English Language Learners (ELLs): Commonly Asked Questions

Melissa D. McGavock, Director

Bilingual/Migrant/Title III

Sandy Garrett

State Superintendent of Public Instruction

Question One

- Who are the ELL students in my district?

English language learners

Definition:

- Between ages of 3 and 21.
- Enrolled/preparing to enroll in elementary or secondary school.
- Not born in U.S. or whose native language is not English
  - Native American, Alaska Native, or native resident of the outlying areas; and
  - from an environment where a language other than English significantly impacted English language proficiency; or
  - is migratory, whose native language is not English and comes from an environment where English is not dominant.

English language learners

- Has difficulty speaking, reading, writing or understanding English sufficiently so that it denies the individual the:
  - ability to meet the proficient level of achievement on state content assessments [Section 1111(b)(3)].
  - ability to successfully achieve in classrooms taught in English with no language supports.
  - opportunity to participate fully in society.

Question Two

- How do I identify ELL students according to the state's guidelines?
- Are the guidelines for identification of ELL students provided to schools?
- Must I identify my ELL students even though I do not receive a Title III, Part A grant?

ENGLISH LANGUAGE LEARNER (ELL) PROGRAM PLACEMENT POLICY

Office of Bilingual Education/Title III

Melissa D. McGavock, Director of Bilingual Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION

SANDY GARRETT

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Bilingual and English Language Learner/Limited English Proficient Technical Assistance Guide

Guide to Meeting the Needs of Language Learners

SANDY GARRETT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Melissa McGavock, Director of Bilingual Education/Migrant Education

March 2, 2009

Question Three

- What assessments do I use with my ELL students?
- When do I use them?
- Is there a test window for the state's English language proficiency (ELP) assessment?
- Is the ELP assessment paid for by the state?

GO TO <WWW.WIDA.US>:

Select W-APT.

	ACCESS for ELLs®	W-APT™
Purpose	Annual assessment of ELP progress	Program placement; typically administered only to new students
Administration time	Approximately 2.5 hours	Up to 1 hour (depending on proficiency level of student)
Proficiency level (PL) coverage	Three tiers, each covering 3 levels	Single form measuring English language proficiency levels 1 through 5+
Level of security	Secure, administered during annual test window for state	Semi-secure; not for public dissemination but administered as needed
Administration procedures	Individual speaking; group administered (L,R,W) by tier within grade level cluster	All individually administered
Scoring	Machine scored by MetriTech, Inc. (L, R, W)	All domains administrator scored during administration on provided scoring sheets
Reporting	Reports from MetriTech, Inc.	Locally determined managed
Speaking	Three parts, 13 tasks total = 15 minutes maximum	Two parts, 8 tasks total = 8-10 minutes maximum
Listening	6-7 parts, 19-22 items = 30 minutes	5 parts, 15-17 items = maximum 20 minutes
Reading	6-8 parts, 23-30 items = 40 minutes	5 parts, 15-17 items = maximum 30 minutes
Writing	3 (Tier A) or 4 (Tiers B-C) parts = 60 minutes	Two parts (typically only 1 administered) = 15 minutes

Important ACCESS for ELLs[1] Dates

TASK	START DATE	END DATE
Districts order test materials.	1/08/10	1/29/10
Districts receive test materials.	2/25/10	2/25/10
Test Window 3/01/10 (Monday) to 4/12/10 (Monday): Districts may start administering ONLY the *ACCESS for ELLs Kindergarten Test* and all portions of *ACCESS for ELLs* for Grades 1 through 2.[2]	**3/01/10** This is a *suggested* start date for Kindergarten, Grade 1, and Grade 2.	Districts have until 5/21/10 (Friday) to complete testing of Kindergarten, Grade 1, and Grade 2.
For Grades 3 through 12, the speaking and writing portions of the *ACCESS for ELLs* may be given.	This is a *suggested* start date for Grades 3 through 12 (speaking and writing portions only).	Districts have until 5/21/10 (Friday) to complete testing of Grades 3 through 12 (speaking and writing portions).
For Grades 3 through 12, districts may start administering the reading and listening portions of the *ACCESS for ELLs*.	4/12/10[3]	**5/21/10**
Districts ship completed materials to MetriTech.	5/26/10	5/28/10

Question Four

- What types of services should be provided to ELL students?

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The Provision of an Equal Education Opportunity to Limited-English Proficient Students

U.S. Department of Education
Office for Civil Rights
Washington, DC 20202-1328

Revised August 2000

INTRODUCTION

In recent years, there has been a surge of immigrants with limited English language skills to the United States. In addition, many children of immigrant parents and children who are Native American and Alaskan Native enter school with limited ability to learn in English. The U.S. Department of Education (ED) estimates that there are 2.4 million national-origin minority school children who have limited English language skills which affect their ability to participate effectively in education programs and achieve high academic standards.

The insufficient English language proficiency of these students often results in classroom failure and school drop-out. Many students either are ill-equipped for higher education or lack the required skills to obtain productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by their school districts.

TITLE VI REQUIREMENTS

The Office for Civil Rights (OCR) within ED has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.

School districts receiving federal financial assistance may not, on the basis of race, color, or national origin:

- provide services, financial aid, or other benefits that are different or provide them in a different manner;
- restrict an individual's enjoyment of an advantage or privilege enjoyed by others;
- deny an individual the right to participate in federally assisted programs; and
- defeat or substantially impair the objectives of federally assisted programs.

ED.gov

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Questions and Answers on the Rights of Limited-English Proficient Students

What happens to limited-English proficient (LEP) students who are not offered services to help than overcome language barriers?

Limited-English proficient students (also sometimes referred to as English-language learners) may suffer repeated failure in the classroom, falling behind in grade, and dropping out of school if they are not provided services to overcome language barriers. Students who are not proficient in English and sometimes inappropriately placed in special education classes. Also, because of their lack of English proficiency, qualified students often do not have access to high track courses or Gifted and Talented programs.

What is the federal authority requiring districts to address the needs of English language learners?

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs

What does Title VI of the Civil Rights Act of 1964 require for English-language learner students?

Federal law requires programs that educate children with limited English proficiency to be:

- 1. based on a sound educational theory;
- 2. adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- 3. periodically evaluated and, if necessary, revised.

Does OCR require districts to follow a particular educational approach, such as bilingual education?

No. OCR does not require or advocate a particular educational approach to the instruction of ELL students. Districts have substantial flexibility when developing programs to meet the needs of ELL students.

What if parents do not want their child to have services to address their English needs?

Parents can opt to not have their children enrolled in an ELL program.

When a parent declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student).

How long does a district have to provide special services to ELL students?

ELL students must be provided with alternative services until they are proficient enough in English to participate meaningfully in the regular program.

To determine whether a child is ready to exit, a district must consider such factors as the students' ability to keep up with their non-ELL peers in the regular education program and their ability to participate successfully without the use of adapted or simplified English materials.

Exit criteria must include some objective measure of a student's ability to read, write, speak and comprehend English.

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Question Five

- Does someone from your office provide professional development related to the teaching and learning of ELLs?
- Will you come to my district?

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Bilingual Education/Title III Page

Click on "Forms and Tools."

Professional Development Request Form
Bilingual Education/Title III

Please complete this form and fax to the Bilingual Education/Title III office at (405) 522-5236.

Date submitted_____ School district _____

First Name _____ Last Name_____

Building _____ Position _____

Phone number _____

E-mail address _____

Date requested _____ Time requested _____to _____

Topic or Content Requested: _____

Description of specific content or workshop competencies: Please provide specific details describing objectives, topics, and content that should be covered during this training/workshop.

Anticipated number of participants _____

Address of workshop/training site _____

Please indicate who will be participating in this workshop/training:

☐ ELL Teachers ☐ Special Education Teachers ☐ Early Childhood (Pre-K-3) ☐ Elementary (1-5)
☐ Middle (6-8) ☐ High (9-12) ☐ Administrators ☐ Support Staff ☐ Other

How will you prepare the attendees of the training/workshop?

In the space below, please provide any additional information:

Additional pages can be attached to this form if needed. Direct any questions to the Bilingual/Title III office at (405) 521-3196.

Question Six

- Where can I find resources to use with ELL students?

Bilingual Education/Title III Page

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Bilingual Education/Title III

Characteristics for LEP Students

Language Instruction Programs

Links and Resources

Trainings and Professional Development

Home

ELL Testing Schedule

Home Language Survey
- English
- Russian
- Spanish
- Vietnamese

New Immigrant Subgrant Allocations 2009-2010

Title III Brochure

NOTE: All documents on this page are listed in pdf format.

Links and Resources

Forms and Tools		
Acronyms for Bilingual Education	Bilingual and English Language Learner/Limited English Proficient Technical Assistance Guide	Carry Over Form | Project 571 | Project 572 |
District Contact Information	ELL Pre-K Screening Tool | Spanish | English |	English Language Acquisition FAQ
Home Language Survey | English | Russian | Spanish | Vietnamese |	Native Language Code List	Professional Development Request Form
Regular Classroom Adaptations	Technical Assistance Document: Identifying and Assessing English Language Learners with Disabilities	WIDA - English Language Proficiency Standards
WIDA Test Administrator Training Form (Excel)	Word to Word Dictionary	

Communication			
Parental Notification Guidelines	Parental Notification Letter Example 1	Parental Notification Letter Example 2	Progress Monitoring Letter Example 1

Monitoring		
Desktop	**On-Site**	**Technical Assistance**
District Desktop Monitoring Review	District On-Site Review	Monitoring Commonly Asked Questions
School Desktop Monitoring Review	School On-Site Review	Monitoring Schedule
Attachment 1: District English Language Learner Data Collection Tool Student Services Personnel		
Attachment 2: Instructional Staff Activities		
Attachment 3: Questions for an English as a Second Language (ESL) Teacher or Instructional Aide - Form One		
Attachment 5: English Language Learner (ELL) Plan		

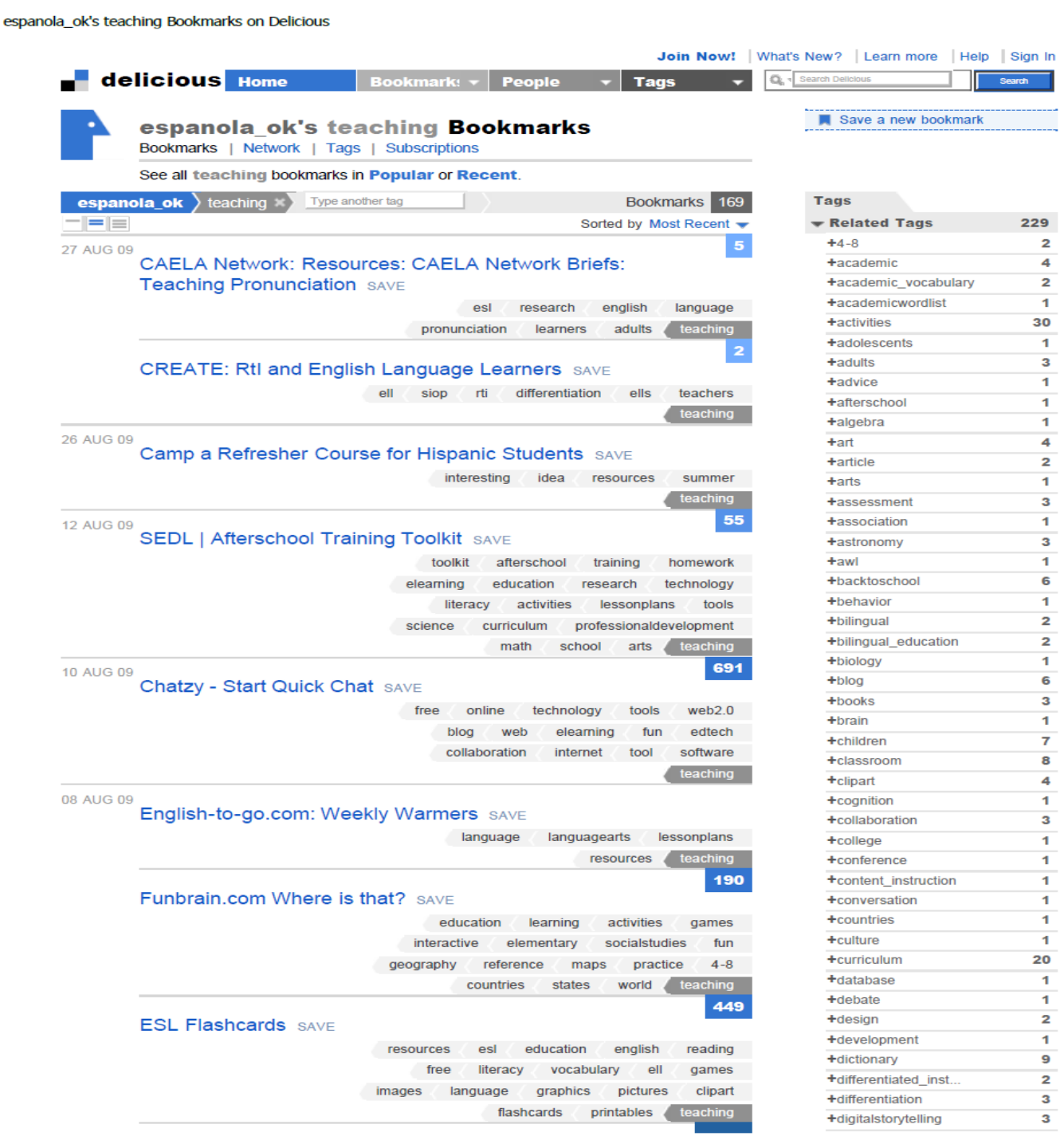
Presentations		
10 Tips to Help Your ELL Students	English Language Learner (ELL) Support Strategies for Administrators	Title III and ELLs
Top 10 Reasons for ELL Teachers	W-APT Training 2007	

State Policy			
ELL Placement Policy	Immigrant Subgrant Eligibility	Revised OKAMAO 07-08	Revised Showing Progress 07-08

Legislation		
Definition of Limited English Proficient (LEP) and Immigrant Students	Equal Education Opportunity to LEP Students	LEP Student Rights
No Child Left Behind Act of 2001 This is a Copy of the Entire Document	Parental Notification Guidelines Federal Law Concerning Parental Notification of a Limited English Proficient (LEP) Child Identified for Participation in LEP Programs	Supplement Not Supplant (pdf)
Title III, Part A – Equitable Services to Private School Students and Teachers	Title III Legislation Title III - Language Instruction for Limited English Proficient and Immigrant Students - an Excerpt from "No Child Left Behind Act of 2001"	Title III Non-Regulatory Guidance Guidance from the U.S. Department of Education on Implementing a Title III Program

Links		
Colorin Colorado A Bilingual Site for Families and Educators of English Language Learners	Educational Resource Information Center Information and Resources	Everythingesl.net Resources for Teachers on English Language Learners
Intercultural Development Resource Association Information on Civil Rights, Limited-English-Proficiency, and Gender Equity	National Association for Bilingual Education Resources and Information on Minority	National Clearinghouse for English Language Acquisition (NCELA) Resources for Teachers on Serving

Go to <www.delicious.com/espanola_ok>.



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CREATE: RtI and English Language Learners SAVE

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Camp a Refresher Course for Hispanic Students SAVE

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SEDL | Afterschool Training Toolkit SAVE

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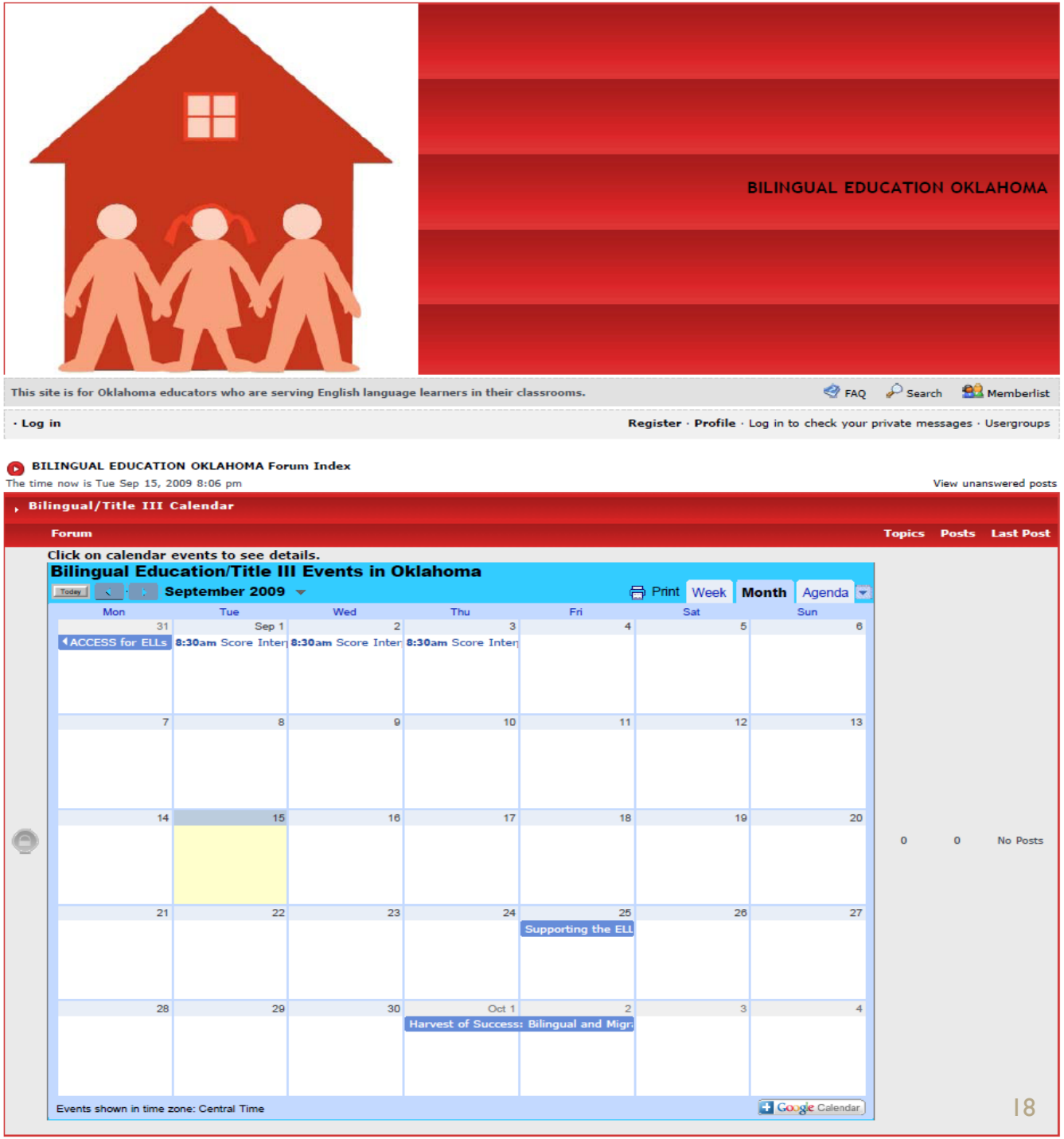
Go to <www.bilingualeducationok.com>.



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SELECT "CAN DO DESCRIPTORS."

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Standards > CAN DO Descriptors

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WIDA's CAN DO Descriptors

In fall of 2008, WIDA released the following documents to provide grade level cluster-specific versions of our CAN DO Descriptors. The Descriptors are commonly used by ESL teachers in coaching general education teachers in the first steps of learning to differentiate instruction for English language learners.

With the guidance of WIDA's Lead Developer, Margo Gottlieb, these Descriptors were written and later approved by consortium teachers through a survey rating process. You may read an account of one teacher's participation in the initial phase of the project.

A 4-page description of the survey rating research, results, and suggestions for use of the CAN DO Descriptors are available in the Research Brief.

The documents below are exactly what is available in a laminated, spiral-bound booklet for purchase in our online store.

PreK-Kindergarten CAN DO Descriptors

Grades 1-2 CAN DO Descriptors

Grades 3-5 CAN DO Descriptors

Grades 6-8 CAN DO Descriptors

Grades 9-12 CAN DO Descriptors

English Language Proficiency (ELP) Standards

The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in PreKindergarten through Grade 12 encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

The WIDA ELP Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels.

To learn about the recently published *ELP Standards and Resource Guide, 2007 Edition, PreKindergarten-Grade 12*, please see its product description in our online store.

To download the documents below, please continue reading...

Resource Guide

Understanding the WIDA English Language Proficiency Standards: A Resource Guide is an introduction to using the Standards. The final sections of the Resource Guide contain many of the tools WIDA has developed for use with our assessments and in the classroom, some of which are also available below should you wish to download them separately:

Performance Definitions for WIDA's Levels of English Language Proficiency

Speaking and Writing Rubrics for Classroom Assessment

The CAN DO Descriptors for WIDA's Levels of English Language Proficiency

*The CAN DO Descriptors are also available by grade level cluster.

The ELP standards are available as two separate documents to reduce the size of the download. If you have any difficulty opening these documents, please make sure that your computer has the latest version of Adobe Reader installed, available for free at www.adobe.com.

Grade level clusters PreK-5

Grade level clusters 6-12

The 2004 Edition of WIDA's ELP Standards is still available online for those who wish to view additional model performance indicators in the classroom (now formative) and large-scale (now summative) frameworks.

Virginia Department of Education ELP Standards Videos

The Virginia Department of Education has generously offered to share a series of videos created by teachers, for teachers, to promote understanding of the WIDA ELP Standards and offer example lesson plans based on certain language functions.

You may view the videos and download lesson materials from the Virginia Department of Education website.

Questions?

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