Support for English Learners in the State

Alabama has been one of the original members of the World-Class Instructional Design and Assessment Consortium (WIDA) since 2004. WIDA is based at the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. The state takes advantage of English Language Proficiency (ELP) Standards developed and field tested by the 38 state-and the Bureau of Indian Education-consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant.

Recent WIDA research into student performance for English Learner (EL) standards and state content assessments has caused researchers to take a new look at understanding the needs of English learners (ELs) and their teachers who use the standards as support for classroom instruction and evaluative assessment.

At present, the WIDA ELP Standards, along with their strands of model performance indicators, represent **social**, **instructional**, and **academic language** which EL students need as they work toward proficiency. Based on WIDA ELP Standards, WIDA developed an initial screener, the W-APT to aid in identification and placement of ELs and a K-12 ELP test called **ACCESS for ELLs®** (*Assessing Comprehension and Communication in English State to State for English Language Learners*).

There are five WIDA English Language Proficiency Standards which appear in two frameworks: **Summative** and **Formative**. The two frameworks can be used for planning curriculum, instruction, and assessment of ELs.

The English Language Proficiency Standards describe how English learners will:
- **Standard 1** – Social and Instructional Language
  Communicate for Social and Instructional purposes within the school setting
- **Standard 2** - The language of Language Arts
- Communicate information ideas and concepts necessary for academic success in the content area of Language Arts
- **Standard 3** – The language of Mathematics
  Communicate information ideas and concepts necessary for academic success in the content area of Mathematics
- **Standard 4** – The language of Science
  Communicate information, ideas and concepts necessary for academic success in the content area of Science
- **Standard 5** – The language of Social Studies
  Communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Each of the **five English language proficiency standards** encompasses four language domains that define how ELs process and use language:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of purposes and audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and test with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of purposes and audiences

The ELP standards are arranged by grade level cluster, by framework, by standard, and by language domain. In summary, the state's **English Language Proficiency Standards** meet the following federal requirements for EL assessment:

    i.   Are derived from the four recognized domains of **speaking**, **listening**, **reading**, and **writing**;

   ii.   Address the different proficiency levels of English learners; and

  iii.   Align with the State's challenging academic standards.

Overview of Support in School Systems
IDENTIFICATION

Home Language Survey

A language-minority student or English learner (EL), one whose home language is other than English, is identified at the point of enrollment. A consistent enrollment procedure for language-minority students, including the use of a Home Language Survey (HLS), facilitates their smooth entry into the new school environment.

A Home Language Survey (HLS) is completed for each new student registering in an Alabama public school. The completed survey becomes part of the student's permanent record and should be available for future reference. It may be helpful to conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be helpful to the EL committee when considering appropriate placement for the student. The assistance of a translator may be required to complete the survey and should be provided by the school system as part of the student's civil rights.

The Home Language Survey helps parents/guardians identify the country of origin and must contain, at a minimum, a version of each of the following questions:

- Is a language other than English spoken at home?
- Is your child's first language a language other than English?
- What language did your child learn when her/she first began to talk?
- What language does your child most frequently speak at home?

Procedures established by the school system for placement in the general student population using age-appropriateness is the guideline.

PLACEMENT AND EVALUATION
Initial Language Proficiency Assessment and Program Placement

The next step is to further assess a student's English-language proficiency level remembering that the presence of a language other than English does not automatically signify that the student is not

a competent and proficient speaker of English. Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.

Language-minority students identified through the HLS during registration <u>before</u> the beginning of the school year must be assessed for English-language proficiency <u>within thirty (30) days of enrollment</u>. Language-minority students who register after the beginning of the school year must be screened within a 10-day window:

- The ALSDE has adopted the *WIDA-ACCESS Placement Test* (W-APT™) to help determine eligibility for exact support in the LEA's English language development program. The W-APT™ assesses English language proficiency in all four domains of language development–listening, speaking, reading, and writing–as well as comprehension to ensure that students' language needs are properly identified and addressed through the LEA's educational program. The LEA may access this resource through their Federal Program Coordinators, EL Coordinators, and EL Teachers.

- The WIDA/*MODEL* (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELs or as an interim progress monitoring assessment. The WIDA *MODEL* may also be used as a pre-screener or benchmark assessment.

Once Students Have Been Identified:

They participate in the State annual assessments, the ACT Aspire (if grade appropriate) and the specific assessment for ELs - **ACCESS for ELLs 2.0** which:

- Helps students and families understand a student's current level of English language proficiency along the developmental continuum.
- Generates information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meets and exceeds federal requirements for the monitoring and reporting of student progress toward English language proficiency.

CONTINUATION OF SUPPORT

Exit Criteria/Exit Out of EL Status

EL students who make a composite proficiency score of 4.8 on ACCESS for ELLs® are considered to have exited the formal language acquisition support in an EL program and continue to be immersed in the language in a regular classroom setting with support if necessary. If a student does not make an overall proficiency score of 4.8, the student continues receiving core English language instruction (and may keep receiving supplemental language acquisition services from the system).

Students who make the required score to exit from supplemental ESL services are placed on monitoring status for four academic years. During the monitoring time, the ESL teacher and the classroom teacher(s) communicate regularly, (it is **recommended** that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ESL support.

Students are classified as:
- Former Limited-English Proficient Monitoring Year 1 (**FLEP Monitoring Year 1**) during their first year of monitoring, and
- Former-Limited English Proficient Monitoring Year 2 (**FLEP Monitoring Year 2**) during their second year of monitoring,
- Former Limited-English Proficient Monitoring Year 3 (**FLEP Monitoring Year 3**) during their third year of monitoring, and
- Former-Limited English Proficient Monitoring Year 4 (**FLEP Monitoring Year 4**) during their fourth year of monitoring.

Upon successful completion of four years of monitoring, ELs are classified Former Limited-English Proficient (**FLEP**) and no longer included in the LEP subgroup for accountability purposes.

For additional information;

Alabama State Department of Education

Federal Programs Section

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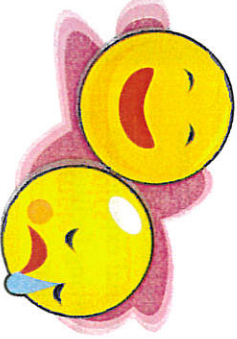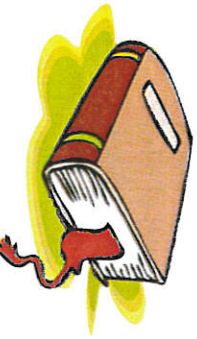
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These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

Standard 1: Social and Instructional language

Example Topics

- Classroom & school rules
- Everyday objects
- Feelings & emotions
- Following directions
- Interests, opinions & preferences
- Leisure activities
- Likes, dislikes & needs
- Personal correspondence
- Personal information
- School areas, personnel & activities
- Sharing/Cooperation

Standard 2: The language of Language Arts

Example Genres

- Fiction (literary text)
- Folktales
- Non-fiction (expository text)
- Pattern books/ Predictable books
- Poetry

Example Topics

- Compound words
- Elements of story
- Homophones
- Phonemic awareness
- Phonics
- Rhyming words
- Role play
- Sequence of story
- Spatial relations
- Story elements
- Story telling
- Word families

Standard 3: The language of Mathematics

Example Topics

- Basic operations (addition & subtraction)
- Capacity
- Estimation
- Graphs
- Interpretation of data
- Money
- Number sense
- Patterns
- Place value
- Quantity
- Shapes
- Size
- Standard & metric measurement tools
- Symmetry
- Time (digital & analog)
- Two- and three-dimensional shapes
- Weight
- Whole numbers

Standard 4: The language of Science

Example Topics

- Animals
- Astronomy
- Body parts
- Change
- Chemical & physical attributes
- Earth & sky
- Force & motion
- Gravity
- Life cycles
- Light
- Living/Non-living things
- Magnetism
- Natural resources
- Organisms & environment
- Plants
- Renewable & non-renewable resources
- Senses
- Sound
- Water cycle
- Weather
- Weathering & erosion

Standard 5: The language of Social Studies

Example Topics

- Artifacts of the past
- Celebrations/Customs
- Citizenship
- Community workers
- Cultural heritage
- Families & responsibilities
- Historical figures & leaders
- Homes & habitats
- Indigenous peoples & cultures
- Jobs & careers
- Land forms/Bodies of water
- Money & banking
- Neighborhoods & communities
- Products in the marketplace
- Representations of the earth (maps & globes)
- Seasons
- Time & chronology
- Use of resources & land

Grades 1-2

ELP Standard 1: Social and Instructional Language, Formative Framework

WIDA CONSORTIUM

Level 6 – Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like ___ because...") in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions

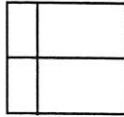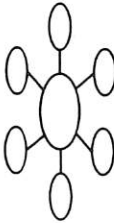# Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

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	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/genres of writing	
					Level 6 Reaching	

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.

Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
Venn Diagrams - Comparing and Contrasting Two Entities	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
T-Charts - Sorting or Categorizing Objects or Concepts	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/Decimals • Addition/Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/Invertebrates	• Types of transportation • Types of habitats
Cycles - Producing a Series of Connected Events or a Process	• Conflict/Resolution • School or classroom routines	• Plot lines	• Steps in problem-solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
Cause and Effect - Illustrating a Relationship	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
Semantic Webs - Connecting Categories to Themes or Topics	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies