Help! My Student Doesn’t Speak English.

10 Tips To Help Your English Language Learners Succeed Today

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State Superintendent of Public Instruction
1. Use your test data.

- Examine the teacher reports for each student who has been assessed with the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs).
- Determine student’s proficiency level in each of the domains of language learning: listening, speaking, reading, and writing.
- Compare student’s proficiency levels in each of the language domains to his or her overall proficiency score.
- Inform each ELL student’s teacher of his or her English language proficiency test scores in each of the language domains. Provide the teachers with copies of score reports.
ACCESS for ELLs® English Language Proficiency Test
Teacher Report – 2007

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Guide for more information on the meaning and use of these scores.

Student’s level of English proficiency by language domains

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Scale Score (Possible 100 - 800)</th>
<th>Proficiency Level (Possible 1.0 - 6.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td>2 - Comprehension = 70% Reading + 30% Listening</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>3 - Overall Score = 30% Reading + 36% Writing + 16% Listening + 16% Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Overall Scores are computed when all 4 domains have been completed</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Language</td>
<td>A - Oral Language = 60% Listening + 60% Speaking</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>B - Literacy = 60% Reading + 60% Writing</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>C - Comprehension = 70% Reading + 30% Listening</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>2 - Overall Score = 30% Reading + 36% Writing + 16% Listening + 16% Speaking</td>
<td></td>
</tr>
</tbody>
</table>

A - Not Attempted = Student Booklet is marked with a Non-Scored Code of Absent, Invalidated, Refused or Special Education/604 Exception

Student’s performance by WIDA English language proficiency standards
These standards do not apply to Kindergarten Students – Sections will appear blank

COMPREHENSION (Listening and Reading)

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th># of Items Correct</th>
<th>Total # of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language of Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language of Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language of Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language of Social Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPEAKING TASKS

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th>Raw Score²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td></td>
</tr>
<tr>
<td>Language of Language Arts</td>
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<tr>
<td>Language of Mathematics</td>
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<td>Language of Science</td>
<td></td>
</tr>
<tr>
<td>Language of Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

Writing Tasks

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td>Student Score</td>
<td>Total Possible Points</td>
<td>Student Score</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts &amp; Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Proficiency Levels

1. Emerging – Knows and uses minimal social language and minimal academic language with visual and graphic support
2. Beginning – Knows and uses some social English and general academic language with visual and graphic support
3. Developing – Knows and uses social English and some specific academic language with visual and graphic support
4. Expanding – Knows and uses social English and some technical academic language
5. Bridging – Knows and uses social English and academic language working with grade level material
6. Proficient – Knows and uses social and academic language at the highest level measured by this test
**ACCESS for ELLs Proficiency Levels**

<table>
<thead>
<tr>
<th>Entering</th>
<th>Beginning</th>
<th>Developing</th>
<th>Expanding</th>
<th>Bridging</th>
<th>Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Level 6</td>
</tr>
</tbody>
</table>
2. Use the English Language Proficiency Standards.

- In March 2006, Oklahoma adopted the World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards.
- The WIDA ELP Standards are for English Language Learners in Pre-K through Grade 12 and encompass the following areas:
  - Social and Instructional Language
  - The Language of Language Arts
  - The Language of Mathematics
  - The Language of Science
  - The Language of Social Studies
Division of the Standards

- **6 Levels of Language Proficiency**
  - 1. Entering
  - 2. Beginning
  - 3. Developing
  - 4. Expanding
  - 5. Bridging
  - 6. Reaching

- **5 Grade-Level Clusters**
  - Pre-K - kindergarten
  - Grades 1-2
  - Grades 3-5
  - Grades 6-8
  - Grades 9-12

- **4 Language Domains**
  - Listening
  - Speaking
  - Reading
  - Writing
The WIDA ELP Standards are designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.

- Example topics and genres are now provided.
- Pre-K and kindergarten are now grouped together as one cluster.
- All educators with ELL students in their classrooms should be provided a copy of the WIDA ELP Standards.
3. Present information in a variety of ways.

- Use gestures, point directly to objects, or draw pictures. Involve your students! Check into Total Physical Response.
- Use graphic organizers. These can be used in all subject areas in order to teach vocabulary, reading, and writing. See <dww.ed.gov> for examples of graphic organizers in action.
- Build and activate background knowledge. Background knowledge is a major factor in reading comprehension. Connecting instruction to what learners know and then discussing how that knowledge applies to the topic at hand is a technique that teachers should use with ELL students.
4. Focus on vocabulary.

- For ELL students, vocabulary development is especially critical for their ability to read and comprehend texts.
- Follow a 6-step process for teaching vocabulary:
  - A. Provide students with a description, explanation, or example.
  - B. Students will provide their own descriptions, explanations, or examples.
  - C. Students will draw a picture representing the term or phrase.
  - D. Do a variety of activities with the vocabulary term(s).
  - E. Students will discuss the term(s).
  - F. Students will play vocabulary games with the term(s).
5. Know your accommodations.

- These are the approved accommodations for ELL students on the Oklahoma Core Curriculum Tests.
  - A. Districts may provide the assistance of a qualified translator to translate or clarify test instructions or translate test items that do not assess test competency (if a translator has been used in classroom instruction on a regular basis).
  - B. Test Administrator and/or translator must transcribe answers verbatim into a Standard Student Answer Document.
  - C. Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English if the test is not a Reading Test.
5. Know your accommodations, continued.

- D. Provide small group or individual testing opportunities.
- E. Allow students as much time as necessary to complete the test. Administer subject-area tests over several sessions.
- F. Use word-to-word dictionaries (dictionaries that do not provide definitions).
6. Check for understanding.

- Go beyond, “Do you understand?”
- Do not wait until the ACCESS for ELLs Test is administered in the spring to see if your instructional program is effective and if your students are progressing toward targets.
- Use formative assessments to check ELL students’ progress.
- Meet with ELL students individually to develop goals. Goals can come from students’ performance on the ACCESS for ELLs or on content-based assessments.
7. Know your ELL students.

- All staff should be familiar with factors influencing second language acquisition.

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Amount of exposure</td>
</tr>
<tr>
<td>Motivation</td>
<td>Manner of acquisition</td>
</tr>
<tr>
<td>Degree of first-language proficiency</td>
<td>Availability of language models</td>
</tr>
<tr>
<td>Attitude toward target language community</td>
<td>Attitude of target language community</td>
</tr>
<tr>
<td>Tolerance of learner for own errors</td>
<td>Tolerance of errors by the community</td>
</tr>
<tr>
<td>Possible schooling interruptions</td>
<td>Cultural views regarding instruction</td>
</tr>
</tbody>
</table>
8. Make content comprehensible.

- Write clearly defined content objectives at the beginning of a lesson and evaluate at the end of the lesson whether the objectives have been met.
- Write clearly defined language objectives at the beginning of a lesson and evaluate at the end of the lesson whether the objectives have been met.
- Consider students’ first-language literacy, second-language proficiency, and the reading level of the materials when teaching concepts.
- Use supplementary material to promote comprehension.
8. Make content comprehensible, continued.

- Adapt content to ELL students’ needs through graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
- Components of a successful lesson integrate instruction in content, meaningful activities, and language practice opportunities in listening, speaking, reading, and writing.
9. Develop a plan for your ELL students.

- Involve administrators, English as a Second Language (ESL) teachers, content teachers, special education teachers, parents, and community members in the development of a plan.
- Design a program that includes the ELP assessment and the ELP standards.
- Set yearly targets that correspond with the state’s Annual Measurable Achievement Objectives.
- Educate all staff in effective teaching strategies for ELL students, the ACCESS for ELLs, and the WIDA ELP Standards.
10. Read, read, and read more.

- ELL students often have problems mastering content area concepts because they cannot understand the textbooks for these subjects.
- Even though your ELL students are at all levels of English proficiency and literacy, they will benefit from direct instruction of comprehension skills.
- ELL students will still need a lot of vocabulary development and teaching comprehension strategies even if they:
  - have been mainstreamed after some ESL instruction.
  - are being pulled out for ESL or Sheltered English Instruction; and/or
  - have been assessed as proficient but you know that they still need additional help with reading and writing.
Examples of comprehension skills that can be taught:

- Summarizing
- Sequencing
- Inferencing
- Comparing/contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background information
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details
A Reading Resource

• <www.migrantreadingnet.com>

• This site offers high quality instructional lessons and resources based on scientifically based reading research.

• The focus of *Migrant Reading Net* is to improve student achievement, specifically in the area of reading proficiency. Migrant Education Program staff in the consortium states have access to K-12 instructional reading lessons and materials based on scientifically based reading research.
Title III/Bilingual Web site

- Go to <www.sde.state.ok.us>.
- Click on “Site Index.”
- Choose “B.”
- Click on “Bilingual/Title III.”
- Choose from “Language Instruction Programs,” “Links and Resources,” or “ELL Testing Schedule.”
Questions?

- Contact:

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  <Melissa_McGavock@sde.state.ok.us>