



Lakeville Public Schools

English as a Second Language Program
Guidebook for Elementary School Staff
Spring 2013

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Glossary of Terms

ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners. An assessment given to all students who qualify for the ESL program to measure growth and language skill level.
AMAO	Annual Measurable Achievement Objectives. An AYP measure based on all ESL students' progress towards and attainment of language proficiency.
EL	English Learner. The preferred term when referring to students who qualify for ESL.
ESL	English as a Second Language. The preferred term when referring to the program for English Learner support.
HLQ	Home Language Questionnaire. Given to all students who enroll at any Minnesota school.
LEP	Limited English Proficient. The Minnesota Department of Education uses this term to refer to any student who qualifies for English language support.
NES	Non-English Speaker
W-APT	WIDA ACCESS Placement Test. Used to determine a student's eligibility for the ESL program upon their enrollment.
WIDA	World-Class Instructional Design and Assessment. A consortium of states supporting ESL teachers and students.

Service Models

A variety of different service options are available for students who qualify for ESL. They include:

- **Traditional Pull-Out:** An ESL teacher works with a small group of ELs to build vocabulary and support new concepts. Not meant for students who need re-teaching or intensive support. Generally 1.5-2.5 hours a week.
- **Literacy and Math Blocks:** An ESL teacher works with a small group of ELs in a separate setting, following the ELAs and teaching material to bridge the gap between students' knowledge and the general education classroom. Meant for students who are significantly below grade level. Generally 5-10 hours a week.
- **Co-Teaching:** An ESL teacher and a classroom teacher partner in the general education classroom to support content-based instruction. The two teachers share equal accountability and responsibility for the classroom.
- **Indirect Service:** Once a student is near grade level, they do not receive direct support from the ESL teacher. However, the ESL teacher periodically reviews their progress with the classroom teacher and provides indirect support as needed.

ESL and MTSS

At times, ELs may see an ESL teacher during their MTSS (RtI or intervention) time. In accordance with Title III and MN state guidelines regarding language instruction, this should be done only when the following conditions have been met:

- 1.** The EL has been placed in and is attending a regular language instruction service time as described above (Service Models) **in addition to** the MTSS time
- 2.** The PLC or PST team has met and determined that the EL's needs are best met by the ESL teacher during MTSS
- 3.** Other instructional interventions for which the EL has greater need are not supplanted if the EL is removed from another MTSS group (ie, the student's math scores are the team's greatest concern but the ESL teacher is providing a reading intervention).

ESL Assessments

ESL assessments are used for two purposes:

- To determine student eligibility for ESL services
- To monitor student progress towards language proficiency

ESL teachers use two universal assessments with all students:

- W-APT
 - Given upon a student's enrollment
 - Measures student's language proficiency in four domains: Listening, Speaking, Reading, and Writing
 - Administered by the ESL teacher
 - Gives scaled overall language, oral, and comprehension scores
 - Scores available immediately
- ACCESS
 - Given from early February to late March of each school year
 - Leveled assessments for all four language domains
 - Used to determine the school's MMR and the district's AMAO status
 - Preliminary scores available in late May; final scores arrive in late August

To determine a student's language ability, ESL teachers may also use:

- IPT (IDEA Proficiency Test)
- BOEHM-R Test of Basic Concepts
- Student writing samples
- Parent interviews

However, a student may not be enrolled or re-enrolled in an ESL program without a qualifying W-APT or ACCESS score.

Program Qualifications

After a student has been assessed using the W-APT, the ESL teacher will go over two key documents with the classroom teacher. The first is the student's W-APT Scoring Sheet:

Grades W-APT™ 3-5 Scoring Sheet Print

Test Administrator Date

Student Information

School/District

First name Last name

Age Birth Date

Student ID Home Language

Student's Current Grade 3

Grade Level Cluster 3-5

Speaking

Test Total Number of Boxes Marked "Exceeds" or "Meets" 4

Writing Test

Writing Test Proficiency Level (PL) 3

Listening Test

Number of Correct Answers 11

Reading Test

Number of Correct Answers 14

Speaking Proficiency Level	2
Writing Proficiency Level	3
Listening Proficiency Level	4
Reading Proficiency Level	5
Literacy Composite Proficiency Level	4.0
Grade Adjusted Literacy CPL	5
Oral Composite Proficiency Level	3.0
Grade Adjusted Oral CPL	3.5
Overall Composite Proficiency Level	3.70 (truncated = 3.7)
Grade Adjusted Composite Proficiency Level	4.5

Student ID Information

The test the student took

correct on each domain test

Language proficiency levels (which column the student is in on the Can-Do Descriptors)

Grade adjusted proficiency score tells where the student is compared to grade level peers

The second item is the Can-Do Descriptors. This document explains in general terms what a student at each proficiency level can be expected to do in the classroom.

The ESL teacher will go over the Can-Do Descriptors with the classroom teacher to give a general picture of the student’s abilities and areas of need.

Student’s W-APT proficiency level

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK -12

For the given level of English language proficiency **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Language domains

In addition, the ESL teacher will use the following criteria to determine the level of support for which a student qualifies:

<p>60-Minute Literacy Block</p>	<p>Entering:</p> <ul style="list-style-type: none"> • Student does not appear to actively produce language. • Student only responds with non-verbal communication to show understanding • Student has 0-500 words of receptive vocabulary • Student depends heavily on context • Student has been in U.S. schools > 6 months • Student scores below a 1.9 on the W-APT or ACCESS
	<p>Beginning:</p> <ul style="list-style-type: none"> • Student initiates conversation by pointing or using single words • Student has limited comprehension or vocabulary • Student has up to 1,000 words of receptive vocabulary • Student produces words in isolation • Student has been in U.S. schools 6 months to 1 year • Student scores between 2.0 and 2.9 on the W-APT or ACCESS
<p>Traditional 30-Minute Pull-Out</p>	<p>Developing:</p> <ul style="list-style-type: none"> • Student speaks in short phrases and simple sentences • Student has up to 7,000 words of receptive and active vocabulary • Student can follow one or two word instructions • Student demonstrates comprehension by responding orally and in written form • Student functions on a social level • Student initiates conversations and asks clarification questions • Student has been in U.S. schools 1-3 years • Student scores between 3.0 and 3.9 on W-APT or ACCESS
	<p>Expanding:</p> <ul style="list-style-type: none"> • Student can participate in whole-class discussions • Student is able to comprehend with limited contextual support • Student can follow whole-sentence directions • Student has 7,000-10,000 words of receptive and active vocabulary • Student is able to communicate effectively with grade-level peers • Student has been in U.S. schools 2-5 years • Student scores between 4.0 and 4.9 on the W-APT or ACCESS
<p>Indirect Service</p>	<p>Bridging:</p> <ul style="list-style-type: none"> • Student can initiate whole-group discussions • Student is able to listen to stories and give an opinion • Student can follow multi-step instructions • Student explains a real-world problem and solution clearly • Student has 10,000-15,000 words of receptive and active vocabulary • Student scores between 4.9 and 5.5 on the W-APT or ACCESS

"I have an EL in my class...now what?"

Suggestions for supporting English Learners in the mainstream classroom:

- Learn how to pronounce the student's name (and how to spell it!)
- Encourage your student to continue speaking their 1st language.
- Focus on vocabulary; use as much pre-teaching as possible using realia and multiple modalities.
- Read aloud!
- Speak directly to the student, emphasizing nouns and verbs. Don't ask them to finish your sentences.
- Prepare and announce focus questions before you begin a lesson.
- Find ways to assess the same skills with fewer items.
- Write the objectives and make them clear to the student.
- Don't give inflated grades.
- Make use of visual supports and graphic organizers wherever possible, but also make it clear what information they show.
- Access prior knowledge.
- Write legibly. For students not familiar with the Roman alphabet, clear printing can make a world of difference.
- Do not force reticent students to speak.
- Create a listening station so that students may listen and read at the same time.
- Increase **your** knowledge as they increase theirs: learn as much as you can about the student's culture and language.
- Find out if the student's parents speak English. If not or if they are more comfortable using their primary language, use the Language Line to call home (your office staff have the code).
- Use the lesson planning guide (page 10) to create culturally relevant, language aware lessons.

Lesson Planning Guide

Use this guide to help plan scaffolded, language-aware lessons.

	Before the Lesson	During the Lesson	During Assessment
1. Background Knowledge	Consider students' prior knowledge—what experience with this subject might they lack?	Solicit and monitor student feedback to determine levels of background knowledge	Use assessment measures that are not dependent on student having background knowledge of the topic (ex: a story about fishing might be more approachable for students who have been fishing).
2. Comprehensible Input	How does your lesson address all four language domains (reading, listening, speaking and writing)?	Incorporate opportunities for students to work in all four language domains.	Consider which domains may be most difficult for each student and provide accommodations.
3. Strategies	Plan to introduce at least one strategy students can use if they are not understanding the lesson; keep previous strategies posted so students can access them.	If students are stuck, remind them of strategies they can use. Teach hand signals, songs, or other tools to help them remember strategies.	Allow students to employ the same strategies they used during a lesson (using a dictionary, drawing a picture, allowing dictation, etc.)
4. Interaction	Plan for multiple interaction and discussion breaks during a lesson.	Use structures like think-pair-share to help students focus their interactions.	Allow for collaboration during assessments where possible.

Working with NES Parents

Communicating with a parent whose English is limited can be frustrating. Here are some thoughts to keep in mind:

- NES parents **want** to participate in their children's education, but are sometimes deterred by a previous negative experience or the belief that they will be ignored.
- In some cultures, it is considered extremely rude for a parent to question a teacher or ask for their child's progress report.
- Some parents may not be literate in their first language, but many are. Even translating permission slips and a "Welcome to My Class" letter can be a great first step.
- For parents who had little formal schooling in their home country, the customs of school can be unfamiliar. It may be difficult to understand the attendance procedures and classroom rules, but repetition always helps!
- Some parents are eager to share their cultural background with their child and other students; others may want their children to be as "American" as possible. Be sensitive to both.
- **Always** make parents aware when an interpreter will be present. It can be a huge incentive for participation.
- The more positive experiences a parent has with the school, the more likely they are to continue participating.
- Many immigrant parents work hours that conflict with school events. Scheduling events when parents can attend increases the chance of their participating.
- Immigrant and NES parents sometimes view field trips and other "fun" activities as an extravagance. Sending a few lines explaining the value of a field trip or other experience allows them to understand the purpose and discuss the activity with their child.
- Not all parents who speak the same language will have social ties. Linking parents with each other can create informal support networks outside your classroom.

Resources to Consider

[ISD 194 ESL Page](#)

[Teachers Pay Teachers ESL Resources](#)

[ReadWriteThink](#) – Multi-domain content-based activities