patterned language and familiar stories at appropriate grade level.
2. Has command of sound/symbol relationship and basic rules in word formation.
3. Show command of left/right directionality.
4. Recognize sight words, which have been taught in context.
5. Use illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text.
6. Read and understand the meaning of words, phrases, and short sentences with familiar vocabulary and text independently.
7. Respond to simple stories read aloud using simple sentences.
8. Describe text features, e.g.: front and back cover, title, and author.
9. Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences.
10. Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.
11. Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.
12. Follow simple written directions.

c. Advanced Level

1. Use basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, predicting, self-correction.
2. Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts.
3. Use knowledge of print conventions to construct meaning, e.g.: capitalization, commas, periods, questions marks.
4. Demonstrate ability to comprehend text and use new information to respond appropriately.

5. Respond appropriately to questions about main idea and story elements.
6. Answer questions about inferences, cause, and effect, problem solving.
7. Summarize the essential elements of a story in logically connected sentences.
8. Demonstrate grade-appropriate syntax by correcting errors more consistently when reading.
9. Follow written directions.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Demonstrates understanding of sound-symbol relationship in context and in own reading.
2. Uses illustrations and background knowledge to create meaning from read aloud stories.
3. Recognizes simple words, familiar phrases, and simple sentences.
4. Retells simple stories read aloud using non-verbal communication and one- or two word responses, e.g.: matching objects, pointing, drawing, etc.
5. Recognizes sight words and content area vocabulary that have been taught in context.
6. Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures.
7. Follows one-step written directions; schedules, calendars.
8. Answers in one or two-word phrases literal questions about text.

b. Intermediate Level

1. Has command of sound-symbol relationship and basic rules of word formation in own reading.
2. Understand the meaning of words, phrases, and short sentences with familiar vocabulary in text.
3. Retell and respond to stories/text using simple sentences.
4. Recognize some common root words, prefixes, and suffixes when they are attached to known vocabulary.
5. Identify basic story elements and make predictions in stories and information using simple sentences.
6. Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g.: illustrations, decoding, word attack skills, background knowledge.
7. Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.
8. Summarize and discusses text.
9. Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.
10. Follow multi-step written directions.

c. Advanced Level

1. Apply reading strategies to understand more complex text and unfamiliar words, e.g.: decoding, previewing, skimming/scanning, problem solving, word attack skills, prior knowledge.
2. Comprehend grade-appropriate content area text with support.
3. Make inferences about information and ideas with reference to features in text.
4. Respond to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining.
5. Recognize common root words, prefixes, and suffixes.

6. Gather, read, organize, and interpret information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams.
7. Read aloud with confidence, accuracy, and fluency.
8. Follow multi-step written directions to complete assigned tasks independently.
9. Show awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
2. Recognize, decode, and pronounce high frequency sight words, while reading aloud.
3. Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
4. Identify and use beginning reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries.
5. Identify main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading, using non-verbal or one- or two-word phrases.
6. Follow one-step written directions, schedules, calendars.

b. Intermediate Level

1. Recognize, decode, and pronounce new vocabulary in context.
2. Comprehend key concepts of grade-appropriate content area text with support.
3. Apply reading skills to comprehend various print/media sources in a variety of genre.
4. Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print, and media resources.
5. Identify elements of a story, main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading using simple sentences and paragraphs.
6. Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.
7. Respond to stories and text using simple sentences and paragraphs.
8. Follow multi-step written directions.

c. Advanced Level

1. Use a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, summarizing, compare/contrast, and cause/effect.
2. Comprehend grade-appropriate content area text with support.
3. Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text.
4. Gather, organize, read, analyze, and interpret information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet media presentations, etc.
5. Use multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.
6. Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluating.
7. Read aloud with confidence, accuracy, intonation, and fluency.

8. Follow multi-step written directions to complete grade-level tasks independently.
9. Demonstrate understanding of some language subtleties, e.g.: common idioms, dialect, humor, figurative language.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Recognize, decode, and pronounce high frequency words.
2. Apply reading skills from first language to recognize and comprehend various text structures and print conventions from multiple sources.
3. Identify and use reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, resource materials.
4. Recognize and interpret information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams.
5. Identify elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or one- or two- word phrases.
6. Follow simple written directions in context; schedules, calendars.

b. Intermediate Level

1. Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension.
2. Comprehend key concepts of grade-appropriate content area text with support.
3. Apply and expand reading skills to comprehend various print and media resources.
4. Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.
5. Interpret and expand upon information from multiple academic content sources, both print and electronic.
6. Identify elements of story, main ideas, details, and sequence of events by using context, based upon purpose for reading.
7. Understand and analyze text for literal and implied meaning.
8. Read a wide variety of genres and literary texts from many cultural backgrounds.
9. Follow multi-step written directions to complete assigned tasks.

c. Advanced

1. Use a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing, skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, examining.
2. Comprehend grade-appropriate content area text with support.
3. Gather, organize, interpret, analyze, and synthesize information related to academic content areas from various sources.
4. Support interpretation of text for literal and implied meaning with reference to features in written text, e.g.: vocabulary, facts, sequence, relevance of details, and bias of author.
5. Follow multi-step written directions to complete grade-level tasks independently.
6. Demonstrate understanding of most language subtleties, e.g.: common idioms, dialect, humor, figurative language.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Show awareness of directionality.
2. Reproduce upper and lower case letters legibly.
3. Write own name.
4. Recognize that oral language can be written.
5. Reproduce print seen in the environment.
6. Communicate prior knowledge through drawings, picture stories, and captions.
7. Label familiar objects and pictures, including key parts of content area objects.
8. Write about personal experiences using pictures, letters, and numbers.
9. Write pattern sentences with assistance.
10. Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.

b. Intermediate Level

1. Demonstrate knowledge of directionality, space between words and upper/lower case letters.
2. Supply missing words in familiar or framed patterns.
3. Dictate and copy a simple sentence about a picture or experience.
4. Write a phrase or simple sentence about an event or character from a predictable text read aloud.
5. Write simple phrases/sentences about group or shared activity with assistance.
6. Write simple sentences with spelling approximations and accurate end punctuation.
7. Incorporate background knowledge into writing.
8. Use some sight words and familiar words correctly in writing.
9. Write a simple narrative with beginning, middle, and end including sequencing words, e.g.: next, then with guidance.
10. Write a simple descriptive sentence based on observation and learned vocabulary related to content areas.
11. Use pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance.

c. Advanced Level

1. Write stories about a series of pictures sequentially and with details.
2. Proofread own writing.
3. Write a variety of sentences, e.g.: interrogative, declarative, and exclamatory.
4. Write simple sentences and short paragraphs to demonstrate content area learning.
5. Write short narrative stories that include the elements of setting, characters, and events.
6. Demonstrate effective use of organizational structures and transitional words.
7. Write expository compositions based on classroom activities and experiences, e.g.: science experiments, field trips.
8. Communicate in writing using a variety of genre, e.g.: expository, descriptive, letters, poetry, autobiography.
9. Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Write the English alphabet legibly.
2. Write basic personal information.
3. Label familiar objects and pictures including key parts of content area objects.
4. Use print seen in the environment.
5. Communicate prior knowledge through drawing, picture stories, and captions.
6. Write pattern sentences with assistance.
7. Write about personal experiences with support and using illustrations and simple phrases.
8. Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.
9. Plan writing using webs, maps, and pictures.

b. Intermediate Level

1. Respond to visual or written prompts using phrases and simple sentences.
2. Write simple sentences about an event or character from a predictable text.
3. Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support.
4. Use sight words correctly in writing.
5. Incorporate key content area vocabulary in writing.
6. Write short descriptive and expository paragraphs for academic communication.
7. Write short narrative stories that connect to personal background knowledge and include the elements of setting, characters, and events.
8. Use transition words to organize writing, e.g.: first, after that, in the beginning, later.
9. Use pre-writing strategies, e.g.: timelines, web, maps, pictures.
10. Write to express preferences and opinions.
11. Proofread and edit own writing.
12. Access classroom resources including electronic media to support independent writing.

c. Advanced Level

1. Use print for social communication, e.g.: notes, invitations, e-mail, diary entries.
2. Respond appropriately to a prompt using narrative, expository, or persuasive writing.
3. Use a variety of sentence patterns with appropriate tenses and conventions.
4. Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs.
5. Create multi-paragraphed narrative and expository compositions with a clear focus.
6. Use informational writing in content areas, e.g.: recording a math problem-solving process, summarizing a social studies concept.
7. Write descriptions and comparisons, including the use of figurative language.
8. Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.
9. Edit for conventions of writing and revise for appropriate word choice and

organization.

10. Gather and organize information related to academic content areas from various sources in written reports.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Write basic personal information.
2. Label objects and illustrations presented in content area lessons.
3. Write simple sentences and phrases using a model.
4. Format basic written work appropriately, e.g.: margins, dates, and indenting.
5. Write about personal and group experiences using illustrations, words, and phrases.
6. Use key words presented and emphasized in content, e.g. literature, math, and science area lessons.
7. Spell frequently used words and some sight words correctly in the context of writing.
8. Plan writing using webs, maps, and timelines.

b. Intermediate Level

1. Use basic sentence patterns with conventional spelling, capitalization, and punctuation.
2. Use print for social communication, e.g.: notes, invitations, and diary entries.
3. Describe characters and settings and summarizes events in a literature selection.
4. Use vocabulary related to key concepts in content areas.
5. Record and organize classroom procedures, “how-to” pieces, e.g. science experiments, math problem solving, directions.
6. Write narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
7. Write paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details and conclusion.
8. Use figurative language, e.g.: simile, metaphor.
9. Communicate in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.
10. Edit for basic conventions of writing and revise for appropriate word choice and organization.
11. Incorporate resource materials into writing, e.g.: maps, Internet sites, and encyclopedias.

c. Advanced Level

1. Respond appropriately to a prompt using narrative, expository or persuasive writing.
2. Provide written responses such as identifying main idea, supporting details, plot, and characterization.
3. Analyze literature including connections to personal experience.
4. Plan, draft, revise, and proofread own writing.
5. Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax, and conventions, e.g.: spelling, capitalization, punctuation.
6. Use strategies of note taking, outlining, and summarizing in content areas.
7. Develop a clear thesis and support it, e.g.: analogies, quotations, facts, statistics, and comparisons.

8. Use and cite various resources including electronic media in content area reports.
9. Create coherent, multi-paragraph compositions through effective transitions, accurate grammar, and syntax.
10. Write clear and accurate descriptions and comparisons, including the use of figurative language.
11. Select a focus and a point of view for written presentations and justifies this selection.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Write simple sentences and phrases using a model.
2. Format written work appropriately, e.g.: margins, dates, and indenting.
3. Use key words presented and emphasized in content, e.g.: literature, math, and science area lessons.
4. Write a short personal narrative using simple sentences.
5. Spell frequently used words correctly in the context of writing.
6. Record and organize content area information using graphic organizers.
7. Complete forms such as job applications by providing basic personal information with assistance.
8. Plan writing using outlines, class and research notes, maps, and timelines.

b. Intermediate Level

1. Use print for social communication, e.g.: thank you letters, e-mail, diary entries.
2. Summarize the main ideas, details, and sequence of events in a literature selection with support.
3. Use varied sentence patterns with conventional spelling, capitalization, and punctuation.
4. Use technical vocabulary related to key concepts in content areas.
5. Write, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.
6. Use descriptive language to identify and compare characters and settings in literature.
7. Record and organize classroom procedures, e.g.: science experiments, math problem solving.
8. Write, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
9. Communicate in writing using a variety of genre, e.g.: research papers, business letters, editorials, poetry, and autobiography.
10. Write job applications and resumes that provide all needed information.
11. Edit for conventions of writing and revise for appropriate word choice and organization.
12. Incorporate resource materials into writing, e.g.: periodicals, Internet sites, content area text.
13. Use language subtleties, including figurative language and idioms.

c. Advanced

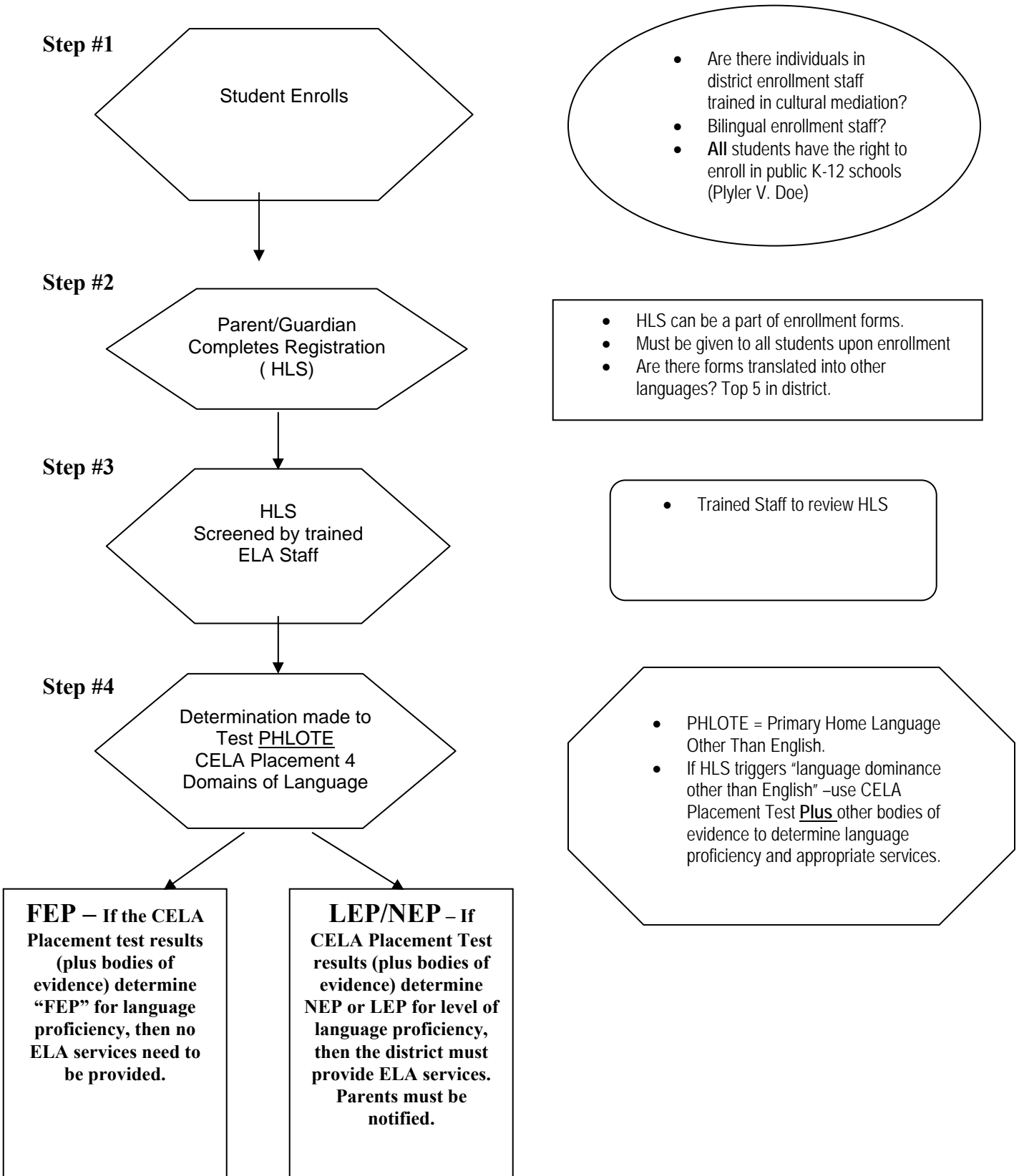
1. Provide written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries.
2. Plan, draft, revise, and proofread own writing.
3. Respond appropriately to open-ended prompt in narrative, expository, or persuasive writing.

4. Analyze literature including connections to personal experience and other text.
5. Use complex sentence structures with clear and accurate vocabulary.
6. Use conventional spelling, capitalization, punctuation, grammar, and syntax.
7. Use strategies of note taking, outlining, and summarizing in content areas.
8. Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.
9. Use and cite various resources in content area reports, including use of bibliography and standard format for quotations.
10. Use effective transitions and organization to create coherent multi-paragraph essays and narratives.
11. Present and justify point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
12. Use writing format appropriate to genre and audience and purpose.
13. Write applications and essays required to apply for jobs and colleges.
14. Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.

Appendix G

Identification Flow Chart

Identification Flow Chart



APPENDIX H

ELL Program Models

PROGRAM MODELS FOR ENGLISH LANGUAGE LEARNERS

Bilingual Programs	Sheltered Programs
<p><i>Two-way Immersion (also called Dual language)</i></p> <p>Program serves both ELLs who speak a common language and Native English speakers. The goal for both groups is to develop first and second language proficiency and academic development. Both languages are valued and developed.</p>	<p><i>English as a Second Language (ESL)</i></p> <p>ELLs may receive content instruction from other sources while they participate in ESL or they may be in self contained classrooms. Students receive developmentally appropriate language instruction.</p>
<p><i>Developmental Bilingual</i></p> <p>Program primarily serves ELLs and aims for proficiency in English and their native language, with strong academic development. Students receive instruction in both English and their native language.</p>	<p><i>Specially Designed Academic Instruction in English (SDAIE)</i></p> <p>ELLs receive grade-level, core content courses taught in English using instructional strategies that make content concepts accessible and promote development of academic English. Sheltered instruction can also be used to describe pedagogy rather than program design.</p>
<p><i>Transitional Bilingual</i></p> <p>Program serves ELLs with academic instruction in their native language while they are learning English. As English proficiency develops, students move to all-English classes.</p>	
<p><i>Newcomer</i></p> <p>Specially designed for recent arrivals to the United States who have no or low English proficiency and limited literacy in their native language. The goal of this program is to accelerate their acquisition of language and skills and to orient them to the United States and US schools. Program can follow a bilingual or sheltered approach.</p>	

Source: Hamayan, E. and Freeman, R. (2006). *English Language Learners at School: A Guide for Administrators*. Philadelphia: Caslon.

For more program information: http://www.ncela.gwu.edu/about/lieps/4_desc.html

Descriptive Summary of Instructional/Program Alternatives

	SHELTERED INSTRUCTION	NEWCOMER PROGRAMS	TRANSITIONAL BILINGUAL	DEVELOPMENTAL BILINGUAL	TWO-WAY IMMERSION
Language Goals	Academic English	English Proficiency	Transition to English	Bilingualism	Bilingualism
Cultural Goals	Acquire understanding of & integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture & maintain home/heritage culture	Maintain/Integrate into mainstream American culture & appreciate other cultures
Academic Goals	District/program goals and standards	Varied	District goals and standards	District goals and standards	District goals and standards
Student Characteristics	* No/limit English * Some programs mix native and non-native speakers	* No/limit English * Low level literacy * Recent arrival * Mixed L1/culture	* No/limit English * Same L1 * Mixed cultural backgrounds	* No/limit English * Same L1 * Mixed cultural backgrounds	* Both native English speakers and students with no/limited English; different cultural backgrounds
Grades Served	* Any grade * During transition to English	* K-12; many at secondary levels	* Primary and elementary grades	* Elementary grades	* K-8; preferably K-12
Entry Grades	Any grade	K-12; many students entering in MS & HS	K, 1, 2	K, 1, 2	K, 1
Length of students participation	Varied: 1-3 years, or as needed	Usually 1-3 semesters	2-4 years	Usually 6 years (+K); preferably 12 (+K)	Usually 6 years (+K); preferably 12 (+K)
Role of mainstream teachers	Preferable if mainstream teachers have SI training	Mainstream teachers must have SI training	Mainstream teachers must have SI training	Stand-alone program with its own specially trained teachers	Mainstream teachers with special training
Teacher qualifications	* Often certified ESL or bilingual teachers with SI training * Preferably bilingual	* Normal certification * Training on SI * Preferably bilingual	* Bilingual certificate	*Bilingual/multicultural certificate *Bilingual proficiency	*Bilingual/immersion certification *Bilingual proficiency *Multicultural training
Instructional materials, texts, visual aids, etc.	In English with adaptations; visuals; realia; culturally-appropriate	In L1 or English with adaptations	In L1 of students & English; English materials adapted to language levels	In L1 of students & English; English materials adapted to language levels	Minority language & English, as required by curriculum of study

Source: *Celebrate Our Rising Stars Summit: Preparing ELLs to Succeed in the 21st Century* (2007).

Appendix I

Components of an ELA Plan

Possible District ELA Plan Components

** This list is not all-inclusive; it represents the major components to consider when creating your District ELA Plan.*

1. District ELL student demographic information (could include growth patterns and trends)
2. Assessment matrix for ELLs
3. Instructional program and educational approaches for ELL students
4. Scheduling guide for service (service delivery plan)
 - a. Special populations: ELLs that are also GT, are also SPED, are also Native American, or also migrant.
5. Researched based instructional strategies/programs
6. Reassessment, Reclassification, and Exiting
7. Interventions
8. Professional development
9. Parent involvement
10. AMAOs
11. Program Evaluation

ELA Plan example can be found on the Weld-6 website:

<http://www.greeleyschools.org/www/greeley/site/hosting/Communication%20Services/Literacy%20Development%20Plan%20for%20ELL.pdf>

Appendix J

Federal and State Legislation and Court Decisions Surrounding the Education of English Language Learners

Federal Law: No Child Left Behind (NCLB) ACT of 2001

Title III: Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)

Complete Legislation available at:

http://www.nclb.gov/res/about/nclb/2_legislation.html

Title I-C: Education of Migratory Children (Public Law 107-110)

Complete Legislation available at:

http://www.nclb.gov/res/about/nclb/2_legislation.html

Title I-A: Improving the Academic Achievement of the Disadvantaged (Public Law 107-110)

Complete Legislation available at:

http://www.nclb.gov/res/about/nclb/2_legislation.html

State Laws:

Senate Bill 02-109: Revisions to the English Language Proficiency Act regarding assessment and accountability (2002).

Complete Legislation available at:

[http://www.leg.state.co.us/2002a/inetcbill.nsf/billcontainers/5FC3C9C533C2716287256B3C0059EE95/\\$FILE/109_enr.pdf](http://www.leg.state.co.us/2002a/inetcbill.nsf/billcontainers/5FC3C9C533C2716287256B3C0059EE95/$FILE/109_enr.pdf)

English Language Proficiency Act (ELPA) -Article 24 of the Colorado Revised Statutes (CRS 22-24-100 –106).

Complete Legislation available at:

http://www.cde.state.co.us/cdeassess/co_law.html

Office of Civil Rights (OCR):

1991 OCR policy applies to students who are national origin minority and who are limited English proficient (LEP) and unable to participate meaningfully in the district's educational program. The policy outlines several areas that have requirements: Identification and Assessment, Educational Programs, Staffing, Staff Development, Exit Criteria, Program Evaluation, and Equity.

Complete Policy available at:

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Court Orders:

The present Office for Civil Rights (OCR) 1991 policy on schools' obligation toward LEP students is based on the following court decisions:

- * 1974 Lau v. Nichols U.S. Supreme Court decision
- * 1974 Equal Education Opportunities Act
- * 1978 Education Amendments
- * 1981 Castaneda v. Packard 5th Circuit Decision

Appendix K

District Self-Assessment Tool for ELA Plan and Evaluation

Colorado Department of Education – English Language Acquisition Unit

Title III LEA District Self Assessment Tool

ELA Plan & Evaluation

I. A. Introduction: School District Information: Does the district have or include information on:	No	Yes
1. the size of the school district (may include number of schools)?		
2. the district total enrollment?		
3. the district's ethnic diversity?		
4. the number of limited English proficient students (LEP enrolled in the school district)?		
5. the number and percent of LEP students in Special Education?		
6. the number and percent of LEP students in the Talented and Gifted program?		
English language proficiency assessment results including		
7. Number and percent of students progressing to a higher proficiency level on CELA Pro (AMAO criterion 1)		
8. Number and percent of students attaining English Proficiency on CELA Pro(AMAOs criterion 2)		
9. Number and percent of students on monitoring status year 1		
10. Number and percent of students on monitoring status year 2		
11. Number and percent of students who have been re-entered into the program from monitoring status		
12. Number and percent of students who have been exited from an ESL or Bilingual Program		
13. Colorado State Assessment Program (CSAP) results for LEP students (AMAOs criterion 3)		

District Self Assessment Notes:

1.B Introduction: School District Information on Program Goals and Philosophy (OCR Step 1)	No	In Progress	Yes
14. Does the ELL plan describe the district's educational approach (e.g.,ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating ELL students?			
15. Is the educational approach chosen by the district recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure that ELLs acquire English language proficiency and are provided meaningful access to the educational program? Is the language instruction educational program research based?			
16. The educational goals of the district's program of services for ELLs are described.			
17. There is a measurable goal for English language proficiency based on AMAOs targets.			
18. There is a measurable goal for mastery of subject matter content based on AYP targets.			

District Self Assessment Notes:

II. Identification of the Primary Language other than English (PHLOTE): (OCR Step 2) does the district	No	Yes	
1. have established procedures for identifying PHLOTE students?			
2. administer a home language survey to all students?			
3. identify PHLOTE students within 30 days at the beginning of the school year? Or, 2 weeks during the school year?			
4. have procedures to identify Native American students who may need language development services?			N/A
5. Are procedures in place to identify Migrant students who may need additional support in addition to language development services?			
6. Are procedures in place to identify immigrant students who may need additional support in addition to language development services?			

District Self Assessment Notes:

III. A. Assessment of ELL Students (OCR Step 3) Does the district indicate (for initial identification)	No	Yes
1. the test(s) used to assess English proficiency, if the district uses assessments in addition to CELA Proficiency?		
2. the staff that administers the tests and the process used to administer the proficiency test (s)?		
3. the timeline for administering the Colorado English Language Assessment (CELA Pro)?		
4. procedures to collect and disseminate the CELA Pro test data/results to teachers and parents?		
5. where the CELA Pro test data will be located?		

District Self Assessment Notes:

III.B. Assessment of ELL Students(OCR Step 3) Does the district identify:	No	In Progress	Yes
6. how it will set standards and objectives for raising the level of English proficiency?			
7. procedures to ensure that CELA Pro assessment data will be used to make decisions about instruction so that ELL students meet Annual Measurable Objectives and Adequate Yearly Progress?			

District Self Assessment Notes:

IV. Instructional Program and Educational Approaches for ELL Students (OCR Step 4)	No	In Progress	Yes
1. Are the district's programs and services as described in this section consistent with the educational theory (ies) (e.g., ESL, structured immersions, transitional bilingual education, dual language, etc.) selected by the district?			
2. Does the description of the program of services for ELLs reflect: The methods and the services the district will use to teach ELLs English language skills?			
3. Does the description of the program of services for ELLs reflect: The method and the services the district will use to ensure that ELLs can meaningful access and participate in the academic and special programs (e.g., English language arts history, science, social studies, music, vocational education, etc.) offered by the district?			
4. Does the description of the delivery of services to eLLs reflect: How, by whom and where the English language development services will be delivered? Does the plan identify the person(s) responsible for providing services to ELL students?			
5. If ELLs are in the regular classroom for academic subjects (English language arts, history, science, etc.) how will the ELLs be able to participate in these academic subjects? (For example, will the district provide training for teachers so that the ELLs can effectively participate in classroom activities and comprehend the academic material being presented?)			
6. Are guidelines and standards included for providing ELLs each of the services in the district's ELL program?			
7. Does the plan include standards and criteria for the amount and type of services to be provided? Does it include a process to decide the appropriate amount and type of services to be provided?			
8. If there are any variations in the district's program of services between schools and grade levels, are the variations described by school and grade level?			
9. Are procedures included for notification to parents of newly enrolled students, in a language that the parents understand, of the availability and type of program of services and other options for ELL students?			
10. Are provisions made for language appropriate notice to the parents of ELLs regarding school activities that are communicated to other parents (e.g., student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund raising events, etc.)?			
11. Are the notification procedures sufficient so that the parents can make well-informed educational decisions about the participation of their children in the district's ELL program and other service options that are provided to parents?			
12. Are supplemental services/programs available for identified Migrant and Immigrant students?			

District Self Assessment Notes:

V. Staffing and Professional Development: (OCR Step 5) Does the district provide a description of the:	No	In Progress	Yes
1. methods and criteria the district will utilize to ensure that staff is qualified to provide services to ELL students?			
2. steps that will be taken by the district to recruit and hire qualified staff for its ELL program?			
3. professional development for paraprofessionals who work with ELL students?			
4. the process used to identify the professional development needs of the staff?			
5. staff development program that is of sufficient intensity and duration to have a positive and lasting impact on the teachers performance in the classroom?			
6. process to evaluate (including a description of the tools to be used in the evaluation) the professional development program is having a lasting impact on the teachers performance in the classroom?			

VI. Reassessment, Reclassification, and Exiting: (OCR Step 6) Does the district identify	No	In Progress	Yes
1. procedures for re-assessment, reclassification, and exiting of ELL students?			
2. procedures to notify classroom teachers of the reclassification and the exiting of students from the district's ELL program?			
3. procedures for monitoring students who have exited from ESL or Bilingual services?			
4. procedures for re-admitting monitored students into the district's ELL plan?			
5. the staff responsible for monitoring exited students?			

District Self Assessment Notes:

District Self Assessment Notes:			

VIII. Parent and Community Involvement Does the district provide a description of the:	No	In Progress	Yes
1. Process that will be used to communicate NCLB related information to parents?			
2. process and procedures that will be used to inform parents of their child's placement and progress in the district's ELL program?			
3. process used to ensure parents of ELLs and community members play a role in program decisions?			

District Self Assessment Notes:

District Self Assessment Notes:

IX-A. Program Evaluation, Review and Improvement (OCR Step 8)	No	In Progress	Yes
1. Does the evaluation focus on overall as well as specific program goals? Do the goals address expected progress in English language development and subject matter instruction? (AMAOs Criteria 1,2 and 3)			
2. Does the evaluation include the identification of the factors that prevented the district from achieving the AMAOs?			
3. Does the evaluation include the process the district will use to address the factors that prevented the district from achieving the AMAOs?			
4. Comprehensive Scope; Does the evaluation cover all elements of an ELL program, including; Program implementation practices (such as identification of potential ELLs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and students needs, implementing transition criteria, number of years in the ELL program, etc)/ Student performance (such as progress in English language development and academic progress consistent with the district's own goals)?			
5. Information Collection Method: Do information collection practices support a valid and objective appraisal of program success? Is the use of observational information as well as a review of records considered? Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? Is the data organized and arrayed in a manner that enables the district to evaluate student performance outcomes over time and to follow the performance of students after they have transitioned from ESL or Bilingual programs?			
6. Review of Results: Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?			
7. Plan for modification/Improvement: Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process? Does this process take into account information provided by stake-holders and persons responsible for implementing recommended changes?			
8. Implementing Program Changes: Are modifications scheduled to be promptly implemented?			
9. Ongoing Review: Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's ELL program?			
10. Alignment of evaluation with Goals and Objectives: Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been established for the district's ELL program, and whether ELLs are meeting those goals?			
11. Student performance (such as progress in English language development and academic progress) consistent with the district's own goals?			

District Self Assessment Notes:

IX. B. Program Evaluation, Review and Improvement (OCR Step 8) Does the district provide a list of the:	No	Yes
1. activities or practices that have been dismissed because they were not effective?		
2. reasons those activities were not effective?		
3. new activities or practices based on research that are expected to be effective?		
4. research supporting the new activities or practices?		

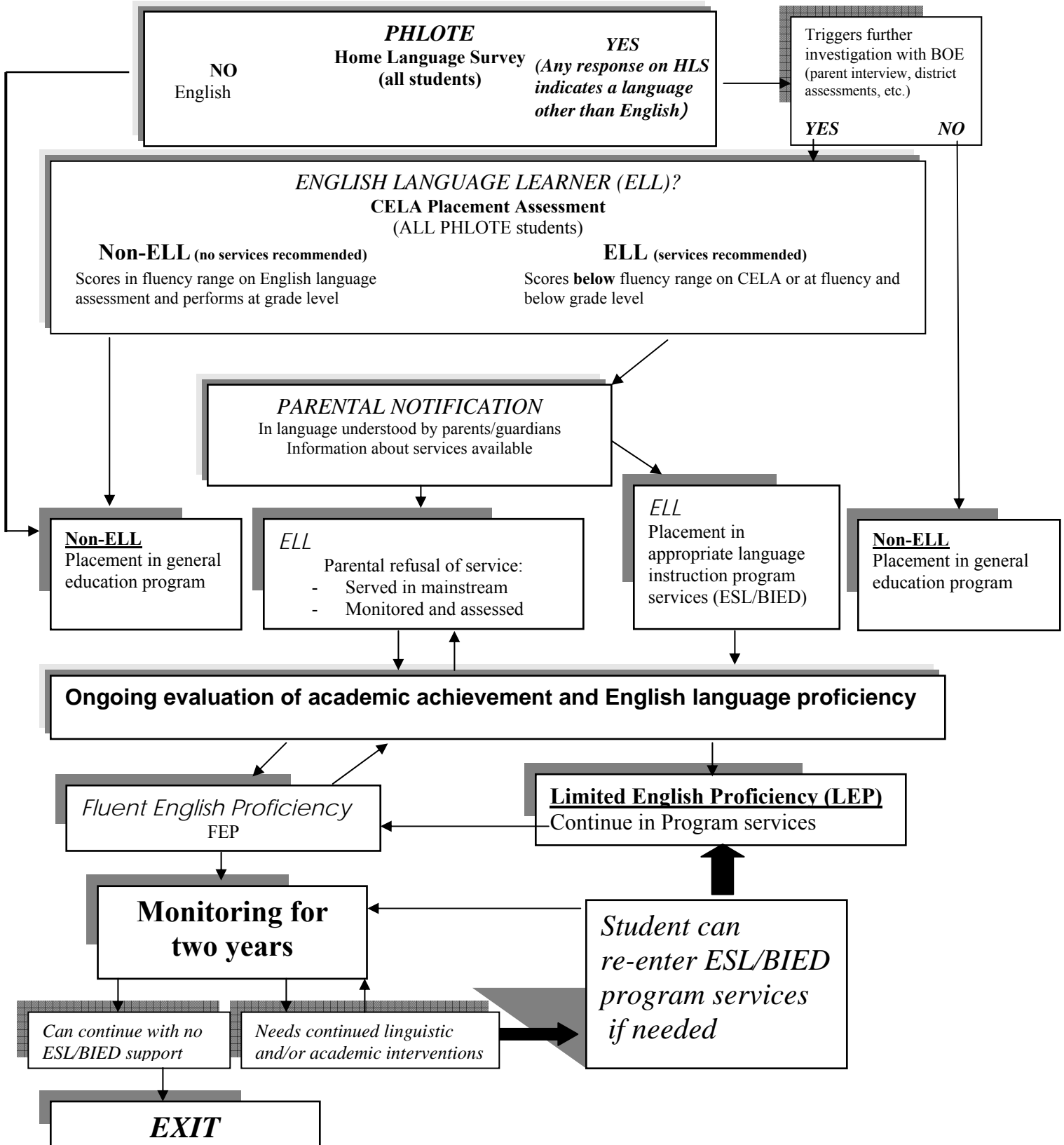
District Self Assessment Notes:

*Used with the permission of Oregon Department of Education 08/28/2007

Appendix L

Identification, Assessment, Placement, Re-designation, and Monitoring Flow Chart

Identification, Assessment, Placement, Re-designation, and Monitoring



Appendix M

District Responsibility for Charter and Private School

According to Federal law, districts are responsible for providing services and assessments for ELLs in Private or Charter schools. These schools can decline these services, but documentation must be kept showing the offer and the decline of these services.

FEDERAL LAW

US Department of Education

CHOICES FOR PARENTS

Benefits to Private School Students and Teachers

Revised July 2007

The participation of private school students, teachers and other education personnel in the *ESEA* programs providing services to this population is governed by the Uniform Provisions in Title IX of *ESEA*, sections 9501-9504. Three of these programs contain their own provisions for the equitable participation of private school students and teachers, which differ, in some respects, from the Uniform Provisions. These are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title V, Part A, Innovative Programs; and Title V, Part D, Subpart 6, Gifted and Talented Students.

Under the Uniform Provisions, local education agencies (LEAs) or other entities receiving federal financial assistance are required to provide services to eligible private school students, teachers and other personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school students and teachers participating in the program, and they must be provided in a timely manner.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

For more information or for the full document, please visit:

<http://www.ed.gov/nclb/choice/schools/privbenefits/index.html>

CHOICES FOR PARENTS

Private School Participants in Programs under the No Child Left Behind Act and the Individuals with Disabilities Education Act: Private School and Public School District Perspectives (2007)

BACKGROUND

Public school districts are required to provide equitable services to eligible private school students through the *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act (NCLB)* 2001, and the *Individuals with Disabilities Education Act (IDEA)*, reauthorized 2004. Twelve major *ESEA* programs require public school districts to provide services and benefits to

private school participants on an equitable basis. *IDEA* requires that public school districts conduct a child find process to locate students with disabilities enrolled by their parents in private schools, and to expend a proportionate amount of funding on special education and related services to such eligible children enrolled in private schools.

Both *ESEA* and *IDEA* also require that public school districts engage in timely and meaningful consultation with private schools about the provision of services to private school students and their teachers and parents. This consultation must occur before any decision is made that impacts the opportunities for participation of private school students, teachers, and parents and throughout the design, development, implementation, and assessment of those services.

Charter School Information

<http://www.ed.gov/parents/schools/choice/definitions.html#cs>

STATE LAW

ELPA Law as it interfaces with Charter and Private Schools

There is no obligation to serve Charter or Private Schools **unless** districts are claiming those students on Student October. Only those students on the district's Student October report are obligated to be served and only those students (Charter and Private) that districts report on Student October that are included on the ELPA report at the end of Student October. So, there may be students districts claim, but are not ELPA eligible.

Appendix N

Gifted and Talented English Language Learners

Talent and Diversity: The Emerging World of Limited English Proficient Students in Gifted Education

A monograph published recently by the U.S. Department of Education and other research studies offer some suggestions as a starting point. They include, but are not limited to:

- An expanded view of intelligence and giftedness, such as those espoused by Howard Gardner, Robert Sternberg, and Joseph Renzulli, that results in multi-pronged identification that includes test scores, teacher recommendations, student portfolios, and consideration of special variables such as language, socioeconomic background, and culture
- Acceptance that students of high ability might also be limited in English proficiency or come from poverty backgrounds
- A strong parent program and the consistent involvement of parents
- A commitment to the long-term benefit of redesigning gifted education to include and meet the needs of LEP students
- Collaboration across programs; a willingness to negotiate and entertain different points of view
- Willingness to build on strengths and program maturity
- Establishment of a clear and coherent vision of inclusive gifted education
- An action plan with realistic timelines
- Adequate teacher training and in-service, including training in identification procedures for bilingual education teachers.

To access the full documentation, please see the following website:

<http://www.ed.gov/pubs/TalentandDiversity/index.html>

Meeting the Needs of Gifted and Talented Minority Language Students

Enrichment Programs

The most common program model for gifted and talented students is probably an enrichment program, in which students receive instruction in addition to their regular classroom instruction. Enrichment programs provide learning experiences designed to extend, supplement, or deepen understandings within specific content areas (Dannenberg, 1984). Some enrichment programs provide academic services and cultural opportunities for gifted and talented students.

Gifted and talented LEP students at Louis S. Brandeis High School in New York City (Cochran & Cotayo, 1983) attend operas and museums and, in this way, become a part of American culture. Students have said that the program has made them feel "special," because they visit places they ordinarily would not. Another example of activities in an enrichment program would be to have

students studying the prehistoric era watch films on dinosaurs, draw pictures of them, and go to a natural history museum to see a dinosaur exhibit.

The decision as to whether or not to implement an enrichment program may be greatly affected by the school district's concept of giftedness. If giftedness is considered a quality to be measured through IQ tests, then perhaps an enrichment program would be seen as a "frill," because it does not concentrate strictly on academics. On the other hand, this program may be particularly appreciated by gifted and talented minority language students, since they often do not receive this sort of exposure to the arts in a standard instructional program.

To access the full documentation, please see the following website:

<http://www.hoagiesgifted.org/eric/e480.html>

A New Window for Looking at Gifted Children

This research edition of a New Window for Looking at Gifted Children, A Guidebook was developed by researchers at The University of Georgia to assist school districts in their implementation of a plan to identify gifted students who come from economically disadvantaged families and areas and who have limited proficiency in the English language.

To access the full documentation, please see the following website:

<http://www.gifted.uconn.edu/nrcgt/frasmart.html>

Appendix O

Sample ELL District Forms

Parent Letter
HLS
Re-designation
Progress Monitoring

Used with permission from: Greeley-Evans-6 School District



Greeley-Evans School District 6

Dear Parent or Guardian:

Title III of the No Child Left Behind federal law requires Greeley-Evans School District 6 to test children whose English language skills may be limited. When testing indicates that a child is not proficient in grade level English, that child can receive enriched instruction through an English Language Acquisition (ELA) program. Student that may require other specialized services such as Special Education and accelerated instruction can also receive support through the ELA program. Provisions have been made to support various individual student needs through the ELA program and in collaboration with experts from these program areas.

The District 6 Literacy Development Plan for English Language Learners outlines the format of the ELA program that is available in all of our schools. This program gives students enriched instruction during the day based on their individual language and academic needs. The ELA program assists students in learning English and academic content in English so that they can experience success in the same academic standards that all students are expected to meet. Students remain in the ELA program until they can understand, speak, read and write English at their grade level. On average, students stay in the program for 4.4 years. We invite you to request a copy of this plan from your child’s school or visit the curriculum link of our district website (www.greeleyschools.org) to view a copy of the plan online.

You may remove your child from a program at any time, or you may refuse to have your child placed in a program. You may ask for help in choosing a program. If you do not choose a program, your child will be placed in an appropriate program by the District. Please check one of the following:

- A. _____ I want my child to be placed in the English Language Acquisition program to provide an enriched opportunity for him/her to learn English and academic content.
- OR**
- B. _____ I do not want my child to be placed in the English Language Acquisition program to help him/her learn English and academic content. I understand that the District must still check his/her progress each year.

Parent/Guardian Signature

Date

*****FOR SCHOOL USE ONLY*****

Your child, _____, is eligible to receive enriched instruction through an English Language Acquisition (ELA) program because he/she has been identified as:

_____ **Non-English Proficient.** A child who *does not* speak, understand, read or write English and whose main language of communication is one other than English.

_____ **Limited English Proficient.** A child who *does* speak, understand, read or write some English and whose main language of communication may or may not be a language other than English. Without support, this student may struggle with language needed to be considered proficient in content areas.

_____ **Fluent English Proficient.** A child who has achieved a fluent level on a reliable and valid language assessment and who has achieved age and grade level academic achievement standards at the partially proficient level or above. We will monitor this student’s progress for two years.

ESL Teacher Signature

Date sent



HOME LANGUAGE SURVEY-SPANISH

Nombre del Estudiante: _____
(apellido/nombre de familia) (primer nombre) (segundo nombre)

País de Nacimiento _____ Fecha de Nacimiento _____

- ¿Qué idioma o idiomas usó su niño/a cuando empezó a hablar? _____
- ¿Qué idioma o idiomas usa su niño/a cuando habla con usted (padre o guardián) en el hogar? _____
- ¿Qué idioma o idiomas usan ustedes (padres o guardianes) cuando hablan con su niño/a? _____
- ¿Qué idioma o idiomas usan otro adultos en su hogar (abuelos, tíos/as, o cualquier otro adulto) cuando hablan con su niño/a inglés? _____
- ¿En su opinión, a cuál nivel entiende, habla, lee, y escribe su niño/a inglés? _____

	<i>Bien</i>	<i>Un Poco</i>	<i>Nada</i>
Entiende Inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Habla Inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lee Inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribe Inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. ¿Asistió su niño/a la escuela en Colorado? Sí No
 Si la respuesta es "Sí" ¿Por cuántos años? _____
 Qué grado(s) _____

Firma del Padre o Guardián _____

Fecha _____

	Test	Date Administered	Score
Oral	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____
Other	_____	_____	_____

Teacher Signature _____

Date _____

Further Observation:

After further observation and/or discussion with _____
(teacher/counselor/parents/student)

this student's participation in the ELA program is:

- Recommended Not Recommended Refused

Because of the following:

Reglas Federales y del Estado requieren que las escuelas determinen el idioma(s) que cada estudiante habla y entiende. Esta información es necesaria para que las escuelas provean la instrucción necesaria. Gracias por proveer esta información.

Office Use

School :	Id#:	Year:
Grade:	Teacher:	

White – Permanent Cum Record

Yellow – Student project file

Pink – SEU ESL Unit downtown

Adapted from the Greeley-Evans-6 School District



Criteria for Re-designation (LEP to FEP) and into Monitor Status

Weld County School District 6

Today's Date _____

Last Name _____ First Name _____ Student # _____

School _____ Grade _____ Language Assessment Used _____

- ❖ Fluent English Speaker (CELA Oral) Scale Score/Level _____ Date assessed _____
- ❖ Competent English Reader Scale Score/Level _____ Date assessed _____
- ❖ Competent English Writer Scale Score/Level _____ Date assessed _____

1. Is the student achieving satisfactory scores (**Partially Proficient** or its equivalent at the elementary level and **C** or above grades at the secondary level) in all academic subjects or classes? If the response is **YES**, the screening team may recommend that the student be redesignated into monitor status. If the response is **NO**, indicate the class(es) or subject(s) in which the student is deficient. (*Attach a copy of student report card to this form when sending in to District ELL office.*)

YES _____ **NO** 1. _____ 2. _____

2. Mark the areas of concern that affect performance in the subjects listed above.

Language Acquisition _____ Incomplete Assignments _____ Effort _____
 Discipline Concerns _____ Attendance _____
 Other (please describe) _____

3. Indicate most recent performance on other academic assessments:

CSAP	MAP/NWEA	DIBELS	Other	Other
Reading Date:	Reading Date:	Oral Reading Fluency Date:	Name: Date:	Name: Date:
Writing Date:	Language Usage Date:	Other: Date:	Name: Date:	Name: Date:
Math Date:	Math Date:	Other: Date:		

For students in grades 9-12 indicate cumulative GPA: _____

List student participation in extra curricular activities _____

4. Date _____ Student's current tag (circle one): ESL ELP

Recommended for redesignation NOT recommended for redesignation

_____ Building Administrator _____ ELL Teacher

_____ Classroom/Language Teacher _____ Counselor or School Community Facilitator

All students recommended for re-designation will be monitored for two full academic years to ascertain ability to achieve without additional ELD support.



Monitor Criteria L1X/L2X Students

This form is to be used by the ESL teacher to monitor and document the academic progress of any ELL student who has been recommended for re-designation in an alternative language program. The ELA teacher shall evaluate the student's achievement during each reporting period of the monitor year(s).

Indicate Student Status: L1X L2X

At each reporting period, attain a copy of the student's progress report and verify that the student is making appropriate progress in all content areas.

L1X: If the student has made appropriate progress during the year, hold an exit conference to determine if the student should continue in the redesignation process. Monitor for an additional year.

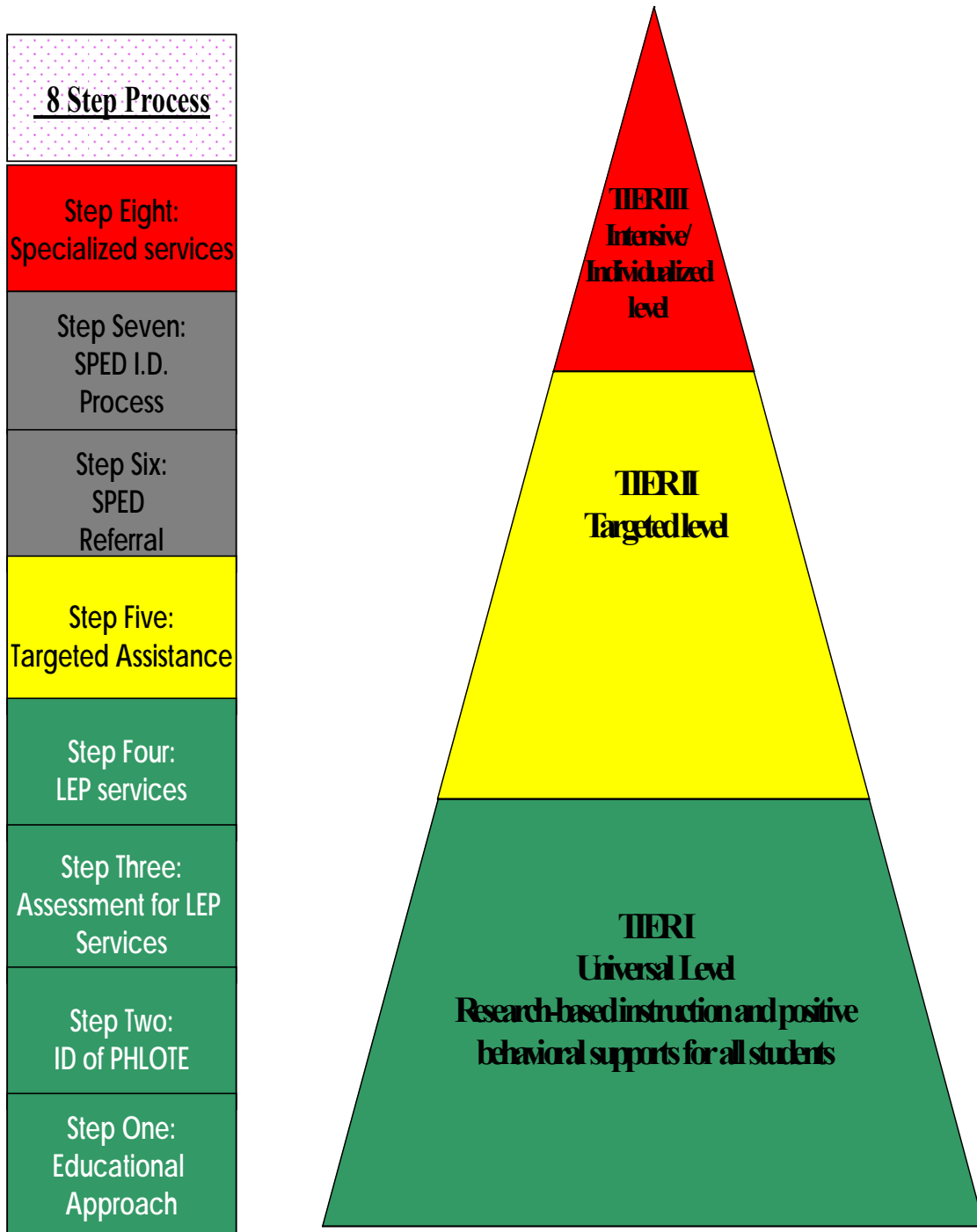
L2X: After reviewing student progress indicate final recommendation for exit: Yes No

<i>Name</i>	<i>I.D.#</i>	<i>School</i>	<i>Monitor year</i>
<i>1st Reporting Period</i>		<i>2nd Reporting Period</i>	
Making appropriate progress? Yes <input type="radio"/> No <input type="radio"/>		Making appropriate progress? Yes <input type="radio"/> No <input type="radio"/>	
If not, which subjects? _____ _____		If not, which subjects? _____ _____	
Comments: _____ _____		Comments: _____ _____	
Date Reviewed: _____		Date Reviewed: _____	
<i>3rd Reporting Period</i>		<i>4th Reporting Period</i>	
Making appropriate progress? Yes <input type="radio"/> No <input type="radio"/>		Making appropriate progress? Yes <input type="radio"/> No <input type="radio"/>	
If not, which subjects? _____ _____		If not, which subjects? _____ _____	
Comments: _____ _____		Comments: _____ _____	
Date Reviewed: _____		Date Reviewed: _____	

Appendix P

Dually Identified Students

8 Step Process for Dually Identified Students



Source: ELLEN Toolkit, 2nd Edition 2007

Appendix Q

Creating a Body of Evidence

Adapted from the ELLEN Toolkit, 2nd Edition 2007

How to Create a Body of Evidence

Six things to think about:

- Search student records
- Interview parents with an interpreter
- Look for patterns
- Gather test data
- Organize data
- Designate a permanent place for data

Search Student Records

- Identify sources of student records
 - School/district sources
 - Teacher/counselor sources
 - Parents
- Look for detail on past experiences in the district, other districts, and in other countries
- For students coming from Mexico, info on schools is found at: www.sep.gob.mx . Report card grades range from 1(low) to10 (high).

Interview Parents with an Interpreter

- If you are able to communicate some-what in the language of the parents, still use an interpreter as technical language and nuances are substantial.
- Spend time before the interview with the interpreter to discuss the interpreter role, what to expect, and share the language/vocabulary to be discussed.

Gather and Organize Data

- Designate a permanent place for storing data that is secure and easily accessible
- Use organizers (i.e., categories of student performance) under which to store the data
- Document your analysis, referring to specific sources of data

Look for Patterns

- Draw out the data to find **PATTERNS** that will that will help us develop **GOALS** for student learning
- Use **OBSERVATION** of behaviors to support assessment results and other findings and to help guide your analysis

Planning for Additional Assessment and Determination of Eligibility

- Determine what we know
 - What is the current status?*
 - What are the patterns over time?*
- Determine what we want to know
 - Where are the gaps?*
- Determine actions, tools, and strategies
 - What assessments, checklists, observations, etc. should be used?

Appendix R

Culturally Responsive Environments for Students

Cultural Differences Can Mean Different Norms for Classroom Behavior

Example: Some cultures consider it disrespectful to ask questions of teachers.

Implication: Students may not be comfortable participating in class discussions and activities.

Make sure students understand the “hidden” as well as “obvious” classroom rules and become familiar with the culture(s) of your students.

Cultural Differences Can Affect Students’ Understanding of Content

New knowledge is built on what is known (e.g., reading research shows comprehension is a result of the words on the page AND the reader’s background knowledge). Students may not understand the text because they lack background knowledge. Provide students with additional explanations and examples.

Cultural Differences Can Affect Interactions with Others

Various cultures have different ways of showing interest, respect, and appreciation.

Examples:

1) Students may show respect by not looking at a person which may be interpreted as disrespect in the U.S.

2) In some cultures, public praise is not given; a quiet word is more appropriate.

One Way to Understand Your Students

Meet informally; use translators if needed, with a small group of ELLs. Have students share what they would like to tell teachers to make learning easier. Tape record or list ideas on flip charts to share with others anonymously. Be sensitive to student reactions while helping other students do the same.

Questions to Ask

- What was school like in your country?
- How can teachers help you learn and understand?
- Do your parents understand the work and school papers you bring home?
- What has helped you feel comfortable and relaxed at school, and what has not?

Adapted from the ELLEN Toolkit, 2nd Edition 2007.

Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for ELL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classrooms instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, “Do you understand?” Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson’s objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Adapted from: Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English language learners. Portland, OR: Northwest Regional Educational Laboratory.

Appendix S

Social and Academic Language

* *Bailey, A. & Heritage, M. (2008). Formative Assessment for Literacy, Grades K-6: Building Reading and Academic Language Skills Across the Curriculum. Copyright © 2008, Corwin Press. Reprinted with permission of the publisher.*

	Social Language (SL)	Academic Language (AL)	
		School "navigational" language (SNL)	Curriculum content language (CCL)
Purpose	To communicate with family, friends, and others in everyday, social situations.	To communicate to teachers and peers in a broad school setting (incl. classroom management).	To communicate to teachers and peers about the content of instruction (incl. lesson materials, textbooks, test, etc.).
Formality	Informal. Hallmarks: incomplete sentences, use of contractions, restricted vocabulary, contextualized language, restricted variety of genre (mainly narrative).	Informal and formal. Hallmarks: combination of both contextualized and decontextualized language.	Formal. Hallmarks: precise use of language/terminology, complete and complex sentences, lexical diversity, decontextualized referents, variety of genres (narrative and expository).
Context of use (setting)	Home. Peer group. Out-of-school activities.	School non-instructional time (incl. homeroom, lunch room, and playground). School instruction time (focused on classroom management: personal relationships).	School instructional time (focused on concept learning). Note: some out-of-school activities including those at home or with peers may focus on concept learning and thus may include hallmarks of CCL (incl. the pre-school level).
Examples	<i>I took it [= the trash] out before [= before dinner]; Where's the shop at?</i>	<i>I need you all to be facing this way before we begin; Where is your 3rd period English class located?</i>	<i>First, the stamen forms at the center of the flower; Describe the traits of the main characters.</i>
Context of acquisition	Acquired without explicit instruction.	Largely acquired without explicit instruction, unless student is an ELL student.	Acquired with and without explicit instruction. ELL students especially, may need explicit instruction.
Modality	Predominantly oral language.	Predominantly oral language.	Both oral and written language.

<p>Teacher expectations</p>	<p>Students will come to school already proficient unless the student is and ELL student.</p>	<p>Students will readily learn these language skills unless the student is an ELL student.</p>	<p>All students will need to acquire linguistic and pragmatic skills for both general use (cutting across disciplines) and specialized within a discipline. Some teachers will hold students accountable for use of "precise" CCL, others and even the same teachers at other times will allow informal/imprecise uses.</p>
<p>Grade level expectations</p>	<p>More sophisticated uses of language to solve disputes and participate as "good citizens." For ELL students ELD leveled should be taken into account (e.g., new to the US and at the beginning level will differ from a student who may be younger but at a higher ELD level).</p>	<p>More sophisticated uses of language. Teachers assume prior grades have prepared student to acquire the language (incl. reading and writing) necessary to take notes, read directions, etc. Redesignated ELL students are expected to be able to cope with language demands of the classroom interaction.</p>	<p>More sophisticated uses of language. Higher grades rely on students having learned CCL of prior grades and rely on their reading ability to access and engage with the curriculum and on their writing ability to display or assess their learning. Redesignated ELL students are expected to be able to cope with language demands of instruction.</p>

Source: *Academic English: Interactions Between Student and Language*.
 Alison L. Bailey (CRESST/UCLA)
 Presented at the 2007 CREATE conference.
 Used with permission from the author.

Appendix T

CELA Pro LEP and FEP Interpretation Guide

CELA Proficiency LEP and FEP Scores

Grade	LEP Score	Score Range	FEP Score	Score Range
K	425	425-502	503	503-585
1	433	433-507	508	508-590
2	470	470-533	534	534-592
3	475	475-538	539	539-651
4	490	490-563	564	564-651
5	492	492-565	566	566-651
6	498	498-572	573	573-666
7	499	499-573	574	574-666
8	501	501-574	575	575-666
9	508	508-587	588	588-675
10	508	508-588	589	589-675
11	510	510-589	590	590-675
12	511	511-591	592	592-675

Appendix U

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