

The page features a decorative graphic consisting of three overlapping circles in shades of blue, arranged in a vertical line. Two thin blue lines intersect at the top left and extend diagonally across the page, framing the circles. The largest circle is at the top right, a smaller one is in the middle, and another large one is at the bottom right, partially cut off by the edge of the page.

# ELL K-12 Resource Guide

Greater Jasper Consolidated Schools

## **INTRODUCTION**

The staff of the Greater Jasper Consolidated Schools (GJCS) is committed to providing educational experiences that meet the unique and diverse needs of our students. English Language Learners (ELL) engage in differentiated learning opportunities that foster the development of the English language through instruction and support in an ESL program and in the general education setting. Through early assessment, placement, services, and progress monitoring, ELL students acquire the English language skills necessary to attain academic success and become lifelong learners.

## **SECOND LANGUAGE LEARNING CONSIDERATIONS**

Limited English proficiency refers to a student whose native language is other than English and is limited in listening, speaking, reading and writing English. Fluent English proficiency refers to a student whose native language is other than English and listens, speaks, reads, and writes with near English fluency.

Basic Interpersonal Communications Skills (BICS) is the social dimension of language that demonstrates a student's ability to converse socially with teachers, peers, and others. It is a very concrete aspect of language and takes less than three years to demonstrate near-native-like proficiency with BICS.

Cognitive Academic Language Proficiency (CALP) is the more abstract dimension of language that includes being able to read, write, and perform within a content-area classroom at grade level. Often, it is assumed that proficiency in BICS is equated with performance in CALP. Oral production in English does not always equate with academic production in English.

### Language Domains

Listening – The ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which the teachers provide information.

Speaking – The ability to use oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.

Reading – The ability to comprehend and interpret content-area text at the age- and grade- appropriate level.

Writing – The ability to produce written text with content and format, fulfilling classroom assignments at the age- and grade- appropriate level.

## PERSONNEL

Students receive instruction from two certified ESL teachers. Four instructional assistants work under the direct supervision of the certified teacher. Community volunteers assist by providing individualized support as needed.

## REFERRAL/NEW STUDENT PROCEDURES AND PLACEMENT

The Home Language Survey is collected at the time of enrollment for all students of the Greater Jasper Consolidated Schools. This survey elicits information regarding a student's native language, the language spoken most often by the student, and the language spoken in the student's home. This information is used to initially identify students for the ELL program. The Home Language Survey is maintained in each student's permanent file.

The LAS Links Placement test is used to assess the listening, speaking, reading, and writing abilities of newly-enrolled students within the first 30 days at the beginning of the year or within 10 days of enrollment. Results from LAS Links Placement determine whether a student is Fluent English Proficient (FEP) or Limited-English Proficient (LEP). *Oral language skills shall not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered.*

### Language Proficiency Levels

Level 1 (Beginner)	Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.
Level 2 (Early Intermediate)	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
Level 3 (Intermediate)	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
Level 4 (Advanced)	Students performing at this level of English language proficiency combine the elements of the English language

in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.

**Level 5 (Fluent English Proficient)** Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

*Newly enrolled students testing at Level 5 on the initial placement assessment do not enter the language instruction program and are not subject to exiting criteria.*

Students will be placed age appropriately. (A review of previous educational records will be used to determine the grade level attained in previous schools.) Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of the school for more than one academic year. If fluent, placement will be in the regular instructional program. If limited-English, placement will be made into an appropriate instructional program that provides English language development.

Language minority students should be informed that they must meet graduation requirements if they intend to receive a high school diploma.

Parental notification of student placement in both English and the native language (whenever possible) will address requirements of Title III, student performance on the proficiency assessment, and the recommended placement for students in the ELL program.

An Individual Learning Plan (ILP) will be developed by the ESL teacher for each student based upon the proficiency levels and the unique learning needs of the student. A copy of the ILP will be shared and discussed with all teachers responsible for the academic growth of the student. ILP's will be revised annually to address the academic growth and development needs of each student. A copy of the ILP will be maintained in a student's permanent file.

GJCS utilizes ESL and ENL program designs to meet the needs of limited-English students. Elementary and middle school limited-English students are enrolled in classes for English language instruction. All other subjects are part of the general school curriculum and taught in English. High school limited-English students enroll in ENL 9 and/or ENL 10 which may count as four of the eight English credits required for graduation. ENL labs provide limited-English students with tutoring, support, and assistance with general school courses.

Each spring, all LEP students will participate in the LAS Links English Proficiency Assessment. LAS Links assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.

### **ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS**

The ELP Proficiency Standards reflect the abilities and skills that students are capable of demonstrating at each level of proficiency. The standards are intended to provide guidance and support to teachers through English/Language Arts instruction for LEP students.

### **ASSESSMENT**

The use of "authentic assessments" (multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities) should be used with LEP students. These assessments should:

1. Emphasize what the student knows
2. Require students to develop responses instead of selecting them from predetermined options
3. Directly evaluate holistic projects
4. Use samples of student work collected over time
5. Stem from clear criteria made know to the student and parent
6. Elicit higher-order thinking
7. Relate more closely to classroom learning
8. Consider differences in learning style

#### Types of Authentic Assessment

- ✓ Oral Interview
- ✓ Story or Test Retelling
- ✓ Writing Samples
- ✓ Projects/Exhibitions
- ✓ Experiments/Demonstrations

- ✓ Constructed-Response Items
- ✓ Teacher Observation
- ✓ Portfolios

## **GRADING LEP STUDENT'S PERFORMANCE**

Grades for LEP students should be based on their exposure to curricula and methods, as well as on cooperation, effort, and participation in classroom assignments to the degree the student's English language proficiency allows. The best approach to grading LEP students is through improvement and/or progress. Therefore alternative forms of assessment and grading may be appropriate. Content area teachers should utilize assessments that allow students to demonstrate their knowledge of the content and not their level of English proficiency.

Alternatives for grading at the classroom level are as follows:

- ✓ Provide grades based on mastery/knowledge of concepts. Focus on essential skills and concepts from the content area; develop a contract with the student (e.g., "To get an A,B,C etc. you must...).
- ✓ Give grades based on what the student can demonstrate in the classroom according to the student's level of proficiency.
- ✓ Use portfolios of LEP student's work to measure progress. Design checklists that link student's portfolio work with criteria that you consider essential to the content you are teaching.
- ✓ Assign a grade and follow it with explanatory comments. Designate on the report card that the student is LEP followed by a description of the student's language proficiency.
- ✓ Assign a grade for a pair- or groups work completed through cooperative learning. (LEP students should be paired with native English-speaking peers.)
- ✓ Give an achievement grade in subjects where the student is able to perform the skills and an effort/meaningful participation grade in subjects where the student is not able to perform the skills due to low English proficiency.
- ✓ Use a narrative report in lieu of letter grades when appropriate.
- ✓ Use scoring rubrics/descriptors in evaluating student performance and achievement.

## **RETENTION**

Retention of language minority students shall **not** be based solely upon English language proficiency. The following points should be addressed in considering retention:

- ✓ Has the student's level of English language proficiency been assessed?
- ✓ Has the student been enrolled in the school district for more than one full academic year?

- ✓ To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery; assignments; homework; and formal assessments?
- ✓ Has an ILP been implemented to document classroom modifications and student progress?
- ✓ How much individual English language development instruction is the student receiving via pullout or an ENL course during the school day?
- ✓ Has an alternative grading strategy been implemented?

## **STANDARDIZED ASSESSMENTS**

*LAS Links* - Each spring, all LEP students will participate in the LAS Links English Proficiency Assessment. LAS Links assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.

*ISTEP+/GQE* - ALL students in grades 3-8 and grade 10 are required to participate in the spring ISTEP+ assessments in English/Language Arts, Math, and Science. LEP students that are in their first year of enrollment in a U.S. school are required to participate in the Math and Science assessments, but have the one-time option of substituting the LAS Links English Language Proficiency Assessment. If newly enrolled students do not have an existing LAS Links score, a LAS Links Placement Test score of "Not Proficient" or "Approaching Proficient" qualifies them for this option provided they take the LAS Links English Proficiency Assessment in the spring.

Testing accommodations are permitted for LEP students. Decisions about test accommodations are made on an individual basis and must be documented on each LEP student's Individual Learning Plan (ILP). Translation or interpretation of test directions or content into a language other than English **is not** permissible. Word-to-word bilingual dictionaries may be used for LEP students with proficiency levels 1-4 or designated "Not Proficient" and "Approaching Proficient".

## **SPECIAL EDUCATION**

Pre-referral of exceptional language minority students will include an assessment in the native language, to the extent possible, and in English to provide that learning difficulties exist in both languages. Referrals for special education should be made only after all other interventions have been explored and it is determined that the child's needs cannot be met in the regular education program.

## **COUNSELING SERVICES**

Counseling services will be provided to language minority students in the following areas:

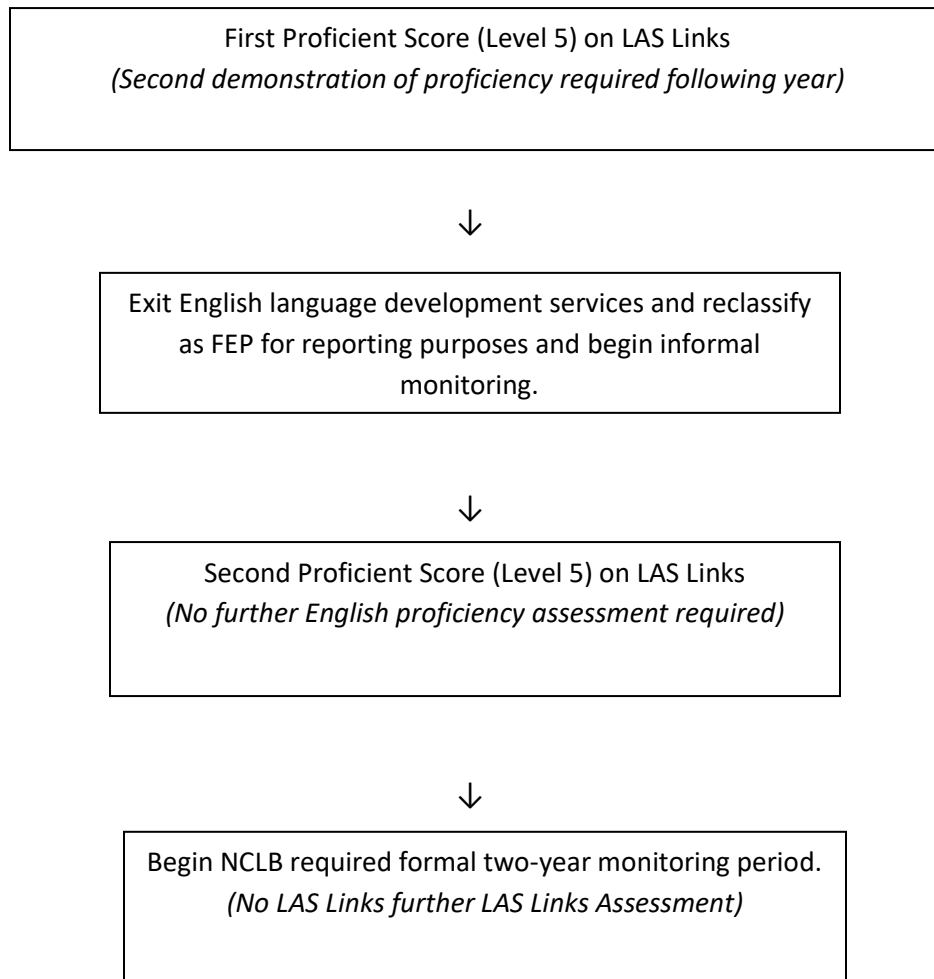
- ✓ Social, emotional adjustment to United States culture
- ✓ Drop-out prevention
- ✓ Technical vocational training
- ✓ College preparatory coursework
- ✓ Substance abuse
- ✓ Teenage pregnancy and prevention

## COMMUNICATION

Communication between the school and the home regarding the language minority student progress or school activities will be conducted, to the extent possible, in the native/preferred language of the home. Every attempt will be made to provide translation services for all oral communications, to the extent possible.

## EXITING FROM SERVICES

Proficiency in English for LEP students is based on attaining an overall score of Level 5 on the spring LAS Links English Proficiency Assessment twice consecutively. Exiting students from instruction are outlined below:





## **MONITORING THE ACADEMIC SUCCESS OF FORMER LEP STUDENTS**

Exiting from English language development services must ensure that former LEP students who have been reclassified as fluent English proficient will have full access to mainstream curriculum. Decisions regarding exit from the program will be based upon the student's level of academic achievement and ability to handle material in the content areas; the student's English language proficiency sufficient to function in an English only environment; student's English reading abilities are on grade-level; collectively determined by a committee consisting of the ESL teacher, regular classroom teacher and the principal.

Monitoring of students' academic progress will occur for two years (Year One Monitoring/Year Two Monitoring). During this two-year period, exited students are still entitled to access all services provided through the district's language development program.

The ESL teacher, in collaboration with the regular education teachers, must formally monitor the student's academic performance at the end of each semester using the Monitoring Forms. The monitoring forms must be maintained in the student's permanent record. Information collected will include:

- ✓ Records on length of time from transition to exit from program
- ✓ Performance on standardized achievement tests
- ✓ Grades in content area classes
- ✓ Teacher observations

If the student is falling behind in academic performance and/or English skills, arrangements should be made to provide appropriate assistance.

## TERMS

BICS	Basic Interpersonal Communication Skills – These are the language skills needed for everyday personal and social communication. Second language learners must have BICS in order to interact. It usually takes 1-3 years to completely develop this social language. BICS are not necessarily related to academic success.
Bilingual	Students who speak more than one language
CALP	Cognitive Academic Language Proficiency – The language associated with native language literacy and cognitive development. These are the language skills needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary. It may take 5-7 years to develop CALP skills. CALP developed in the first language contribute to the development of CALP in the second language.
ELL	English Language Learners
ENL	English is a New Language
ESL	English as a Second Language
FEP	Fluent English Proficient (Level 5 Proficiency)
Home Language Survey	Survey of all enrolled students used to identify the first language, language spoken most often, and language spoken in the home. The survey is used to identify students in need of English language development.
LAS Links English Proficiency Assessment	LAS Links assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.
LEP	Limited English Proficiency (Levels 1-4 Proficiency)

## RESOURCES

### *Best Practices*

Center for Research on Education, Diversity & Excellence (CREDE), University of California, Berkeley <http://crede.berkeley.edu>

Doing What Works for English Language Learners, U.S. Department of Education's What Works Clearinghouse [http://dww.ed.gov/priority\\_area/priority\\_landing.cfm?PA\\_ID=6](http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=6)

Electronic Toolkit for Educating ELLs, Illinois Resource Center and the Illinois State Board of Education <http://www.thecenterlibrary.org/cwis/index.php>

In the Classroom: A Toolkit for Effective Instruction of English Learners, National Clearinghouse for English Language Acquisition (NCELA) <http://www.ncela.gwu.edu/practice/itc/index.htm>

### *Elementary ELLs*

Help! They Don't Speak English Starter Kit: Grades PreK-6 ESCORT  
<http://escort.org/?q=node/150>

Teaching Literacy in English to K-5 English Learners in the Elementary Grades: A Practice Guide, National Center for Education Evaluation and Regional Assistance  
[http://ies.ed.gov/ncee/wwc/publications/practiceguides#ell\\_pg](http://ies.ed.gov/ncee/wwc/publications/practiceguides#ell_pg)

### *Secondary ELLs*

Immigrant Students and Secondary School Reform: Compendium of Best Practices, Council of Chief State School Officers 2004 <http://www.ccsso.org/content/pdfs/BestPractices.pdf>

Research-based Recommendations for Serving Adolescent Newcomers, Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction 2006 <http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>

### *Students with Limited Formal Education*

Effective Programs for English Language Learners with Interrupted Formal Education, Indiana Department of Education [http://www.doe.state.in.us/Immp/pdf/effective\\_programs\\_ell.pdf](http://www.doe.state.in.us/Immp/pdf/effective_programs_ell.pdf)

### *Newcomer Programs*

Developing a Newcomer Program, Indiana Department of Education  
<http://www.cal.org/resources/pubs/throughdoor.html>

### *Literacy Development*

Colorin Colorado, bilingual site for families and educators of English language learners designed to help children read and succeed <http://www.colorincolorado.org/>

English Language Learners: Literacy and Language Development, Indiana Department of Education [http://www.doe.state.in.us/lmmp/pdf/ELL\\_literacy\\_development.pdf](http://www.doe.state.in.us/lmmp/pdf/ELL_literacy_development.pdf)

Picture Based Activities for English Language Learners, California Department of Education <http://www.cde.state.co.us/cdeadult/download/pdf/PictureBasedELL.pdf>

Teaching Literacy in English to K-5 English Learners in the Elementary Grades: A Practice Guide, National Center for Education Evaluation and Regional Assistance [http://ies.ed.gov/ncee/wwc/publications/practiceguides/#ell\\_pg](http://ies.ed.gov/ncee/wwc/publications/practiceguides/#ell_pg)

### *Content Area Instruction*

Developing Reading and Writing in Second-Language Learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth. The Center for Applied Linguistics, and the International Reading Association 2008 <http://www.cal.org/resources/pubs/developreadwrite.html>

Let's Read It Again: Comprehension Strategies for English-Language Learners: K-2 Lesson, read-write-think. International Reading Association <http://www.readwritethink.org/index.asp>

Nurture Reflections: Interactive Language Practice for English-Language Learners: 3-5 Lesson read-write-think. International Reading Association <http://www.readwritethink.org/index.asp>

Reforming Mathematics Instruction for ESL Literacy Students. Fairfax County Public Schools 1997 <http://www.cal.org/resources/digest/buchan01.html>

Science for ELLs: Rethinking Our Approach, The Science Teacher March 2007 <http://www.nsta.org/highschool>

### *Building Teacher Capacity*

Educating English Language Learners: Building Teacher Capacity, the National Clearinghouse on English Language Acquisition (NCELA) 2008 Roundtable Report [http://www.ncela.gwu.edu/practice/mainstream\\_teachers.htm](http://www.ncela.gwu.edu/practice/mainstream_teachers.htm)

Indiana Teachers of English to Speakers of Other Languages (INTESOL) <http://www.intesol.org>

ELL Outlook <http://www.courseafters.com/ELL-Outlook>

*ELLs with Special Needs*

English Language Learners with Special Education Needs: Identification, Assessment, and Instruction. Center for Applied Linguistics and Delta Publishing Company 2002

<http://www.cal.org/resources/pubs/specialed.htm>

*Parent Involvement*

Help Your Child Learn English, International Reading Association <http://www.reading.org>

Lee y Serás multi-media toolkit, The National Council of La Raza and Scholastic

<http://www.leeyseras.net/>

More resources on Parent Involvement are posted online by the Indiana Department of Education, Office of English Language Learning & Migrant Education

<http://www.doe.state.in.us/Immmp/Paretninvolvement.html>