

English Learners 101

Supports for Educators of ELs

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English Learner and Intervention Support Specialist

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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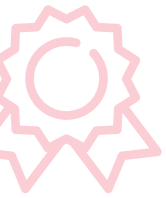
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6





To understand

- Process for identifying ELs
- The MS ELP/Alt-ELP Standards
- The Las Links reports
- Best Practices for Supporting ELs

Process for Identifying English Learners

An individual who:

- Is aged 3 through 21
- Is enrolled or preparing to enroll in an elementary school or secondary school
- Was not born in the U.S. or whose native language is a language other than English
- Is a Native American or Alaska Native, or a native resident of the outlying areas; and

- Who comes from an environment where a language other than English has a significant impact on the individual's level of English proficiency; or
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - The ability to meet the states proficient level of achievement on state assessments;
 - The ability to successfully achieve in classrooms where the language of instructions is English; or
 - The opportunity to participate fully in society

Home Language Survey

Initial Assessment of Language Proficiency

Parental Notification

Placement in EL Program

Development of English Language Service Plan

- Language Service Plans (LSP)
- Student Evaluation Team (SET)
- English Language Proficiency Tests

APPENDIX B

Language Service Plan (for Students with Limited English Proficiency)

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. Person completing this form

STUDENT NAME

DOB

Age

PRIMARY LANGUAGE SPOKEN

LANGUAGE(S) SPOKEN IN HOME

ADDITIONAL LANGUAGE(S)

DATE FIRST ENROLLED IN A U.S. SCHOOL

IMMIGRANT STATUS (< 3 yrs)

PARENT/GUARDIAN NAME

PHONE (home)

(work)

(cell)

HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:

English

OR

Native Language

Oral

OR

Written

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School

Years in Preschool/K

Years in grades 1-5

Years in grades 6-12

Last grade completed

Interrupted Formal Education

Limited Schooling

No Formal schooling

Has the student been referred for Special Education?

Yes

No

Does the child have an IEP?

Yes

No

Does the child have an 504 Plan?

Yes

No

ACADEMIC ACHIEVEMENT LEVEL HISTORY

SUBJECT

BELOW GRADE LEVEL

ON OR ABOVE GRADE LEVEL

METHOD USED TO DETERMINE LEVEL

INFORMATION NOT AVAILABLE

Example: Math

X

Course grade from previous year (D)

Math

Reading

Writing

Social Studies

Science

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

TEST

Date

Score

Level

Date

Score

Level

Date

Score

Level

Date

Score

Level

Date

Score

Level

ELPT Spelling

ELPT Listening

ELPT Reading

ELPT Writing

Composite score

Student Evaluation Team (SET) Meeting

Date

Term: 1 2 3 4

EL Service Program

Review of goals towards English language acquisition

Is the student making adequate progress towards his/her goals in each of the language domains?

Listening

yes

no

Speaking

yes

no

Reading

yes

no

Writing

yes

no

Review of accommodations (note needed adjustments to state testing and classroom accommodations as noted on the student's language service plan)

Current classroom grades:

Math

ELA

Science

Social Studies

Notes:

Team Member Signatures:

Parents/Guardians

Administrator

EL Teacher

General Education Teacher

Interpreter

LAS Links

Student Report

Jane Doe

Student ID #:

08F026

School:

PARK ELEMENTARY

Birthdate:

12/9/2008

District:

USA SCHOOL DISTRICT

Gender:

F

Test Date:

02/19/2019

Grade:

04

Form/Level:

D Level 4-5

Class:

MARTINEZ, B

About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning

Level 2: Early Intermediate

Level 3: Intermediate

Level 4: Proficient

Level 5: Above Proficient

✓

Proficiency Level Definitions

Level 1: Beginning

At Level 1, student is beginning to develop the ability to communicate for different purposes at school. The student may communicate nonverbally or through the home language.

Level 2: Early Intermediate

At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that interfere with communication.

Level 3: Intermediate

At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.

Level 4: Proficient

At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.

Level 5: Above Proficient

At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.

APPENDIX B Language Service Plan (for Students with Limited English Proficiency)					
This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. Person completing this form _____					
STUDENT NAME		_____			
PRIMARY LANGUAGE SPOKEN		_____		LANGUAGE(S) SPOKEN IN HOME _____	
ADDITIONAL LANGUAGE(S)	_____	DATE FIRST ENROLLED IN A U.S. SCHOOL	_____	IMMIGRANT STATUS (< 3 yrs)	_____
PARENT/GUARDIAN NAME		_____			
PHONE	(home) _____	(work) _____	(cell) _____		
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:		<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral OR <input type="checkbox"/> Written			
ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT					
Age Started School _____		Years in Preschool/K _____	Years in grades 1-5 _____	Years in grades 6-12 _____	
Last grade completed _____		<input type="checkbox"/> Interrupted Formal Education <input type="checkbox"/> Limited Schooling <input type="checkbox"/> No Formal schooling			
Has the student been referred for Special Education?		Does the child have an IEP?		Does the child have a 504 Plan?	
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	

ACADEMIC ACHIEVEMENT LEVEL HISTORY															
SUBJECT		BELOW GRADE LEVEL		ON OR ABOVE GRADE LEVEL		METHOD USED TO DETERMINE LEVEL						INFORMATION NOT AVAILABLE			
Example: Math		X				Course grade from previous year (D)									
Math															
Reading															
Writing															
Social Studies															
Science															

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

APPENDIX B (continued)		Language Service Plan (for Students with Limited English Proficiency)	
EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for Minutes Days a week			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit (Grades 7-12 only) Year: Semester:			
<input type="checkbox"/> Parents Declined Services (school is still obligated to serve)		Comments:	
Number of years until the student is identified as a Long Term English Learner (LTEL):			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	SPEAKING	READING	WRITING

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the [Mississippi Testing Accommodations Manual](#) for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. **NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

APPENDIX B (continued)

Language Service Plan (for Students with Limited English Proficiency)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- | | |
|--|--|
| <input type="checkbox"/> Paraphrasing or repeating directions in English
<input type="checkbox"/> Personal cueing
<input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
<input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only
<input type="checkbox"/> Reader (oral administration)
<input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
<input type="checkbox"/> Present questions in same phrasing as learning/review
<input type="checkbox"/> Reduced and/or modified class & homework assignments
<input type="checkbox"/> Modified assessments (i.e. oral)
<input type="checkbox"/> Break tasks/directions into subtasks
<input type="checkbox"/> Increase wait time
<input type="checkbox"/> Additional time to complete assignments and tests
<input type="checkbox"/> ESS (Extended School Services)
<input type="checkbox"/> Provide questions for classroom discussion in advance
<input type="checkbox"/> Label items in the room
<input type="checkbox"/> Previewing of academic content | <input type="checkbox"/> Provide shortened assignments
<input type="checkbox"/> Face student when speaking – speak slowly
<input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts
<input type="checkbox"/> Use high interest/low vocabulary text material
<input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures
<input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
<input type="checkbox"/> Highlight/color code tasks, directions, letters home
<input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance
<input type="checkbox"/> Provide preferential seating or seating with a peer partner
<input type="checkbox"/> Check for comprehension often
<input type="checkbox"/> Ask questions that allow the student to answer successfully
<input type="checkbox"/> Allow the student opportunities to read aloud successfully
<input type="checkbox"/> Use manipulatives
<input type="checkbox"/> Use audiobooks
<input type="checkbox"/> Record material for student listening
<input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words
<input type="checkbox"/> OTHER: <input type="text"/> |
|--|--|

PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN			
<i>By signing this form, I am indicating that I have read and understood the Language Service Plan information.</i>			
<hr/> PRINCIPAL Signature		<hr/> PARENT Signature	
<hr/> PRINTED NAME		<hr/> PRINTED NAME	
<hr/> EL COORDINATOR Signature		<hr/> PARENT Signature	
<hr/> PRINTED NAME		<hr/> PRINTED NAME	
<hr/> EL TEACHER Signature		<hr/> STUDENT Signature	
<hr/> PRINTED NAME		<hr/> PRINTED NAME	
<hr/> TEACHER Signature		<hr/> INTERPRETER Signature	
<hr/> PRINTED NAME		<hr/> PRINTED NAME	
<hr/> TEACHER Signature		<hr/> DATE	
<hr/> PRINTED NAME			

Student Evaluation Team (SET) Meeting	
Date _____	Term: 1 2 3 4
EL Service Program	
Review of goals towards English language acquisition	
Is the student making adequate progress towards his/her goals in each of the language domains?	
Listening	yes no _____
Speaking	yes no _____
Reading	yes no _____
Writing	yes no _____
Review of accommodations (note needed adjustments to state testing and classroom accommodations as noted on the student's language service plan)	
Current classroom grades:	
Math _____	ELA _____ Science _____ Social Studies _____
Notes:	
Team Member Signatures:	
Parents/Guardians	
Administrator	
EL Teacher	
General Education Teacher	
Interpreter	

Important Discussion Points

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- Services provided
- State assessment accommodations
- Classroom accommodations
- Progress towards English language acquisition
- Current grades
- Additional concerns?

Student Evaluation Team Meetings



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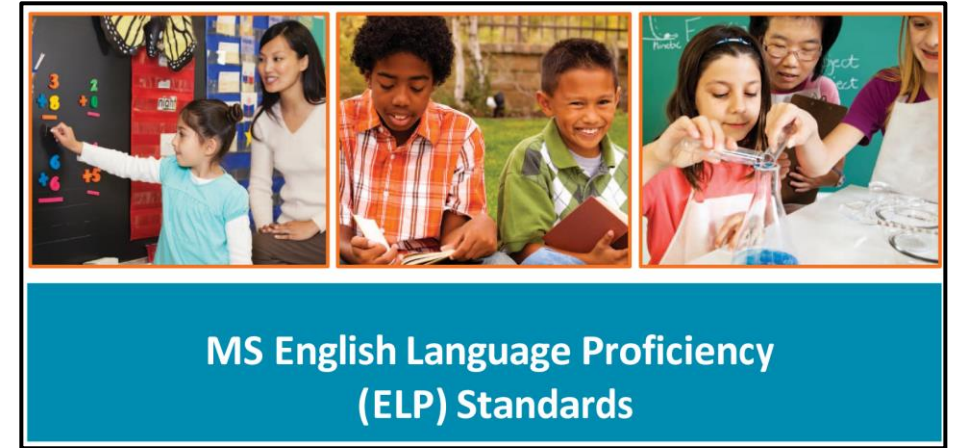
Team Members

- EL teacher
- General education teacher
- Building level administrator
- Parent/Guardian
- Who else might need to be a part of the team?

- Should be conducted at least quarterly
- May be a in-person, virtual, or a combination
- Consider work schedules of parents/guardians
- May align with parent teacher conferences or TST meeting dates
- May be scheduled in at strategic times such as at report card days or progress report times
- Will need collaboration with classroom teachers

Mississippi English Language Proficiency Standards and Alternate English Language Proficiency Standards

- [Mississippi English Language Proficiency Standards](#) for all general education and most special education EL students



- [Mississippi Alternate English Language Proficiency Standards](#) for EL students with significant cognitive disabilities



Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

➤ Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement.

➤ Standards 8 through 10 address the micro-level linguistic features that are important to focus on but only in the service of the other seven standards.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.

Level 1 - Preproduction

Level 2 - Early Production

Level 3 - Speech Emergence

Level 4 - Early/Intermediate Fluency

Level 5 - Advanced Fluency

ELP Standard K.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Level	Proficiency Descriptors	Example(s)
Low	<p>An English learner with significant cognitive disabilities can:</p> <p>with prompting and support:</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. 	<p>A student may:</p> <ul style="list-style-type: none"> touch words or items in book as they are read. point to pictures that correspond with frequently used vocabulary in the text (e.g. teacher says truck and student points to picture of a truck).
Mid	<p>with prompting and support:</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. 	<p>A student may:</p> <ul style="list-style-type: none"> match or point to a picture after teacher gives examples. select a response from choices for definitions. (e.g., "Is the apple smooth or rough?") identify what happy, sad, or angry, looks like by pointing to pictures. repeat key words from the story. with modeling, select a response (e.g., teacher says, "The dog is furry. Show me a picture of something furry in the book.").
High	<p>with prompting and support:</p> <ul style="list-style-type: none"> answer simple questions to help determine the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>A student may:</p> <ul style="list-style-type: none"> repeat one word/word approximations or 1-3 words in response to simple questions (e.g., wh- questions, "Show me..."). match or select pictures related to key words or phrases from the story. select a response from options (e.g., for prepositional phrases — a picture of a ball in different positions).

Low =
Preproduction

Mid = Speech
Emergence

High =
Early/Intermediate
Fluency

- Please share your thoughts and ideas about implementing and supporting the use of the MS ELP and MS Alt-ELP standards by completing this survey.
- <https://forms.office.com/r/azGgHkAEdL>



Dates and Locations
November 30 – Gulfport, Knight Non-Profit Center
October 13 – Meridian, MSU Kahlmus Aud.
Oct. 26- Cleveland, DSU, Ewing Hall
Nov. 4- Hattiesburg, Trent Lott Center
November 11 – Oxford, Oxford Conference Center
November 17th – Jackson, R & D Center



- General education and special education content area teachers
- EL teachers
- Elementary, middle and secondary levels
- Interested? Announcements will be coming soon!

Understanding the LAS Links Reports



LAS Links is the Language Assessment System test:

- Is an English language proficiency assessment that measures the listening, speaking, reading, writing, and comprehension skills of K–12 students;
- Includes a screener that serves as Mississippi's initial placement test; and,
- Includes our end-of-year assessment given in the spring

The LAS Links placement test and end-of-year assessment are secure testing materials and must:

- Be administered by a licensed teacher who has been trained to administer the test;
- Be proctored by other personnel who have been trained in test security rules and regulations; and,
- Do not have a time limit.

Test administrators and proctors may be, but do not have to be, the English Learner teacher.

Each school has the following materials to help you understand the many reports available for each child:

- an interpretation guide;
- a digital Assessment Library; and,
- an Instructional Library provided by LAS Links.

- The Interpretation Guide also contains letters for parents available in different languages.
- If you do not have these items in your building, contact your District Testing Coordinator.



**Check with
your District
Testing
Coordinator**

- Contains a comprehensive collection of instructional materials to assist with the instruction of English Learners
- Should be shared with teachers, parents and students




- **Roster Reports** – provide you with a list of all tested students and score results – can be requested by scaled score or by an alphabetical listing
- **Student Proficiency Reports** – provide you with individual student performance information in the four domains and overall, as well as a reading Lexile report
- **Summary Report of Strands** – provide you with a grade level focus on tested areas which allows you to identify overall grade level areas of strength and areas for growth


An English Learner student may exit the program when the student:

- scores 4-5 on the Reading section of the LAS Links, and
- scores 4-5 on the Writing section of the LAS Links, and
- scores 4-5 overall on the LAS Links

A student must be monitored for 4 years once they have exited the program.



Student Report
Jane Doe

 Student Report

Student ID #:	08F026	School:	PARK ELEMENTARY	
Birthdate:	12/9/2008	District:	USA SCHOOL DISTRICT	
Gender:	F	Test Date:	02/19/2019	
Grade:	04	Form/Level:	D Level 4-5	
Class:	MARTINEZ, B			

About the LAS Links Assessments
LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

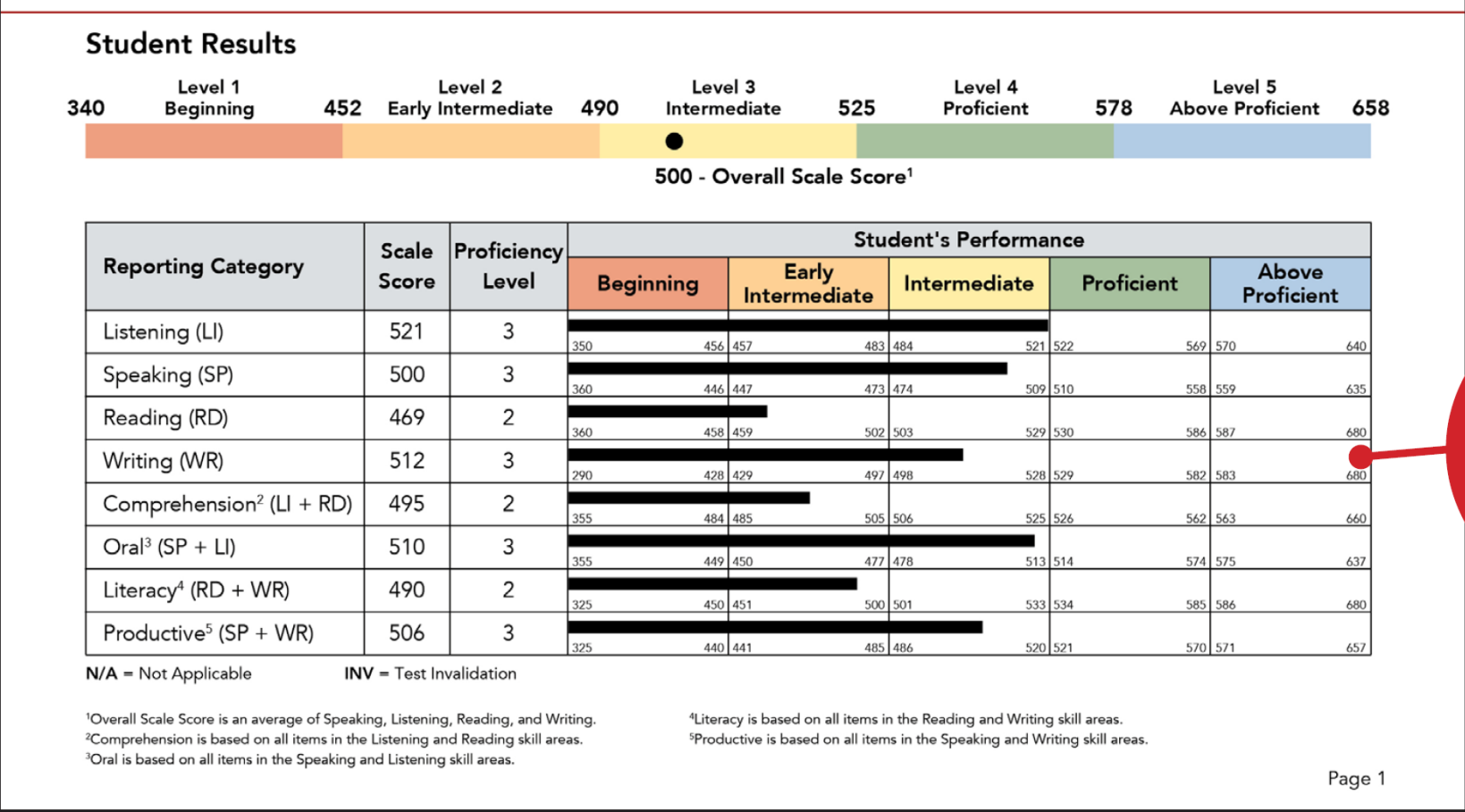
Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
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All teachers with EL students need to be given this data at the beginning of every school year!

Indicates Overall Proficiency Level

Proficiency Level Definitions provides stakeholders with information about each level



Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing

Student Report JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable

INV = Test Invalidation

RGA = Reference Group Average

▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L

Provides academic strand scores

Total Score is the total scored for that particular domain (i.e. Speaking)



Student Report JANE DOE

40

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable

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Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L



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Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 570L-720L

Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transall Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jil	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L

Reading Links
= Lexile Report

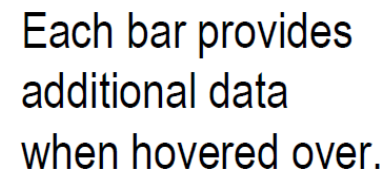
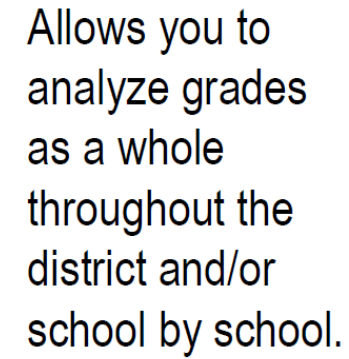
General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.Lexile.com.

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Access files to assist with LAS Links through SharePoint

Path to access SharePoint files:

- Educators, Student Assessment, SharePoint, Public Access, Statewide Assessment Programs, English Language Proficiency Test



- **LAS Links Blueprint** gives skill areas, language content strands, and sub-skill areas/subtests for the different tested grade bands.
- **LAS Links Overview** provides the scope and sequence for the tested domains along with the subskills in the different tested grade spans.
- **Proficiency Level Descriptors** provide information to teachers as to what ELs can do at each proficiency level by grade level.
- **Subskills and Objectives** can be found in the LAS Links Online Instructional Library under standards and blueprints. This breaks down the LAS Links Standards Subskills in each of the four domains by grade level.

Domain	Subskill	K-1	2-3	4-5	6-8	9-12	Administration Mode
Reading	Identify rhyming words	•					Individually or group for K; Group for Grades 1-12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•					
	Associate words with their representation	•					
	Apply knowledge of morphemes and syntax to word meaning		•	•			
	Classify words		•				
	Interpret words and phrases as they are used in text		•	•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Identify important literary features of text		•			•	
	Analyze the structure of texts				•	•	
	Identify point of view, tone, and attitude	•	•		•	•	

- Keep in mind...language acquisition is a long term process

INITIAL English Language Proficiency Level	YEARS TO ACHIEVE English Language Proficiency
Level 1	4-5 years
Level 2	3-4 years
Level 3	2-3 years
Level 4 or 5	*See Proficiency Level Exit Criteria Below

PROFICIENCY LEVEL EXIT CRITERIA	
PROFICIENCY LEVEL	SCORE REQUIREMENTS
Level 4 or 5	Overall Score + Reading Score (4 or higher) + Writing Score (4 or higher)

Best Practices for Supporting English Learners

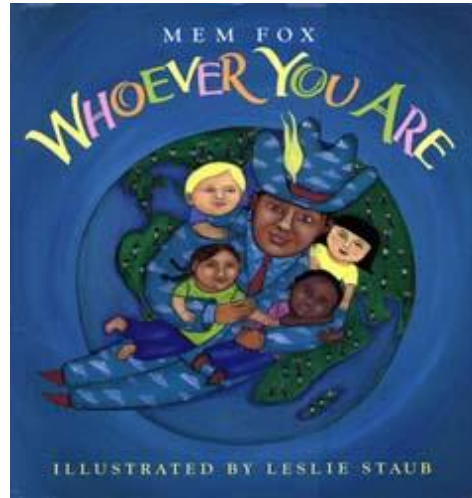
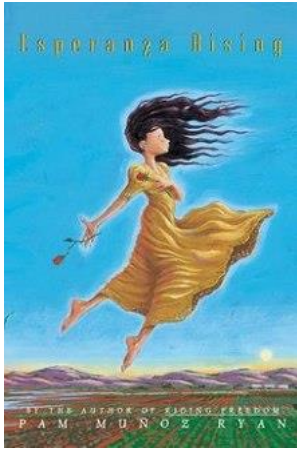




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Make your room visually welcoming by using:

- Pictures and posters that reflect the culture and heritage of the students in your classroom
- Anchor charts and other visuals to assist with understanding and classroom routines and procedures



- Provide multicultural books with labels on the bins/baskets
- Label classroom items (in all classroom languages if possible)



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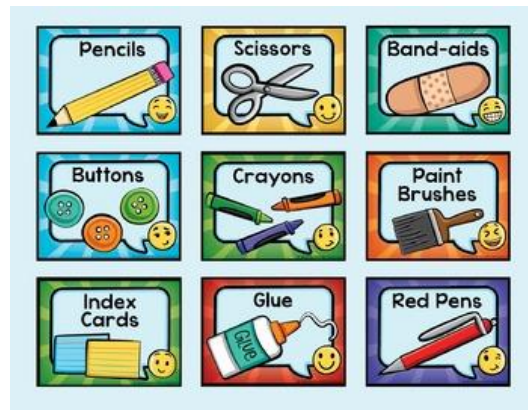
- Learn student names, and the *correct pronunciation*
- Offer one-on-one assistance when possible
- Assign a peer partner
- Use an interpreter, as needed



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Make it Visual

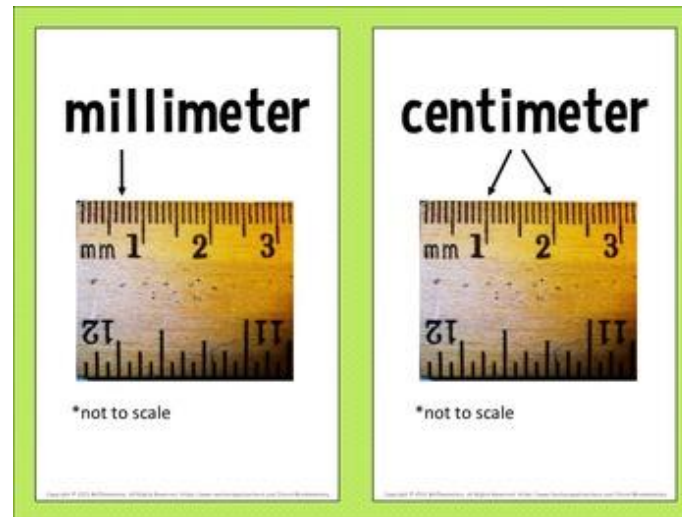
- Visual schedule
- Visual anchor charts
- Visual Word Walls
- Classroom labels



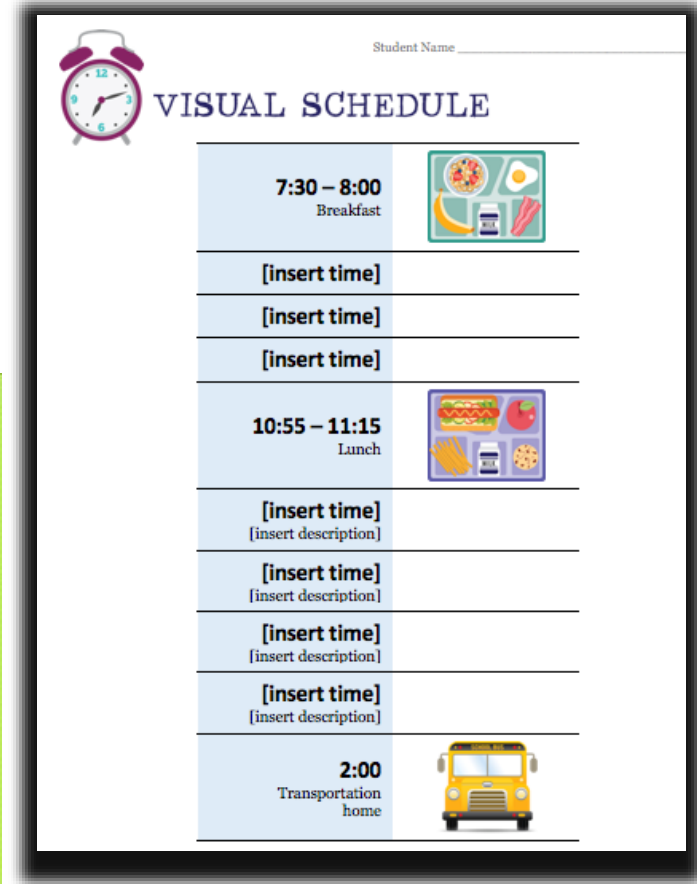
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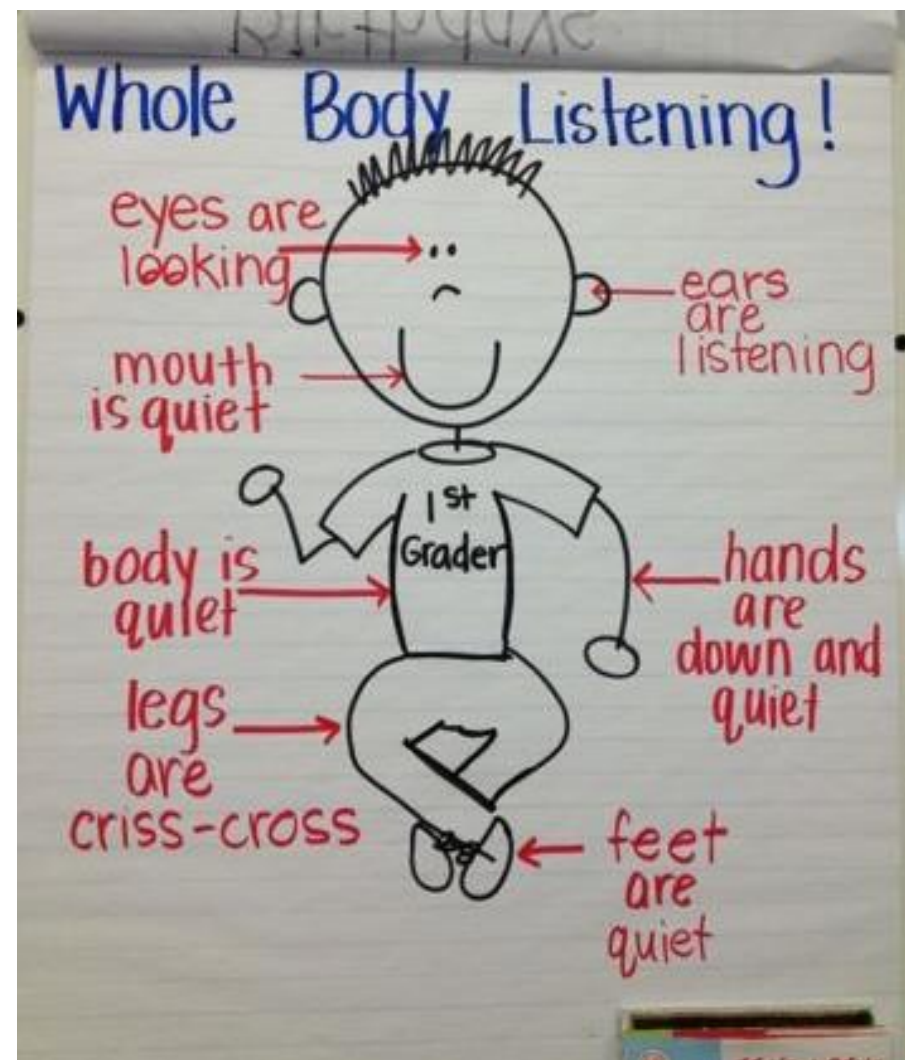
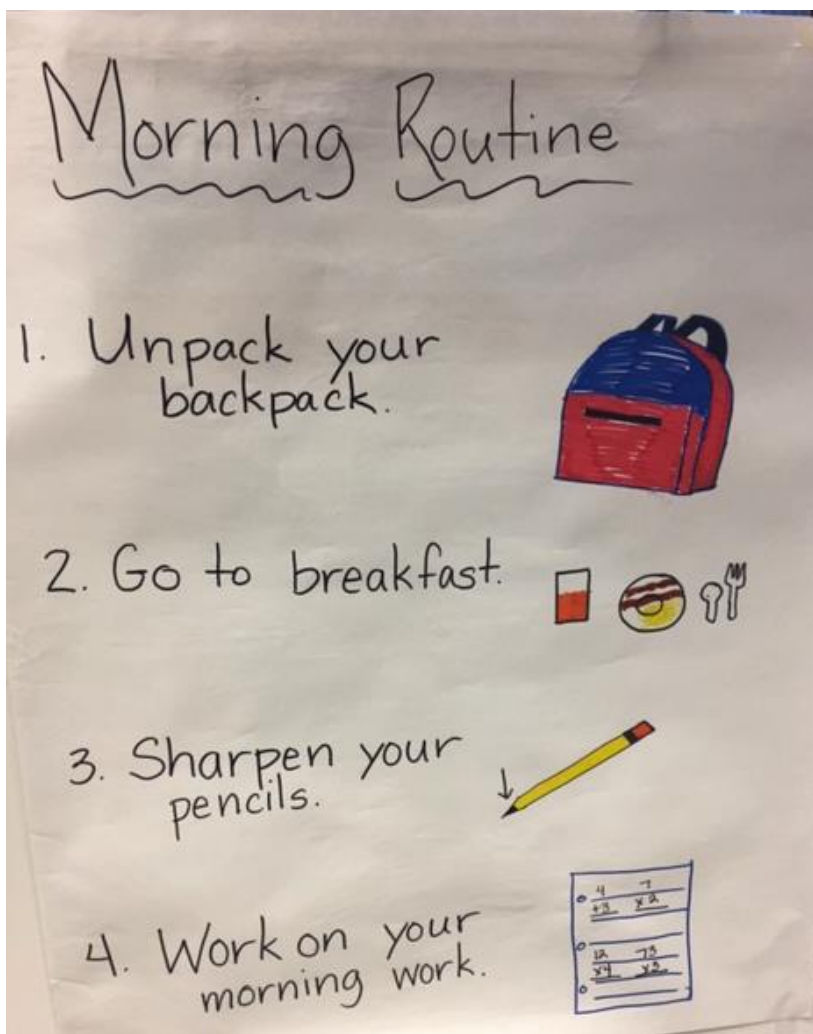


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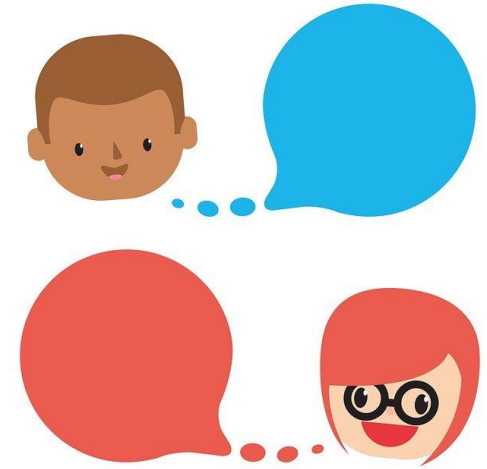


- Speak slower (not louder)
- Speak distinctly
- Give longer wait times
- Allow students to write out answers before speaking
- Refrain from allowing “shout outs” when asking whole group or small group questions
- Write down key terms or use visuals
- Utilize scaffolding techniques to support learning



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- Incorporate conversation into all aspects of your teaching!
 - 30 second conversations
 - Turn and talk
 - Think, Pair, Share
- Actively work to engage EL students
- Utilize breakout rooms
- Create specific opportunities for all students to contribute to the class discussion



- Invite their culture into the classroom
- Include ELs in a non-threatening manner
- Involve ELs in cooperative learning
- Help your ELs follow established rules



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Accommodations and Modifications

Success of our EL students can be significantly impacted by implementing appropriate accommodations and modifications.

- **Accommodations** don't change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.
- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.
 - All testing accommodations are considered classroom accommodations *however* not all classroom accommodations are considered state testing accommodations.

- Teachers should provide **documentation** of the accommodations and modifications used as well as their results.

APPENDIX B (continued)

Language Service Plan (for Students with Limited English Proficiency)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

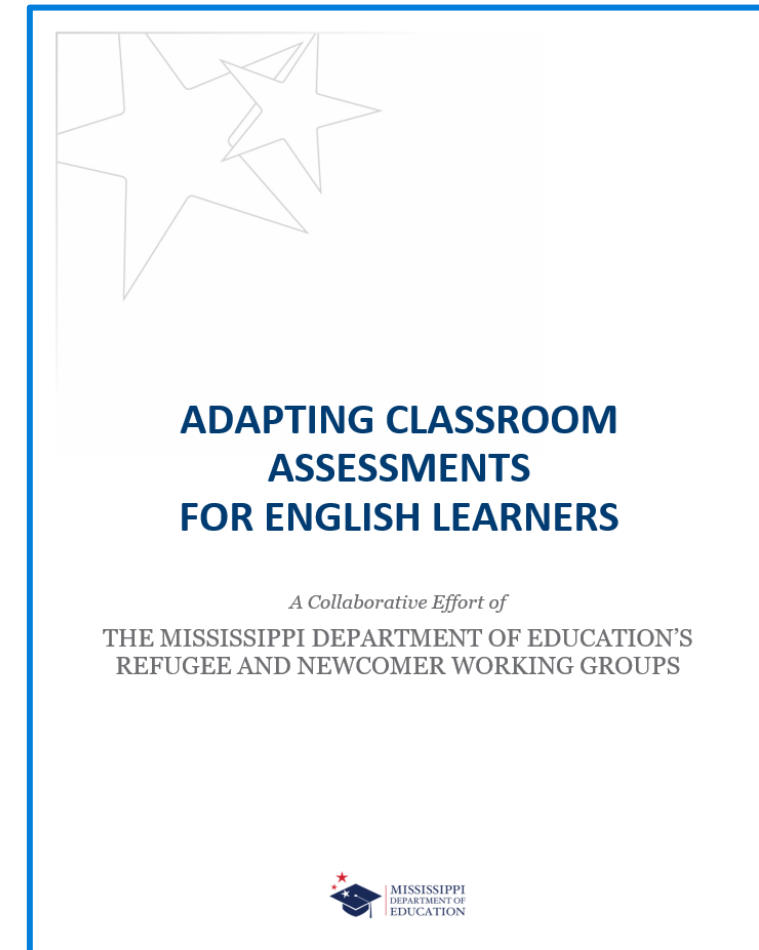
CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- | | |
|--|--|
| <input type="checkbox"/> Paraphrasing or repeating directions in English
<input type="checkbox"/> Personal cueing
<input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
<input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only
<input type="checkbox"/> Reader (oral administration)
<input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
<input type="checkbox"/> Present questions in same phrasing as learning/review
<input type="checkbox"/> Reduced and/or modified class & homework assignments
<input type="checkbox"/> Modified assessments (i.e. oral)
<input type="checkbox"/> Break tasks/directions into subtasks
<input type="checkbox"/> Increase wait time
<input type="checkbox"/> Additional time to complete assignments and tests
<input type="checkbox"/> ESS (Extended School Services)
<input type="checkbox"/> Provide questions for classroom discussion in advance
<input type="checkbox"/> Label items in the room
<input type="checkbox"/> Previewing of academic content | <input type="checkbox"/> Provide shortened assignments
<input type="checkbox"/> Face student when speaking – speak slowly
<input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts
<input type="checkbox"/> Use high interest/low vocabulary text material
<input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures
<input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
<input type="checkbox"/> Highlight/color code tasks, directions, letters home
<input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance
<input type="checkbox"/> Provide preferential seating or seating with a peer partner
<input type="checkbox"/> Check for comprehension often
<input type="checkbox"/> Ask questions that allow the student to answer successfully
<input type="checkbox"/> Allow the student opportunities to read aloud successfully
<input type="checkbox"/> Use manipulatives
<input type="checkbox"/> Use audiobooks
<input type="checkbox"/> Record material for student listening
<input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words
<input type="checkbox"/> OTHER: <input type="text"/> |
|--|--|

Adapting Classroom Assessments for English Learners

- Created by Mississippi Department of Education's Refugee and Newcomer Working Groups
- Provides educators with strategies for adapting classroom assessments to better assist ELs in demonstrating what they know about taught concepts.
- Found on the MS EL webpage <https://www.mdek12.org/EL>



Mississippi Department of Education's Refugee and Newcomer Working Group Members:

CaTina Anderson | Midtown Public Charter School

Debbie Blackledge | Jones County School District

Lori Burkett | Pearl River County School District

Glenda Cilliers | Gulfport School District

Lynn Fuller | Madison Public School District

Edna Reeves-Garcia | Laurel School District

Juanita Jamison | Senatobia Municipal School District

Kristie Jones | Lowndes County School District

Whitney Knight-Rorie | DeSoto County School District

Hannah Lindamood | South Panola School District

Nancy McCurdy | Oxford School District

Stephanie Murley | DeSoto County School District

Audrey Reed | Rankin County School District

Shannon Risinger | Rankin County School District

Shelley Silvas | Forest Municipal School District

Edie Simmons | Meridian Public School District

Jackie Ward | Leake County School District

Example 2 Not Adapted for ELs in Science:

Use the following food chain to answer questions a) and b).

sunflowers → aphids → ladybugs → sparrows → hawks

a) Which organism is a secondary consumer?

b) If the hawks were removed from the food chain, what is most likely to happen to the number of other organisms in the food chain? Circle the best answer (a, b, or c)

Food Chain			
	Aphids	Ladybugs	Sparrows
a.	Decrease	Decrease	Decrease
b.	Increase	Increase	Increase
c.	No change	No change	No change

Example 2 Adapted for ELs in Science:

Use the following food chain to answer questions a) and b).

sunflowers → aphids → ladybugs → sparrows → hawks















a. Which organism is a secondary consumer?

Add synonyms to make text more comprehensible.

Insert icons or pictures to make text more comprehensible.

b. If the hawks were removed (taken away) from the food chain, what is most likely to happen to the number of other organisms in the food chain? Circle the best answer (a, b, or c)

Add icons and images to make text more comprehensible.

Food Chain			
	Aphids 	Ladybugs 	Sparrows 
a.	Decrease 	Decrease 	Decrease 
b.	Increase 	Increase 	Increase 
c.	No change 	No change 	No change 

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Essential assessment questions to keep in mind:



1. What is the purpose of the assessment?



2. Do I have enough data collections from different sources to make final judgements on what my students can produce?



3. How can I have my students drive this assessment?



4. How can I create assessments/assessment items to enable students at different levels of English language acquisition demonstrate what they know about the concepts?



5. Have I identified ways to accommodate students based on their language service plans?



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