

English Learners (ELs) / Multilingual Learners (ML): Acronyms and Definitions of Terms



ACCESS for ELLs™: Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs® test is the annual assessment required by NCLB.

Alternate ACCESS for ELLs™: The assessment instrument administered to students who require special education services under the Individuals with Disabilities Education Act (IDEA) is the Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs™). Alternate ACCESS is an individually administered paper-and-pencil test. It is intended only for English Language Learners with significant cognitive disabilities that are deemed severe enough to prevent meaningful participation in the ACCESS for ELLs® assessment. The spring of 2012 was the first year of the assessment; proficiency levels are still to be determined.

AYP: Adequate Yearly Progress. Under NCLB, each state establishes a definition of AYP that is used annually to determine each school district's and school's achievement in both reading and mathematics. States then identify any school that does not meet the state's AYP definition for two consecutive years for improvement. AYP is designed to ensure continuous improvement each year toward the goal of 100% proficiency in 2015.

Basic Interpersonal Communication Skills (BICS): The English skills initially acquired by English learners which are heavily dependent on visual gestures, conversational responses, and physical interactions as cues. This type of proficiency is generally limited to conversational skills and lacks higher-level cognitive skills.

Committee for Identification and Placement (CIP) Team: The Committee for Identification and Placement Team facilitates the identification and appropriate program placement of English learners at each school.

Cognitive Academic Language Proficiency Skills (CALPS): The English skills acquired for functioning appropriately in a cognitive and academic educational setting. This type of proficiency is generally acquired through formal instruction, which involves language skills and functions of an academic or cognitive nature.

Designated ELD (Pull-Out): Designated ELD is a designated time during the regular school day when teachers provide English learners with lessons to develop English language proficiency and skills needed to learn academic content taught in English. The purpose of ELD instruction is for students to learn English at the level of native speakers (generally used in an elementary setting).

ELlevation: LAD's new LCD/ELL platform for DCPS. ELlevation is a software company exclusively focused on ELLs and the educators that serve them. The ELlevation platform puts all information and data about ELLs in one place, helping educators enhance instructions, save time and improve collaboration. ACCESS Test Chairs can login into ELlevation from any computer and find student's ELP levels, print listings/rosters, find accommodations report, print test histories, set student goals, print graphs and for secondary students see class schedules.

Emergent Bilingual: They are also referred to as English Language Learners (ELLs) or English Learners (ELs), who continue developing their home language while also learning an additional language. The term "emergent bilingual" is intended to positively describe these students, emphasizing that they're learning in two languages and that both languages are of value.

English Language Proficiency: The level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English.

English Learners (ELs): English learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

English Learners with Disabilities (ELWD): English learners with disabilities are a diverse group of students with unique educational needs who require both ESOL and Special Education support, and accommodations.

English Learner Instructional Plan: The EL instructional plan provides information to classroom teachers to familiarize themselves with their EL students and their language needs. Provides teachers with an outline of demographics, schedule, test results, Can Do Descriptors, ELP services, program accommodations and modifications, goals, notes taken from the ESOL teacher, meeting notes, and recommended instructional activities.

English for Speakers of Other Languages (ESOL): ESOL is an educational support program provided to help English learners overcome language barriers and participate meaningfully in schools' educational programs.

Entry/Exit Criteria: Established to determine when a student should be placed in an ESOL program and when the same student is ready to leave the program for a regular all-English instruction classroom.

Equal Educational Opportunities Act (EEOA) of 1974: The EEOA is a federal law of the United States of America. It prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students' equal participation.

ESOL Linker: The ESOL teacher serves as the liaison between the teachers, the school administrators, and the State/District ESOL Offices. In collaboration with the school administrator, their primary function is to ensure that all ESOL procedures are followed and implemented at their schools.

ESOL Self-Contained: Students from various non-English-speaking backgrounds are in the same class for most of the day and are taught using ESOL methodology in language arts and/or content areas.

Every Student Succeeds Act (ESSA): [The Every Student Succeeds Act](#) is a United States law passed in December 2015 that governs the United States K-12 public education policy.

Feeder School: A school from which ELs go to a junior high or high school in the same area.

Fluent English Proficient (FEP): Individuals whose English proficiency is fluent, regardless of whether the student is classified fluent initially or reclassified as fluent. These individuals can communicate effectively and understand thoughts or ideas through the English language's grammatical system and vocabulary, using its sounds or written symbols.

Home Language or Native Language: The language generally used by an individual, or in the case of a child, the language generally used by the parents.

Home Language Survey: This form must be completed by the Parent/Guardian for ALL students enrolling in the Virgin Islands Department of Education. The HLS is used to determine if language screening and ELL services may be necessary.

Integrated ELD (Push-In): Integrated ELD refers to ESOL teachers providing language and language acquisition support during regular content-area lessons. The purpose of Integrated ELD is for English Learners (ELs) to learn the content and academic language that arise from the content standards taught in lessons across English Language Arts, Mathematics, Social Studies, and Science courses.

Language Identification Form: The Language Identification form identifies students who speak a language other than English at home (Not all children who speak a language other than English at home are limited English speakers).

Long-term English Learners: Long-term English language learners are a classification given to students who have been enrolled in American schools for more than six years, are struggling academically, and are not making gains toward English proficiency due to limited English skills.

Multilingual Learner: A multilingual learner (ML) is a student developing proficiency in multiple languages, often requiring specialized support to build linguistic and academic skills across these languages.

No Child Left Behind Act of 2001: NCLB expands the scope and frequency of student testing, revamps accountability systems, and guarantees that every teacher is qualified in their subject area. It also requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math.

Non-English Proficient (NEP): Individuals whose home language is other than English and can communicate only in their primary language.

OBE: Office of Bilingual Education in DCPS, but now known as **LAD** – Language Acquisition Division.

OELA: Office of English Language Acquisition, Language Enhancement, & Academic Achievement for Limited English Proficient Students, US Department of Education

OCR: Office for Civil Rights

Office of Civil Rights (OCR): The [Office of Civil Rights \(OCR\)](#) is a sub-agency of the U. S. Department of Education that is primarily focused on enforcing civil rights laws prohibiting schools from engaging in discrimination based on race, color, national origin, sex, disability, age, or membership in patriotic youth organizations.

OPT-OUT: [OPT-OUT](#) is when the parent makes a voluntary, informed decision to remove his/her child from the ESOL Program.

PHLOTE: Primary Home Language Other than English

WIDA: World-Class Instructional Design and Assessment. www.wida.us

WIDA MODEL: The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. Educators can use the MODEL as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.