# English as a Second Language (ENL) Handbook

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English as a Second Language (ENL) Program Overview

The Zionsville Community Schools (Kindergarten - Grade 12) English as a Second Language (ENL) Program is designed to provide English language instruction to non-English and limited English proficient (LEP) students. Students at the elementary, middle, and high school levels receive language assistance to support their learning of content area curriculum. The goals for LEP students are to gain academic English language fluency, pass the ISTEP+ exams, and graduate from Zionsville Community Schools.

The district currently provides instructional services for students at the following school sites:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagle</td>
<td>Zionsville Middle</td>
<td>Zionsville</td>
</tr>
<tr>
<td>Pleasant View</td>
<td>Zionsville West</td>
<td>Community Schools</td>
</tr>
<tr>
<td>Stonegate Union</td>
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</table>

Academic Standards for ENL Students/
English Language Proficiency (ELP) Standards

The district’s ENL Program uses the Indiana English Language Proficiency (ELP) Standards as the basis for its instructional program. These standards have been designed to help teachers develop student competence in language arts and other academic content areas. The ELP standards are aligned with Indiana’s Academic Language Arts Standards.

The English Language Proficiency Standards Introduction states:

“The Indiana ELP Standards recognize that many ENL students spend most of their day in a mainstream academic setting in English. The ELP standards are intended as a working instrument for mainstream classroom, content-area teachers and related ENL staff and/or bilingual staff who seek to apply meaningful standards that guide and support their daily instruction of English Language Arts. Further, it is a tool that parents of ENL students may use to support their academic progress and English language acquisition.”

ELP Standards are available from your ENL program staff or can be downloaded in whole or by grade level from the DOE website at: [http://www.doe.state.in.us/lmmp/standards.html](http://www.doe.state.in.us/lmmp/standards.html)
Federal/State Laws for ENL Education

Title VI of the Civil Rights Act (1964)
Title VI states, “No person in the United States shall, on the ground of race, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any problem or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.” (Title VI of the CRS of 1964, US CFR Part 80).

Bilingual Education Act (1968)
Congress legislated the Bilingual Education Act of 1968 in order to mandate schools to provide bilingual education programs. This was the first time congress had endorsed funding for bilingual education. The Bilingual Program was a federally funded program through Title VII of the Elementary and Secondary Education Act, with the revision of Improving America’s Schools Act of 1994.

This is a landmark case pertaining to language minority education. The San Francisco school system failed to provide English language instruction to 1,800 limited-English proficient Chinese students. The Court of Appeals ruled 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 school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. 35 Fed. Reg. 11595.

Equal Education Opportunities Act (1974)
This act insures equal education rights for language minority students.

House Enrolled Act 1324 (1976)
The Indiana General Assembly established that bilingual education is an acceptable means of instruction for limited-English proficient students.

Plyer vs. Doe (102 S. Ct. 2382, 1982)
The United States Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency documents.

This law states that English is the official language of the state of Indiana, Public Law No. 1 (1984). Representative P. Warner, sponsor of the bill indicated that the law was enacted in order to protect Indiana as a democracy.

English as a Second Language Certification (1985)
The Indiana State Legislature approved the ENL voluntary certification for (K-12) teachers of English to Speakers of Other Languages (ENL). The law required 24 university semester hours of general linguistics, standard English linguistics; psycholinguistics; culture and society; literature; and methods and materials for teaching limited-English proficient students.
Performance-Based Accreditation System (1992)

As part of the PBA process, Legal Standard 28 requires that school districts provide appropriate instruction for language minority students. School districts are required to do the following:

1. Request completion of a Home Language Survey (HLS) for all students during the school registration process.

2. Assess English-language proficiency levels for students indicating on the HLS a language other than English as their primary or home language. Use the state approved English proficiency assessment instrument, LAS Links.

3. Provide translation and interpretation services to provide parents of non-English and limited-English proficient students with opportunities to participate more fully in their child’s education.

4. Provide appropriate English language instruction. This may include any of the following: individual or small group pull-out, bilingual assistance, peer tutors, modified and/or adapted instruction and assessment by the general education teacher.
WHEN A NEW LANGUAGE MINORITY STUDENT COMES TO OUR SCHOOLS...

1. ENROLLMENT
   • ALL students have the right to enroll in school!
   • The HOME LANGUAGE SURVEY must be administered to ALL students

2. PLACEMENT
   • Students must be placed appropriately according to AGE and GRADE

3. ENGLISH PROFICIENCY ASSESSMENT (Ongoing)
   • Each Spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

4. EQUAL EDUCATIONAL OPPORTUNITY
   • According to the Office for Civil Rights, language minority students who placed at Levels 1-4 in a language assessment and are considered Limited English Proficient (LEP) must receive equal educational opportunities with appropriate levels of daily English language development (a minimum of one (1) hour daily is recommended by the State).
   • Schools are responsible for implementing the following:
     ▶ Establish program commitment
     ▶ Develop specific program goals
     ▶ Provide for meaningful participation of language minority students in district’s educational program
     ▶ Evaluate program and student needs on an ongoing basis
     ▶ Maintain records and progress reports
     ▶ A copy of the INDIVIDUAL LEARNING PLAN (ILP) for limited English proficient (LEP) students should be distributed to all staff responsible for instruction, both in the content areas and in English language development, and one copy should be placed in each individual student file
Enrollment Procedure

In accordance with Performance Based Accreditation guidelines, all schools are required to administer a Home Language Survey to identify the first (native) language(s) of all students enrolled in the school corporation. [See a sample of the Zionsville Community Schools Home Language Survey on the following page.] The Home Language Survey shall elicit the following information:

♦ the first (native) language of the student;
♦ the language most often spoken by the student;
♦ the language most often spoken at home.

Documentation of a student’s native language shall be recorded in the student’s permanent record. The original HLS should be forwarded to the central ENL office so that the need for English language Proficiency testing may be determined.

Grade Placement Policy

Students who enroll in the Zionsville Community Schools are to be placed with their age/grade appropriate peers. The lack of English language proficiency is not to be considered in the placement of language minority students. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year.
Home Language Survey

This survey is distributed to all new students upon their enrollment in Zionsville Community Schools in compliance with the IDOE guidelines. Several of the questions were designed to gather information needed for other ENL Program functions, including the Migrant Education Program.

Dear Parent/Guardian,

The purpose of this form is to gather information required by the Office of English Language Learning & Migrant Education which is a division of the Indiana Department of Education. We believe that you are most qualified to provide us with this information. Please complete one form for each child. Do not hesitate to call the school if you have any questions. Your cooperation is greatly appreciated.

Student’s Name: _____________________________________  Today’s Date: __________
Date of Birth: ____________________  Grade: __________  School: ______________________

RACE AND ETHNICITY SURVEY

The Indiana State Department of Public Instruction requires schools to report the race and ethnicity of each student. This information also assists with identifying students who may be eligible for various scholarships.

Do you consider this student to be of Hispanic/Latino origin? (Please choose only one.)

☐ No, not Hispanic/Latino
☐ Yes, Hispanic/Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

Which of the following groups describe this student’s race? (Please choose one or more.)

☐ American Indian or Alaska Native
(has origins in any of the original peoples of North and South and who maintains a tribal affiliation or community attachment)

☐ Asian
(has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)

☐ Black or African American
(has origins in any of the black racial groups of Africa)

☐ Native Hawaiian or Other Pacific Islander
(has origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands)

☐ White
(has origins in any of the original peoples of Europe, the Middle East, or North Africa)

IMMIGRANT STUDENT SURVEY

Was the student born outside the U.S. or what is considered a U.S. province such as Puerto Rico, U.S.Virgin Islands, Marshall Islands, or Guam? ________  (Please answer “No” if student was born on a U.S. military base.)

If yes, then please indicate:

His/her birth country ______________________
The date the student entered the U.S. __________
The entry date into U.S. schools __________  (excluding time in pre-K)
HOME LANGUAGE SURVEY

Information on your child’s language background is important in deciding the most suitable education program for him/her.

1. What was the first language learned by the student? (Check only one)
   _____ English    _____ Other    Specify: ________________________

2. What is the predominant language spoken by the student? (Check only one)
   _____ English    _____ Other    Specify: ________________________

3. What language is most often spoken by the student at home? (Check only one)
   _____ English    _____ Other    Specify: ________________________

If a language other than English is indicated in questions 1, 2, and/or 3, the student is considered a language minority student. Once this determination has been made, the following must occur:

- English proficiency assessment upon enrollment to determine if your child is eligible for English as a New Language (ENL) services.
- Active Limited English Proficient students will be tested annually to assess level (1-5) of English proficiency until fluency is sustained.
- Student’s participation in English as a New Language services will be based on parent/guardian’s acceptance or denial of ENL services.

If a language other than English is indicated in questions 1, 2, and/or 3, please complete the below section.

Student’s Name: ______________________  English Speaking Contact Person: ______________________

Entry Date into U.S. schools __________ (excluding time in pre-Kindergarten)

Parent / Guardian Name: ______________________  Telephone: ______________________

Do Parents / Guardians speak English?  
   Mother:    Yes  No
   Father:    Yes  No

Child lives with: ______________________

Office Staff Only:

preLAS 2000 Oral Language Proficiency Level (circle one)
   Non-English  Limited English  Fluent English Speaker

preLAS 2000 Pre-literacy Level (circle one)  Low  Medium  High
OR
LAS Links Placement Overall Total Score _________

LAS Links Placement Overall Level (circle one)  Not Proficient  Approaching Proficiency  Proficient

Administering Teacher: ______________________  Date Administered: __________
Course Scheduling

Initial scheduling of courses for LEP students should include classes designed to improve English language proficiency. Each student should receive the appropriate level of English language development as recommended by the IDOE. Modifications should be made to lessons and assignments by teachers in the content area classrooms to the appropriate level of English language proficiency for each student.

Migrant students graduating from home base schools need to be enrolled in courses that fulfill the home state’s graduation requirements. [For more about Migrant students, see p. 24.]

English as a New Language (ENL) Supports for Secondary Students

English as a New Language (ENL) provides limited English proficient (LEP) students with instruction in English that would improve their proficiency in listening, speaking, reading, writing, and comprehension of standard English. Emphasis is placed on helping students to function within the regular school setting and within an English speaking society.

For more information, visit: [http://www.doe.state.in.us/lmmp/enl.html](http://www.doe.state.in.us/lmmp/enl.html)

Individual Learning Plan (ILP)

ENL staff will create an Individual Learning Plan (ILP) for each student based on the student’s English Language Proficiency level on an annual basis. The ILP will indicate the recommended instructional method for English language development (pull-out supports, learning lab, etc.) as well as appropriate accommodations and modifications that teachers should incorporate into their classrooms.

Copies of the ILP shall be distributed to the student’s classroom and/or content area teachers and building ENL staff, and shall be retained in the student’s permanent ENL file.

**Note:** If accommodations are to be used for ISTEP+ testing, they must be documented on the student’s ILP.

A sample ILP form can be seen on the following page.
INDIVIDUAL LEARNING PLAN

School Year: 
Student: 
LEP Level: 
DOB: 
Grade: 
School: 
Enrollment Date: 

IDENTIFICATION:
Home Language Survey Date: 
Primary Language: 
Assessment used to Determine Level: 
Administered by: 
Date Administered:

<table>
<thead>
<tr>
<th>LAS Links</th>
<th>GRADE</th>
<th>SPEAKING</th>
<th>LISTENING</th>
<th>READING</th>
<th>WRITING</th>
<th>COMP.</th>
<th>ORAL</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1:</td>
<td>Levels</td>
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<td></td>
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<tr>
<td>YEAR 2:</td>
<td>Levels</td>
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<tr>
<td>YEAR 3 :</td>
<td>Levels</td>
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PROGRAM STATUS: Parents Requested No ENL Services

INSTRUCTION

PERSONNEL

____ Self-contained ENL 
____ Pull-out ENL
____ Tutorial
____ Sheltered Content/Subject:
____ Mainstream Content
____ English Language Immersion
____ Native Language Support
____ Literacy Groups

____ Classroom Teacher
____ Bilingual Teacher
____ ENL Teacher
____ Bilingual Aide
____ ENL Tutor
____ Speech and Hearing Pathologist
____ Special Education Teacher
____ Title I Teacher
____ Reading Specialist

INSTRUCTIONAL ACCOMMODATIONS: (* designates those approved on ISTEP+)

☐ Small group instruction/testing*
☐ Additional time given*
☐ Bilingual dictionary*
☐ E/LA questions read except those measuring Reading Comprehension*
☐ Math and Science questions and answers are read verbatim to student*
☐ Modified lesson delivery
☐ Bilingual resources utilized
☐ Reading level adjusted
☐ Writing adjustments
☐ Alternate quizzes, tests
☐ Other ____________________________

ENL Teacher Signature  Date  Counselor  Date
| LEP  
(Limited English Proficient) | FEP  
(Fluent English Proficient) |
|--------------------------------|---------------------------------|
| **Level 1**  
Beginner | Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.  
**Student Actions:**  
- Classifies pictures without verbalizing logic behind them  
- Makes picture collages  
- Builds picture dictionary based on content  
- Points to an appropriate response  
- Creates a pictorial graph/chart  
- Uses body language  
**Teacher Actions:**  
- Use visuals  
- Emphasize vocabulary  
- Utilize repetition |
| **Level 2**  
Early Intermediate | Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.  
**Student Actions:**  
- Classifies pictorial charts with key vocabulary or concepts  
- Labels pictures with single words or phrases  
- Sequences events (time/order)  
- Uses invented spelling  
- Utilizes graphic organizers  
- Accept ‘yes’ or ‘no’ and either/or  
**Teacher Actions:**  
- Ask yes/no and either/or questions  
- Model correct responses  
- Stress key vocabulary  
- Activate prior knowledge |
| **Level 3**  
Intermediate | Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.  
**Student Actions:**  
- Reasoning expressed more fluently  
- Expresses opinions  
- Criticizes and justifies  
- Uses persuasion  
- Answers how and why questions  
- Predicts the outcome of events  
- Drafts/edits assignments  
**Teacher Actions:**  
- Emphasize and model key vocabulary  
- Provide frequent comprehension checks  
- Ask open-ended questions (to stimulate language production) |
| **Level 4**  
Advanced | Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.  
**Student Actions:**  
- Emphasize and model reading comprehension strategies  
**Teacher Actions:**  
- On par with native English speaking peers |
| **Level 5**  
Fluent | Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.  
**Student Actions:**  
- Use general education strategies |

---

**Levels of English Proficiency & Corresponding Student Actions**

**FEP**  
(Fluent English Proficient)

**Level 5**  
Fluent

**Level 4**  
Advanced

**Level 3**  
Intermediate

**Level 2**  
Early Intermediate

**Level 1**  
Beginner

Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.  
**Student Actions:**  
- Reasoning expressed more fluently  
- Expresses opinions  
- Criticizes and justifies  
- Uses persuasion  
- Answers how and why questions  
- Predicts the outcome of events  
- Drafts/edits assignments  
**Teacher Actions:**  
- Emphasize and model reading comprehension strategies

---

**LEP**  
(Limited English Proficient)

**Level 1**  
Beginner

Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.  
**Student Actions:**  
- Reasoning expressed more fluently  
- Expresses opinions  
- Criticizes and justifies  
- Uses persuasion  
- Answers how and why questions  
- Predicts the outcome of events  
- Drafts/edits assignments  
**Teacher Actions:**  
- Emphasize and model key vocabulary  
- Provide frequent comprehension checks  
- Ask open-ended questions (to stimulate language production)
Grades/Grading and Testing
In accordance with Performance Based Accreditation guidelines, the Zionsville Community Schools policy as it relates to grades and grading of non-English speakers and limited English proficient students states that no student shall receive a letter grade of “F” because he/she is a non-English or limited in speaking, reading or writing English.

If the language proficiency assessment indicates that the student is below level 5 in English proficiency, grading and assessment procedures must be adapted or modified according to their English proficiency level. If adaptations or modifications are not made accordingly, the child must not be failed or retained. Students must be afforded the opportunity to express and demonstrate knowledge or mastery of concepts based upon their language proficiency level.

Students must be reviewed on an individual basis and should not be judged or assessed in comparison to their age level peers who are native speakers of English. Each individual should be evaluated and assigned grades based upon individual progress from the date of enrollment.

The following guidelines have been established by the ENL Program staff following the review of federal/state laws and language proficiency information as it pertains to non-English speakers and limited English proficient students:

1. Set realistic, attainable, and measurable goals.
2. Remember that students are learning English and content coursework simultaneously.
3. Communicate regularly with the ENL staff to determine what the student is capable of doing at a particular point in time.
4. Familiarize yourself with the student’s English language proficiency level in order to provide appropriate classroom instruction and to determine the appropriate grading alternative.
5. Assess students using LEP standards.

For Grading Alternatives and Testing Adaptation ideas, see the Instruction and Assessment section of this handbook beginning on p. 52.

Pass/Fail Options

Elementary School Students
Students identified as performing at Language Levels 1, 2, and 3 may receive a Pass/Fail grade (S/U) in lieu of a letter grade. The teacher assigning the Pass/Fail grade (S/U) should develop a narrative report documenting how the Pass/Fail grade was determined. Teachers may opt to assign a letter grade if the student has attained a C- or higher.

Students at Language Level 4 should receive a letter grade resulting from the use of a modified classroom curriculum.

Secondary School Students
The ENL teacher/instructor will confer with content area teachers to discuss the language proficiency of their ENL students. Modified letter grades will be assigned as curriculum and instruction are modified and adapted.
Sometimes the S/U grading system is used for some students who have received the grade of a D or an F. At times, this grade is due to the language barrier or a learning disability, so the teacher assigns the S/U system, based on the effort of the student.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>S+</td>
<td>Satisfactory+ work</td>
</tr>
<tr>
<td></td>
<td>Exemplary effort</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td></td>
<td>Good effort</td>
</tr>
<tr>
<td>S-</td>
<td>Semi-satisfactory work</td>
</tr>
<tr>
<td></td>
<td>Some effort at times</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td></td>
<td>Little-to-no effort</td>
</tr>
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Teacher Comments:
English: ______ %
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reading: ______ %
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Math: ______ %
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Science/ Social Studies: _____ %
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PE/ Art/ Music: _____ %
________________________________________________________________________
Title III Annual Measurable Achievement Objectives (AMAO) Determinations

Title III, section 3122, requires each State to develop annual measurable achievement objectives (AMAOs) for LEP students served under Title III that relate to such children’s development and attainment of English proficiency while meeting challenging State academic contents and student academic achievement standards as required by Title I, section III(b)(I).

Title III AMAOs shall include:

- annual increases in the # and % of LEP students making progress in learning English;
- annual increases in the # and % of LEP students attaining English proficiency; and
- making adequate yearly progress (AYP) for LEP students under Title I.

Adequate Yearly Progress (AYP)

Beginning with the 2002-03 school year, The No Child Left Behind Act of 2001 (NCLB) has required schools to show annual improvements in the academic achievement of the overall student population and of identified students subgroups within the general population, including economic background, race and ethnicity, limited English proficiency, and special education.

Adequate Yearly Progress (AYP) designations for Indiana school corporations and schools are determined by student achievement and participation rates on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) in English/language arts and mathematics; student attendance rates (for elementary and middle schools); and high school graduation rates (for high schools). Under NCLB, schools must make AYP in all student groups in order to meet AYP. The goal of NCLB is for all students to achieve proficiency in English/language arts and mathematics by the year 2014.
Standardized Testing

ISTEP+ Testing

“All limited English proficient students (ENL students) regardless of their level of English proficiency or number of years attending U.S. schools, must be included in the state’s assessment system immediately upon enrollment in a school.”

~Memorandum from Center for Assessment, Research, and Information Technology

Participation of LEP Students in Academic Assessment:
Beginning with the 2006-07 ISTEP+ test administration cycle, all limited English proficient (LEP) students who have been enrolled in U.S. schools for one year or more will participate fully in the ISTEP+ assessment program.

Flexibility for LEP Students in their First Year of Enrollment in U.S. Schools:
LEP students in their first year of enrollment in U.S. schools are required to participate in the math and science assessments but have the option of participating in the English/Language Arts ISTEP+ assessment or substituting the LAS Links English Language Proficiency Assessment to meet this requirement [“first year of enrollment” indicates that the student enrolled in US schools after October 1 of the previous school year]. In the event that newly enrolled LEP students do not have an existing LAS Links English Proficiency Assessment score from the previous spring, a LAS Links Placement Test score of “Not Proficient” or “Approaching Proficient” qualifies them for this option provided they take the LAS Links English Proficiency Assessment in the spring. The ENL Program will determine which option is appropriate before ISTEP+ testing each year.

The corporation is required to submit to the IDOE Division of Assessment an electronic list of all students falling into this category and must highlight those students who are coming from out-of-state. It should also be noted that under Federal Flexibility, the students’ ISTEP+ scores will not be used as part of the AYP calculation for schools, and schools will be credited for participation.

The test results of first-year LEP students who take the ISTEP+ English/language arts assessment are not included in AYP determinations. If these students take the LAS Links English language proficiency assessment, or the ISTEP+ English/language arts assessment, then they can be counted as participants toward meeting the 95 percent assessment participation requirement for English/language arts AYP determinations.

Accommodations for LEP Students
Students who are Limited English Proficient (LEP) may be entitled to the assessment accommodations specified in their Individual Learning Plans (ILPs). Decisions about testing accommodations are made on an individual basis and are a documented subset of the instructional accommodations received in the classroom. The translation or interpretation of test directions or test content into a language other than English is not permissible.

See the following page for a list of approved accommodations for LEP Students.
Accommodations for Limited English Proficient Students (Levels 1-4*)
(Permitted but NOT documented on the ISTEP+ Student Information Questionnaire)

<table>
<thead>
<tr>
<th>Timing and Scheduling</th>
<th>Response Format</th>
<th>Setting and Environment</th>
<th>Presentation Format</th>
</tr>
</thead>
</table>
| • Student provided additional breaks as necessary.  
• Test administered in several sessions.  
• Additional breaks between tests, if necessary. | | • Student is tested in a small group setting.  
• Student is tested individually. | • Student has directions read to him or her.  
• Student has test administered by a familiar test administrator. |

Accommodations for Limited English Proficient Students (Levels 1-4*)
(Permitted AND documented on the ISTEP+ Student Information Questionnaire)

<table>
<thead>
<tr>
<th>Timing and Scheduling</th>
<th>Response Format</th>
<th>Setting and Environment</th>
<th>Presentation Format</th>
</tr>
</thead>
</table>
| • Student provided extended testing time for each test session. (A timeframe, such as 50% more time or double time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.) | • Student uses an approved bilingual word-to-word dictionary. (A list of approved bilingual dictionaries can be found in the ISTEP+ Program Manual or on the DOE website.) Note: The student’s Individual Learning Plan must document use of a bilingual word-to-word dictionary in class. | | • All test questions are read to the student (except those that measure Reading Comprehension).  
• Math and Science test items and answer options are read verbatim (in English) to student. |

* Note: English proficiency levels are determined on the state-approved LAS Links English Proficiency Assessment. Students scoring at an “Overall” level of 5 (fluent) are not eligible for any accommodations on ISTEP+. For students who do not have a proficiency score, administer the LAS Links Placement Test to determine the student’s level of proficiency. Only LEP students who place as “Not Proficient” or “Approaching Proficient” on the Placement Test may be considered for the accommodations approved for Proficiency Levels 1-4.

Source: Current ISTEP+ Program Manual, Appendix C
ENL Conference Report Form

Student Name:_________________________ Grade:______ ENL level:____

School:_________________________ Date and Time of Meeting:__________

Type of Meeting: ☐ Case Conference  ☐ RTI  ☐ Speech

☐ Special Education  ☐ ENL  ☐ Behavior  ☐ Other:________

Purpose of the Meeting:
______________________________________________________________________________________
______________________________________________________________________________________

Meeting Notes:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Documents Reviewed at the Meeting:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Meeting Outcomes:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Next Meeting: __________________________________________________

Persons in Attendance:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Promotion/Retention for an ENL Student

In accordance with Performance Based Accreditation guidelines, a school corporation shall not retain language minority students solely on the basis of English language proficiency.

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 (native-like proficiency) in English, grading and assessment procedures must be adapted to their proficiency level. If adaptations are NOT made accordingly, the child must not be failed or retained.

Any questions and/or concerns of classroom teachers regarding the promotion/retention of ENL program students shall be directed to the ENL teacher or to the ENL director. All decisions regarding ENL program students shall be made in consultation with a committee consisting of the building ENL teacher, principal, classroom teacher, and the ENL director, and according to the retention guidelines for Limited English Proficient (LEP) Students established by the Indiana Department of Education.

The aforementioned committee shall meet to review the information regarding the student’s performance, and before contacting parents in reference to retaining their child. The following information must be provided at the meeting:

- Samples of class work
- Scores of various assessment methods
- RTI (Response to Intervention) Plan
- Past history (information from permanent file or cum file
- Outcomes from the Building Based Team
- Background information regarding family literacy skills
- LAS Links Assessment scores

Please refer to the Indiana Department of Education’s Retention Guidelines for Limited English Proficient (LEP) Students on the following pages or at:
http://www.doe.state.in.us/lmmp/pdf/retentionpolicy.pdf
RETENTION GUIDELINES FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of a LEP student, the following points should be addressed in consultation with the ENL staff or designated district language minority contact person.

① Has the student’s level of English language proficiency been assessed?
Each Spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

② Has the student been enrolled in the school district for more than one full academic year?

③ To ensure meaningful participation, are classroom modifications being made in the areas of:
- teacher lesson delivery;
- assignments;
- homework; and
- formal assessments (quizzes and tests)?

④ Has an Individual Learning Plan (ILP) been implemented to document classroom modifications and student progress?

⑤ How much individual English language development instruction is the student receiving via pullout or an ENL course during the school day? (A minimum of 1 hr daily is recommended)

⑥ Has an alternate grading strategy been implemented including a portfolio, contract or rubric assessment?

If the above points have not occurred in a sufficient manner, retention is not appropriate. The Office of English Language Learning and Migrant Education, in consultation with State Attendance Officer, the Division of Exceptional Learners, and the Division of Early Learning and Literacy, advises against the creation of a school corporation policy whereby any elementary grade-level student who fails the English/Language Arts portion of ISTEP+ would be retained. Retention policies, especially for LEP students, should not be based on one specific piece of data alone or any sole criterion.

Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. The Office of English Language Learning and Migrant Education is available for technical assistance at (317) 232-0555 or (800) 382-9962.

Indiana Department of Education • Office of English Language Learning and Migrant Education
http://www.doe.state.in.us/lmmp/pdf/retentionpolicy.pdf
RETENTION GUIDELINES CHART FOR LEP STUDENTS

Refer to Retention Guidelines form for more information related to each point. Contact the Office of English Language Learning and Migrant Education with any questions at (317) 232-0555 or (800) 382-9962.
ENL Retention Guidelines and Checklist

Student Name:________________________ Grade:_______ ENL level:____

School:_________________________     Teacher:____________

Additional Services:   Speech_______ Spec. Ed_______ RTI_________

Requested by:  _____ Grade level teacher       _____ Parent

Considerations for Retention:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Retention Guidelines Chart

<table>
<thead>
<tr>
<th>Have the following points been addressed?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Has the student’s level of English proficiency been assessed?</td>
<td></td>
<td></td>
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<tr>
<td>2.) Has the student been enrolled in the school district for more than one full year?</td>
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<tr>
<td>3.) To ensure meaningful participation, are classroom modifications being made in the areas of:</td>
<td></td>
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<tr>
<td>● Teacher lesson delivery</td>
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<td></td>
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<tr>
<td>● Assignments</td>
<td></td>
<td></td>
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<tr>
<td>● Homework; and</td>
<td></td>
<td></td>
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<tr>
<td>● Formal assessments (quizzes and tests)?</td>
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<tr>
<td>4.) Has an Individual Learning Plan (ILP) been implemented to document classroom modifications and student progress?</td>
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<tr>
<td>5.) How much individual English language development instruction is the student receiving via pullout or an ENL course during the school day? (A minimum of 1 hr daily is recommended)</td>
<td></td>
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<tr>
<td>6.) Has an alternate grading strategy been implemented including a portfolio, contract, or rubric assessment?</td>
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</tr>
</tbody>
</table>

If the above points have not occurred in a sufficient manner, retention is not appropriate.
Testing Data:

<table>
<thead>
<tr>
<th>Test</th>
<th>Prior Year</th>
<th>Prior Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASLinks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP – reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP - math</td>
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<td></td>
<td></td>
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<tr>
<td>ISTEP - science</td>
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<tr>
<td>ISTEP – social studies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MAP - reading</td>
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<td></td>
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<tr>
<td>MAP - language</td>
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<td></td>
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<tr>
<td>MAP - math</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Otis Lennon - IQ</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fountas and Pinnell level</td>
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</table>

General Interventions:

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull out instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified assignments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Allow extra time</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Modified assessments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use graphic organizers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Stress key vocabulary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use simplified readings</td>
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<td></td>
<td></td>
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<tr>
<td>Model cognitive strategies</td>
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<td></td>
<td></td>
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<tr>
<td>Provide word banks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simplify instructions</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

More Specific Interventions:

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
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</thead>
</table>

Based upon the information presented, the student ___ should be retained in the _________ grade.
___ should not be retained.

Signature:__________________________ Date:_____________
ENL Referrals to Special Education

The following are guidelines regarding the referral of ENL students for Special Education.

♦ A referral to special education should only happen after all other avenues have been explored, and you can conclude that the child’s needs cannot be met by the regular education program and that student needs are not related to second or other language learning.

♦ It is recommended that the child be in the school system for more than a full academic year before a referral to special education is justified except when prior knowledge of handicaps is available or handicaps are obviously apparent.

♦ Often times, special education identification has already happened in another state and the student will customarily have to be retested in order to be identified for services in Indiana.

♦ All referrals of LEP students to special education should include the results of tests in the child’s native language and in English to provide evidence that the difficulties are present in both languages.

♦ In searching for a bilingual evaluator or interpreter for assessment purposes, the candidate must be a non-biased party who is fluent in the native language of the student. Ideally, the interpreter/translator should be from the same language, country, and cultural background of the student to avoid linguistic and cultural miscues.

To ensure that a Special Education Referral for an ENL student is handled appropriately, please utilize the checklists on the following two pages as part of the Referral/Evaluation process.

You may also visit: http://www.doe.state.in.us/lmmp/specialeducationreferrals.html
ENL Conference Report Form

Student Name:_________________________  Grade:______  ENL level:___

School:_________________________  Date and Time of Meeting:__________

Type of Meeting:  □ Case Conference  □ RTI  □ Speech

□ Special Education  □ ENL  □ Behavior  □ Other:________

Purpose of the Meeting:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Meeting Notes:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Documents Reviewed at the Meeting:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Meeting Outcomes:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Next Meeting: __________________________________________________

Persons in Attendance:
______________________________________________________________
______________________________________________________________
______________________________________________________________

25
English Language Proficiency Assessment

LAS Links Placement Test
Newly-enrolling students indicating a language other than English on the Home Language Survey must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year. The LAS Links Placement Test will be locally administered and scored. Placement Test data are used only to identify students as limited English proficient (LEP) for placement in an English language development program.

LAS Links Annual Assessment
Title III of the No Child Left Behind Act requires the annual English proficiency assessment to ensure that LEP students are making progress in learning English and attaining English proficiency. In the state of Indiana, the LAS Links English proficiency assessment must be administered annually by all public schools each Spring to measure progress and determine exiting from services.

All ENL students in grades K-12 are required to participate in this annual assessment, which measures growth in the English language domains of listening, speaking, reading, writing, and comprehension. LAS Links may be administered in small groups with the exception of the Speaking domain, which is administered individually. The Speaking domain is scored locally by the district, whereas all other test domains are to be scored by CTB.

For more information about LAS Links, visit: http://www.doe.state.in.us/lmmp/LAS_links.html

Parental Notification

Notification of a student’s English language proficiency level must be sent to the responsible parent or guardian within thirty (30) days of testing (or within 30 days of receiving the scores in the case of the annual assessment). The letter will state that the student will be receiving ENL services appropriate to the student’s English language proficiency, and must provide an opportunity for the parent to decline these services for their child.

Decline Services

A parent or legal guardian of an LEP student may decline the participation of their child in the ENL Program. This request must be submitted in writing and will be retained in the student’s permanent ENL file.

Declining ENL Services does not change the student’s status as LEP. The student must be included on all state and federal reporting of Limited English Proficient students and is required to participate in the annual English proficiency assessment. Testing is not optional, and cannot be refused.
Monitoring and Exiting Former LEP Students

The transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) is marked by the first score of Level 5 on the LAS Links annual assessment. At this time the student is no longer required to participate in daily English language development services and is reclassified to fluent English proficient (FEP) status for reporting. The Reclassification of LEP student to FEP must be documented in the student’s records using the Reclassification Form. The student begins a period of informal monitoring that continues until the student has attained an Overall score of Level 5 twice consecutively on the LAS Links annual assessment.

After demonstrating Fluent English Proficiency by attaining a score of Level 5 twice consecutively on the annual LAS Links, former LEP students begin a two-year period of formal monitoring. This formal monitoring must ensure that former LEP students who have been reclassified to FEP are able to participate meaningfully in the regular educational program, which means:

1) students are able to perform on-par with their native English speaking peers in the regular educational program;
2) students are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials; and
3) students have access to language instruction services if needed.

During the two-year period of formal monitoring, the ENL staff shall collect data on the academic performance of FEP students after each grading period. This information must be documented in the student’s records using the FEP Monitoring Form on the following pages. ISTEP+ scores, report cards, and teacher/administrator comments will be reviewed to determine if the student is achieving academic success. **Annual English proficiency assessment is not required during the formal two-year monitoring period.**

If monitoring shows that the student is falling behind in academic performance and/or English language skills, the situation must be assessed, analyzed, and arrangements should be made to provide the student with appropriate assistance. ENL staff, classroom teachers, administrators, and building teams should collaborate throughout this process.

If a former LEP student demonstrates academic success throughout the two-year formal monitoring period, the student may exit the English as a Second Language program. The FEP student exit from the ENL program must be documented in the FEP Student Exit Form.
ZIONSVILLE COMMUNITY SCHOOLS
ENGLISH SECOND LANGUAGE PROGRAM

Reclassification of LEP Student to FEP

School Year:

Student Name: __________________________  D.O.B.: ____________
S.T.N.: ____________  Grade: _________  School: ____________

Attainment of 1st Level 5 Overall Score: LAS Links Scales Test Date:
☐ Exit English language development services and reclassify as FEP
☐ Begin informal monitoring

STUDENT GRADES (Attach Report Card)

STANDARDIZED TEST SCORES

<table>
<thead>
<tr>
<th>Test</th>
<th>Date Taken</th>
<th>English</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS Links</td>
<td></td>
<td>Overall Score:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS

ENL Staff:
ENL Program Director: Kristin Landis
ZIONSVILLE COMMUNITY SCHOOLS
ENL PROGRAM

FEP MONITORING FORM

Student Name: ___________________ D.O.B: __________
STN #: _____________ School: _____________________
Grade: ________ Teacher: __________________________

STUDENT GRADES (Attach Report Card)
Teacher Comments:

STANDARDIZED TEST SCORES

<table>
<thead>
<tr>
<th>Test</th>
<th>Date Taken</th>
<th>English</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHER COMMENTS (classroom teacher, ENL staff, administrators, etc…)

Signature of Teacher: ___________________________ Date: __________
Signature of ENL Staff: _________________________ Date: __________
Signature of Administrator: ____________________ Date: __________
ZIONSVILLE COMMUNITY SCHOOLS
ENL PROGRAM

FEP STUDENT EXIT FORM

Student Name: 
D.O.B: 
STN #: School: 
Grade: Teacher: 

School Year: 

☑ RECLASSIFICATION OF LEP STUDENT TO FEP. (Attainment of 1st Level 5 Overall Score: LAS Links Proficiency Assessment) 

Date: 

☑ FEP STUDENT TWO-YEAR FORMAL MONITORING (Attainment of 2nd Level 5 Overall Score: LAS Links Proficiency Assessment) 

Year One starting 

Year Two starting 

Date: 

☑ END OF TWO-YEAR MONITORING 

Date: 

ISTEP+ AND OTHER STANDARDIZED TESTS SCORES, GRADES, AND OBSERVATIONS INDICATE THAT STUDENT IS READY FOR COMPLETE EXIT FROM ENL SERVICES AND MONITORING.

Signature of Teacher: ________________________________ Date: __________ 

Signature of ENL Staff: ________________________________ Date: __________ 

Signature of Principal: ________________________________ Date: __________ 

Signature of ENL Director ________________________________ Date: __________
Migrant Education Program

Many individuals in the United States are classified as migrant farm workers. Many of these migrant farm workers travel as a family from one job to another to improve their financial situation. The temporary nature of their work creates residency problems, language barriers, and lack of contact with community services. Social, economic, or health benefits are seldom available to migrant families.

Since most migrant children move frequently, their school attendance is often interrupted and they tend to lack skills in language, reading and mathematics. In addition to their mobility issues, these students are usually coping with limited English proficiency, poverty, and the fact that they often have to help sustain the family by working or looking after younger siblings instead of going to school.

The Indiana Migrant Education Program serves children of migratory farm workers who qualify under several eligibility criteria. Children must not have graduated from high school or have a GED and be between the ages of three through twenty one. The child must have moved within the past three years across state or school district lines with a migrant parent or guardian to enable the child, the child’s guardian, or a member of the immediate family to obtain employment in an agricultural, fishing, or food processing activity.

Students are classified as eligible to receive Migrant Education program services by recruiters from the Division of Language Minority and Migrant Education Programs, Indiana Department of Education. The recruiters visit areas which employ large numbers of seasonal workers and other referred sites to interview families for the purpose of determining Migrant eligibility status. Students/families which qualify and receive migrant status are issued a Certificate of Eligibility (COE) which entitles them to a variety of academic and social services. Copies of the COEs for each migrant student currently attending Zionsville Community Schools are kept on file in the central ENL office.

The ENL Program assists the DOE in identifying Zionsville students that may be eligible for the Migrant Education Program by administering the Migrant Work Survey (see sample on the following page) to families that have moved within the last three years to work in agricultural activities as indicated on the Home Language Survey. Their responses are submitted to the DOE recruiters who then visit the families for an interview to determine their eligibility.
Migrant Student Placement and Scheduling

- Migrant students home based outside of Indiana must be placed in grade levels and courses according to their home base school instructions.
- Migrant students must receive appropriate academic services based on the latest records from the home base school or last school attended.
- SECONDARY migrant students must be assigned coursework that best fits the scheduling format in the home base school, and must be graded in percentages, not letter grades.

For more information about Migrant Education, visit: [www.doe.state.in.us/lmmp/migrant.html](http://www.doe.state.in.us/lmmp/migrant.html)
The Migrant Education Program (MEP) provides supplemental education and support services to eligible children through national funding. The purpose of the program is to ensure that all migrant students reach the academic standards and graduate with a high school diploma (or complete a GED).

WORK SURVEY

Thank you for answering the following questions. If your child is eligible for the Migrant Education Program, they may receive additional educational support. This information is strictly confidential.

Parents’ Names: _____________________________________________

Address: _____________________________ City: __________________ Telephone: (___) _________

1. How long have you lived in this city/school district? _______________________

2. Within the last 3 years, has your child(ren) moved from one school district to another with a parent, relative or guardian so that person could look for seasonal or temporary work in agriculture? YES ___ NO ____ If you answered NO, please stop. STOP

If you answered YES, please continue.

3. When was the last time you or anyone in your household has moved to look for, or work in an agricultural activity within the United States? Month________ Year________

4. Please check any of the agricultural activities listed below that you have looked for or worked in:

   ____ Plant or harvest vegetables or fruits  ____ Canning vegetables or fruits
   ____ Detassel corn  ____ Sod farm
   ____ Tobacco farm  ____ Planting, pruning or cutting trees
   ____ Poultry and/or egg farm  ____ Dairy farm
   ____ Duck, turkey, chicken, pork or beef processing plant  ____ Flora culture/gladiola farm
   ____ Aquaculture/fish hatcheries  ____ Green house or plant nursery

Please list the names of all of the children in the household under 22 years of age.

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Date of Birth (D.O.B.)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
**LEP Cumulative Folder**

It is required that a cumulative folder specific to LEP student’s records must be kept and maintained. All information must be updated at the end of each school year or when a student transfers to another school or school district.

ENL staff must keep all records up to date following the LEP Student Cumulative Folder Checklist Form. All updates must be recorded in the LEP student cumulative folder log Form.
**LEP Student Cumulative Folder Checklist**

Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child’s records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b); 34 CFR subpart D)

School staff must take care when working with cumulative folders to keep all information intact, confidential, and safe.

**Please use the following checklist to ensure that information specific to limited English proficient (LEP) students is included in the cumulative folder.** Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district.

- [ ] Home Language Survey
- [ ] Individual Learning Plan
- [ ] A copy of the LAS LINKS student proficiency report: student proficiency reports should remain in the cumulative folder for at least two years
- [ ] ISTEP + scores
- [ ] FEP Exiting/Monitoring form and documents for former LEP students in the two-year monitoring period
- [ ] If the parents refuse services, a copy of that document
- [ ] A log of updates

**For Migrant Students also include:**

- [ ] A record of any Portable Assisted Study Sequence (PASS) or GED course work
- [ ] A copy of the student’s Certificate of Eligibility (COE) and/or work survey
# LEP Student Cumulative Folder Log of Updates

<table>
<thead>
<tr>
<th>Date</th>
<th>Document</th>
<th>Full Name</th>
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</tbody>
</table>
## English Language Proficiency Levels

ENL students have varying levels of English proficiency. Their levels, which are assessed and identified by the ENL program staff are described below:

<table>
<thead>
<tr>
<th>Limited English Proficient (LEP)</th>
<th>Level 1</th>
<th>Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 2</td>
<td>Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.</td>
</tr>
<tr>
<td></td>
<td>Level 4</td>
<td>Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.</td>
</tr>
<tr>
<td>Fluent English Proficient (FEP)</td>
<td>Level 5</td>
<td>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native-English speaking peers. To attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary.</td>
</tr>
<tr>
<td><strong>Levels of English Proficiency &amp; Corresponding Student Actions</strong></td>
<td><strong>LEP</strong> <em>(Limited English Proficient)</em></td>
<td><strong>FEP</strong> <em>(Fluent English Proficient)</em></td>
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</tr>
</tbody>
</table>
| **Level 1**  
*Beginner* | Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.  
**Student Actions:**  
- Classifies pictures without verbalizing logic behind them  
- Makes picture collages  
- Builds picture dictionary based on content  
- Points to an appropriate response  
- Creates a pictorial graph/chart  
- Uses body language | Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.  
**Student Actions:**  
All of the above, and:  
- Labels pictorial charts with key vocabulary or concepts  
- Labels pictures with single words or phrases  
- Sequences events (time/order)  
- Uses invented spelling  
- Utilizes graphic organizers  
- Accept 'yes' or 'no' and either/or | Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.  
**Student Actions:**  
All of the above, and:  
- Reasoning expressed more fluently  
- Expresses opinions  
- Criticizes and justifies  
- Uses persuasion  
- Answers how and why questions  
- Predicts the outcome of events  
- Drafts/edits assignments  
- On par with native English speaking peers |
| **Level 2**  
*Early Intermediate* | Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.  
**Student Actions:**  
All of the above, and:  
- Labels pictorial charts with key vocabulary or concepts  
- Labels pictures with single words or phrases  
- Sequences events (time/order)  
- Uses invented spelling  
- Utilizes graphic organizers  
- Accept 'yes' or 'no' and either/or | | |
| **Level 3**  
*Intermediate* | Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.  
**Student Actions:**  
All of the above, and:  
- Classifies and gives reasons in simple sentences  
- Gives simple explanations  
- Describes event/topic  
- Outlines topics using time sequence, as well as main idea and supporting details  
- Formulates questions  
- Compares/contrasts information  
- Conducts simple interviews | | |
| **Level 4**  
*Advanced* | Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.  
**Student Actions:**  
All of the above, and:  
- Reasoning expressed more fluently  
- Expresses opinions  
- Criticizes and justifies  
- Uses persuasion  
- Answers how and why questions  
- Predicts the outcome of events  
- Drafts/edits assignments  
- On par with native English speaking peers | | |
| **Level 5**  
*Fluent* | Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.  
**Student Actions:**  
- On par with native English speaking peers | | |
<table>
<thead>
<tr>
<th>Levels of English Proficiency</th>
<th>Sample Student Behaviors</th>
<th>Sample Teacher Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginner Level 1</strong></td>
<td>Points or provides other non-verbal responses</td>
<td>Asks questions that can be answered by yes/no and either/or responses</td>
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<tr>
<td></td>
<td>Actively listens</td>
<td>Models correct responses</td>
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<td>Responds to commands</td>
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<tr>
<td><strong>Early Intermediate Level 2</strong></td>
<td>One-word responses</td>
<td>Focuses content on key concepts</td>
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<td></td>
<td>Short utterances</td>
<td>Provides frequent comprehension checks</td>
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<td></td>
<td></td>
<td>Uses performance-based assessment</td>
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<tr>
<td><strong>Intermediate Level 3</strong></td>
<td>Participates in small group activities</td>
<td>Asks open-ended questions that stimulate language production</td>
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<tr>
<td></td>
<td>Demonstrates comprehension in a variety of ways</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Level 4</strong></td>
<td>Participates in reading and writing activities to acquire new information</td>
<td>Fosters conceptual development and expanded literacy through content</td>
</tr>
</tbody>
</table>
Appropriate Modifications and Assessment for ENL Students

Level 1

Description of Level 1 Students

At Level 1 students cannot speak or understand English except for a few concrete, high frequency words. The student cannot use any higher order thinking skills in English. The student derives all meaning from the context of a given situation.

Appropriate Instructional Modifications for Level 1 Students

☐ Assign a study buddy
☐ Allow extra time to complete work
☐ Provide alternative texts
☐ Permit bilingual dictionaries
☐ Stress key vocabulary
☐ Highlight important concepts
☐ Use graphic organizers
☐ Incorporate schematic mapping
☐ Provide hands-on experiences
☐ Explain with pictures and realia
☐ Model vocabulary and concepts
☐ Allow one-word answers
☐ Provide lecture notes in simple English
☐ Speak and write directions
☐ Use closed-caption option on videos
☐ Use a bilingual tutor to pre-teach important concepts
☐ Avoid slang and idiomatic expressions
☐ Teach and model cognitive strategies
☐ Explicitly activate prior knowledge
☐ Read and write in the content areas.
☐ Provide written directions in simple English
☐ Use process writing

Assessing Level 1 Students

☐ Create a grading contract
☐ Assign a pass/fail based on effort
☐ Participate in cooperative learning projects
☐ Answer yes/no questions
☐ Produce bilingual diagrams
☐ Create picture books illustrating key concepts
☐ Role-play events
☐ Draw and label sequential pictures
☐ Match words to pictures
☐ Construct hands-on projects (models, experiments, etc.)
☐ Make personal bilingual picture dictionary
☐ Make maps, charts, and graphs
☐ Create a “photo album” from magazine pictures to explain events and concepts
☐ Create graphic organizers
☐ Build collages to explain ideas
☐ Classify pictures and objects
Appropriate Modifications and Assessment for ENL Students

Level 2

Description of Level 2 Students

A Level 2 student can communicate at a basic level. Although the student can understand some English in highly contextualized situations, the student may not produce much English. Most learning will take place through non-verbal cues and the native language. A Level 2 student experiences a lot of difficulty with higher order thinking in English.

Appropriate Instructional Modifications for Level 2 Students

- Assign a study buddy
- Allow extra time to complete work
- Provide simplified readings
- Permit bilingual dictionaries
- Stress key vocabulary
- Highlight important concepts
- Use graphic organizers
- Incorporate schematic mapping
- Provide hands-on experiences
- Explain with pictures and realia
- Model vocabulary and concepts
- Allow simple-phrased answers
- Explicitly activate prior knowledge
- Provide lecture notes in simple English
- Allow tape recorder for note taking
- Avoid slang and idiomatic expressions
- Use close captioning on videos
- Use a bilingual tutor to pre-teach content area concepts
- Use process writing
- Provide written directions in simple English
- Read and write in the content areas
- Teach and model cognitive strategies

Assessing Level 2 Students

- Create a grading contract
- Assign a pass/fail based on effort
- Participate in cooperative learning projects
- Answer what, when, and where questions
- Compare/contrast objects
- Produce bilingual diagrams
- Keep a learning log with pictures and words to remember key concepts
- Role-play events
- Draw and describe sequential pictures
- Match words and phrases to pictures
- Construct hands-on projects (models, experiments, etc.)
- Make personal bilingual picture dictionary
- Make maps, charts, and graphs
- Create a “photo album” from magazine pictures to explain events and concepts
- Create graphic organizers
- Classify pictures and objects
- Provide word banks for writing assignments
- Describe pictures, write captions for each “photo”
- Take modified tests (labeling diagrams and pictures, etc.)
- Retell an experience or lesson to a peer, teacher, or tape recorder
- Dictate a story
- Tell someone else how to do an activity
Appropriate Modifications and Assessment for ENL Students

Level 3

Description of Level 3 Students

Level 3 students often appear to understand more English than they really do. They function fairly well in face-to-face contextualized conversation. However, they experience difficulty with academic language and higher order thinking skills. Although Level 3 students can learn using English, they still need many non-verbal cues to construct meaning.

Appropriate Instructional Modifications for Level 3 Students

- Assign a study buddy
- Allow extra time to complete work
- Provide simplified readings
- Emphasize and model reading comprehension strategies
- Permit bilingual dictionaries
- Stress key vocabulary
- Highlight key concepts
- Use graphic organizers
- Incorporate schematic mapping
- Provide hands-on experiences
- Explain with pictures and realia
- Explicitly activate prior knowledge
- Allow a tape recorder for note taking
- Use a bilingual tutor to pre-teach concepts
- Teach and model cognitive strategies
- Develop problem solving and application skills
- Use closed-caption option on video
- Read and write in the content areas
- Provide written directions in simple English
- Use process writing

Assessing Level 3 Students

- Create a grading contract
- Participate in cooperative learning projects
- Use inferential thinking
- Answer how and why questions
- Keep a learning log with pictures and sentences describing key concepts
- Role-play events
- Create graphic organizers
- Construct hands-on projects (models, experiments, etc.)
- Make maps, charts, and graphs
- Create a persuasive argument
- Outline a lesson, story, or lecture, or summarize orally
- Provide word banks for writing assignments
- Take modified tests (open book, shortened, oral, more time)
- Justify an opinion
Appropriate Modifications and Assessment for ENL Students

Level 4

Description of Level 4 Students

Level 4 students appear to be completely fluent in English. However, they have not yet mastered the ability to use English as a tool for learning. Level 4 students find cognitively complex tasks somewhat difficult and read approximately 2 years below grade level.

Appropriate Instructional Modifications for Level 4 Students

- Allow extra time and support to complete cognitively complex tasks
- Teach and model cognitive strategies
- Emphasize and model reading comprehension strategies
- Stress key concepts
- Use graphic organizers
- Incorporate schematic mapping
- Develop problem-solving and application skills
- Provide hands-on experiences
- Explicitly activate prior knowledge
- Read and write in the content areas
- Provide written directions in simple English
- Use process writing

Assessment for Level 4 Students

- Participate in cooperative learning projects
- Synthesize or evaluate information
- Construct hands-on projects (models, experiments, etc.)
- Keep a learning log explaining important concepts
- Create graphic organizers
- Make maps, charts, and graphs
- Use resources (library, internet, guest speakers) to write a report
- Match words with definitions
- Fill-in-the-blank using vocabulary
Considerations for the Classroom Teachers

The development of second language skills takes place in four areas: listening, speaking, reading, and writing. In the normal language development process for first language learners, oral language skills precede the development of reading and writing skills. The process is the same for second language learners. Students must have a rich oral language experience background so that when they begin to read they have a meaningful reference point. Meaningful experiences facilitate comprehension as well as help to maintain and promote student interest.

While teaching phonics is not a priority, students have to be able to hear the differences between their native language and English before they can be expected to produce sounds. In addition, they must be able to decipher sound differences in order to begin to understand the new language. Teachers are encouraged not to rush production or over-correct errors.

Second language acquisition research has shown us that a student acquires language more effectively when language exposure has been provided that is meaningful and that input is comprehensible for students. *Comprehensible input involves modeling activities and describing them at the same time.* All new subject matter should be introduced by modeling either before the entire class or with the student on an individual basis. In addition to modeling expected behavior, visual clues offer meaningful reference for immediate comprehension of new vocabulary words and experiences. Repetition of words and phrases that are meaningless to the student is not the recommended pattern for provision of meaningful language experience or oral language development.

Students who have the advantage of strong literacy skills in their first language bring key concepts to the classroom with them. The problem here is that the language code system that we have is different from theirs. The key is to reinforce those concepts in the new language by providing visual context clues to facilitate comprehension and to work on vocabulary development. The concept is the constant and language is the variable. Conceptual skills transfer to the English language, so the important thing to remember is that skills do not have to be retaught. Language and vocabulary have to be taught in order to access the knowledge these students already possess.

Development of language skills for success in academic content area courses takes a long time. Primary goals will be to get meaning across and develop communicative performance for the subject material being taught. Teachers should incorporate as many concrete, hands-on, and visual activities as possible to facilitate comprehension.
Effective Practices for the Mainstream Classroom

Goal for students: to develop academic competence while also developing English proficiency

Most of the following recommended strategies are promoted as good teaching strategies for all students. This is an important point because teachers usually don’t have time to prepare a separate lesson for their LEP (Limited English Proficient) students and/or to work with them regularly on an individual basis.

A. Total Physical Response (TPR)

TPR activities greatly multiply the amount of language input that can be handled by beginning learners. These activities tie comprehension with performance using low-anxiety, whole-body responses. It is recommended that TPR be utilized for 5-10 minutes at the beginning or end of each class. This approach helps to develop listening skills, increase vocabulary, and model proper English word order.

Steps:
1. The teacher develops scripts that provide students with the vocabulary related to learning situations, such as using a pay phone, getting ready for school, shopping, preparing a meal, conducting an experiment, etc. (Note that situations may vary according to level).
2. Students follow the teacher’s set of commands to act out an event.
3. The teacher and students make a written copy of the instructions.
4. Students play the roles of the teacher/reader of the series and performer of the actions.

B. Cooperative Learning (CL)

The CL approach uses student-centered learning activities completed by students in heterogeneous groups of two to six. CL assigns roles to each member of the group, so that students of different proficiency levels can work together on a common task. Through shared learning activities, LEP students gain knowledge by observing learning strategies used by their peers. LEP students further benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful. Small group learning also enhances LEP students’ language acquisition. CL is proven to be effective for both academically advanced and lower achieving students.

C. Language Experience Approach

Implementation:
1. The student is asked to share his/her “experience” (a drawing, something brought from home, a group experience, an experience with the topic in discussion, etc.).
2. The student then dictates his/her story to the teacher or to another student. The writer copies down the story.
3. The teacher reads the story back and students read along.
4. As their language development progresses, students can rewrite their stories and illustrate them.
D. Dialogue Journals
A dialogue journal is a written conversation that a student and teacher carry on regularly (daily, weekly, etc.). Students write as much as they choose and the teacher writes back, responding to students’ questions and comments, introducing new topics or asking questions, and promoting language development. The teacher never corrects students’ entries. The students must be assured that journals won’t be graded and that nobody else will read them.

E. Games
Games are especially helpful when the repetition of words or concepts is necessary to increase students’ knowledge of vocabulary and concepts that require memorization. It is recommended that competition be downplayed for most games, that the rules be few, and that they be clearly explained and demonstrated before the game begins.

F. Content-Centered Language Learning
Content-Centered Language Learning is a method that integrates English as a Second Language instruction with subject matter instruction. This technique focuses not only on learning a second language, but also on using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The theory behind Content-Centered Language Learning is that language acquisition is based on input that is meaningful and understandable to the learner (Krashen, 1981). Research shows that language is effectively learned when it is a vehicle of instruction, not the object. Students reach a high level of second language development while mastering subject matter.

A content area teacher, or a combination of a content area teacher and an ENL (English as a Second Language) teacher, can implement the Content-Centered Language Learning method in their current instructional practices. By using modified curricula and appropriate teaching strategies, Content-Centered Language Learning can be used wherever and whenever LEP students receive academic instruction in English. Input is made comprehensible through a variety of means, such as demonstrations, visual aids, graphic organizers, hands-on materials, and manipulations of the content.

<table>
<thead>
<tr>
<th>TIPS FOR TEACHING ENGLISH TO LEP STUDENTS THROUGH CONTENT AREAS:</th>
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<tbody>
<tr>
<td>• Write the lesson’s objectives and activities legibly on the board.</td>
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<tr>
<td>• Develop and maintain routines.</td>
</tr>
<tr>
<td>• List instructions step by step.</td>
</tr>
<tr>
<td>• Present information in a variety of ways. Put information in a context that is more comprehensible to the students. Emphasize key words and phrases through intonation, repetition, and summarizing on the chalkboard. Give concrete examples. Use pictures and charts. Clarify new concepts (e.g., “The government’s funds were diminished. That means the government was almost out of money.”).</td>
</tr>
<tr>
<td>• Try to answer all the questions that your students ask, but avoid overly detailed explanations. Point to objects and pictures, or demonstrate actions to help get the meaning across.</td>
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<tr>
<td>• Use a variety of questioning techniques.</td>
</tr>
<tr>
<td>• Check for understanding often (e.g., “In Arizona, rainfall is minimal during most of the year.” To check for understanding, you might ask, “Does it rain much in Arizona?”).</td>
</tr>
</tbody>
</table>

INDIANA DEPARTMENT OF EDUCATION
Office of English Language Learning and Migrant Education
G. Multi-Sensory Approach
This approach makes use of the multi-sensory abilities of the human brain and body: auditory, kinesthetic, and visual. All these senses need to be “activated” for better comprehension.

**TIPS FOR USING THE MULTI-SENSORY APPROACH WHILE TEACHING ENGLISH IN THE CONTENT AREAS:**

- Increase “doing” or hands-on activities
- Use as many different kinds of media as possible
- Encourage small group and paired projects
- Increase use of demonstrations

H. Adapting and Modifying Materials
Content area teachers are encouraged to collaborate with their ENL colleagues in adapting and modifying classroom, homework, and testing materials for LEP students.

**EXAMPLES OF ADAPTATIONS**  
(Using the same materials as the rest of the class)

- On a math test, delete word problems and add more computational problems, or grade only the computation part of the test.
- In social studies, grade students based on their memorization or recall skills (e.g., naming the states and capitals) or matching words and definitions.
- For a spelling assignment, let LEP students draw the definition of words.
- For science projects, have students create detailed pictures or models of the subject being studied (i.e., heart, plant, weather, etc.) with labels written in English.

**EXAMPLES OF MODIFICATIONS**  
(Using different or additional materials while teaching the same content)

- Use assignments from lower level textbooks or workbooks that correspond to what the class is learning at the time.
- Use lower level reading materials.
- Ask some of your native-speaking students to simplify a textbook by rewriting the chapters. The task can be more manageable by giving each native-speaking student a few pages to rewrite. The simplified materials not only help your LEP students, but also other students who may find the regular text too difficult. The students who do the rewriting will benefit from having the opportunity to review and reinforce initial concepts and understandings.
- Ask native-speaking students who take comprehensible notes to duplicate them for LEP students to use as study aids.

**REMEMBER:**
1. Materials still need to be interesting!
2. Vocabulary can be simplified, but key technical terms must be retained.
3. Always consider students’ language development.

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**TIPS FOR ADAPTING MATERIALS**
(Reflecting the student’s language proficiency):

- Put the topic sentence first, with supporting details in the subsequent sentences.
- Reduce the number of words in a sentence and the number of sentences in a paragraph.
- Consider word order. Use the subject-verb-object pattern for most sentences.
- Simplify vocabulary that will be used, but retain key concepts and technical terms.
- Limit the use of synonyms in written text and books.
- Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible within text passages.
- Use simpler verb tenses, such as present, simple past, and simple future.
- Write in the active voice, not in the passive voice.
- Eliminate repetitive clauses with “who,” “which,” or “whom” wherever possible. Make the clause into a separate sentence.
- Convert the content into maps, charts, tables, lists, diagrams, semantic webs, etc.

**Sources:**

- Help: They Don’t Speak English Starter Kit for Primary Teachers

- Help: They Don’t Speak English Starter Kit for Secondary Teachers
  [http://www.escort.org/products/secondaryhelpkit.html](http://www.escort.org/products/secondaryhelpkit.html)

- Strategies and Resources for Mainstream Teachers of English Language Learners, NW Reg. Ed Laboratory, May 2003
  [http://www.nwrel.org/request/2003may/textonly.html](http://www.nwrel.org/request/2003may/textonly.html)

- Frequently Asked Questions About Teaching ENL Students in the Mainstream Classroom
  [http://ENL.fis.edu/teachers/support/f-faq1.htm](http://ENL.fis.edu/teachers/support/f-faq1.htm)

Download this article at: [http://www.doe.state.in.us/lmmp/pdf/effectivepractices.pdf](http://www.doe.state.in.us/lmmp/pdf/effectivepractices.pdf)
Helping English Language Learners Understand Content Area Texts

English language learners (ELLs) experience intense problems in content area learning because they have not yet acquired the language proficiency needed to succeed in understanding subject-matter content. Because the language of academic subjects (such as social studies, science, math) requires a high degree of reading and writing ability that English language learners do not have, they experience immense difficulties reading their textbooks and understanding the vocabulary unique to particular subjects. This article reviews practical strategies that content area teachers can use to support English language learners in their classrooms.

Teacher Preparation

- Survey the text for difficulty keeping in mind the levels of English language learners in your classroom; determine your standard or objective; select the concepts to teach; eliminate unnecessary information that will be too difficult for ELL students of low English proficiency; choose key specific vocabulary to pre-teach; develop assessments to test that content.

- Identify vocabulary words that you think might be difficult for English language learners to understand when they read the text. Write ELL-friendly definitions for each - that is, simple, brief definitions ELL students can easily understand.

- Determine which visuals, artifacts, gestures, etc. you will need to make the meaning of the words clear to the ELL students. Visuals are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract content.

- Use highly illustrated books of various levels of difficulty teaching your content.

- Plan a series of questions and interactions that will help you involve your students and determine their levels of understanding of the words.

Building Background Knowledge

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This will increase all students’ comprehension of the text.

English language learners have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students (e.g. recycling or fundraising) if they have never done that before. Pictures, drawings, or short skits can help develop relevant background information. On the other hand, if a teacher is talking about the Civil War, perhaps some ELL students have experienced something similar in their home country, and might be able to understand those concepts better if they understand how it connects to the text.

Students need to know essential vocabulary in order to comprehend the text. Therefore, it is important to use several strategies to build the background that leads to better reading comprehension for ELL students. It can be beneficial to review many words we often take for granted - not only for the benefit of ELL students, but also for students who may not come to
school with a rich vocabulary background or exposure to certain experiences. For example, the concepts of democracy may be difficult for all young children to understand at first. Think of examples to which your students can relate.

➢ Create interest in the subject by using pictures, real objects, maps, or personal experiences. Repeat vocabulary words as often as you can so that ELL students can remember them.

➢ Relate material to students’ lives whenever possible.

➢ Build text-specific knowledge by providing students with information from the text beforehand, particularly if the text is conceptually difficult or has an abundance of important information. For example, if there are six main topics on the animal kingdom, highlight/discuss them beforehand.

➢ Explain difficult concepts and label them with key words ELL students can remember. Repeat the word several times in different sentences. For example, "This is the Statue of Liberty. Liberty means freedom. The people of France gave us the Statue of Liberty..."

➢ Establish the purpose for reading (i.e. "Today we are going to read to find out: what are the examples of freedom/liberty in our country.").

**Pre-teaching Vocabulary and Concepts**

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for English language learners. This will allow them to identify words and then to place them in context and remember them. You can pre-teach vocabulary by:

- Role playing or “acting it out”
- Using gestures
- Showing real objects
- Pointing to pictures
- Doing quick drawings on the board
- Doing demonstrations

➢ Introduce the vocabulary and model its use. Dig deeper into vocabulary! Use every trick you can find to help explain its meaning to the ELL students. Give several examples for each term. Teach words in context – this is much more effective than isolated memorization.

➢ Ask students to give you their examples of how the word can be used.

➢ Choose different strategies to teach each word. Use different ways of engaging the students to listen for new words and produce each word in context. Remember: ELL students need 8-20 encounters with the new word to remember it!

➢ Use hands-on activities and demonstrations to teach academic vocabulary. For example, if the students are learning about a cell, the teacher could introduce academic vocabulary while creating a cell model from Play-Doh with students. The students could work in groups to make their own cell, use the academic vocabulary while doing the activity, present afterwards to the teacher or class, or write a report.

➢ Post new vocabulary on a word wall, and review the words daily. Swap out old words as necessary.
Pre-reading Strategies to Increase Comprehension

- Explain specific terms of your classroom’s interaction to English language learners. Make sure they know instructional words used every day, such as “follow directions”, “describe”, “start at the top of the page”, “read to the bottom of page 4”, “highlight the verbs only”, “use the steps in your guide”, etc.

- Teachers may expect students to understand terms like “caption”, “excerpt”, index”, “passage”, “glossary”, “preface” “quotation”, “section”, “selection”, etc., but these terms are unknown to many English language learners. Before working with the text, ELL students needs to be explicitly taught all these terms in order to participate in classroom learning activities.

- Explicitly teach and model all learning strategies for ELL students in your classroom. What do we mean when we say “analyze”? How do we do that? What is the language needed to participate in this learning activity? Model the strategy, walk ELL students through the process. Once ELL students have started to develop proficiency in those behaviors, they can concentrate more on the content academic language.

- Review the main concepts from the text you want to teach. Decide how you might best make these concepts relevant and accessible to all of your students including English language learners. This might be through:
  - Film on a related topic
  - Discussion
  - Experiment
  - Field trip
  - “Show and Tell”
  - Student reading assignment
  - Graphic organizers
  - Text read by the teacher

Introducing the Text

- Use visuals related to the content (real objects, charts, posters, graphic organizers). Before reading, discuss illustrations, charts, graphs found in the text.

- While discussing the text, make the text visible to all students (use an overhead projector); point to the parts of the text, to the sentences and words you are discussing.

- Model thinking aloud about what you are reading, and strategies for figuring out difficult words.

- Model how to summarize what has been read.

- Give ELL students a reason for reading. Before asking the students to read the text, make students aware of what they should look for. If the goal is for them to identify cause and effect, point out several examples of this beforehand. If they are supposed to scan the text and find information filling out the graphic organizer, teach them how to scan. If ELL students don’t have the clarity of what they are supposed to do they will end up translating the text word by word and will be able to read only one paragraph instead of scanning ten paragraphs for important information.

- Graphic organizers can be used at all grade levels and at all English proficiency levels. Graphic organizers provide a visual for the kinds of abstract thinking that students are doing when they organize text to understand it. Because of their limited English proficiency, English
language learners will not be able to absorb the entire amount of content knowledge that their native English-speaking peers are able to absorb. They need to learn essential concepts and vocabulary of the lesson. Using graphic organizers with ELL students is a way to separate large amounts of content information into manageable pieces of essential information for ELL students.

Reading the Text

- Assign reading partners: pair English language learners with fluent readers. After partner reading, ask them to summarize and discuss what they read and learned.

- Instruct the group/pair to create a graphic organizer while studying. Graphic organizers (thinking maps, sequencing information, categorizing information) can be used as a pre-teaching or post-teaching strategy for introducing or reinforcing key concepts and how they are related. The more connections English language learners make to the organization of the content before reading, the easier it will be for them to understand and focus on what is important. When teachers and/or students use graphic organizers at the end of a lesson, this helps to reinforce and bring greater meaning and understanding to what they have read.

- Develop study guides to guide ELL students through their content area textbook reading by focusing their attention on the major ideas presented. Study guides can include graphic organizers, key vocabulary, and guiding questions.

- In cooperative groups, after silent reading of every paragraph/passage of the text let the groups summarize the gist of the paragraph/passage in one sentence they all agree on and write it down – students will end up with the summary of the difficult text.

- Have bilingual dictionaries for all native languages available to students. Teach students how to use dictionaries.

- While students are working in groups, pairs, and individually, circulate around the room. Provide scaffolding by asking appropriate questions that help students proceed with the task. Model the use of academic language for ELL students and show students concrete examples of how it should be used.

- Keep asking clarifying questions to check understanding. Adjust the format of questions to the English proficiency levels of ELL students. Reword/explain difficult content in different ways, making sure to incorporate non-verbal contextual clues. Instructional conversations are critical to ELL students' learning!

- Encourage students to talk about the text and to use the lesson’s vocabulary by giving them appropriate assignments adjusted to the students’ levels of English proficiency.

Speaking: Production of Oral Academic English

It is very important for English language learners to talk and think out loud while they are learning from the text. Encourage ELL students to speak in class as much as possible in order to actively practice academic vocabulary. In this way, ELL students will learn and remember the academic English and content area vocabulary they need to succeed. Remember to be sensitive to ELL students who may be afraid to make mistakes.
Scaffold students’ speaking by asking questions appropriate for their level of English proficiency, giving them sentence starters, prompting responses and asking them to say the word/phrase again in different situations.

Elicit more language. In order to learn academic language, English language learners need to practice content language all the time. Ask them to retell in a group what they read and learned. Ask ELL students to provide more elaborate responses and add more details by saying: “Tell me all you can about...”, “Tell me more about...”

Scaffold their speaking by asking leading questions. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, “What do you think? What should we change?”

In cooperative groups, let them prepare questions, conduct interviews and report back.

Give students the script of an activity and ask them to take turns giving directions to the other members of their cooperative group.

Use group problem-based and project-based learning strategies (using English for brainstorming, discussing, and presenting). Model solving the problem, then let the groups do that. Let the group work on a project giving appropriate assignments to ELL students.

Model correct usage of the language. Instead of frequently correcting pronunciation or grammar, reaffirm the student's idea and then restate using correct grammar and in context.

**Writing: Production of Written Academic English**

Writing is another way for ELL students to demonstrate and extend their understanding of a text and its contents.

Use modeled writing, guided writing, shared writing, and partner work before assigning independent writing.

Show a sample of what is expected.

Relieve ELL students of the “blank page” syndrome – model the task to be done, support, and give students ideas, examples. Provide structure for their writing piece: sentence starters, fill-in the blank exercises, sentence strips, etc.

Give cooperative learning teams questions to answer together.

Ask teams to compose questions about the content and use those questions on the test.

Give students a graphic organizer to complete. Graphic organizers can become prewriting activities that help ELL students organize the information and their thoughts before they write. This will also demonstrate that they understood the concepts and content, even if they only use a symbol or write one or two words for each category.

Ask students to practice writing short simple summaries of what they read.
Don’t grade the ELL students’ work down for grammar and spelling mistakes. Concentrate on the content!

Sources:


4. National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (www.ncela@ncela.gwu.edu)

Download this article at: http://www.doe.state.in.us/lmmp/pdf/content_area_texts.pdf
Effective Methods for Teaching Reading to ENL Students

Reading with an accent should not be misinterpreted as reading without comprehension. In most cases mispronunciation does not interfere with comprehension on the part of the student. Therefore, it is not helpful to spend a great amount of time correcting pronunciation errors in reading when it does not interfere with comprehension.

Work on oral level first:
- Develop story-telling skills with folk tales and myths familiar to the student.
- Develop a sense of story sequence and obligatory story elements.

Teach vocabulary in context:
- Field trips or direct experience solidifies understanding of new terms. For example to teach baseball words, go to a baseball game or play baseball.

Language experience:
- After the student has been in an English speaking environment for about six months have the student dictate his/her story to you and let the student read it back to you. Work with the student on isolated words and structures from the story. The student can tell stories about experiences in the classroom, on the playground, at home, or in the lunchroom.

Peer teaching:
- Older children can work with younger children on sight words/phrases. They can also read stories or dictate stories to younger children.

Literal and interpretive comprehension activities:
- Follow-up all reading selections with both literal and interpretive comprehension questions.

Train students to skim and to look for key words:
- Skilled readers don’t read every word to gain meaning. Teach students the techniques of previewing a book (e.g., Survey Question – Read, Recite, Review) to get a mind set before reading. Use guide questions to orient students to what they will be reading.

Evaluate student errors:
- Be aware that reading miscues provide insight into the strategies a student has learned to apply to the reading process. The miscues provide the teacher with a great deal of information (e.g., the level of skill the student has attained, the areas that need further development, etc.).
ENL Tips and Techniques

If you are not a certified ENL teacher, you can help non-English speaking students succeed in your class.

1. **Make sure the new child feels welcome and accepted.**
   - Learn to pronounce the child’s name correctly
   - Learn something about the child’s home culture
   - Assign a buddy to familiarize a new child with school and classroom routines. Rotate this privilege among several students
   - Be sure to include the child in class activities

2. **Allow new learners of English to begin the process of acquiring English at the beginning by developing listening comprehension.**
   - Monitor your vocabulary and use of idioms when speaking with new students in class
   - Use contextual clues to clarify meaning: pictures, media, props, blackboard sketches, manipulatives, and facial expressions
   - Model correct, natural language, but focus on communication and meaning rather than grammatical form
   - New students should not be forced to speak before they are ready

3. **Help students master subject matter while they acquire more proficiency in English.**
   - Provide opportunities for students to hear and use meaningful language in a real context: art activities, science experiments, games, music, field trips, role-playing
   - Provide for interaction with native English speakers through collaborative learning groups
   - Whenever possible, preview lessons in the student’s home language to facilitate understanding the classroom presentation in English
   - Encourage participation by asking questions that can be answered at the student’s level of English, such as yes/no and one-word answers
   - When a student begins contributing to class discussions, accept errors in grammar and pronunciation and continue to model appropriate language.
   - Frequently check for understanding
   - Concentrate on building students’ oral English vocabulary as a prelude to reading with comprehension

4. **Maintain an encouraging, success-oriented atmosphere.**
   - Recognize that standardized tests are often inappropriate for language minority students
   - Tape record a new student’s use of English early in the year; repeat at two or three month intervals. If the student is writing, save early samples to compare with later writing. Remember to praise students for successes as they learn English.

With a nurturing, language rich environment, your students may be reasonably fluent in conversational English within one or two years. Bear in mind that language minority students differ from one another in interests, motivation, personality, exposure to English, proficiency levels, and cultural backgrounds. Those who have already developed a strong educational foundation in their home language before entering your classroom are likely to enjoy a positive self-concept and success in their new environment. Other students may require several years to perform up to their academic potential.
Modifying and Adapting Curriculum for English Language Learners

- Give vocabulary first
- Narrow to ten key concepts
- Use manipulatives and visuals
- Make and use picture file
- Use low readability materials
- Give more time for assignments and reading
- Provide a context-rich environment
- Use learning centers and cooperative groups
- Use tape recordings
- Make chants, songs, raps of content
- Teach in reverse: activities and discussion, THEN reading and writing

How to Make a Textbook More Readable

- Teach reading comprehension strategies
- Use text-tours, graphic organizers, and main idea signposts
- Do “think-out-loud” modeling
- Activate students’ prior knowledge
- Make text meaningful with personal stories
- Provide visuals and realia
- Give students a reason to read
- Give students permission to make mistakes

Grading Alternatives and Testing Adaptation Ideas

- Provide pass/fail options
- Develop a contract with the student and specify what it will take to get an A, B, C, etc.
- Personalize goals for the student to demonstrate achievement; (If the student does not learn anything else, I want him/her to know….).
- Read exams to student and have him/her provide oral responses.
- Small group testing
- Scribe for students
- Allow students to take open book/notes tests.
- Allow student to create pictorial representations of content.
- Give student extended time to work on homework assignments and tests.
- Develop a portfolio for the student and compare individual progress and accomplishments throughout the grading period (grade with the use of a rubric, a literary checklist, etc.)
- Provide grades based upon mastery of concepts rather the use of English to perform the task.
- Provide simplified test format for students based upon personal goals (i.e. fill-in-the-blank or multiple choice vs. essay; no word problems for lower levels in math; etc.)
- Cue card interview: use cards with pictures or a written prompt, such as “What story does this picture tell?” “What do you think will happen next?” “What is the main idea in this picture?”
- Ask students to perform topic monologues by describing to a partner what they learned and have the partner report to the class
Ways to Bring Culture into the Classroom

✧ Utilize culturally diverse materials (books, music, rhymes, poetry, etc.) in teaching literacy
✧ Provide opportunities for children to present cultural information and personal cultural experiences (traditions, celebrations, social patterns)
✧ Initiate cultural discussions within the classroom and incorporate them into the curriculum
✧ Implement a system of foreign language and culture education as a part of overall learning
✧ Promote cultural diversity within the facility by displaying items such as flags or pictures of other nations
✧ Invite a parent to give a cultural presentation to the class
✧ Encourage families to bring ethnic foods to share with the class
✧ Incorporate the celebration of cultural holidays and traditions in the calendar of events
✧ Include ethnic toys and games in class supplies
22 Ideas for Mainstream Teachers of LEP Students

1. Encourage students to THINK AND TALK about what they are learning and how they are creating meaning. Have students BUILD A BILINGUAL DICTIONARY of terms from the daily lesson.

2. THEMATICALLY ORGANIZED CURRICULUM has been found to work well with LEP’s. Make connections, achieve deeper understanding of a concept by studying it from several disciplinary views. Brainstorm webs, hands-on activities, exploration, active participation, culminating events like field trips or classroom extravaganzas.

3. Emphasize the DEPTH of coverage of concepts over the BREADTH. “Less is more”: Use more in-depth thinking about fewer topics.

4. ADAPT MATERIAL/LESSONS to meet the needs of LEP students (lower reading level, more visuals, hands-on activities, cooperative group work, realia, music, role playing
   - Use cartoons and leave the balloons above the speakers blank to be filled in by students
   - Keep a variety of games to be played by pairs or small groups
   - Show the same information through a variety of different charts and visuals.
   - Write instructions and problems in shorter and less complex sentences
   - De-emphasize speed and emphasize accuracy
   - Have students underline key words or facts in written assignments
   - FLEXIBILITY in curriculum development is a key factor for instruction of LEP’s
   - Minimize anxiety and frustration
   - Allow LEP’s to take risks

5. PROMOTE INTERACTION among LEP’s and native English speaking peers through cooperative learning activities where anxiety is at a minimum.

   Circulate and meet individually with each group. Be sure not to let the best student do all the work. LEP’s do NOT benefit from this. Use the divide and conquer method with group roles assigned to each student in the group.

6. MAKE ORAL PRESENTATIONS more COMPREHENSIBLE with visuals, pointing, monitoring your use of idioms, pictures, props, realia, manipulatives, facial expressions, posing a variety of questions at different levels, recapping main topics in a variety of ways, having students be actively involved by standing, pointing, getting,…

   Use VISUALS and REALIA that transcend language barriers. (Prints, pictures, artifacts, crafts, tools, objects, photographs, books, costumes, …) Have students guess what it is, what it is made of, how it is used…

7. Involve them in HANDS-ON ACTIVITIES that provide opportunity for purposeful language use. Care needs to be taken that content is NOT “watered down”. Do NOT lower expectations for LEP students. They need to be intellectually challenged. Pictures, charts, and timelines make materials more “user friendly”. Comprehensible chunks of words or phrases can concisely convey essential information.
8. Have students create unit ORGANIZERS/CONCEPT MAPS that lay out a picture of the big ideas in a unit and how they are connected to one another. (clusters, semantic maps, story boards, matrices, webs, Venn Diagrams)

9. Have students: DRAW AND LABEL DIAGRAMS or pictures related to concept, CLASSIFY words into specific CATEGORIES, fill in charts, order sentences in correct sequences. USE KEY VOCABULARY to answer how/what/why questions. SUMMARIZE info from readings, observations, draw conclusions or STATE OPINIONS.

10. ADAPT SPEECH and written materials. Use visual aides (charts, graphs, pictures). Speak slowly and enunciate well. Consciously use more open-ended questions (How/What). REPEAT key phrases often. PROVIDE both ORAL and WRITTEN INSTRUCTIONS for each day’s assignments.

11. ACCEPT ERRORS in grammar and pronunciation. Model correct forms of grammar usage in your restatement/paraphrase of the student’s answer.

12. USE LANGUAGE MARKERS often, such as first, then, next, but, however, also, as well as. When possible, USE ACTIONS (body movements, gestures, facial expressions) to reinforce vocabulary.

13. Pull in PRIOR KNOWLEDGE before a new lesson by BRAINSTORMING with the students on the board.

14. Teachers can model thinking processes or lead students toward a conclusion by using the “THINK ALOUD” method. For example, “Well I can see that this is increasing, and this is decreasing, what do you think that means?” Ask students to CLARIFY and JUSTIFY their IDEAS both orally and in writing.

15. Repeated 3-TIERED APPROACH: when a concept is explored in 3 ways: a teacher demonstration (LEP’s can listen and observe without having to produce language), a group investigation (a chance to use new language with others in a relaxed setting), and an independent investigation (a more formal, final report which can be oral or written).

16. Use MULTI-SENSORY ACTIVITY-CENTERED approaches to teaching (visual, auditory, oral, and kinesthetic).

17. OVEREMPHASIZING BASIC SKILLS INHIBITS students in developing problem solving, reasoning, and other higher order thinking skills. Rather, engage students in SOLVING INTERESTING REAL-LIFE PROBLEMS that encourage both critical thinking and basic skills development and practice. Design activities that relate to the student’s REAL-LIFE EXPERIENCES, such as paychecks, taxes, shopping, grades, etc.

18. Teachers should create POSITIVE CLASSROOM ENVIRONMENTS and instructional strategies that support/promote language and concept acquisition and development. (Charts, work displayed, key vocabulary, posters, keep classroom language consistent, be sensitive, patient, set realistic and measurable goals)

19. JOURNAL WRITING can encourage students to explore and write about their thinking and learning. Self reflection is vital. The writing can be in native language or in English.
20. Use VARIETY of instructional METHODS, such as games, hands-on, direct instruction, guided discovery, cooperative learning, computer-assisted instruction, role playing, puppetry, readers’ theater, ROUND TABLE (oral or written—one piece of paper and one pen per group. Each student makes a contribution in writing, then passes the paper and pen to the next student…).

21. Encourage use of NATIVE LANGUAGE for comprehension (bilingual aides, let students respond in native language to questions asked in English, locate native language resources-books, films, magazines, write in journals/reading log in native language, peer tutoring where a Level 4 student helps a Level 1 student).

22. MODIFY ASSESSMENT and grading of LEP students’ work. Recognize that standardized tests are often inappropriate for LEP’s. Collect writing samples and track progress. Try portfolios of work, contracts for certain skills, pass/fail, or a monitoring grading system. Remember to praise students for successes.

Indiana Department of Education ♦ Office of English Language Learning and Migrant Education
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Practical Ideas On
Alternative Assessment for ENL Students

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Many educators have come to recognize that alternative assessments are an important means of gaining a dynamic picture of students' academic and linguistic development. “Alternative 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” (Hamayan, 1995, p. 213). It is particularly useful with English as a Second Language students because it employs strategies that ask students to show what they can do. In contrast to traditional testing, “students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce” (Huerta-Macias, 1995, p. 9). Although there is no single definition of alternative assessment, the main goal is to “gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain” (Huerta-Macias, 1995, p. 9). Alternative 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.

Alternative assessment includes a variety of measures that can be adapted for different situations. This Digest provides examples of measures that are well suited for assessing ENL students.
Nonverbal Assessment Strategies

*Physical Demonstration.* To express academic concepts without speech, students can point or use other gestures. They can also be asked to perform hands-on tasks or to act out vocabulary, concepts, or events. As a comprehension check in a unit on Native Americans, for example, teachers can ask students to respond with thumbs up, thumbs down, or other nonverbal signs to true or false statements or to indicate whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name. The teacher can use a checklist to record student responses over time.

*Pictorial Products.* To elicit content knowledge without requiring students to speak or write, teachers can ask students to produce and manipulate drawings, dioramas, models, graphs, and charts. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This labeling activity can be used across the curriculum with diagrams, webs, and illustrations.

To culminate a unit on butterflies, teachers can ask beginning ENL students to illustrate, rather than explain, the life cycle of butterflies. Students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom or to illustrate comprehension of classroom material about types of butterflies, their habitats, and their characteristics.

**K-W-L Charts**

Many teachers have success using K-W-L charts (what I *know*/what I *want* to know/what I've *learned*) to begin and end a unit of study, particularly in social studies and science. Before the unit, this strategy enables teachers to gain an awareness of students' background knowledge and interests. Afterward, it helps teachers assess the content material learned. K-W-L charts can be developed as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with illustrations.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln was important.</td>
<td>Why is Lincoln famous?</td>
<td>Lincoln was President of the U.S.</td>
</tr>
<tr>
<td>His face is on a penny.</td>
<td>Was he a good President?</td>
<td>He was the 16th President.</td>
</tr>
<tr>
<td>He's dead now.</td>
<td>Why is he on a penny?</td>
<td>There was a war in America when Lincoln was President.</td>
</tr>
<tr>
<td>I think Lincoln was a President.</td>
<td>Did he have a family?</td>
<td>He let the slaves go free.</td>
</tr>
<tr>
<td>He was a tall person.</td>
<td>How did he die?</td>
<td>Two of his sons died while he was still alive.</td>
</tr>
</tbody>
</table>

Before a unit of study, teachers can have students fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. This helps to keep students focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realize that they have learned something.
Oral Performances or Presentations

Performance-based assessments include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing stories or text material, and so on. Oral assessments should be conducted on an ongoing basis to monitor comprehension and thinking skills.

When conducting interviews in English with students in the early stages of language development to determine English proficiency and content knowledge, teachers are advised to use visual cues as much as possible and allow for a minimal amount of English in the responses. Pierce and O'Malley (1992) suggest having students choose one or two pictures they would like to talk about and leading the students by asking questions, especially ones that elicit the use of academic language (comparing, explaining, describing, analyzing, hypothesizing, etc.) and vocabulary pertinent to the topic.

Role-plays can be used across the curriculum with all grade levels and with any number of people. For example, a teacher can take on the role of a character that knows less than the students about a particular subject area. Students are motivated to convey facts or information prompted by questions from the character. This is a fun-filled way for a teacher to conduct informal assessments of students' knowledge in any subject (Kelner, 1993).

Teachers can also ask students to use role-play to express mathematical concepts. For example, a group of students can become a numerator, a denominator, a fraction line, a proper fraction, an improper fraction, and an equivalent fraction. Speaking in the first person, students can introduce themselves and their functions in relationship to one another (Kelner, 1993). Role-plays can also be used in science to demonstrate concepts such as the life cycle.

In addition, role-plays can serve as an alternative to traditional book reports. Students can transform themselves into a character or object from the book (Kelner, 1993). For example, a student might become Christopher Columbus, one of his sailors, or a mouse on the ship, and tell the story from that character's point of view. The other students can write interview questions to pose to the various characters.

Oral and Written Products

Some of the oral and written products useful for assessing ENL students' progress are content area thinking and learning logs, reading response logs, writing assignments (both structured and creative), dialogue journals, and audio or video cassettes.

Content area logs are designed to encourage the use of metacognitive strategies when students read expository text. Entries can be made on a form with these two headings: What I Understood/What I Didn't Understand (ideas or vocabulary).

Reading response logs are used for students' written responses or reactions to a piece of literature. Students may respond to questions--some generic, some specific to the literature--that encourage critical thinking, or they may copy a brief text on one side of the page and write their reflections on the text on the other side.

Beginning ENL students often experience success when an expository writing assignment is controlled or structured. The teacher can guide students through a pre-writing stage, which includes discussion, brainstorming, webbing, outlining, and so on. The results of pre-writing, as well as the independently written product, can be assessed.

Student writing is often motivated by content themes. Narrative stories from characters' perspectives (e.g., a sailor accompanying Christopher Columbus, an Indian who met the Pilgrims, a drop of water in the water cycle, etc.) would be valuable inclusions in a student's writing portfolio.
Dialogue journals provide a means of interactive, ongoing correspondence between students and teachers. Students determine the choice of topics and participate at their level of English language proficiency. Beginners can draw pictures that can be labeled by the teacher.

Audio and videocassettes can be made of student oral readings, presentations, dramatics, interviews, or conferences (with teacher or peers).

**Portfolios**

Portfolios are used to collect samples of student work over time to track student development. Tierney, Carter, and Desai (1991) suggest that, among other things, teachers do the following: maintain anecdotal records from their reviews of portfolios and from regularly scheduled conferences with students about the work in their portfolios; keep checklists that link portfolio work with criteria that they consider integral to the type of work being collected; and devise continuas of descriptors to plot student achievement. Whatever methods teachers choose, they should reflect with students on their work, to develop students' ability to critique their own progress.

The following types of materials can be included in a portfolio:

- Audio- and videotaped recordings of readings or oral presentations.
- Writing samples such as dialogue journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects.
- Art work such as pictures or drawings, and graphs and charts.
- Conference or interview notes and anecdotal records.
- Checklists (by teacher, peers, or student).
- Tests and quizzes.

To gain multiple perspectives on students' academic development, it is important for teachers to include more than one type of material in the portfolio.

**Conclusion**

Alternative assessment holds great promise for ENL students. Although the challenge to modify existing methods of assessment and to develop new approaches is not an easy one, the benefits for both teachers and students are great. The ideas and models presented here are intended to be adaptable, practical, and realistic for teachers who are dedicated to creating meaningful and effective assessment experiences for ENL students.

**References**


TEACHER: “AN LEP STUDENT IS DOING BADLY ON MY TESTS. WHY IS THIS?”

If a student does poorly on one of your tests, it is helpful to analyze the possible reasons with them. Perhaps they...

- Never did (or understood) the work in the first place
- Did and understood the work, but did not study for the test
- Understood the work and studied for the test, but did not understand the question(s)
- Understood the questions, but didn't know how to answer them
- Understood the questions and knew how to answer in their native language, but could not answer in English
- Thought they knew how to answer in English but did not give the right answer or did not give the full answer
- Did not check their work carefully before turning in the test

WHAT IS AUTHENTIC ASSESSMENT & WHY USE IT WITH LEP STUDENTS?

Simply testing an isolated skill or a retained fact does not effectively measure a student's capabilities. To accurately evaluate what a student has learned, an assessment method must examine his or her collective abilities. The term authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities.

Often, traditional types of assessments (i.e., essays, multiple choice, fill-in-the-blank, etc.) are heavily language dependent. These content assessments quickly become English proficiency tests rather than a measure of what students know.
Limited English Proficient (LEP) students frequently have difficulty expressing their mastery of content unless they have a certain level of English proficiency.

Following the example above, if a student is struggling with sequential vocabulary, they may not be able to write an essay on the water cycle. However, if given the opportunity to do a hands-on type of assessment through experimentation or pictures, the same student may be able to demonstrate knowledge of that content, confirming for the teacher their knowledge of science, not their limitations in English. While some authentic forms of assessment can be time-consuming, they are worth the effort when working with students who often have high anxiety levels under traditional testing situations and who may simply need additional time to complete a test or task.

**AUTHENTIC ASSESSMENT GENERALLY ACCOMPLISHES THE FOLLOWING GOALS:**

- Emphasizes what students know, rather than what they do not know
- Requires students to develop responses instead of selecting them from predetermined options
- Directly evaluates holistic projects
- Uses samples of student work collected over an extended period of time
- Stems from clear criteria made known to students and parents
- Elicits higher-order thinking
- Allows for the possibility of multiple human judgments
- Relates more closely to classroom learning
- Teaches students to evaluate their own work
- Considers differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels

**IS AUTHENTIC ASSESSMENT FAIR? FAIR IS NOT ALWAYS EQUAL!**

In the landmark 1974 Lau vs. Nichols case the US Supreme Court established that providing an ‘equal’ education for LEP children did not always mean students were getting a fair education. In fact, the courts found that Chinese students involved in the suit were being excluded from educational opportunities because, even though they were provided with the same instruction and materials as the English-speaking children, they could not take advantage of those opportunities since they did not have adequate English skills. Given that many LEP students often need accommodations well after they are mainstreamed (Cummins, 1994), it is not equal or fair to them to use the same instructional strategies as with native English speakers since LEP learners cannot take equal advantage of these opportunities.

Additionally, teachers often fail to note cultural and linguistic differences that can affect how LEP children learn (Nieto, 1996). This lack of knowledge may result in teachers having difficulty accepting differences and appropriately accommodating LEP students’ needs. Consequently, we must embrace the differences that all children bring with them in order to educate each of them according to his/her own needs.
"Fairness" does not exist when assessment is uniform, standardized, impersonal, and absolute. Rather, it exists when assessment is appropriate. Therefore, assessment is fair when it is personalized, natural, and flexible, when it can be modified to pinpoint specific abilities and function at the relevant level of difficulty, and when it promotes a rapport between teachers and students.

There are several challenges to using authentic assessment methods. They include managing its time-intensive nature, ensuring curricular validity, and minimizing evaluator bias. Despite these challenges, efforts must be made to appropriately assess all LEP students and to welcome the possibility of assessment strategies that can empower students to take control of their own learning and to become independent thinkers and users of the English language.
## Types of Authentic Assessments

Authentic assessments include a variety of measures that can be adapted for different situations. These are some examples of authentic assessments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Advantages</th>
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<tbody>
<tr>
<td>Oral Interviews</td>
<td>Teacher asks students questions about personal background, activities, readings, and interests</td>
<td>• Informal and relaxed context&lt;br&gt;• Conducted over successive days with each student&lt;br&gt;• Record observations on an interview guide</td>
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<tr>
<td>Story or Test Retelling</td>
<td>Students retell main ideas or selected details of text experienced through listening or reading</td>
<td>• Student produces oral report&lt;br&gt;• Can be scored on content or language components&lt;br&gt;• Scored with rubric or rating scale&lt;br&gt;• Can determine reading comprehension, reading strategies, and language development</td>
</tr>
<tr>
<td>Writing Samples</td>
<td>Students generate narrative, expository, persuasive, or reference paper</td>
<td>• Student produces written document&lt;br&gt;• Can be scored on content or language components&lt;br&gt;• Scored with rubric or rating scale&lt;br&gt;• Can determine writing processes</td>
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<tr>
<td>Projects/Exhibitions</td>
<td>Students complete project in content area, working individually or in pairs</td>
<td>• Students make formal presentation, written report, or both&lt;br&gt;• Can observe oral and written products and thinking skills&lt;br&gt;• Scored with rubric or rating scale</td>
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<tr>
<td>Experiments/Demonstrations</td>
<td>Students complete experiment or demonstrate use of materials</td>
<td>• Students make oral presentation, written report, or both&lt;br&gt;• Can observe oral and written products and thinking skills&lt;br&gt;• Scored with rubric or rating scale</td>
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<tr>
<td>Constructed-Response Items</td>
<td>Students respond in writing to open-ended questions</td>
<td>• Student produces written report&lt;br&gt;• Usually scored on substantive information and thinking skills&lt;br&gt;• Scored with rubric or rating scale</td>
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<tr>
<td>Teacher Observations</td>
<td>Teacher observes student attention, response to instructional materials, or interactions with other students</td>
<td>• Setting is classroom environment&lt;br&gt;• Takes little time&lt;br&gt;• Record observations with anecdotal notes or rating scales</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Focused collection of student work to show progress over time</td>
<td>• Integrates information from a number of sources&lt;br&gt;• Gives overall picture of student performance and learning&lt;br&gt;• Strong student involvement and commitment&lt;br&gt;• Calls for student self-assessment</td>
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</tbody>
</table>

From *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* by J. Michael O’Malley and Lorraine Valdez Pierce
Resources

Indiana Department of Education. Office of English Language Learning and Migrant Education. website: http://www.doe.state.in.us/lmmp/


“Authentic Assessment” on the Funderstanding Website:
http://www.funderstanding.com/authentic_assessment.cfm

“Authentic Assessment Toolbox” created by Jon Mueller, Professor of Psychology at North Central College, Naperville, IL:
http://jonathan.mueller.faculty.noctrl.edu/toolbox/

When Something is Lost in the Translation: the Top Five Things Mainstream Content Area Teachers Should Know about English Language Learners:
http://ts14324-02.su01.fsu.edu/article.html

EAC East Resource List: Using Alternative Assessment with English Language Learners:
http://www.gwu.edu/~eaceast/rENList/alter.html

ESOL & Migrant Resources from the Sarasota County School District in Sarasota, FL:
http://www.sarasota.k12.fl.us/ESOLmigrant/ed_resources.htm

Sus Amigos – Hispanic Services in Kosciusko County:
http://www.cardinalcenter.org/sus-amigos.asp

El Puente – Latino Youth Development Services:
http://elpuenteproject.com/index.php

Doing What Works:
Glossary of Terms and Definitions

**ENL/ESOL** – English As A Second Language/English to Speakers of Other Languages

**TESOL** – Teachers of English to Speakers of Other Languages: An international organization designed to promote English language learning throughout the world.

**INTESOL** – The local/state affiliate of the International Teachers of English to Speakers of Other Languages professional organization.

**ELL** – English Language Learner

**HLS** – Home Language Surveys are filled out by *all families* as part of the enrollment process to document the language history of the enrolling child.

**LMS** – A Language Minority Student (LMS) is a student for whom at least one of the following statements is true:
1. the student’s first acquired (learned) language is other than English; regardless of which is dominant;
2. the language most often spoken by the student is other than English; or
3. the language most often spoken in the student’s home is other than English.

**LEP** – A student is considered Limited English Proficient (LEP) if he/she meets the following criteria:
1. the student’s English abilities are limited (or non-existent), as determined by an English language proficiency assessment instrument in the areas of listening, speaking, reading, and writing;
2. the student’s academic performance is not at grade level.

**FEP** – A student is considered Fluent English Proficient (FEP) if he/she is able to demonstrate “near native” or “native like” English abilities as determined by an English language proficiency instrument which measures competence in speaking, reading, and writing.

**Sheltered Instruction** – Content area instruction which has been adapted and is designed to highlight basic vocabulary, concepts, etc.

**English As A Second Language (ENL)/English to Speakers of Other Languages (ESOL) Program** - A structured language acquisition program designed to teach English to students whose native language is not English.

**Bilingual/Bicultural Program** – A program which utilizes the student’s native language and cultural factors in instructing, maintaining, and further developing all the necessary skills in the student’s native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture.

**Migrant Student** – A student who moves with his/her family as many as two or three times each year and whose family’s source of income is generated from short term seasonal jobs related to food processing, crop harvesting, or fish catching.