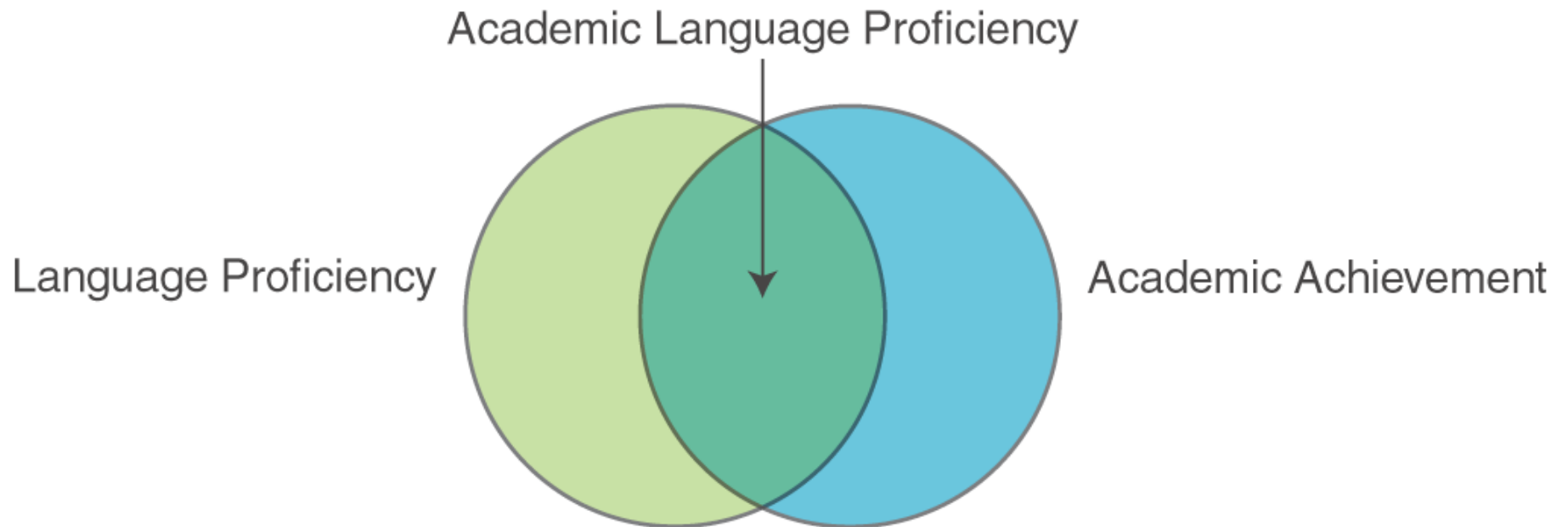


# Language Proficiency Levels



# Focusing on Developing Academic Language (CALP)

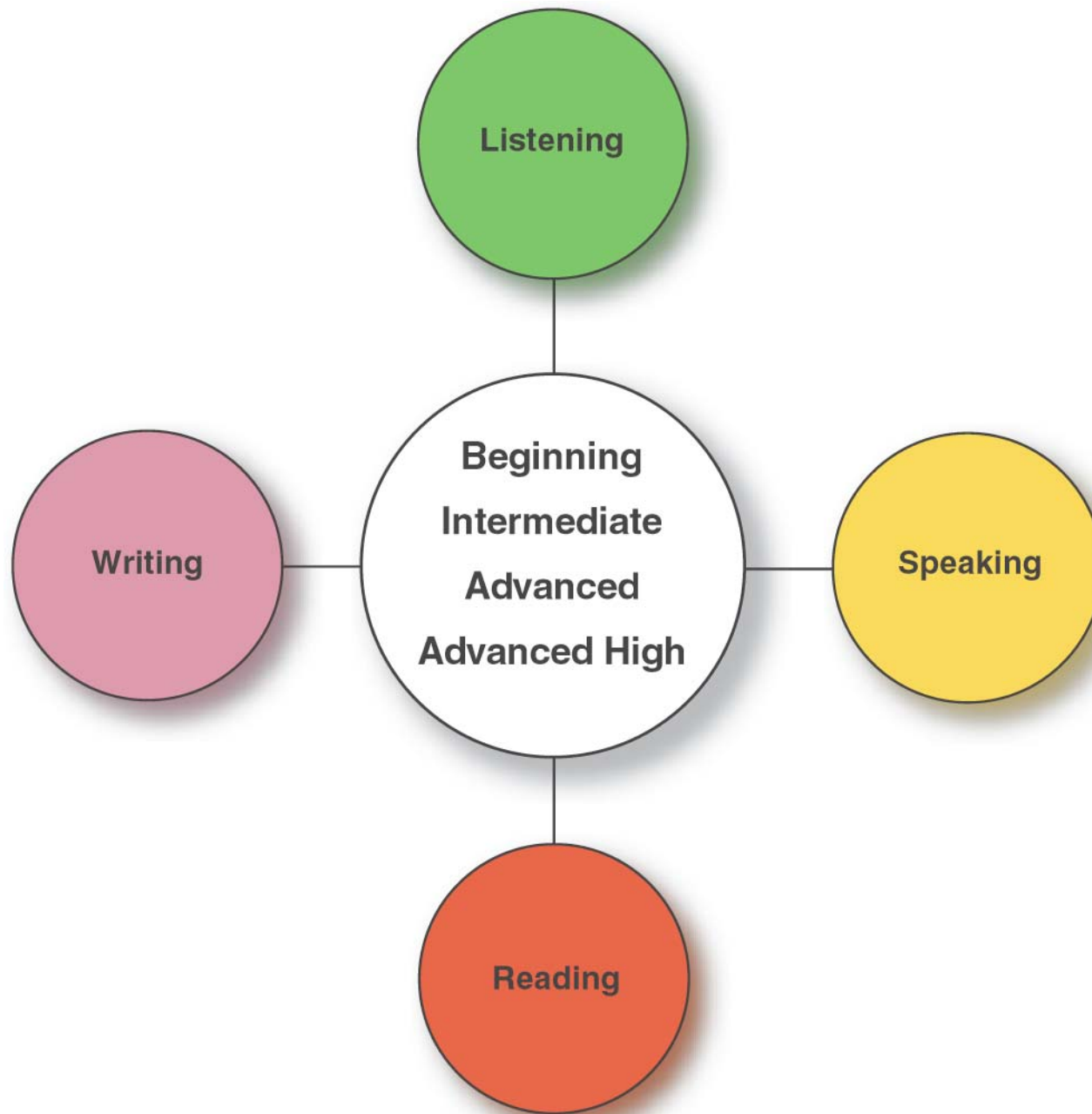


# Modes of Communication

1. **Listening:** the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
2. **Speaking:** the ability to use language appropriately and effectively in learning activities and social interactions
3. **Reading:** the ability to comprehend and interpret written text at the grade-appropriate level
4. **Writing:** the ability to produce written text with content and format, fulfilling classroom assignments at the grade-appropriate level

Adapted from Alief ISD *Language Proficiency Profile*





# Teaching ELLs:

## Some Key Descriptors of the Four English Language Proficiency Levels

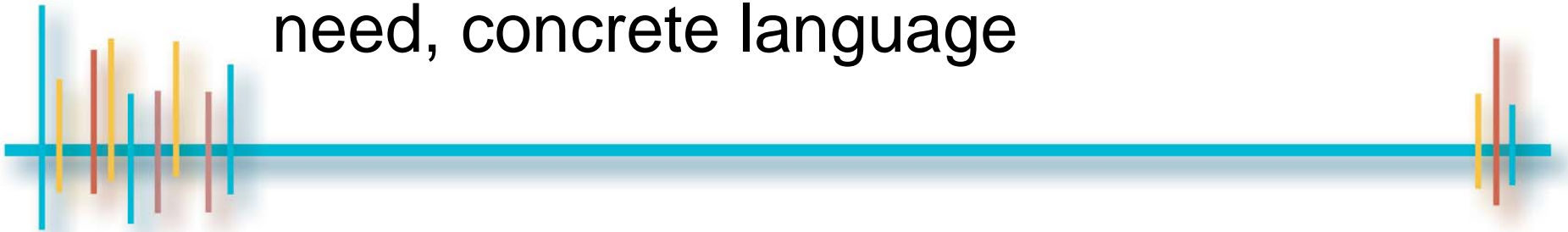


# Summary of Key Features of Proficiency Levels

- **Beginning:** Little or no ability to function in English social and academic settings
- **Intermediate:** Limited ability to function in English in social and academic settings; understand and use simple language structures and high-frequency English in routine contexts
- **Advanced:** Can handle grade-appropriate English, although ongoing linguistic support is needed
- **Advanced high:** Can handle grade-appropriate English with minimal linguistic support; are not necessarily high academic achievers

# Beginning Level Students

- Have little or no ability to use English to learn in academic settings
- Can communicate very little in English; rely on “memorized” English
- Have a very small English vocabulary characterized by high-frequency, high-need, concrete language



# Beginning Level Students

- May go through a “silent period”
- Need visuals, actions, tone, inflection, etc. to aid understanding
- May repeat phrases without full understanding
- Are frequently misunderstood even by highly sympathetic listeners



# Intermediate Level Students

- Can communicate simply in everyday, routine contexts when topics are very familiar
- Begin to express themselves in an “original” way; do not rely just on memorized English
- Have a limited ability to understand and use academic English to learn academic concepts
- Require a high degree of linguistic support (simplification/visual support) to make learning comprehensible



# Intermediate Level Students

- Interpret English very literally
- Have an emerging sense of English sentence structures and basic grammar
- Rely on previous knowledge, simple language, and visuals to make meaning
- Can understand the gist of conversational English but do not always get the details
- Have native language features in speech and writing but usually be understood by persons familiar with ELLs



# Advanced Level Students

- Can usually handle, with ongoing linguistic support, grade-level English in academic settings
- Use most concrete English with ease; have difficulty with abstract English
- Have an emerging ability to understand and use grade-appropriate academic English
- Communicate less well when abstract, academic language is required



# Advanced Level Students

- Make errors in grammar and pronunciation but can usually make themselves understood
- Can use most basic verb tenses but with some errors; have difficulty using and understanding long, complex sentences
- Know enough English to handle lessons on unfamiliar topics, but need ongoing support
- Can go beyond literal English meanings; have an emerging ability to use higher-order thinking skills in English



# Advanced High Students

- Can handle, with minimal linguistic support, grade-appropriate English in academic settings
- Understand most grade-appropriate concrete and abstract English words
- Can use English proficiently but not perfectly in academic and social settings
- Make minor second language errors in English -- in word choice and grammar



# Advanced High Students

- Continue to have occasional difficulty with complex grammar structures
- Do not always phrase their ideas in a natural way
- Do not have to be high academic achievers to be at the advanced high level



# Reading

What do ELLs at different proficiency levels understand when they read in English?



# What Might a Beginning Student Understand in English?

Roller-coaster **cars are** pulled to the **top** of the **first** hill by a chain. Then gravity moves the **car** for the rest of the ride. The plunge **down** the **first** hill builds up enough speed for the **cars** to get up the next hill and so on until the **end** of the ride.

# In Other Words...

\_\_\_\_\_ cars are \_\_\_\_\_  
top \_\_\_\_\_ first \_\_\_\_\_.  
\_\_\_\_\_ car \_\_\_\_\_  
\_\_\_\_\_ down  
\_\_\_\_\_ first \_\_\_\_\_  
\_\_\_\_\_ cars \_\_\_\_\_  
\_\_\_\_\_ end  
\_\_\_\_\_.

## What Might an Intermediate Student Understand in English?

**Roller-coaster cars** are pulled to the **top of the first hill** by a chain. **Then** gravity **moves the car for the rest of the** ride. **The** plunge **down the first hill** builds up **enough speed for the cars** to get up **the next hill** and so on until **the end of the** ride.

## In Other Words...

Roller-coaster cars \_\_\_\_\_  
\_\_\_\_\_ top of the first hill \_\_\_\_\_  
\_\_\_\_\_. Then \_\_\_\_\_ moves the  
car for the rest of the \_\_\_\_\_. The  
\_\_\_\_\_ down the first hill \_\_\_\_\_  
\_\_\_\_\_ enough speed for the cars \_\_\_\_\_  
\_\_\_\_\_ the next hill \_\_\_\_\_  
\_\_\_\_\_ the end of the \_\_\_\_\_.

## What Might an Advanced Student Understand in English?

**Roller-coaster cars** are **pulled** to the top of the first hill by a chain. Then gravity moves the car for the rest of the ride. The plunge down the first hill builds up enough speed for the cars to get up the next hill and so on until the end of the ride.

## In Other Words...

Roller-coaster cars \_\_\_\_\_ pulled \_\_\_\_\_  
the top of the first hill \_\_\_\_\_ a chain.  
Then gravity moves the car for  
the rest of the ride. The \_\_\_\_\_  
down the first hill \_\_\_\_\_  
enough speed \_\_\_\_\_ the cars to  
\_\_\_\_\_ the next hill and \_\_\_\_\_ until  
the end of the ride.

# Listening

What do ELLs at different proficiency levels understand when they listen to academic instruction in English?



# What Might a Beginning Listener Understand?

**Good morning**, class. **Today** we are going to study something brand new in **math class**. It's difficult, so I'm going to need everyone's undivided attention.

**Open your books to page one** hundred seventy-two. At the **top** of the **page** is the word "net."

**Today's** lesson is about net. As it says in the definition in your **book**, in **math**, net is a **two-dimensional** model. The net of a cylinder is shown in your text**book**. Does everyone see the **rectangle** and **two circles**? That is the net of the cylinder.



## In Other Words...

Good morning, ... Today ... math class. ... Open  
your books to page one ... top ... page ... Today  
... book, ... math, ... two ... book. ... rectangle ...  
two circles? ...



# What Might an Intermediate Listener Understand?

Good morning, class. Today we are going to study something brand new in math class. It's difficult, so I'm going to need everyone's undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word "net." Today's lesson is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a cylinder is shown in your textbook. Does everyone see the rectangle and two circles? That is the net of the cylinder.



## In Other Words...

Good morning, class. Today we are going to study ... math class. It's difficult, ... going to need everyone's . Open your books to page one hundred ... top of the page ... Today's lesson ...  
... your book, in math, ... two ... cylinder ... book.  
... rectangle and two circles? ...



## What Might an Advanced Listener Understand?

Good morning, class. Today we are going to study something brand new in math class. It's difficult, so I'm going to need everyone's undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word "net." Today's lesson is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a cylinder is shown in your textbook. Does everyone see the rectangle and two circles? That is the net of the cylinder.



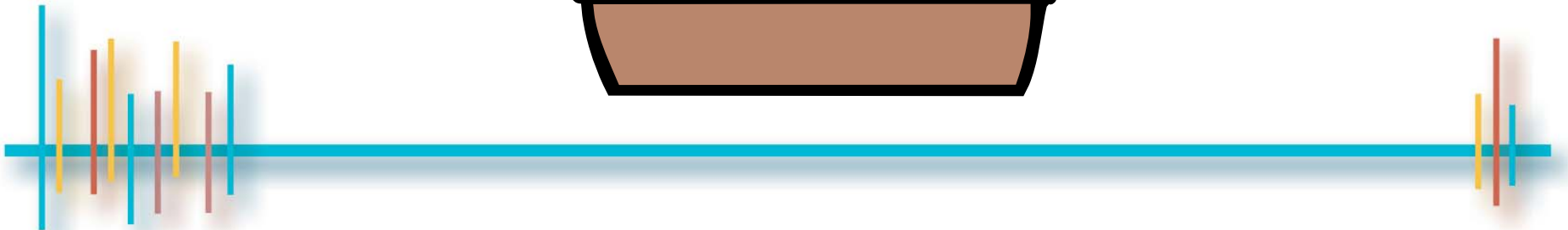
## In Other Words...

Good morning, class. Today we are going to study something ... new in math class. It's difficult, so I'm going to need everyone's ... Open your books to page one hundred seventy-two. At the top of the page is the word ... Today's lesson is ... definition in your book, in math, net is a two ... a cylinder is ... in your textbook. Does everyone see the rectangle and two circles? ... cylinder.



**The End**

# Armando's First Year in the U.S.





## About Armando

- Came to the U.S. from Mexico at beginning of Grade 8
- Is his first school year in U.S.
- Speaks no English



# Identification of Limited English Proficiency

The LPAC –

- reviewed Armando's home language survey
- gave him an English language proficiency test from the state-approved list
- reviewed his school records from Mexico
- gave him a Spanish-language achievement test
- spoke to his parents



# Diagnosis of Educational Needs

Armando –

- knows almost no English (is at the beginning level)
- attended school regularly in Mexico
- has academic skills similar to his U.S. peers



# Program Placement and Instructional Plan

The LPAC –

- places Armando in an ESL program
- develops a written instructional plan to address Armando's needs:
  - outlines need for linguistic accommodations, scaffolding, peer support
  - enrolls Armando in after-school tutoring



# Armando's Math Teacher

- Ms. Ramsey (math teacher) uses sheltered instruction methods.
- She has learned about TOP and RPTE assessments and language proficiency levels.



# Planning Linguistic Accommodations

- Ms. Ramsey works with the LPAC to document the linguistic accommodations Armando will receive in math class:
  - linguistic simplification
  - bilingual dictionary



# Ms. Ramsey's Strategies

- Interacts often with Armando
- Observes him closely in class
- Simplifies her English based on what she sees that he does/does not understand
- Seats him next to a Spanish-speaking student



# Ms. Ramsey's Strategies

- Is aware of the need to help Armando with listening, math vocabulary development, speaking, reading, and writing as he learns the math TEKS



# Listening

- Assigns students to help Armando understand basic classroom instructions
- Frequently checks to see if Armando is following along



# Math Vocabulary Development

- Ms. Ramsey gives Armando math vocabulary lists developed by the math department in conjunction with the ESL teacher, Ms. Johnson.
- The lists contain basic math vocabulary that English speakers already know.



# Speaking

- Ms. Ramsey encourages Armando to speak using new math vocabulary during class interactions and work time.
- She models ways to use the new words in simple sentences Armando can understand.



# Reading

- Ms. Ramsey simplifies some of Armando's word problems to use high-frequency vocabulary and the new words he is learning.
- She does not simplify all word problems. In these cases, she and other students help Armando understand the problems.
- Armando also uses his bilingual dictionary.



# Reading

- Armando reviews the problems and new words in his ESL class and after-school tutoring.
- Ms. Ramsey and Ms. Johnson make a point of reusing the new words Armando is learning so he can keep encountering and practicing them.



# Writing

- Armando writes new words in a math journal.
- As Armando learns more English, Ms. Ramsey has him write sentences and paragraphs about things he is learning in math.



# Spring Assessments



# Ms. Ramsey's Collaboration During the TOP Administration

- Ms. Johnson, the ESL teacher, is Armando's official TOP rater, but Ms. Ramsey and his other content area teachers gather writing samples and give Ms. Johnson input on his proficiency levels in the various language domains.



## Armando's TOP Writing Sample for Math

Today in the math class we did many graph of equations, in the coordinate plane, the class was very good because the teacher knows how explain the math problems for the students. Can understand about the steps to do the proplems.

The steps to do or resolving the graphs of equation are the following:

- 1: Assigns values of your choice to the incognite "X",
- 2: Put in one side of the ecuation the number and in the other one the variables.
- 3: After of did the second step, Do same with the Next.

# Armando's TELPAS Ratings

- Writing: Intermediate
- Listening: Intermediate (but close to Adv)
- Speaking: Intermediate
- Reading: Intermediate (but close to Adv)  
(Reading is assessed through RPTE, which Armando also took in March.)
- TELPAS results are returned to schools in May.  
Armando's composite rating is also Intermediate.



# April TAKS Assessments

- Following state regulations, Armando's LPAC determines that he qualifies for a LEP exemption from TAKS.
- Armando will have a LAT administration of Grade 8 TAKS.
- Ms. Ramsey is trained as a LAT test administrator.



# April TAKS Assessments

- The LPAC, Ms. Ramsey, and the test coordinator confirm Armando's linguistic accommodations (linguistic simplification and bilingual dictionary).
- Armando's LAT test is sent to the testing contractor with the district's TAKS tests.
- LAT results are returned with TAKS results in May.



# Armando's Results

- Armando passes the LAT test.
- Ms. Ramsey has a welcome confirmation that Armando is learning the required math TEKS. Even though he is still learning English, he is able to keep up with the math skills taught.
- The TELPAS and LAT results will help the LPAC and Armando's teachers when they work on his future instructional plan.



# LAT

## Summary of Administration Procedures



# LAT in Spring 2006

- A secure LAT test form will be used. It will be a different test than the operational TAKS, but equivalent.
- Grade 5 LAT will be given on Monday, April 3. Grades 3-4, 6-8, and 10 LAT will be given on Monday, April 17.
- Last year's previewing policy has been discontinued.
- LAT administrations will not apply to SDAA II.



# 6 LAT Accommodations

- **Linguistic Simplification**

A student may ask the test administrator to say in simpler language what a test question is asking. The test administrator uses the LAT Linguistic Simplification Guide (LSG) to see suggested ways to simplify the language. The LSG also specifies the math language that must not be simplified.



# 6 LAT Accommodations

- Oral Translation

A student may ask the test administrator to orally translate words, phrases, and sentences that the student does not understand. The test administrator is permitted only to give equivalent words. The test administrator must not define or explain any mathematical terms, concepts, or skills.



# 6 LAT Accommodations

- Reading Assistance

The student may ask the test administrator to read aloud words, phrases, or sentences in the test question or answer choices that the student is having difficulty reading.



## 6 LAT Accommodations

- **Bilingual Dictionary**

Students may use a bilingual dictionary to find the translation of words they do not understand. Bilingual dictionaries that contain explanations, definitions, pictures, or examples of math terminology are not permitted.



# 6 LAT Accommodations

- **Bilingual Glossary**

Students may use a locally developed bilingual glossary to find the translation of words they do not understand. The glossary must not include definitions, explanations, examples, or pictures that will aid students in understanding the math terms or concepts assessed.



# 6 LAT Accommodations

- **English and Spanish TAKS Side by Side (Gr. 3-6)**  
A Spanish-speaking student may refer to both the English and Spanish-version LAT test to enhance comprehension. If the student does not understand something in one language, the student may refer to it in the other language.



# Nonallowable Accommodations

- The accommodations used must not include explanations, definitions, pictures, gestures, or examples related to mathematical terminology, concepts, or skills assessed. Such accommodations would invalidate test results.

