


Supporting ELs - A Guide for Secondary Teachers

<p>How do I know if I have an English Learner?</p>	<p>In Aspen</p> <p>1)when you click on a student you will notice an ELL icon next to the student's name.</p> <p>2)when you click on a student schedule you will notice <i>ESL</i> as one or two classes in the student's schedule.</p> 
<p>How can I find out my EL's strengths and needs for support?</p>	<p>ACCESS is the test used to assess students' strengths and areas for support. These tests are administered annually in February and the data is stored in Aspen. Here's how to find that information.</p>
<p>How do I interpret the access scores?</p>	<p>6 - There are 6 levels of the ACCESS test with level 6 representing the strongest, near native proficiency in English. Level 1 is considered a Beginner.</p> <p>4 - Students receive scores in each of the 4 language domains: speaking, listening, reading, writing. It is very common to have quite a bit of variation between language domains.</p> <p>2 - The scores are also reported as 2 composites: oral language (listening & speaking) and literacy (reading & writing) The state's minimum criteria for exiting the program (or FLEP) is 3.9 on the <i>literacy composite</i>.</p> <p>1 - There is 1 overall score that is also reported. The state's minimum criteria for exiting the program (or FLEP) is 4.2</p>
<p>How do I support my student?</p>	<p>After checking the ACCESS scores, determine which domain(s) your student needs supported. Be mindful and use your RETELL strategies and principles of UDL to support the student in that domain providing scaffolds and multiple means for representation of content (for listening or reading support), action and expression of content (for writing and speaking support), and of course engagement. The Can Do Descriptors (9-12, 6-8)are another helpful too. This is a link to word to word content dictionaries that can help your ELs acquire the technical vocabulary required for your content. Sometimes having all of the information in one place (like this table) is helpful. Edutopia has a collection of useful articles for supporting English-Language Learners. Our DCAP has been updated to include EL strategies (pp.11-12)..</p>
<p>Who can help support ME while I am supporting my EL?</p>	<p>Your student's counselor (listed in Aspen) is a good first step to a resource. Your student's other teachers (listed in Aspen) are an additional resource you will find helpful. This comprehensive guide from Randolph Public Schools may also be useful.</p>

How To View ACCESS Scores

How to view the Assessment/Test Scores for a student

Go to the Student tab (top), select a student, then click on Assessments (side).

Student List :: 09 - AspenStudent, AspenTest

Assessment Definition [Search] X

0 of 0 selected

Date	AssessmentDef > Name	Student > Grade	GrdLvl	RawScore	ScaleScore	PerfLvl
No matching records						

The default will show ALL of the test scores and also the default view is MCAS. To change this, go to the Funnel/Filter and select a test.

Manage Filters...

Asse All Records
ACCESS
MCAS
PARCC

0 of 28 selected

<input type="checkbox"/>	Date	AssessmentDef > Name	Student > Grade	GrdLvl	RawScore	ScaleScore	PerfLvl
<input type="checkbox"/>	9/14/2012	Spring 2012 MCAS Math	09	03	17.0	216.0	W
<input type="checkbox"/>	9/14/2012	Spring 2012 MCAS ELA	09	03	20.0	218.0	W
<input type="checkbox"/>	10/31/2012	Scantron 2012 Gr 4 Math-BOY	09	4	0.0	0.0	
<input type="checkbox"/>	1/29/2013	Scantron 12-13 Gr 4 Math-MidYear	09	4	0.0	0.0	
<input type="checkbox"/>	2/1/2013	ACCESS-Spring 2013	09	4	0.0	0.0	
<input type="checkbox"/>	3/1/2013	Spring 2013 MCAS ELA	09	04	26.0	214.0	W
<input type="checkbox"/>	3/1/2013	Spring 2013 MCAS Math	09	04	16.0	216.0	W

Then go to the Field Set (it looks like a grid) and change the view to show the scores.

Details

Contacts

Attendance

Conduct

Transcript

Assessments

Academics

Schedule

Membership

Options

Reports

Help

Search on Date

Manage Field Sets...

Assessments

MCAS

ACCESS

ALL

ACCESS

AssessmentDef > Name	Date	GrdLvl	ACCESS-Listen	ACCESS-Speaking	ACCESS-Reading	ACCESS-Writing	ACCESS-Comprehend	ACCESS-Comp-Overall
z ACCESS-Spring 2013	2/1/2013	4	5.0	3.9	4.9	4.4	4.9	4.4
z ACCESS-Spring 2014	2/1/2014	5	4.9	4.3	5.8	4.9	5.5	5.1
z ACCESS-Spring 2015	2/1/2015	6	5.1	6	5.7	4.5	5.4	5.2
z ACCESS-Spring 2016	6/8/2016	7	6	6	5.5	4.8	6	5.7
z ACCESS-Spring 2017	5/11/2017	8	6	4.6	4.4	4.1	5.2	4.5

How to Interpret ACCESS Scores ([Full Guide](#))

Only students that complete all sections of ACCESS for ELLs will receive the four types of composite scores.

Composite scores should be used with caution after careful consideration of their compensatory nature. Attention must be given to the individual language domain scores that comprise the composite score.

The same Overall Scale Score for two students can reflect two very different profiles. For example, one student may be very strong in Listening and Reading, but weaker in Speaking and Writing, while another student with the same Overall Scale Score is strong in Reading and Writing, but weaker in Listening and Speaking. **A student's individual performance in each language domain provides a more comprehensive and realistic profile than that from a single overall score.**

The language proficiency level designations of the composite scores correspond to the scale scores for Oral Language, Literacy, Comprehension, and Overall Score and are not derived from a combination or average of proficiency level designations of the individual domains used to comprise these composite scores.

- 1. Oral Language:** The Oral Language composite score combines equally weighted scale scores from Listening and Speaking. In other words, 50% of the Oral Language Score is attributed to Listening and the other 50% to Speaking.
- 2. Literacy:** The Literacy composite score combines equally weighted scale scores from Reading (50%) and Writing (50%).
- 3. Comprehension:** The Comprehension composite score combines the scale scores for Listening (30%) and Reading (70%).
- 4. Overall Scale Score:** The Overall Scale Score reflects a weighted score based on the scales scores for Listening (15%), Speaking (15%), Reading (35%), and Writing (35%). The weighting of the scores reflects the differential contributions of each language domain required for academic success, with heavier emphasis placed on literacy development.

Table 1: Contribution of Language Domains to ACCESS for ELLs Composite Scores

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

How Can I Support My EL?

<p>Table 4: Performance Definitions for the Levels of English Language Proficiency</p> <p>At the given level of English language proficiency, English language learners process, understand, produce, or use:</p>	
6 - Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 - Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or statements with sensory, graphic, or interactive support
1 - Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support
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Engagement	Representation	Action & Expression
Offer culturally appropriate choices	Use age and culturally appropriate content	Focus on meaning, not verbal accuracy
Offer choice to encourage ELs to use prior content knowledge & experiences	Use pictures, gestures manipulatives (Realia), pantomime, choral responses	Offer opportunities for practice (read, write, listen & speak)
Allow ELs to use L1 knowledge; Pair with work partners that speak L1	Explicitly link concepts with cultural background & experience	Encourage students to use L1 to express content understanding
Provide wait time	Explicitly pre-teach vocabulary (use 3-tiered approach)	Offer bilingual glossary/ dictionary; Use translated writing guide; Use sentence starters
Use varied grouping; Teach productive collaborative strategies	Post translated key terms, bilingual anchor charts and word walls	Offer culturally appropriate examples/models

[Link to a UDL/EL presentation](#) (slides 20-23)

UDL Principles are Aligned with WIDA Supports

UDL	WIDA
Principle I: Multiple Means of Representation	Sensory Supports
Principle II: Multiple Means of Action and Expression	Graphic Supports
Principle III: Multiple Means of Engagement	Interactive Support

UDL Principle I: Multiple Means of Representation

- Realia
- Manipulatives
- Visuals
- Music
- Modeling
- Thinking maps
- Graphic organizers
- Role play
- Games
- Cooperative learning

WIDA Sensory Supports

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams & drawings
- Magazines & newspapers
- Physical activities
- Videos & Films
- Broadcasts
- Models & figures

UDL Principle II: Multiple Means of Action and Expression

- Authentic product creation
- Role play
- Multimedia product
- Podcasting
- Music/Rap
- Online projects
- Charts
- Oral telling
- Total physical response (TPR)
- Interpretive dance
- Interactive stations

WIDA Graphic Supports

- Charts
- Graphic organizers
- Tables
- Graphs
- Timelines
- Number lines

UDL Principle III: Multiple Means of Engagement

- Real-life examples
- Personal relationship
- Authentic grouping
- Virtual fieldtrips
- Virtual guests speakers
- Project-based learning
- Student centered activities
- Interviews
- Active interaction
- Technology

WIDA Interactive Supports

Clip slide

- In pairs or partners
- In triads or small groups
- In a whole group
- Using cooperative group
- Structures
- With the Internet (Websites) or software programs
- In the native language (L1)

Sample Table for EL Data

Name	Ara of Strength (<i>listening, speaking, reading, writing</i>)	Need for Growth (<i>listening, speaking, reading, writing</i>)	Supports to help