English Learner (EL)

Administrator and Teacher Guide

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INTRODUCTION

Mississippi's English Learner (EL) population has been expanding for a number of years. A significant increase was noted during late 2015 and early 2016. From the end of May 2015 to late January 2016, approximately 4,000 EL students were added to the state's population. This represents about a 34 percent increase. Statewide, almost all Mississippi districts now have at least one EL student, and more than 12,100 EL students have been identified across the Magnolia State.

With this shift in Mississippi's population, it is more important than ever to provide supports to teachers, administrators and other educators responsible for serving ELs. This is a shared responsibility, with administrators, regular classroom teachers, EL teachers, EL tutors, and other staff all working together to ensure success. General education and EL teachers should collaborate together to determine appropriate instructional strategies and accommodations for EL students. Using this model, all educators function as language teachers when ELs are enrolled in their classes.

While English is designated as the official language of the state of Mississippi, and the state Kindergarten Readiness Assessment, Third Grade Summative Assessment, high school graduation test and high school End of Course Tests are all in English, it is our responsibility as a state to successfully prepare ELs to access all available postsecondary options. This ambitious goal requires that instructional approaches be effective, innovative and flexible, with the unique needs of EL students and families always being considered. Ultimately, our responsibility is to ensure that ELs succeed socially as well as academically. It is essential, for this reason, that ELs understand American culture and how to function successfully within it. To accomplish these goals, it may be necessary at times to provide some support in students' native languages. This means of support is appropriate, and is a research-based accommodation.

The purpose of the EL Resource Manual is to provide assistance with program management and effective instruction of ELs. The intent of this document is to provide instructional strategies, resources for teachers, assessment and supplementary assessment choices, and sample portfolio guidelines.

Our hope is that this guide will serve as a valuable resource for Mississippi educators, as we strive to ensure that all of our EL students across the state receive the education they both need and deserve. Please remember that the Mississippi Department of Education is here to serve and support you with this effort.

The EL Administrator and Teacher Guide is organized according to the following sections:

SECTION I: Federal Guidelines and Guidance – Includes an overview of federal guidelines for serving EL students.

SECTION II: Instructional Resources – Includes EL instructional strategies, an early childhood checklist and a compilation of resources to support effective classroom instruction.

SECTION III: Assessment of ALL EL Standards – Provides an overview of the LAS Links assessment, as well as language proficiency descriptors and strategies for each proficiency level. Additional assessment tools, techniques teachers can use to respond to ELs' writing assignments, along with a sample analytic oral scoring rubric are also provided.

SECTION IV: Student Portfolios – Features elementary, middle, and high school reading/writing portfolio cover sheets and evaluation summaries. Additionally, samples for language, speaking, and content area progress documents along with self assessment forms for language and speaking documents are included.

SECTION V: Appendix – Contains sample assessments and lesson plans for EL students.

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SECTION I:
Federal Guidelines and Guidance

This section includes the following information:

1. Federal Guideline Information
2. Guidance on Special Education Services for EL students

Federal Guideline Information

Compliance Considerations

Forty years ago, the U.S. Supreme Court ruled in the *Lau v. Nichols* case that for schools to meet their legal obligations under Title VI of the Civil Rights Act of 1964, they had to take steps to ensure that students with Limited English Proficiency (LEP) could meaningfully participate in schools' education programs and services. The same year, Congress enacted the Equal Educational Opportunities Act, which reaffirmed that public schools and state educational agencies are required to overcome students' language barriers and to equip them to participate equally and meaningfully in school programs.

Nationwide and in Mississippi, the number of EL students is growing. Nationally, EL students are now enrolled in almost three out of every four public schools and account for 9 percent of all public school students.

In a January 2015 Dear Colleague Letter, *English Learner Students and Limited English Proficient Parents*, several requirements were reiterated as part of an effort to ensure that all EL students have "access to equal educational opportunities."

Guidelines for Schools

1. ### Identify and Serve All Potential EL Students

   The first step in serving EL students effectively is to have a clear identification process. Most school districts do this through a home language survey given to families when a student enters school. The survey typically asks what languages are spoken in the home, what languages are spoken most often by the student, and what languages the student is able to read. School districts "must to the extent practicable translate such notices in a language the parent can understand." If translation is not feasible, parents must be offered free oral interpretation of the written survey information.

   It is essential to note that all ELs must be allowed to attend school, even if they are unable to present a birth certificate, social security number or immigration documentation. If immunization records are not available from a previous school or doctor, students can begin the immunization series at the local public health department.

2. ### Assessing Potential EL Students
   Federal guidelines require that all potential EL students be assessed in all four domains of English – speaking, listening, reading and writing. In Mississippi, that assessment is done using LAS Links, a fully online assessment system. Parents

should be notified of results and program placement in a language they can understand. Students who start school during the first month of the academic year have up to 30 days to be screened, while students who start after the first month of school have two weeks to be screened and placed. More information on assessing ELs is available in the section on the LAS Links assessment, found on page 27.

3. **Providing EL Students with a Language Assistance Program**
Students must receive language assistance services or programs that have been demonstrated "educationally sound in theory and effective in practice." No particular program or method of instruction is required for EL students. Some Mississippi districts have EL teachers working in pull-out programs, where EL students are pulled from general education classrooms for intensive language instruction and support. In other cases, EL teachers or tutors might use a push-in model, where they provide support to students within the general education classroom, in conjunction with the general education teacher.

Some EL program models that have been implemented nationally include:
   • **English as a Second Language/English Language Development** – programs designed to teach EL students explicitly about the English language, including the academic vocabulary needed to access content and to develop English language proficiency. Instruction is usually in English with little to no use of the student's primary language.
   • **Transitional Bilingual Education** – uses a student's primary language for instruction. Students maintain and develop skills in their native language, while English is introduced, maintained and developed.
   • **Dual Language Program** – is a bilingual program where some students are native English speakers and some are ELs. The two groups are both maintaining their existing language, while learning a new one.

4. **Providing Meaningful Access to All Programs**
While they are receiving support in developing their English proficiency, EL students also must have access to the core academic curriculum of their peers. This means they should be receiving supports in the regular classroom to ensure that they are able to understand and build academic content. Schools also must ensure that EL students have equal access to athletics, clubs, the arts, gifted and talented programs, and other activities. Additionally, EL students must have access to the same facilities, including science and computer labs and other facilities.

Once a student has been identified as EL, **they must have an English Language Service Plan (LSP)**, which should be filed and updated annually until the student exits EL status. The plan should be developed and updated through the Student Evaluation Team (SET), a school team responsible for guiding and monitoring

placement, services and assessment of EL students. The committee must include, at the minimum, an ESL teacher, a general education teacher, a school administrator, and a parent representative. The team should meet at least quarterly.

5. **Serving Students Who Opt Out of EL Services**

Parents have a legal right to opt their children out of an EL program or a specific EL service. However, school representatives can in no way encourage families to opt out. Schools also **must** provide guidance that parents can understand about the EL services their child could receive, and the potential benefits of such services. Districts must document all opt-outs, and letters verifying that parents opted out of services must be kept on file.

Even if students opt out of the EL program, districts are still responsible for monitoring them. Students who have opted out remain designated as EL students and schools must appropriately serve them, including with interventions in the regular education classroom. The progress of students who opt out also should continue to be monitored and students must still take annual English proficiency assessments.

6. **Monitoring and Exiting EL Students**

All EL students, including those who have opted out of specific EL services, must be monitored for progress. In Mississippi, monitoring occurs through both the annual LAS Links assessment and when students take mandated state assessments required of all students. EL students who have been in U.S. schools two years or more are expected to take and pass required state assessments. Assessment results need to inform instruction, and ELs who are not progressing should receive additional supports and services, which should then be documented in the Language Service Plan.

To exit EL status, students must post scores of either proficient or advanced proficient for each of the four LAS Links domains (reading, writing, listening and speaking), or have a composite score of proficient when the four domain scores are averaged from one test administration. At the same time, students also must demonstrate proficiency in academic content areas. This should be done by posting proficient scores on the Mississippi Assessment Program (MAP), the statewide exams for students in grades 3-8 and in end-of-course assessments. Once a student has been exited from EL status, progress should continue to be monitored for two years. If academic deficits surface after the student has been exited, additional supports should again be provided. The student also should be re-tested using LAS Links, and if the student does not score proficient, they need to again be designated as EL.

7. **Meaningful Communication with Parents**

Teachers and administrators must ensure they are communicating with EL parents in a way they can comprehend. Parents must be adequately notified in a language they understand about any programs, services or activities within the district. They should also receive information on language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline procedures and actions, registration and enrollment, report cards, permission slips, parent-teacher conferences and parent handbooks. Information included in students' Language Service Plans also must be shared with parents.

School districts should identify EL parents, and be mindful that some students might speak English fluently but have parents who require translated materials.

The school should provide translated materials for any languages that are common in the local community. For less common languages, schools may use a cover page explaining in those languages how a parent might receive oral interpretation. When using translators, care should be taken to ensure that the translator has a strong grasp of English, and is able to translate potentially complex education information. Translators and interpreters should be aware of confidentiality requirements.

In Mississippi, districts also have free access to TransACT, a company that provides a menu of legally reviewed forms and notices in multiple languages. Any Mississippi public school employee with a district email address can create a TransACT account. Go to www.transact.com to create an account.

For more information on district and state requirements for EL students, go to http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Guidance on Special Education Services for EL Students

Federal law requires that districts ensure that all EL students who have a disability under either IDEA or Section 504 receive appropriate services for their disability, while also still receiving the supports they need and are entitled to as EL students.

When evaluating students for possible disabilities, districts need to consider the English proficiency of students, and then determine which assessments and materials are most appropriate. Districts must **not** identify EL students as having disabilities simply because they have limited English proficiency.

Districts are responsible for ensuring that disabilities assessments and other evaluations materials be provided in the child's native language or through another form of communication that is likely to yield an accurate evaluation of the student's abilities. Even students whose parents have opted out of EL services must be given language appropriate assessments.

Once an EL student has been identified as having a qualifying disability, the district is responsible, through the IEP process, for identifying how to best serve the child. Both the child's disability and their language proficiency needs should be considered as part of this process. Additionally, the IEP team should include individuals who understand the language acquisition process and are able to add insights into the child's language needs. Language services must continue to be documented through the Language Service Plan. Parents with limited English proficiency should be provided with information about assessments, special education services and the IEP process in their native language.

SECTION II:
Instructional Resources

This section includes the following information:

1. EL Instructional Strategies

2. Early Childhood Checklist for Teachers

3. Resources

   a) Academic Language and English Learners

   b) English Learners with Learning Disabilities (ELLD)

   c) Strategies for Teaching English Learners

   d) High School English Learners and Mathematics

   e) Graphic Organizers for Content Instruction

   f) Let's Read It Again: Comprehension Strategies for English Learners

   g) Acrostic Poems

   h) Understanding the "Silent Period" with English Learners

4. EL Reading Rubric vs. Developmental Reading Rubric

5. Website links to Articles and Resources

EL Instructional Strategies

The following instructional strategies are designed to support ELs' content learning, provide a variety of approaches for completing assignments, and assist with building confidence for the EL student.

EL Instructional Strategies		
Methodologies/ Approaches	❑ Total Physical Response (TPR) ❑ Natural Approach ❑ Cognitive Academic Language Learning Approach (CALLA) ❑ Whole Language Approach ❑ Language Experience Approach (LEA) ❑ Retelling a Story ❑ Activating Prior Knowledge	
Visuals	**Graphic Organizers**	**Audio/Visual**
	❑ Flow Charts ❑ Maps ❑ Charts ❑ Graphs ❑ Pictures ❑ Semantic Webbing/ Mapping ❑ T-Charts ❑ Venn Diagrams ❑ Story Maps ❑ Timelines	❑ Videos/Films/CD ROM ❑ Demonstrations ❑ Captioning ❑ Labeling ❑ Music/Songs ❑ Jazz Chants/Raps ❑ CDs – Music/Books ❑ Computer/Software
Interactive Strategies	**Cooperative Learning**	**Other**
	❑ Peer Buddy ❑ Small Group Activities ❑ Pairs and Threes ❑ Jigsaw ❑ "Corners" ❑ Think/Pair/Share ❑ Group Reports, Projects ❑ Panel Discussions/Debate ❑ Choral Reading/ Read Around Groups	❑ Field Trips ❑ K-W-L (Know/Wants to Know/Learned) ❑ Role Play ❑ Games ❑ Dialogue Journals

Modified Class Work (Based on Level of English Proficiency)	❑ Vary Complexity of Assignment ❑ One-on-One Instruction with Teacher or Aide ❑ Modify Nature of Assignment ❑ Substitute Diagram for Paragraph ❑ Use of Home Language for Instruction ❑ Explain Key Concepts ❑ Repeat/Paraphrase/Slow Down ❑ Vocabulary with Context Clues ❑ Reading with a Specific Purpose ❑ Use Simple, Direct Language (Limit Idioms) ❑ Use all Modalities/Learning Styles ❑ Provide Meaningful Language Practice ❑ Drills (Substitution, Expansion, Paraphrase, Repetition) ❑ Matching with Visuals ❑ Unscramble Sentences, Words, Visuals ❑ Categorize Vocabulary ❑ Context Clues ❑ Outline Notes ❑ Directed Reading/Thinking Activity (DRTA) ❑ Semantic Feature Analysis ❑ SQ3R (Survey, Question, Read, Recite, Review) ❑ Summarizing ❑ Notetaking ❑ Wordbanks ❑ Repetition ❑ Question-Answer Relationship (QAR) ❑ Personal Dictionaries
Alternative Assessment Instruments	❑ Interview ❑ Content Retelling ❑ Content Dictation ❑ Cloze Procedure ❑ Graphic Representation ❑ Student Self-rating and Evaluation ❑ Teacher Rating Checklist ❑ Writing Sample ❑ Group Testing ❑ Observation/Anecdotal ❑ Portfolio
Multicultural Resources	❑ Guest Speakers ❑ Use of Community Resources ❑ Cultural Sharing ❑ Varied Holiday Activities ❑ Diverse Literature

Modified version of the *Multicultural/Foreign Language/ESOL Education Department – ESOL Instructional Strategies Matrix*

Early Childhood Checklist for Teachers

This checklist is intended to improve the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence in early childhood settings. It provides concrete examples of the types of practices that foster such an environment. If, upon the completion of the checklist, you find you frequently responded "C," you may not be utilizing practices that promote a culturally diverse and culturally competent learning environment for your students or their families. If you find a pattern of mostly B's and C's, you may want to adjust your practices. It is important to make sure you are considering all aspects of your students' educations, including awareness and representation of their cultural backgrounds. The following checklist can be used to ensure that you are providing students with the best possible education.

Please select A, B, or C for each item listed below.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

_____ 1. I display pictures, posters, and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.

_____ 2. I select props for the dramatic play/housekeeping area that are culturally diverse (e.g., dolls, clothing, cooking utensils, household articles, furniture).

_____ 3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my school or setting.

_____ 4. I ensure that tabletop toys and other play accessories (that depict people) are representative of the various cultural and ethnic groups both within my community and society in general.

_____ 5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own.

_____ 6. When such books are not available, I provide opportunities for children and their families to create their own books and include them among the resources and materials in my early childhood program or setting.

_____ 7. I adapt the above referenced approaches when providing services, supports, and other interventions in the home setting.

____ 8. I encourage and provide opportunities for children and their families to share experiences through storytelling, puppets, marionettes, or other props to support the "oral tradition" common among many cultures.

____ 9. I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.

____ 10. I select videos, films, or other media resources reflective of diverse cultures to share with children and families served in my early childhood program or setting.

____ 11. I play a variety of music and introduce musical instruments from many cultures.

____ 12. I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups other than their own.

____ 13. If my early childhood program or setting consists entirely of children and families from the same cultural or ethnic group, I feel it is important to plan an environment and implement activities that reflect the cultural diversity within the society at large.

____ 14. I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my early childhood program or setting.

____ 15. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.

____ 16. I attempt to determine any familiar colloquialisms used by children and families that will assist and/or enhance the delivery of services and supports.

____ 17. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

____ 18. When interacting with parents and other family members who have limited English proficiency, I always keep in mind that:

 ____ (a) limitation in English proficiency is in no way a reflection of their level of intellectual functioning;

 ____ (b) their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin;

_____ (c) they may neither be literate in their language of origin nor English.

_____ 19. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

_____ 20. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

_____ 21. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.

_____ 22. I provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curricula.

Resources for Teachers

The following compilation of resources is provided to assist classroom teachers with effective instruction and assessment, differentiation, parent engagement activities, and available content area graphic organizers designed to aid in the comprehension and proficiency of English Learners.

Academic Language and English Learners

Teachers who work with ELs will find English as a Second Language (ESL), English for Speaking of Other Language (ESOL), English Learner (EL), English as a Foreign Language (EFL) reading/writing skill building activities and ideas to help PreK-3, 4-8, and 9-12 students with acquiring Academic Language. ¡Colorín Colorado! offers a webcast on Academic Language and English Learners. The webcast features Dr. Robin Scarcella of the University of California at Irvine. Dr. Scarcella provides an overview of academic language instruction for English Learners, as well as teaching strategies, activity ideas, and recommended resources.

http://www.colorincolorado.org/webcasts/academiclanguage/

English Learners with Learning Disabilities (ELLD)

Do you know how to tell the difference in an EL student with a learning disability or an EL having difficulties in learning academic language? Many times it is difficult to identify the difference because the student is being quiet or we think the student is nonverbal. In this webcast from ¡Colorín Colorado!, Dr. Elsa Cárdenas-Hagan discusses effective assessment and instructional strategies for English Learners with disabilities. Dr. Cárdenas-Hagan is a bilingual speech-language pathologist. This webcast discusses effective assessment and instructional strategies for English Learners with learning disabilities, as well as ways to help encourage the active involvement of parents of ELs with learning disabilities in their children's schools.

http://www.colorincolorado.org/webcasts/disabilities/

Strategies for Teaching English Learners

If you are like many teachers, your classroom is becoming more linguistically diverse. While this diversity occurs, teachers are asking, "How can I assist this student to learn English and become proficient?" Scholastic has an article that includes advice from veteran teachers on how to most effectively serve English Learners.

http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners

High School English Learners and Mathematics

WIDA has a blog titled "Using the Can Do Descriptors in a High School Math Class," which provides strategies mainstream and EL teachers can use to instruct high school students in math. The blog highlights how to differentiate classroom instruction or classroom assessment according to the student's language proficiency level. **(NOTE: Any Reference to WIDA is for resource purposes only. LAS Links is the new diagnostic assessment administered to EL students upon enrollment in a Mississippi public school.)**

http://www.widaatwcer.blogspot.com/2012/05/using-can-do-descriptors-in-high-school.html

Graphic Organizers for Content Instruction

Graphic organizers make content area information more accessible to English Learners by converting complex information into manageable chunks. One of the roles of EL and bilingual specialists is to encourage mainstream teachers to employ teaching techniques which make content area information more accessible to second language learners. Content materials present text which is too dense for ELs. You might teach your students to use graphic organizers such as webs, Venn diagrams, and charts to help them better comprehend texts. The link provides various

downloadable activities that can be used in the classroom.
http://www.everythingesl.net/inservices/graphic_organizers.php

Let's Read It Again: Comprehension Strategies for English-Language

One of the most effective ways to engage ELs and help them comprehend and read English is through repeated readings and retellings of appealing bilingual picture books. Using Con Mi Hermano/With My Brother by Eileen Roe, second grade Spanish-speaking ELs identify the main idea of the story, construct meaning from text and illustrations, and learn English words. Students then demonstrate their knowledge and practice writing in English by writing a poem and a retelling of the story. This lesson (which can be adapted using bilingual books in other languages and for older students) also has older struggling readers read with younger students. Finally, English-speaking students in regular classrooms learn Spanish words for familiar people and objects. The following link from ReadWriteThink is a good resource for lesson planning and activities. This is a K-2 activity with an estimated time of five 30-minute sessions.
http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html

Acrostic Poems

In this online interactive writing poetry activity from ReadWriteThink, students can learn about and write acrostic poems. An acrostic poem uses the letters in a word to begin each line of a poem. All lines of the poem relate to or describe the main topic word. As part of the online tool, students brainstorm words to prepare themselves to write their poems and can save their work in progress to revise and edit, reinforcing elements of the writing process. Students can also print their finished acrostic poems or proudly show off their work by emailing it to a friend or family member.
http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html.

Understanding the "Silent Period" with English Learners

If you have a new EL in your class who is not speaking, do not assume that they are not learning. According to language researcher Stephen Krashen, most new learners of English will go through a "silent period," where they are unwilling or unable to communicate orally, even though they understand much of what is going on around them. They are not comfortable speaking in the new language, because it is difficult for them to express their thoughts orally. Children in this silent period should not be forced to speak before they are ready. They need time to listen to others talk, digest what they hear, and observe their fellow classmates' interactions with each other. Their silence does not mean they are not learning the language. The following link from Choice Literacy has a helpful article by Andie Cunningham and Ruth Shagoury to assist teachers with understanding non-verbal English Learners. https://www.choiceliteracy.com/articles-detail-view.php?id=47.

LAS Links Frequently Asked Questions

The Office of Student Assessment provides an overview of answers to commonly asked questions about Mississippi's new LAS Links assessment. https://districtaccess.mde.k12.ms.us/studentassessment/Public Access/Special_Populations/English Learners/ELPT LAS Links Assessment System Q-A - December 2015.pdf

Bilingual Dictionaries Listing

The Mississippi Office of Student Assessment provides a list of recommended bilingual word-to-word and technical dictionaries for use with EL students. https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Special_Populations/English%20Learners/Suggested%20List%20of%20Bilingual%20Dictionaries%20for%20ELL%20Students.pdf

U.S. Department of Education EL Tool Kit

In 2015, the U.S. Department of Education's Office of English Language Acquisition released the English Learner Tool Kit, a 10-chapter resource that contains an overview of EL policies and needs, sample tools, and EL resources.

http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

EL Reading Rubric vs. Developmental Reading Rubric

It is important to recognize the similarities and differences between EL students and native English-speaking students' development in reading. The following chart is designed to help teachers recognize whether or not an EL student needs continued language support.

	EL	**Developmental**
Pre-Reader	• Listens to read-alouds • Repeats words and phrases • Uses pictures to comprehend text • May recognize some sound/symbol relationship	• Pretends to read • Uses illustrations to tell a story • Participates in reading of familiar books • Knows some letter sounds • Recognizes names/words in context • Memorizes pattern books and familiar books • Rhymes and plays with words
Emerging Reader	• Participates in choral reading • Begins to retell familiar, predictable text • Uses visuals to facilitate meaning • Uses phonics and word structure to decode	• Sees self as reader • Reads books with word patterns • Knows most letter sounds • Retells main idea of text • Recognizes simple words • Relies on print and illustrations
Developing Reader	• Begins to make predictions • Retells beginning, middle, and end of story • Recognizes plot, characters, and events • Begins to rely more on print than illustrations • May need assistance in choosing appropriate texts	• Relies more on print than illustrations • Recognizes names/words by sight • Uses sentence structure clues • Uses phonetic clues • Retells beginning, middle, and end • Begins to read silently • Uses basic punctuation

Expanding Reader	• Begins to read independently • Responds to literature • Begins to use a variety of reading strategies • Usually chooses appropriate texts	• Begins to read short stories and books • Reads and finishes a variety of materials with guidance • Uses reading strategies • Retells plot, characters, and events • Recognizes different types of books • Reads silently for short periods of time
Proficient Reader	• Reads independently • Relates reading to personal experience • Uses a wide variety of reading strategies • Usually chooses appropriate texts	• Begins to read chapter books of moderate difficulty • Reads and finishes a variety of materials with guidance • Reads and understands most new words • Uses reference materials to locate information with guidance • Increases knowledge of literary elements and genres • Reads silently for extended periods
Independent Reader	• Reads for enjoyment • Reads and completes a wide variety of texts • Responds personally and critically to texts • Matches a wide variety of reading strategies to purpose • Chooses appropriate or challenging texts	• Reads most literature appropriate to grade-level • Selects, reads, and finishes a wide variety of materials • Uses reference materials independently • Recognizes and uses literary elements and genres • Begins to interpret and expand meaning from literature • Participates in literary discussions

Online Articles and Resources Specific to Teaching EL Students

The articles and resources below will provide guidance and support for EL teachers, classroom teachers, RtI Team members, and the EL Team as they develop academic and literacy language content for ELs.

Center for Applied Linguistics
Resource Center (Compilations of different briefs, databases, facts, publications, and resource archive)
http://www.cal.org/resource-center

Colorin Colorado
"Identifying Language Proficiency for Program Placement"
http://www.colorincolorado.org/educators/assessment/identification/

Education World
"ESL Lessons on the Web"
http://www.educationworld.com/a_lesson/lesson/lesson224.shtml

"Express Yourself (*Well*) Web Sites for Teaching Students about the English Language"
http://www.educationworld.com/a_curr/curr149.shtml

National Center for the Study of Adult Learning and Literacy
"Beginning ESOL Learners' Advice to their Teachers"
http://www.ncsall.net/index.html@id=279.html

One Stop English
"ESOL Teaching Tips"
http://www.onestopenglish.com/esol/esol-support/teaching-tips/

Reading Rockets
"Extending English Learners' Classroom Interactions Using the Response Protocol"
http://www.readingrockets.org/article/extending-english-language-learners-classroom-interactions-using-response-protocol

SECTION III:
Assessment of All EL Standards

This section includes the following information:

1. LAS Links Assessment Overview

2. LAS Links Proficiency Descriptors for Grades K-5

3. Expectations and Strategies by Proficiency Level

4. Factors Affecting Rate and Ease of Language Development

5. Supplementary Assessment Choices for ELs

6. Techniques for Responding to EL Student Writing Samples

7. Analytic Oral Language Scoring Rubric

LAS Links Assessment Overview

Mississippi started using the LAS Links assessment to identify and monitor the progress of EL students during the 2015-16 school year. The web-based assessment includes tests in listening, speaking, reading and writing, as required under federal guidelines. Reading and writing selected-response items are scored automatically, providing teachers with immediate data on students' language proficiency.

Students receive different assessments, based on their grade level. LAS Links' grade bands are K-1, 2-3, 4-5, 6-8 and 9-12. The assessments are aligned to the Teachers of English to Speakers of Other Languages (TESOL) PreK-12 English Language Proficiency Standards. Your district test coordinator should have been provided with access to download a copy of these standards and has been directed to distribute the standards to all administrators and teachers who serve EL students. Contact your test coordinator or appropriate school level administrator for more information. The standards also are available for purchase here: https://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards.

Data from the LAS Links assessment is used to assign the student a proficiency level, ranging from beginning to early intermediate to intermediate. Higher performing students are either proficient or above proficient.

Individual student proficiency and home/parent reports are available. A summary report of strands provides teachers and administrators with group assessment data. The Reading Links Report gives a list of recommended independent reading books, based on the student's reading level.

LAS Links Proficiency Level Descriptors for Kindergarten

	1 — Beginning	2 — Early Intermediate	3 — Intermediate	4 — Proficient	5 — Above Proficient
Speaking	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions and produce sentences with errors that do not interfere with communication when describing social situations.	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar.	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.
Listening	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and / or numbers and determining described locations.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Above Proficient students typically recall minor details, use context clues to determine meanings of words, and recall subtle details and identify sequence in a passage read aloud.
Reading	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify capital letters and lowercase letters in isolation and identify frequently used beginning sounds.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and / or numbers and determining described locations.	Proficient students typically discriminate between beginning and ending sound, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though it may be simplistic and contain minor errors.
Writing	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically write one or more words that attempt to explain a preference.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and / or numbers and determining described locations.	Proficient students typically use correct basic grammar; capitalize beginning of a sentence; use sentence-ending marks in declarative, interrogative, and imperative sentences; identify standard sentence structure, and describe or explain with a simple phrase or sentence that may contain grammatical/mechanical errors that do not impede understanding.	
Overall	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated non-verbally or through the native language, rather than in English.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 4 student communicates effectively in English across a wide range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Proficiency Level Descriptors for Grade 1

	1	2	3	4	5
	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce common objects and describe common functions, and produce common sentences with errors that do not interfere with communication when describing social situations.	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and simple grammar.	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom, describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.
Listening	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, and identification of basic shapes, letters, numbers, and common locations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and / or numbers and determining described locations.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words recall subtle details and determine sequence in a passage, and use interpretation and inference to comprehend a story.
Reading	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify capital letters and lowercase letters in isolation, identify frequently used beginning sounds, and recall important details in a text passage read aloud.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Proficient students typically discriminate between beginning and ending sounds, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, differentiate between complete sentences and fragments, describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.
Writing	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	Intermediate students typically use verbs in the infinitive and describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding.	Proficient students typically use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, auxiliary verbs and future tense; use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences; and identify standard sentence structure.	Above Proficient students typically use effectively in English, with few if any of grade-level appropriate language demands in the school context, even though errors occur. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Overall	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Proficiency Level Descriptors for Grades 2-3

	1	2	3	4	5
	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations, a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar.	Above Proficient students typically produce simple sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.
Listening	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple interferences.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story.	Above Proficient students typically follow directions using academic vocabulary.
Reading	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or description, recall stated details, and determine a character's feeling.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations.	Above Proficient students typically identify two-syllable words and digraphs, rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self-monitoring technique to check for understanding.
Writing	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanics that impede communication.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	Above Proficient students typically use verb tense agreement, appropriate indefinite articles, and basic punctuation in dates. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.
Overall	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Proficiency Level Descriptors for Grades 4-5

	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Intermediate students typically use appropriate words and phrases when providing information and conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary.	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common objects and describe the purpose of common objects, and tell a simple story with mostly correct vocabulary and simple grammar.	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.
Listening	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically recall important basic details in an oral story.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.
Reading	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically divide high-frequency words into affix and root word.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and recall stated details.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.
Writing	Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.
Overall	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Expectations and Strategies by Proficiency Level

Examining the LAS Links proficiency levels for any grade band, expectations grow with each proficiency level. EL students should be supported differently, based on their proficiency level, and educators are likely to find that some strategies align better with specific proficiency stages.

5	**Above Proficient**	The final stage for EL learners is above proficient. At this level, students' communication and reading mirrors that of a native English speaker. At this stage, students are able to read and comprehend grade-level text independently. They are able to meet grade level expectations in writing, and are likely ready to be exited from EL status. Students may still have an accent at this stage and may occasionally struggle with idioms and other figurative language, but are generally successful in their use of and understanding of English and are basically similar to their native English peers.
4	**Proficient**	A proficient student is able to understand and communicate about academic content in fairly complex ways. They are able to read and understand text at grade level, and are able to write more lengthy and complex pieces. Grammar tends to be consistent and academic vocabulary is fairly strong, with students feeling comfortable learning and expressing an understanding of new concepts. In this stage, EL students still benefit from explanations of figurative language and are capable of more nuanced understanding. Occasionally, students may need explanations of particularly complex grammatical constructs.
3	**Intermediate**	Once students move into the intermediate language proficiency level, they are more consistently able to comprehend and communicate understanding of academic content. Their vocabulary becomes more sophisticated and they are able to shift verb tenses correctly. Compound sentences also are more frequently used. Grammar is more consistent, although there are still errors. At this level, there are still errors in both expression and comprehension. Students functioning in this level benefit most from instruction in explanations of figurative language, and still require a great deal of repetition. Students in the intermediate stage also benefit most from support and extensive instruction in the writing process. Intermediate level students may still need a great deal of support to understand and express their understanding of concepts that are new to them.

2	**Early Intermediate**	In the early intermediate stage, students are beginning to make sense of and use English. They are often able to communicate basic and familiar concepts using simple sentences. Students in this stage still make significant errors in basic communication and comprehension, and their ability to function both socially and academically is still significantly impaired. They can read and write short paragraphs on concepts that are familiar to them, and also hold simple discussions. Students in this phase benefit from the teaching of and modeling of the use of high-frequency and key words. Sentence and paragraph frames are particularly helpful to students in this language proficiency stage.
1	**Beginning**	In the beginning stage, the student is just beginning to use and make sense of the English language. Students in this stage still rely heavily on their native language, and much of their comprehension may be demonstrated either in the native language or nonverbally. Students in this stage need the most support because their English proficiency is so low. Some students in this stage may be in the silent phase, where they do not speak at all, only speak in their native language, or only parrot back what is being said to them. Students in this stage often comprehend far more than they can express or demonstrate, and communicate most often through gesturing, pointing or drawing. Students closer to entering the early intermediate stage will likely use single words or basic, similarly structured phrases and sentences, usually in present tense. Their grammar may be incorrect.

Factors Affecting Rate and Ease of Language Development

Some students might move through language acquisition stages more easily and with less support than others. A variety of factors have been found to influence how easily a student develops the ability to communicate in and comprehend English, both socially and within academic settings. Some of the English language acquisition factors most consistently identified by education researchers are outlined here.

Personality Traits of the Learner

EL students who are confident and particularly outgoing often are more comfortable speaking a second language. This is because they tend to be less apprehensive about making mistakes and being criticized by others, and are more willing to take language risks. Students who are less extroverted may pick up reading and writing skills more quickly, while still struggling with the spoken word. Students who are more self-motivated also tend to fare better when learning English. One way motivation can be bolstered is by helping students to see the benefits of learning a new language. Some of these benefits, depending upon the age of the student, might include being able to socialize more successfully, or being able to graduate and go to college or find a good job. Teachers also can provide additional motivation to EL students by offering prizes, extra privileges or praise, along with other incentives.

Environmental Factors

Some families place a high priority on students learning English. Students whose families recognize they will likely be in the U.S. long-term tend to be more motivated to use English than students from families who believe that they will eventually return to their native countries. Those students who are exposed to effective EL programs at school, and also hear English spoken outside of school, also tend to be more successful. Students who communicate with native English speakers most often, both in and out of school, also are typically more successful.

Chronological Age and Brain Development

Research seems to indicate that students between the ages of 2 and 12 are most successful at mastering a new language, with children between the ages of 8 and 12 being particularly good at learning a new language because they have already had an opportunity to master a first language. Once students have entered puberty, it is more challenging for them to develop a new language because the brain is less adaptive. This explains why people who learn a new language after they have started puberty tend to keep their native accent.

Native Language Development

Students who have strong reading and communication skills in their native language are almost always more successful in learning English than students who have weak skills in their native language. Students who have received a strong, uninterrupted education also tend to have more success than students who have had their education disrupted. In some cases, students who have been exposed to several languages but never developed fluency in one will struggle when striving to learn English. Cognitive ability also is a factor, and some students are naturally more inclined to pick up a new language with ease.

Similarity of the Native Language to English

Clearly, students from all language backgrounds are able to learn English. That said, there are some native languages that are more similar to English, making the transition from the native language to English easier. Students who already speak Spanish, for example, are at an advantage when learning English because there are many words that are similar from Spanish to English. Students transitioning from a dramatically different alphabet, such as the Arabic alphabet, also might find reading and writing in English more challenging.

Supplementary Assessment Choices for ELs

Supplementary assessments are an important means of collecting data relevant to the students' academic and linguistic development. Supplementary assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom. Supplementary assessments generally meet the following criteria:

- Focus is on documenting individual student growth over time, rather than comparing students with one another.

- Emphasis is on students' strengths (what they know), rather than weaknesses (what they don't know).

- Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.

Supplementary assessment includes a variety of measures that can be adapted for different situations. The following examples are particularly useful for assessing EL students.

Supplementary Assessment Choices for English Learners	
• Audio and Video	• Interview
• Checklist	• Journal
• Cloze Procedure	• Observation/Anecdotal
• Content Dictation	• Portfolio
• Content Retelling	• Role Play
• Debate	• Student Self-Rating and Evaluation
• Games	• Technology
• Graphic Representation	• Venn Diagram/Semantic Map
• Group Testing	• Writing Sample

Techniques for Responding to EL Student Writing Samples

The chart below provides writing response techniques, along with a description, for evaluating student writing assignments.

Technique	# of Items Scored per Paper	Description
Student Self-Evaluation	None	Student chooses a goal (e.g., eliminating run-on sentences) and evaluates his or her own progress.
Student Editors (Peer Conferences)	None	Students read or listen to each other's writing, making positive comments and suggestions.
Student-Teacher Five-Minute Conferences	None	While the class writes, the teacher quickly skims individual student's work and makes positive comments and suggestions. This will allow the teacher to conference with every student weekly or bi-weekly.
Student Publishing	None	Students share their writing samples with individuals other than the teacher, read their writing samples aloud, mail or e-mail letters, and display their work.
General Impression (Holistic Scoring)	1	A single score of 0-4 or 0-6 is based on an overall, or "whole" impression from a quick read. **Example: 0** - did not address the assignment in any way (e.g., *a short story was assigned and the student wrote a rhyme*). **Example: 4** - addresses the assignment and shows originality.
Single Focus (Primary Trait) Scoring	1-2	A **single trait** is commented on or scored 0-4 or 0-6. (e.g., *Did the student name a problem and suggest solutions?*) A **related trait** also may be considered. Students focus on and improve one skill at a time. (e.g., *persuasiveness*)

Focused Holistic Scoring	2-4	A cross between holistic and primary trait scoring, which may be scored 0-4 or 0-6. Both are combined to elicit an overall (holistic) impression and one or several specific traits (e.g., *Were purpose and audience addressed? Was the piece well organized?*)
Yes/No (Dichotomous Scale Scoring)	4-10	A checklist of about 4-10 criteria is marked yes or no (e.g., *Was correct time order used? Yes/No*).
Analytic Scoring	4-10	A list of about 4-10 traits (e.g., *ideas, organization, word choice, grammar, spelling, mechanics*) are commented on or scored high, middle, or low.
Traditional Grading	Everything	All errors are marked. Students might select, revise, and polish a favorite composition to submit for traditional grading every month or two.

Betty G. Gray, author, WORLD OF LANGUAGE, Grades K-8 from the Professional Handbook

Analytic Oral Language Scoring Rubric

EL students' portfolios should also include an Analytic Oral Language Scoring Rubric completed by the teacher or teachers working directly with the student. This rubric can be used to determine whether a students' oral language proficiency is social only, or both social and academic.

Focus/ Rating:	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversations; retells a story or experience; asks and responds to simple questions	Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluency	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with near-native fluency; any hesitations do not interfere with communication	Speaks fluently
Structure			Uses predominantly present tense verbs; demonstrates errors or omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., *runned, mans, not never, more higher*)	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structures

Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

Adapted from a rating scale developed by ESL teachers Portfolio Assessment Group (Grades 1-12), Fairfax County Public Schools, Virginia.

SECTION IV:
Student Portfolios

This section includes the following information:

1. Elementary School Reading/Writing Portfolio Cover Sheet

2. Middle School Reading/Writing Portfolio Cover Sheet

3. High School Reading/Writing Portfolio Cover Sheet

4. Portfolio Evaluation Summary

5. Summary Evaluation Guidelines

6. EL's Content Area Progress

7. Self-Assessment of Academic Language Functions

8. EL's Language and Academic Progress

9. Self-Assessment of Oral Language

10. Self-Assessment of Speaking Ability

11. Oral Scoring Rubric

12. Math Development Checklist

Once students have been identified as needing EL support, a student portfolio can be created. Below is a model of a portfolio cover sheet for elementary school EL students. The student's portfolio would be used to record test scores, class scores, and would include self-assessment documentation from the student to to aid in determining whether a child is ready for removal from EL classes or needs continued support.

Elementary School Reading/Writing Portfolio Cover Sheet

Student:_____ School Year: _____

Teacher: _____ Grade Level: _____

School: _____

Required Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Oral summary				
2. Story summary (writing or drawing)				
3. Writing sample (teacher choice)				
4. Student choice of writing (any choice)				
5. Student self-evaluation				

Optional Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. List of books/stories read in class				
2. List of books/stories read independently				
3. Reading interest inventory				
4. Literacy development checklist				
5. Content sample (e.g., reading comprehension sample, project, report)				
6. Student choice (any type)				

Test	Initial Testing			Final Testing		
Screener	_____Date	_____Score	_____Level	_____Date	_____Score	_____Level
Reading	_____Date	_____Score	_____Level	_____Date	_____Score	_____Level
Writing	_____Date	_____Score	_____Level	_____Date	_____Score	_____Level
Placement						

Comments:

> **Once students have been identified as needing EL support, a student portfolio can be created.** Below is a model of a portfolio cover sheet for middle school EL students. The student's portfolio would be used to record test scores, class scores, and would include self-assessment documentation from the student to to aid in determining whether a child is ready for removal from EL classes or needs continued support.

Middle School Reading/Writing Portfolio Cover Sheet

Student: _____   Grade: _____

Teacher: _____   School: _____

Level: _____   School Year:_____

Required Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Cloze sample				
2. Writing sample				
3. Self-rating strategies checklist				
4. List of books read				
5. Reading passage with comprehension questions				

Optional Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Content area samples				
2. Audio/visual performances				
3. Illustrations				
4. Other				

Teacher Observations

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Parent Comments

_____ Signature	_____ Signature	_____ Signature	_____ Signature

Once students have been identified as needing EL support, a student portfolio can be created. Below is a model of a portfolio cover sheet for high school EL students. The student's portfolio would be used to record test scores, class scores, and would include self-assessment documentation from the student to aid in determining whether a child is ready for removal from EL classes or needs continued support.

High School Reading/Writing Portfolio Cover Sheet

Student: _____   Grade: _____

Teacher: _____   School: _____

Level: _____   School Year: _____

Date of Entry: _____

Required Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Reading passage with comprehension questions				
1. Cloze Sample				
2. Writing Sample				
3. Written response to oral stimulus				
4. Written response to prompt/literature				
5. Self-rating strategies checklist				
6. Student choice				

Optional Content	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. Content area samples				
2. Audio/visual performances				
3. List readings with short synopsis				
4. Oral language sample (including native language)				
5. Other				

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Test scores	**Test scores**	**Test scores**	**Test scores**
_____ Signature	_____ Signature	_____ Signature	_____ Signature

The **Portfolio Evaluation Summary** Form may be used to determine how a student meets academic standards in their first language (L1) compared to their second language (L2). For this form to be used, students would need to be given the opportunity to test on curriculum in their native language.

Portfolio Evaluation Summary

Student: _____   Grade: _____   Date: _____

Teacher: _____   School: _____

First Language (L1): _____   Second Language (L2): _____

Direction: Circle L1 or L2 to indicate if the student meets the standard.

Curriculum/ Assessment Area	Does Not Meet Standards		Meets Standards		Exceeds Standards	
Oral Language	L1	L2	L1	L2	L1	L2
Written Language	L1	L2	L1	L2	L1	L2
Reading	L1	L2	L1	L2	L1	L2
Overall Summary	L1	L2	L1	L2	L1	L2

Comments:

Summary Evaluation Guidelines

Student: _____ Date: _____

This student:	Never	Sometimes	Often	Always
Identifies the topic	1	2	3	4
Identifies the main idea	1	2	3	4
Combines/chunks similar ideas	1	2	3	4
Paraphrases accurately	1	2	3	4
Deletes minor details	1	2	3	4
Reflects author's emphasis	1	2	3	4
Recognizes author's purpose	1	2	3	4
Stays within appropriate length	1	2	3	4

Comments:

The following **Content Area Progress** form may be used to evaluate the student's academic performance.

EL's Content Area Progress

Student: _____ Class: _____

Teacher: _____ Grade: _____ Date: _____

1. Level of performance in relation to the concepts and skills identified in the content area:

   Below grade level   **At grade level**   **Above grade level**

       1   2   3   4   5

2. Work habits in class: Does he or she understand and follow directions? Understand the content, problem, solution process? Ask for assistance? Bring required materials?

   No Effort   **Average**   **Hard-working**

       1   2   3   4   5

3. Recommendations: What kind of help does the student need during the coming weeks or months?

4. How can these recommendations be accomplished?

5. What grade does the student have in class to date? _____

Notes:

An important part of the student's portfolio is evidence of student **Self-Assessment of Academic Language Functions**. These could be completed monthly, quarterly, or each semester. Early on, a student might need the assistance of an interpreter to help them complete the self-assessment.

Self-Assessment of Academic Language Functions

Name: _____ Date: _____

Check the box that shows what you can do. Add comments.

Task	Difficulty Level				Comments
	Not Very Well	Okay	Well	Very Well	
1. I can describe objects and people.					
2. I can describe past events.					
3. I can listen to and understand radio programs.					
4. I can listen to and understand video and television.					
5. I can state an opinion.					
6. I can agree and disagree.					
7. I can summarize a story.					
8. I can give an oral report.					

> The following **Language and Academic Progress** form may be used to monitor overall student progress.

EL's Language and Academic Progress

Student: _____ Class: _____

Teacher: _____ Grade: _____ Date: _____

	Low	**Average**			**High**
1. Progress during the past month	1	2	3	4	5
2. Performance in class on:					
• Oral comprehension	1	2	3	4	5
• Reading comprehension	1	2	3	4	5
• Communicates ideas through writing assignments	1	2	3	4	5
• Works independently	1	2	3	4	5
• Asks for help when needed	1	2	3	4	5
• Successful completion of tests and assessments	1	2	3	4	5

3. Recommendations: What kind of help does the EL student need during the coming weeks or months?

4. How can these recommendations be accomplished?

5. Other:

Adapted from: Eastern Stream Center on Resources and Training (ESCORT). (2003). *Help! They Don't Speak English. Starter Kit for Primary Teachers*. Washington, D.C.: Center for Applied Linguistics. This page may be reproduced for classroom use.

An important part of the student's portfolio is evidence of student **Self-Assessment of Oral Language**. These could be completed monthly, quarterly, or each semester. Early on, a student might need the assistance of an interpreter to help them complete the forms.

Self-Assessment of Oral Language

Name: _____ Date: _____

Check the box that shows what you can do. Add comments.

What Can You Do in English?	Difficulty Level				Comments
	Not Very Well	Okay	Well	Very Well	
1. I can ask questions in class.					
2. I can understand others when working in a group.					
3. I can understand television shows.					
4. I can speak with native English speakers outside of school.					
5. I can talk on the phone.					
6. I can ask for an explanation.					

An important part of the student's portfolio is evidence of student **Self-Assessment of Speaking Ability**. These could be completed monthly, quarterly, or each semester. Early on, a student might need the assistance of an interpreter to help them complete the forms.

Self-Assessment of Speaking Ability

Name: _____ Date: _____

Part 1: Place an X on each line to show how much you agree or disagree.

This week I used English to talk with _____.

   1. I think that I was successful.   Disagree ——┼——┼——┼——┼—— Agree

   2. The person I spoke to understood me.   Disagree ——┼——┼——┼——┼—— Agree

   3. I felt comfortable speaking with
      this person in English.   Disagree ——┼——┼——┼——┼—— Agree

   4. I understood everything that
      this person said to me.   Disagree ——┼——┼——┼——┼—— Agree

   5. I could do this again with no problem.   Disagree ——┼——┼——┼——┼—— Agree

Part 2: Complete the sentences below.

6. When someone doesn't understand me, I _____.

7. When I don't understand someone, I _____.

8. Now I know _____.

Adapted from a form developed by ESL teacher M. Crossman (1994). Addison-Wesley: *Authentic Assessment for English Language Learners*. O'Malley/Valdez Pierce. This page may be reproduced for classroom use.

Oral Scoring Rubric

Student: _____   Class: _____

Teacher: _____   Grade: _____ Date: _____

Level	Description
5	Communicates very well in social and academic English; uses content vocabulary, has command of basic grammatical structures; participates in classroom discussion.
3	Communicates with some difficulty but conveys meaning; uses some grammar structures but has problems with verb tenses and use of singular and plural; uses content vocabulary with some difficulty; and communicates well in social contexts.
1	Can name concrete objects displayed; repeats words and phrases; understands English very little or not at all.

Notes:

Math Development Checklist

Student: _____ Class: _____

Teacher: _____ Grade: ____ Date: _____

1. **Counts to** **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

2. **Has 1:1 correspondence** **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

3. **Verbalizes addition**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

4. **Verbalizes subtraction**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

5. **Symbolizes addition to** **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

6. **Symbolizes subtraction to** **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

7. **Verbalizes multiplication**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

8. **Other:**

    Does not apply_____ Most of the time_____ Sometimes_____ Not noticed yet_____

Comments:

SECTION V:
Appendix

This section includes the following information:

1. Common Acronyms

2. Key Terminology

3. Absolute Beginners - One Stop English
   http://www.onestopenglish.com/

4. Introduction to the LaRue Reading Skills Assessment
   http://www.mcedservices.com/ESL/Littest.html

5. Instructions for using the LaRue Reading Skills Assessment

6. Department of Intervention Services Contact Information

Common Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State
AMAO	Annual Measurable Achievement Objectives
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CRT	Criterion-referenced Test
EEOA	Equal Educational Opportunities Act
ELD	English Language Development
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FEP	Fluent (or fully) English Proficient
IEP	Individualized Education Plan (or Program)
LAD	Language Acquisition Device
LEA	Local Education Agency; school district
LEP	Limited English Proficient
MCT2	Mississippi Curriculum Test, Second Edition
MDE	Mississippi Department of Education
MPI	Model Performance Indicators
NCELA	National Clearinghouse for English Language Acquisition
NCLB	*No Child Left Behind Act* of 2001
NEP	Non-English Proficient
NRT	Norm-referenced Test
OCR	Office for Civil Rights
OELA	Office of English Language Acquisition
RtI	Response to Intervention
SEA	State Education Agency
SET	Student Evaluation Team
TPR	Total Physical Response
USDOE	United States Department of Education

Key Terminology

Academic language proficiency: The use of language in acquiring academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

Accommodation: Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Affective Filter: The affective filter is a screen of emotion that can block language acquisition or learning. A high affective filter keeps the users from learning by being too embarrassed or too self-conscious to take risks during communicative exchanges.

Annual Measureable Achievement Objectives (AMAOs): Mandated by *No Child Left Behind*, Title III to demonstrate student progress in acquiring the English language. Language progress is measured and reported to the federal government. Districts not making appropriate progress are subject to sanctions.

Basic Interpersonal Communication Skills (BICS): The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

Bilingual Education Act: Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988, 1994, and 2001. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants (Crawford, 1995; Baker, 2001). Under the *No Child Left Behind Act* of 2001, former Title VII programs are now subsumed under Title III: Language Instruction for Limited English Proficient and Immigrant Students.

Bilingualism: The ability to speak two languages. Defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. One approach is to recognize various categories of bilingualism such as bilingual ability through the determination of bilingual proficiency that includes consideration of the four language dimensions: listening, speaking, reading, and writing.

Bilingual Education: An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual

education is "a simple label for a complex phenomenon." An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

CAN DO Descriptors: General performance indicators that describe typical behaviors of ELs in each language domain at each level of English language proficiency.

Cognitive Academic Language Proficiency (CALP): The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments.

Carnegie Unit: A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of ½ Carnegie unit indicates that a minimum of 70 hours has been provided.

Castañeda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-*Lau* decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELs: (1) is the program based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the LEA evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir. 1981)].

Cognitive Academic Language Learning Approach (CALLA): Instructional approach that provides explicit teaching of learning strategies within academic subject areas. Strategies are divided into three major characteristics: meta cognitive (planning, self-monitoring, classifying etc.), cognitive (note taking, summarizing, making inferences etc.), and social - affective (asking questions, cooperative learning, peer tutoring, etc.).

Cognitive Academic Language Proficiency (CALP): The type of abstract language needed for academic success. This may take from five to seven years to develop.

Communicative Approaches: Teaching approach where negotiation for meaning is critical.

Comprehensible Input: Input + 1, instruction that is just above the student's ability; instructional level.

Cultural Awareness: Understanding that students come from a variety of ethnic, geographic, economic and religious backgrounds and how these diverse cultural and/or academic backgrounds impact the instructional process.

Dominant Language: The language with which the speaker has greater proficiency and/or uses most often.

English as a Second Language (ESL): An educational approach in which ELs are instructed in the use of the English language. Instruction is based on special curricula that typically involve little or no use of the native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program.

English Learner: Anyone whose native language is not English, but who is in the process of learning English and who may benefit from various types of language support programs. This term is used mainly in the U.S. to describe K-12 students who are English Language Learners.

English as a Second Language (ESL): often used interchangeably with ELL or EL

Equal Education Opportunities Act of 1974: This civil rights statute prohibits states from denying equal educational opportunity to an individual based on his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)].

Gifted Program: Special instructional programs designed to meet the individual needs of intellectually gifted children in addition to and different from the general classroom instructional setting.

Home Language Survey (HLS): Form completed by parents/guardians that gives information about a student's language background. Must be kept in the student's cumulative folder.

Immigrant Child: According to Title III of the *No Child Left Behind Act of 2001*, an immigrant child is an individual who:

    (A) is aged 3 through 21;

    (B) was not born in any State; and

    (C) has not been attending one or more schools in any one or more States for more than three (3) full academic years.

Interpreter: A person who translates orally from one language to another.

Interventions: All students are entitled to appropriate instructional interventions. Interventions may include alternative strategies and assessments and added time to learn the curriculum. Interventions provide additional opportunities for students to master the curriculum. They differ from modifications since interventions do not include changing or deleting objectives in the curriculum. ESL classes are appropriate instructional interventions for ELs. Core content courses delivered through a sheltered approach are also appropriate interventions for ELs.

L1: The first language that a person acquires; also referred to as the native language.

L2: The second language that a person acquires.

Language Acquisition Device (LAD): The hypothesized "device" in the brain that allows humans to acquire language.

Language Acquisition Theory (Krashen and others): Theory in which the acquisition and learning of the L2 are viewed as two separate processes, with learning being knowing about a language and acquiring the language that is used in real conversation. This theory embodies the following hypotheses: 1) natural order; natural progression of language development; 2) monitor; an innate error detecting mechanism that scans utterances for accuracy in order to make corrections; 3) comprehensible input, as defined earlier; 4) affective filter, as defined earlier

Language domains: The four main subdivisions of language: listening, speaking, reading, and writing.

LAS Links: The assessment used to identify and monitor the progress of EL students in Mississippi, as well as some other states. The web-based assessment includes tests in listening, speaking, reading and writing, as required under federal guidelines.

Language Instruction Educational Program: According to Title III of the *No Child Left Behind Act* of 2001, language instruction educational program means an instruction course: (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social

circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Language Service Plan: An individual plan detailing the English language services that will be received by the EL student. The plan should be updated annually until the student exits EL status. Plans are developed by Student Evaluation Teams, which should include, at the minimum, an ESL teacher, general education teacher, a school administrator and a parent representative. The team should meet quarterly.

*Lau v. Nichols***:** Class action lawsuit brought by parents of non-English-proficient Chinese students against the San Francisco Unified LEA. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

Limited English Proficient (LEP): Employed by the U.S. Department of Education to refer to ELs who lack sufficient mastery of English to meet state standards and excel in an English-language classroom. Increasingly, English Learner (EL) is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.

Linguistic complexity: The amount and quality of speech or writing for a given situation.

Local Education Agency (LEA): This is your local school district.

Maintenance Bilingual Education Program: Bilingual program whose goal is to maintain English learners' native language and culture. Students are encouraged to be proficient in English and their native language.

The May 25 Memorandum: To clarify a LEA's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin minority group children from effective participation in the educational program offered by a LEA, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

Migrant Child: Migrant child means a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker or migratory fisher and who, in the preceding thirty-six (36) months, has moved from one LEA to another to obtain or accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in the agricultural or fishing industry as a principle means of livelihood.

Model Performance Indicators (MPIs): The term "model performance indicator" (MPI) refers to a single cell within the standards' matrices that describes a specific level of English language proficiency for a particular language domain (listening, speaking, reading, writing).

Native Language: The first language learned in the home, or the home language. Often, it continues to be the students' stronger language in terms of competence and function.

***No Child Left Behind Act* of 2001 (NCLB):** Sets broad and in-depth accountability requirements for English Learners.

Non-English Proficient (NEP): This term describes students who are just beginning to learn English. They are also considered EL, but at the lowest end of the proficiency scale.

NRT: A norm-referenced test.

Office for Civil Rights (OCR): The Office for Civil Rights of the U.S. Department of Education is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, national origin, disability, sex, or age.

Paraprofessional: An individual who is employed in a preschool, elementary school, or secondary school under the supervision of a licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

Parent Involvement: Any program or activity that encourages parents to become involved in their child's education; for example, conferences, volunteering, helping the child with homework, attending workshops on parenting.

Phase or Stage: Periods of language development that typically used in discussion of language ability instead of ages to refer to a child's progress in second language development.

Primary Language: The language of most benefit in learning new and difficult information.

Pull-out: A program model in which a paraprofessional or tutor pulls students from their classes for small group or individual work.

Realia: Real-life objects used for supporting language development.

Response to Intervention (RTI): Response to Intervention (RTI) is a system used at each school to screen, assess, identify, plan for, and provide interventions to <u>any</u> student at risk of school failure due to academic or behavior needs.

Scaffolding: Building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage and language control through the use of supports.

Sheltered Courses: High school content courses (usually social studies, science, math, or English literature/language arts) in which the instruction and assessment are tailored to the proficiency level of ELs.

Sheltered Instruction: A sheltered delivery model is defined as one in which teachers incorporate second language acquisition principles with traditional teaching methodologies to increase the comprehension of the content being taught.

Sheltered/Structured English Immersion Teacher: Is a teacher who has received a minimum of 32 hours of SIOP® training in instructional strategies for English Learners. On site coaching and consulting is also provided as a part of ongoing professional development support.

Supplementary Assessment: Assessment that is different from a traditional paper-and-pencil test. This type of assessment usually examines how well a student can perform a real-life or hands-on task.

Syntax: The study of the sentence patterns of a language and the rules that govern the correctness of sentences.

Teacher Support Team (TST): A problem-solving unit responsible for interventions developed at Tier 3 of RtI. It is a requirement that every school have a Teacher Support Team and that the team be implemented in accordance with the process developed by the Mississippi Department of Education.

Teachers of English to Speakers of Other Languages (TESOL): This is the international professional organization.

Teachers of English to Speakers of Other Languages (TESOL) PreK-12 English Language Proficiency Standards: The set of standards aligned to the LAS Links assessment, which is used to identify and monitor the progress of EL students in Mississippi. These standards should be used to guide and inform instruction by both EL and general education teachers.

Title I: Title I of the *No Child Left Behind Act of 2001* supports programs to assist economically disadvantaged students and students at risk of not meeting educational standards. The reauthorized Title I makes it clear that ELs are eligible for services on the same basis as other students.

Title III: Title III of the *No Child Left Behind Act* of 2001 ensures that ELs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are

expected to meet. Title III effectively establishes national policy by acknowledging the needs of ELs and their families.

Title VI: Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal funding.

Total Physical Response (TPR): Communicative approach where students respond first with actions, not words. Instruction is accomplished through the use of commands.

Translator: A person (or computer program or application) that translates written documents from one language to another. This term is sometimes used simultaneously with the term **interpreter**, however, interpreter is someone who translates oral language as opposed to written language.

Waiver: Official document needed for parents who decline the services of the Language Instruction Educational Program while the student is considered EL. In these cases, a waiver is required. The waiver must state that students are held accountable for meeting all grade level expectations for Mississippi standards and state mandated standardized testing.

Absolute Beginners Lesson Plans

Absolute Beginners
by Frances Marnie

onestopenglish

Unit 1

Level: Beginners with no previous knowledge of Roman script

Age: Adults

Time: 90-120 minutes

Language objectives: *hello*, *what's your name?*, alphabet (upper case), *repeat please*, numbers 1-5, *book*, *pen*, *chair*, *table*, *goodbye*

Key skills: speaking, reading, listening, writing

Materials: one set of cut-out alphabet cards (laminated, if possible) per pair of students; one alphabet formation sheet per student; one set of flash cards; one *REPEAT PLEASE* sign; the following objects in the classroom: pen, book, table, chair; sticky labels

Notes for an interpreter – Part 1

If an interpreter is available (e.g. a family member or friend of the student who speaks good English), try to follow the steps below before or at the start of the lesson.

- Enlist their help with Exercises 1 and 2 and ask them to translate *repeat please* for the student. They should not be encouraged to stay for the whole lesson as this may inhibit the student and / or reinforce the student's dependence on an interpreter.
- Ask them if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication, e.g. by phone or by attaching notes to the student's worksheet.

Before the lesson

- Write your own name, and each student's name, on separate sticky labels. Use upper case only and place them on a table in the middle of the classroom (to arouse curiosity).
- Stick the *REPEAT PLEASE* sign to the front wall of the classroom.

Procedure

1. When the students enter, smile and say *hello*. If the student replies with *hello*, smile encouragingly and nod to show that is the right response – even if the attempt is not produced perfectly. If the student says nothing, let it pass for now. The word will be reviewed before the end of the lesson and it is important to start on a positive note.

2. Ask a confident-looking student *What's your name?* If the student answers, repeat the name as accurately as possible and watch for signs of confirmation that you have got it right.

If the student looks confused, introduce yourself, e.g. *My name is Susan Smith*. Point to yourself as you say this. Repeat *What's your name?* whilst gesturing to the student. If there is still no response, prompt them by saying their name. That should elicit at least a nod. Repeat *What's your name?* The student should now understand what is required and give their name. Introduce yourself again and ask *What's your name?* Encourage, prompting if necessary, the response, e.g. *My name is Yasmin Asif*. Repeat this process with all the students. Encourage group members to help each other.

3. Model the question *What's your name?* and ask the students to repeat please, pointing to the *REPEAT PLEASE* sign on the wall. Put the students in pairs to practise *What's your name? My name is… .* Practise until each student is comfortable with this exchange.

Why teach upper-case letters first?

Only upper-case letters are introduced in the first unit to simplify the presentation of the alphabet at this stage. This is because:

a. The aim of the series is to provide 'survival English' and the majority of social signs are in upper case (e.g. street names, shop names, signs for toilets, hospital signs, car registration plates).

b. One of the main focuses of this unit is the students' names. A name can be written in upper case only but cannot be written in lower case only.

c. The majority of administration forms require upper case only.

TEACHER'S NOTES

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ESOL / Absolute Beginners / Unit 1

Absolute Beginners

by Frances Marnie

Unit 1

Level: Beginners

Age: Adults

Time: Approx. 90 minutes

Language objectives: *hello*, *what's your name?*, alphabet, *repeat please*, *spell please*, numbers 1-5, *book*, *pen*, *chair*, *table*, *goodbye*

Key skills: speaking, reading, listening, writing

Materials: one set of cut-out alphabet cards (laminated, if possible) per pair of students; one set of flashcards; one *Repeat please* sign; one *Spell please* sign; the following objects in the classroom: pen, book, table, chair; sticky labels

TEACHER'S NOTES

Notes for an interpreter – Part 1

If an interpreter is available (e.g. a family member or friend of the student who speaks good English), try to follow the steps below before or at the start of the lesson.

- Enlist their help with Exercises 1 and 2 and ask them to translate *repeat please* and *spell please* for the student. They should not be encouraged to stay for the whole lesson as this may inhibit the student and / or reinforce the student's dependence on an interpreter.

- Ask them if they can return at the end of the lesson to clarify, if necessary, any language items.

- If they are not available at the end of the lesson, agree on the best means of communication, e.g. by phone or by attaching notes to the student's worksheet.

Before the lesson

- Write your own name, and each student's name, on separate sticky labels. Place them on a table in the middle of the classroom.

- Stick the *Repeat please* / *Spell please* signs on the front wall of the classroom.

Procedure

1. When the students enter, smile and say *hello.* If the student replies with *hello,* smile encouragingly and nod to show that is the right response – even if the attempt is not produced perfectly. If the student says nothing, let it pass for now. The word will be reviewed before the end of the lesson and it is important to start on a positive note.

2. Ask a confident-looking student *What's your name?* If the student answers, repeat the name as accurately as possible and watch for signs of confirmation that you have got it right.

If the student looks confused, introduce yourself, e.g. *My name is Susan Smith.* Point to yourself as you say this. Repeat *What's your name?* whilst gesturing to the student. If there is still no response, prompt them by saying their name. That should elicit at least a nod. Repeat *What's your name?* The student should now understand what is required and give their name. Introduce yourself again and ask *What's your name?* Encourage, prompting if necessary, the response, e.g. *My name is Yasmin Asif.* Repeat this process with all the students. Encourage group members to help each other.

3. Model the question *What's your name?* and ask the students to *repeat please*, pointing to the *Repeat please* sign. Put the students in pairs to practise *What's your name? My name is …* Practise until each student is comfortable with this exchange.

4. Introduce yourself again and make a show of looking for the sticky label with your name on it. Find it and stick it on yourself. Ask *What's your name?* encouraging the response, e.g. *My name is Yasmin Asif.* Using gesture, ask them to find the sticky label with their name and put it on themselves. Repeat this process with all the students and encourage group members to help each other.

5. Write the full alphabet on the whiteboard and play Track 1 (the alphabet chant). Point to each letter as it is named. Play the track several times, encouraging the students to join in at any point if they are able to name a letter. Allow time for students to write any notes on the pronunciation of the letters that will help them remember it. You could test the students at this stage by pausing the audio file and asking students to either say the next letter or point to the last letter spoken on their alphabet formation sheets.

The rhythm of the chant is designed to help students learn the alphabet more easily. It can be repeated several times in the first class and used again in future lessons until the students are comfortable with the alphabet.

Introduction to the LaRue Reading Skills Assessment for Preliterate Students

The Reading Skills Assessment for Preliterate Students was developed to meet a need for testing students who have very limited English literacy skills, and cannot read and write in their own language. It was created to show which literacy skills and knowledge preliterate ESL students have and don't have. This assessment is not appropriate for students who have attended school and learned to read and write in any language. **It also cannot accurately identify pre-literacy skills of students who are literate in a language not written in a Roman alphabet. Some non-Roman alphabet languages include Arabic, Greek, Russian, Thai and Chinese.**

Research on education shows that reading as a skill is transferable from language to language. Educated students, even if they don't know a word of English, already understand the idea of the alphabetical order, they already know that letters can be represented in a variety of fonts, and that there is a correspondence between letters and sounds in determining how to pronounce a word. They also know that languages, however well organized, have exceptions to rules that need to be learned as exceptions.

However, some students have no educational background, and have never learned to write in their native language. They often have great difficulty taking written tests of any kind. This test is designed specifically for these students. It provides the instructor with a starting point for their instruction in learning to read and write English. The skills and knowledge that are needed to begin to learn to read are included in this test.

This test combines an oral interview by the instructor, along with reading and writing by the student. It allows us to test the student's knowledge of sounds and phonics, as well as other literacy skills. It reveals what skills a student does and doesn't have. This can give the instructor information that is not available from the CASAS tests, since it is only a paper and pencil test. The LaRue Reading Skills Assessment for Preliterate Students will help you determine which skills need to be taught next, and whether a pre-literate student has all of the literacy skills needed to join a mainstream ESL class.

If a student can score a total of 90 points or more on The LaRue Reading Skills Assessment for Preliterate Students, that is strong evidence that they have basic literacy skills and will be able to take the CASAS test 11 or 12, and get a meaningful score.

Instructions for using the LaRue Reading Skills Assessment A

This assessment is given as a one to one interview with the student. To test the student, read the following script, and point to the examples on the test page as appropriate. Have your student point to the correct answer, say the correct answer aloud, or write the correct answer on the test page as appropriate. Mark the correct score for each question on this page, as you give the test. Don't correct the student if they answer incorrectly, just acknowledge their answer and ask the next question. You can repeat each question or statement only once. If the student doesn't understand, move to the next question.

Note on pronunciation: If the student's answer is accented but comprehensible, give them credit. If their answer is too accented to be understood by most people, do not give them credit.

The questions are ordered in increasing difficulty within each section. If a student cannot answer the first two questions in each section, there is no need to ask them further questions in that section. Move on to the next section to find out if they are more proficient in another area.

There are 4 sections to this test. Subtotal each section separately. When you have finished testing, refer to the Scoring Guide for help in interpreting the test scores.

SECTION	Score
1. "This is an e, and this is an e." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
2. "This is an e, and this is an e." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
3. "This is a g, and this is a g." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
4. "This is an f, and this is a g." For the following three letters ask, "What is this?' Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
5. "This letter is s, and this letter is t." For the following three letters ask, "What's this letter?" Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
Section I Subtotal	
6. "This number is 3, and this number is 4." For the following three numbers ask, "What's this number?" And then ask, "What number is next?" *Score one point for each of the numbers identified correctly.*	
7. "This phone number is 786-3295. What is this phone number?" *Score one point for each of the numbers identified correctly.*	

8.	"This number is 27." For the following four numbers ask, "What is this number?" *Score one point for each of the numbers identified correctly.*	
9.	"This price is $1.29." For the following four prices ask, "What's this price?" *"One fifty nine" or "one dollar fifty nine" are both acceptable answers. "One five nine" is incorrect. Score one point for each of the prices identified correctly.*	
10.	"This time is two-ten." For the following four times ask, "What's this time?" *Score one point for each of the times identified correctly.*	
Section II Subtotal		
11.	"This word is can." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
12.	"This word is also can." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
13.	"This word is DIN." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
14.	"This word is school." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
15.	"This word is who." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
16.	"This word is nine." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
Section III Subtotal		
17.	"Write your first name and your last name." *Score two points for each name spelled correctly.*	
18.	"This letter is e. Copy this letter. This letter is f. Copy this letter. This letter is g. Copy this letter. Write the letter h." *Score 1 point for each letter correctly written. Score half for wrong case.*	
19.	"This letter is h. Copy this letter. This letter is i. Copy this letter. This letter is j. Copy this letter. Write the letter k." *Score 1 point for each letter correctly written. Score half for the wrong case.*	
20.	"This word is mad. Copy this word. This word is sad. Copy this word. Write the word dad." *Score one point for each word correctly written.*	
21.	"This word is where. Copy this word. This word is how. Copy this word. Write the word why." *Score one point for each word correctly written.*	
22.	"This date is July 4th, 2001, and this date is 7/4/01. Write May 1st, 2001." *Score one point each for the day, month, and year correctly written. The student can use either format for writing the date.*	
23.	"Write this sentence: 'The woman has a baby.'" *Score one point for each word written correctly.*	
24.	"Write this sentence: 'Deb went to bed.'" *Score one point for each word written correctly.*	
Section IV Subtotal		
TEST TOTAL		

LaRue Reading Skills Assessment A

Name: _____ Date: _____

1.	E	**E**	F	E	B	T	H
2.	e	**e**	o	c	e	a	**a**
3.	g	**G**	G	j	g	Q	g
4.	F	G	H	I	J	____	
5.	s	t	u	v	w	____	

Section II

6.	3	4	5	6	7	____
7.	786-3295		571-0436			
8.	27		39	72	151	500

| 9. $1.29 | $2.59 | $10.95 | $59.95 | $329.00 |
| 10. 2:10 | 3:15 | 4:30 | 12:02 | 9:45 |

Section III

11. can	man	tan	plan	ran
12. can	cap	cat	cash	cad
13. DIN	DAN	DEN	DUN	DON
14. school	good	child	baby	woman
15. who	when	where	why	how
16. nine	six	two	eight	twelve

17. _____ _____

18. E _____   F _____   G _____   _____

19. h _____   i _____   j _____   _____

20. mad _____   sad _____   _____

21. where _____   how _____   _____

22. July 4, 2001   7/4/01   _____

23. _____

24. _____

Name _____ Date _____

LaRue Reading Skills Assessment A – Scoring Page | SCORE

SECTION I – Tests the ability to recognize and name letters and knowledge of alphabetical order.

1.	E	**E**		F	E	B	T	H	____ / 5
2.	e	**e**		o	c	e	a	***a***	____ / 5
3.	g	**G**		G	j	g	Q	g	____ / 5
4.	F	G		H	I	J	(K)		____ / 4
5.	s	t		u	v	w	(x)		____ / 4

SUBTOTAL ____ / 23

SECTION II – Tests the ability to name numbers, to read numbers as prices and times, and knowledge of numerical order.

6.	3	4	5	6	7	(8)	____ / 4
7.	786-3295		571-0436				____ / 7
8.	27		39	72	151	500	____ / 4
9.	$1.29		$2.59	$10.95	$59.95	$329.00	____ / 4
10.	2:10		3:15	4:30	12:02	9:45	____ / 4

SUBTOTAL ____ / 23

SECTION III – Tests knowledge of letter sounds for beginning and ending consonants, short vowels, and sight words.

11.	can	man	tan	plan	ran	____ / 4
12.	can	cap	cat	cash	cad	____ / 4
13.	DIN	DAN	DEN	DUN	DON	____ / 4
14.	school	good	child	baby	woman	____ / 4
15.	who	when	where	why	how	____ / 4
16.	nine	six	two	eight	twelve	____ / 4

SUBTOTAL ____ / 24

SECTION IV – Tests the ability to copy and write letters, alphabetical order, write a date, write a sentence from dictation, to spell phonetically and write sight words.

17.	(student first name)	(student last name)	____ / 4
18.	E ___ F ___ G ___	(H)	____ / 4
19.	h ___ i ___ j ___	(k)	____ / 4
20.	mad _____ sad _____	(dad)	____ / 3
21.	where _____ how _____	(why)	____ / 3
22.	July 4, 2001 7/4/01	(May 1, 2001 or 5/1/01)	____ / 3
23.	(The woman has a baby.)		____ / 5
24.	(Deb went to bed.)		____ / 4

SUBTOTAL ____ / 30

TOTAL ____ / 100

Instructions for using the LaRue Reading Skills Assessment B

This assessment is given as a one-to-one interview with the student. To test the student, read the following script, and point to the examples on the test page as appropriate. Have your student point to the correct answer, say the correct answer aloud, or write the correct answer on the test page as appropriate. Mark the correct score for each question on this page as you give the test. Don't correct the student. If they answer incorrectly, just acknowledge their answer and ask the next question. You can repeat each question or statement only once. If the student doesn't understand, move to the next question.

Note on pronunciation: If the student's answer is accented but comprehensible, give them credit. If their answer is too accented to be understood by most people, do not give them credit.

The questions are ordered in increasing difficulty within each section. If a student cannot answer the first two questions in each section, there is no need to ask them further questions in that section. Move on to the next section to find out if they are more proficient in another area.

There are 4 sections to this test. Subtotal each section separately. When you have finished testing, refer to the Scoring Guide for help in interpreting the test scores.

SECTION	Score
1. "This is an o, and this is an o." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
2. "This is an a, and this is an a." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
3. "This is a h, and this is a h." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
4. "This is a c, and this is a d." For the following three letters ask, "What is this?' Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
5. "This letter is k, and this letter is l." For the following three letters ask, "What's this letter?" Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
Section I Subtotal	
6. "This number is 2, and this number is 3." For the following three numbers ask, "What's this number?" And then ask, "What number is next?" *Score one point for each of the numbers identified correctly.*	
7. "This phone number is 362-9578. What is this phone number?" *Score one point for each of the numbers identified correctly.*	

8. "This number is 33." For the following four numbers ask, "What is this number?" *Score one point for each of the numbers identified correctly*.	
9. "This price is $1.13." For the following four prices ask, "What's this price?" *"One thirteen" or "one dollar thirteen" are both acceptable answers. "One one three" is incorrect. Score one point for each of the prices identified correctly.*	
10. "This time is one-fifteen." For the following four times ask, "What's this time?" *Score one point for each of the times identified correctly.*	
Section II Subtotal	
11. "This word is pin." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
12. "This word is also pin." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
13. "This word is BIG." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
14. "This word is child." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
15. "This word is why." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
16. "This word is ten." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
Section III Subtotal	
17. "Write your first name and your last name." *Score two points for each name spelled correctly*.	
18. "This letter is c. Copy this letter. This letter is d. Copy this letter. This letter is e. Copy this letter. Write the letter f." *Score 1 point for each letter correctly written. Score half for wrong case.*	
19. "This letter is p. Copy this letter. This letter is q. Copy this letter. This letter is r. Copy this letter. Write the letter s." *Score 1 point for each letter correctly written. Score half for the wrong case*	
20. "This word is red. Copy this word. This word is fed. Copy this word. Write the word bed." *Score one point for each word correctly written.*	
21. "This word is what. Copy this word. This word is why. Copy this word. Write the word who." *Score one point for each word correctly written.*	
22. "This date is August 6th, 2001, and this date is 8/6/01. Write June 3rd, 2001." *Score one point each for the day, month, and year correctly written. The student can use either format for writing the date.*	
23. "Write this sentence: 'Tim is in school.'" *Score one point for each word written correctly.*	
24. "Write this sentence: 'The little baby was good.'" *Score one point for each word written correctly.*	
Section IV Subtotal	
TEST TOTAL	

LaRue Reading Skills Assessment B

Name: _____ Date: _____

1.	O	**O**	F	E	B	T	H
2.	a	**a**	c	o	e	n	**a**
3.	h	**H**	k	t	M	T	b
4.	C	D	E	F	G	____	
5.	k	l	m	n	o	____	

Section II

6.	2	3	4	5	6	____
7.	362-9578		716-0543			
8.	33		54	86	162	300

9.	$1.13	$2.99	$10.28	$38.94	$412.00
10.	1:15	7:30	4:03	11:15	6:45

Section III

11.	pin	tin	chin	win	fin
12.	pin	pit	pig	pick	pip
13.	BIG	BAG	BEG	BOG	BUG
14.	child	come	your	house	father
15.	why	how	where	when	what
16.	ten	three	one	six	thirteen

17. _____ _____

18. C _____   D _____   E _____   _____

19. p _____   q _____   r _____   _____

20. red _____   fed _____   _____

21. what _____   why _____   _____

22. August 6, 2001   8/6/01   _____

23. _____

24. _____

Name _____ Date _____

LaRue Reading Skills Assessment B – Scoring Page | SCORE

SECTION I – Tests the ability to recognize and name letters and knowledge of alphabetical order.

1.	O	**O**	F	E	B	T	H	____ / 5
2.	a	**a**	c	o	e	n	**a**	____ / 5
3.	h	**H**	k	t	M	T	b	____ / 5
4.	C	D	E	F	G	(H)		____ / 4
5.	k	l	m	n	o	(p)		____ / 4
						SUBTOTAL	____ / 23

SECTION II – Tests the ability to name numbers, to read numbers as prices and times, and knowledge of numerical order.

6.	2	3	4	5	6	(7)	____ / 4
7.	362-9578		716-0543				____ / 7
8.	33		54	86	162	300	____ / 4
9.	$1.13		$2.99	$10.28	$38.94	$412.00	____ / 4
10.	1:15		7:30	4:03	11:15	6:45	____ / 4
						SUBTOTAL	____ / 23

SECTION III – Tests knowledge of letter sounds for beginning and ending consonants, short vowels, and sight words.

11.	pin	tin	chin	win	fin	____ / 4
12.	pin	pit	pig	pick	pip	____ / 4
13.	BIG	BAG	BEG	BOG	BUG	____ / 4
14.	child	come	your	house	father	____ / 4
15.	why	how	where	when	what	____ / 4
16.	ten	three	one	six	thirteen	____ / 4
					SUBTOTAL	____ / 24

SECTION IV – Tests the ability to copy and write letters, alphabetical order, write a date, write a sentence from dictation, to spell phonetically and write sight words.

17.	(student first name)	(student last name)	____ / 4
18.	C ___ D ___ E ___	(F)	____ / 4
19.	p ___ q ___ r ___	(s)	____ / 4
20.	red _____ fed _____	(bed)	____ / 3
21.	what _____ why _____	(who)	____ / 3
22.	August 6, 2001 8/6/01	(June 3, 2001 or 6/3/01)	____ / 3
23.	(Tim is in school.)		____ / 4
24.	(The little baby was good.)		____ / 5
		SUBTOTAL	____ / 30
		TOTAL	___ / 100

Instructions for using the LaRue Reading Skills Assessment C

This assessment is given as a one to one interview with the student. To test the student, read the following script, and point to the examples on the test page as appropriate. Have your student point to the correct answer, say the correct answer aloud, or write the correct answer on the test page as appropriate. Mark the correct score for each question on this page, as you give the test. Don't correct the student, if they answer incorrectly, just acknowledge their answer and ask the next question. You can repeat each question or statement only once. If the student doesn't understand, move to the next question.

Note on pronunciation: If the student's answer is accented but comprehensible, give them credit. If their answer is too accented to be understood by most people, do not give them credit.

The questions are ordered in increasing difficulty within each section. If a student cannot answer the first two questions in each section, there is no need to ask them further questions in that section. Move on to the next section to find out if they are more proficient in another area.

There are 4 sections to this test. Subtotal each section separately. When you have finished testing, refer to the Scoring Guide for help in interpreting the test scores.

SECTION	Score
1. "This is an a, and this is an a." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
2. "This is an f, and this is an f." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
3. "This is a p, and this is a p." For each of the following letters ask, "What is this?" *Score one point for each letter identified correctly.*	
4. "This is a h, and this is an i." For the following three letters ask, "What is this?' Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
5. "This letter is p, and this letter is q." For the following three letters ask, "What's this letter?" Then ask, "What letter is next?" *Score one point for each letter identified correctly.*	
Section I Subtotal	
6. "This number is 4, and this number is 5." For the following three numbers ask, "What's this number?" And then ask, "What number is next?" *Score one point for each of the numbers identified correctly.*	
7. "This phone number is 952-3678. What is this phone number?" *Score one point for each of the numbers identified correctly.*	

8.	"This number is 25." For the following four numbers ask, "What is this number?" *Score one point for each of the numbers identified correctly.*	
9.	"This price is $2.54." For the following four prices ask, "What's this price?" *"Two fifty four" or "two dollars fifty four" are both acceptable answers. "Two five four" is incorrect. Score one point for each of the prices identified correctly.*	
10.	"This time is three-twenty." For the following four times ask, "What's this time?" *Score one point for each of the times identified correctly.*	
Section II Subtotal		
11.	"This word is pen." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
12.	"This word is also pen." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
13.	"This word is BIT." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
14.	"This word is home." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
15.	"This word is what." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
16.	"This word is six." For the next four words ask, "What's this word?" *Score one point for each of the words identified correctly.*	
Section III Subtotal		
17.	"Write your first name and your last name." *Score two points for each name spelled correctly.*	
18.	"This letter is b. Copy this letter. This letter is c. Copy this letter. This letter is d. Copy this letter. Write the letter e." *Score 1 point for each letter correctly written. Score half for wrong case.*	
19.	"This letter is m. Copy this letter. This letter is n. Copy this letter. This letter is o. Copy this letter. Write the letter p." *Score 1 point for each letter correctly written. Score half for the wrong case*	
20.	"This word is tan. Copy this word. This word is pan. Copy this word. Write the word man." *Score one point for each word correctly written.*	
21.	"This word is when. Copy this word. This word is what. Copy this word. Write the word where." *Score one point for each word correctly written.*	
22.	"This date is May 5th, 2001, and this date is 5/5/01. Write April 6th, 2001." *Score one point each for the day, month, and year correctly written. The student can use either format for writing the date.*	
23.	"Write this sentence: 'Dad had a bad day.'" *Score one point for each word written correctly.*	
24.	"Write this sentence: 'She's a pretty girl.'" *Score one point for each word written correctly.*	
Section IV Subtotal		
TEST TOTAL		

LaRue Reading Skills Assessment C

Name: _____ Date: _____

1.	A	**A**	E	**P**	H	B	F
2.	f	**f**	k	l	t	h	*k*
3.	p	**p**	g	d	a	q	b
4.	H	I	J	K	L	_____	
5.	p	q	r	s	t	_____	

Section II

6.	4	5	6	7	8	_____
7.	952-3678		763-1045			
8.	25		42	63	217	400

9.	$2.54	$3.99	$12.25	$47.75	$236.00
10.	3:20	8:30	10:06	1:15	6:45

Section III

11.	pen	men	ten	den	hen
12.	pen	pet	peck	peg	pep
13.	BIT	BAT	BET	BUT	BOT
14.	home	some	know	girl	mother
15.	what	who	how	where	when
16.	six	four	seven	three	eleven

17.   _____   _____

18. B ____   C ____   D _____   _____

19. m ____   n ____   o _____   _____

20. tan _____   pan _____   _____

21. when _____   what _____   _____

22. May 5, 2001   5/5/01   _____

23.   _____

24.   _____

Name _____ Date _____

LaRue Reading Skills Assessment C – Scoring Page

								SCORE

SECTION I – Tests the ability to recognize and name letters and knowledge of alphabetical order.

								SCORE
1.	A	**A**	E	**P**	H	B	F	____ / 5
2.	f	**f**	k	l	†	h	**k**	____ / 5
3.	p	**p**	g	d	a	q	b	____ / 5
4.	H	I	J	K	L	(M)		____ / 4
5.	p	q	r	s	t	(u)		____ / 4
						SUBTOTAL		____ / 23

SECTION II – Tests the ability to name numbers, to read numbers as prices and times, and knowledge of numerical order.

							SCORE
6.	4	5	6	7	8	(9)	____ / 4
7.	952-3678		763-1045				____ / 7
8.	25		42	63	217	400	____ / 4
9.	$2.54		$3.99	$12.25	$47.75	$236.00	____ / 4
10.	3:20		8:30	10:06	1:15	6:45	____ / 4
						SUBTOTAL	____ / 23

SECTION III – Tests knowledge of letter sounds for beginning and ending consonants, short vowels, and sight words.

						SCORE
11.	pen	men	ten	den	hen	____ / 4
12.	pen	pet	peck	peg	pep	____ / 4
13.	BIT	BAT	BET	BUT	BOT	____ / 4
14.	home	some	know	girl	mother	____ / 4
15.	what	who	how	where	when	____ / 4
16.	six	four	seven	three	eleven	____ / 4
					SUBTOTAL	____ / 24

SECTION IV – Tests the ability to copy and write letters, alphabetical order, write a date, write a sentence from dictation, to spell phonetically and write sight words.

			SCORE
17.	(student first name)	(student last name)	____ / 4
18.	B ___ C ___ D ___	(E)	____ / 4
19.	m___ n ___ o ___	(p)	____ / 4
20.	tan _____ pan _____	(man)	____ / 3
21.	when _____ what _____	(where)	____ / 3
22.	May 5, 2001 5/5/01	(April 6, 2001 or 4/6/01)	____ / 3
23.	(Dad had a bad day.)		____ / 5
24.	(She's a pretty girl.)		____ / 4
		SUBTOTAL	____ / 30
		TOTAL	____ / 100

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