EMERGENT BILINGUALS (EB):
ASSIGNMENT & ASSESSMENT EIE(R3)

In accordance with Policy EIE (Local), Keller ISD teachers shall be flexible in determining appropriate assignments and assessment methods that allow Emergent Bilingual (EB) students to demonstrate knowledge or competencies independent of their English language skills. The following shall be considered when assigning and grading student work or assessments for EB students participating in the ESL program.

Assignments:

- Assignments shall be accommodated to address English Language Proficiency Standards (ELPS) for Beginner, Intermediate, Advanced and Advanced High EB students.
    - **Beginner Level students**: Have very little or no comprehension of English, depend on visuals and verbal cues to support understanding. Assignments shall be shortened, visually rich, and allow for physical response and minimal language output.
    - **Intermediate Level students**: Understand simple sentences with high frequency vocabulary, depend on visual and verbal cues for understanding. Assignments shall be shortened, require use of high frequency vocabulary, picture to vocabulary correlation, focus on concrete and familiar topics. Writing assignments may have substitution of native language structures and/or vocabulary.
    - **Advanced Level students:** Understand longer, more elaborate language on familiar topics, will take language risks, need additional processing time and sometimes depend on visuals and verbal cues to support understanding. Assignments must allow for additional processing time when needed and access to second language support.
    - **Advanced High Level students:** Have English nearly comparable to that of English peers but may have some mispronunciations or need visuals and verbal cues to support understanding. –Assignments need minimal accommodations.
    - Assignments should be accommodated appropriately to the language proficiency level of the student.
    - Teachers shall determine English language proficiency level of the EB student prior to requiring the assignment.
    - Assignments shall address the mastery of the essential knowledge and skills at the English language acquisition level of the EB student.

Assessments:

- Assessments shall be accommodated to address English Language Proficiency Standards (ELPS) for Beginner, Intermediate, Advanced and Advanced High EB students. Refer to above descriptors.
- Teachers shall determine English language proficiency level of the EB student prior to requiring the assessment.
- Assessments shall address the mastery of the essential knowledge and skills at the language acquisition level of the EB student.