

Considerations for English Language Learners (ELLs)

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THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

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Who are ELLs?

- Federal descriptions of who is a Limited English Proficient (LEP) student
 - Definitions of who are ELLs left up to the states
- Heterogeneous population
 - Varying levels of English proficiency
- Growing population
 - Nearly 1 in 10 K-12 students in US public schools
 - Largest percent growth in Kansas, South Carolina, Hawaii



Assessment & Accountability for ELLs

- ELLs score significantly lower in math and reading than their non-ELL peers
 - Long-term ELLs fare far worse
- Rewrite of the Elementary and Secondary Education Act (ESEA)
 - Accountability for ELLs would shift from Title III to Title I

An Important Reminder

For all test takers, any test that employs language is, in part, a measure of their language skills

Standards for Educational and Psychological Testing (1999, p. 91)

American Educational Research Association

American Psychological Association

National Council on Measurement in Education

Current Instructional Context

- College and career ready standards call for increased rigor for *all* students
- Access to core standards and general curriculum is a must
- General education teachers lack knowledge and skills (in language acquisition) needed to work with ELLs



Language Demands in New Standards

- All students will need language support to meet the more rigorous standards
 - Explaining (with detail), justifying, using evidence from text

Susan says that all of the figures are parallelograms because they have exactly four sides. Is she correct? Explain your answer.

- ELLs will benefit from additional support – learning language and content at the same time

Academic Language

Word

Sentence

Discourse



Academic Language

	All Students	ELLs
Word	<ul style="list-style-type: none">• Unfamiliar/technical vocabulary (e.g., <i>hypotenuse</i>)• Archaic language (e.g., 19th century literature, <i>four score</i>)	<ul style="list-style-type: none">• General academic vocabulary (e.g., <i>develop, result, process</i>)• Content-specific vocabulary (e.g., <i>mixture</i>)• Multiple meanings (e.g., <i>matter</i>)

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Sentence	<ul style="list-style-type: none">• Sophisticated figurative language• Unfamiliar dialects of English	<ul style="list-style-type: none">• Complex syntax (compound and complex sentences)• Complex verb forms (e.g., modals: <i>would, could</i>)

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Discourse	<ul style="list-style-type: none"> Text features (headings, subheads) Graphics Distortions of time (e.g., flashback, foreshadowing) 	<ul style="list-style-type: none"> Reference chains (cohesion, e.g., <i>he, it, this</i>) Use of more sophisticated discourse connectors (e.g., <i>consequently, moreover</i>)

Word

- Same word, different parts of speech

Capuchin monkeys are very small. Some weigh less than eight pounds, even when fully grown. They are also extremely smart. In the wild, they have shown the ability to pick up tools and use them to solve problems. Their hands can easily carry small tools. This makes it easier for them to handle modern items such as remotes and cell phones.

Although capuchin monkeys are smart and are able to handle small tools, not all types of monkeys are ideal to use as service animals. Some monkeys, such as... For example, a monkey could suddenly hurt a person if it got angry or frightened for some reason.

While some people believe capuchin monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, or form close relationships, with humans. However, they are still, in the end, wild animals. April Truitt, director of the Primate Rescue Center in Kentucky, says that having a wild animal in your home may put both the animal and the owner at increased risk of getting injured. She points out that it is possible for capuchins to become violent suddenly and this can be a danger to their owners and others.

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Sentence

- Verb changes

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sent.

Capuchins are small, easy to train, and able to bond, or form close relationships, with humans.

Capuchins are small.

Capuchins are easy to train.

Capuchins are able to bond with humans.

Bond means to form close relationships.



Discourse

- Cohesion
(referent
ties)

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Discourse

- Cohesion (referent ties)
- Discourse connectors

What Can Teachers Do?

- Know the central role of language in the disciplines
 - Science (and informational & academic text): nominalizations to convey process – *evaporation, formation, movement, declaration*
 - Social studies (and informational & academic text): reported speech – *he said that...*

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What Can Teachers Do?

- Be aware of the language demands of the tasks of the discipline
 - Explanation, analysis, argumentation, narrative
 - Lesson planning
- Start small then build
 - Word
 - Sentence
 - Discourse



Morphosyntactic elements:
discourse connectors

What Can Teachers Do?

- Involve students – Opportunity to Learn
 - Oral discourse (extended)
 - Written language
 - Peer and self-assessment
- Provide scaffolds
 - Sentence frames
 - Concrete and visual models and illustrations
 - Graphic organizers and manipulatives
 - Multimedia



English Language Learners



This collection draws on a broad number of resources sharing knowledge about standards and assessments supporting English language learners, the most rapidly growing group of students both nationally and in most states. We encourage users to email csai@wested.org with recommendations for other high-quality English language learning (standards, assessment, or accommodations) resources.

CONTENTS

Resources Relevant to English Language Learners

[Collapse ^](#)

We have categorized these resources into three broad topics, English language proficiency standards, guidance, and tools. As with our other CSAI collections, resources often fall into more than one topic; therefore, we encourage you to view as many resources as possible.

English Language Proficiency Standards

[A Theoretical Framework for Early English Language Development \(E-ELD\) Standards for Dual Language Learners](#)

[WIDA Consortium Website on English Language Proficiency \(ELP\) Standards](#)

Guidance

[Coming Together to Raise Achievement: New Assessment for the Common Core State Standards](#)

[Common Core and ELLs: What the New Standards Mean for English Language Learners](#)



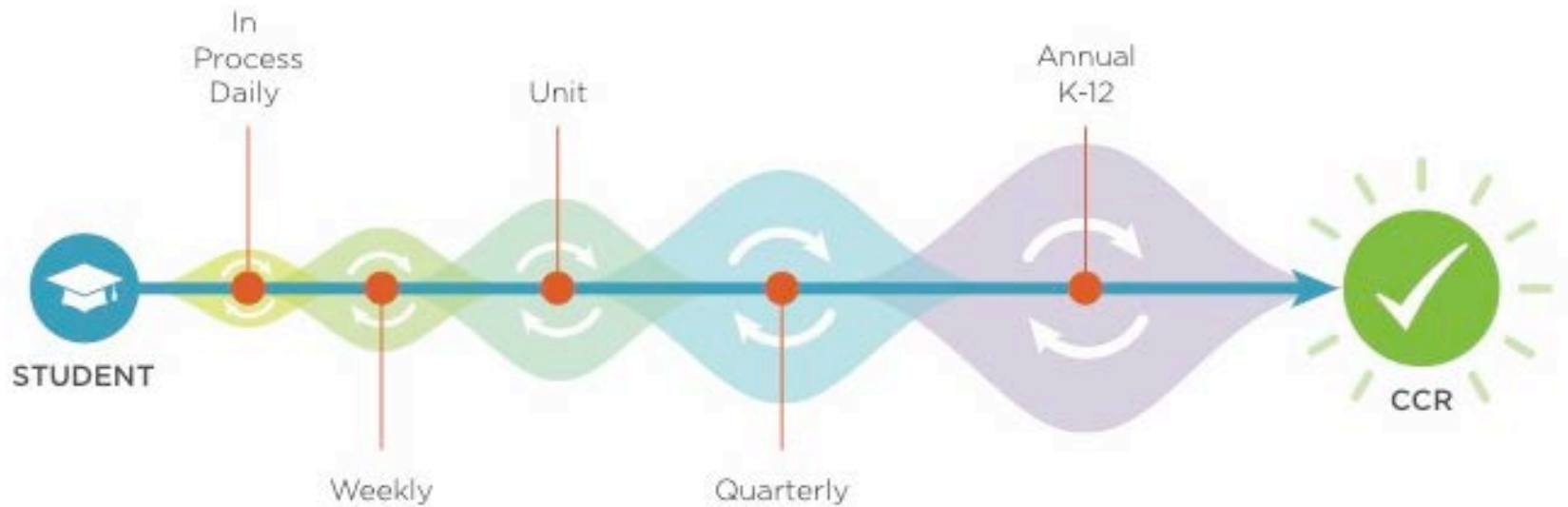
How can CSAI support ELL students and educators who work with ELLs in your region and states?

- ☐ Additional CSAI-developed resources on ELL considerations and formative assessment
- ☐ Identification of quality resources
- ☐ Other

The background of the slide features a large, faint graphic of interlocking gears. Each gear is filled with a pattern of horizontal stripes of varying shades of gray. The gears are arranged in a way that they appear to be meshing together, creating a sense of mechanical complexity and interconnectedness.

Working Group on Building State Capacity

Coherent Assessment Systems: On-going Data for Improvement



For more information and suggestions, please contact:

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