

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 1 - ENTERING

<p>General Background information: Students not ready to actively produce language Listening and responding in non-verbal ways to show understanding 0 – 500 receptive word vocabulary Adjusting to U.S. culture</p>	<p>Typical accommodations for level 1 (entering):</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on recognition work (listening, reading) rather than productive work (speaking and writing) <input type="checkbox"/> Use pictures/visuals whenever possible—graphic organizers <input type="checkbox"/> Speak slowly <input type="checkbox"/> Provide student with copy of the class notes <input type="checkbox"/> Cue student before asking a question during class discussions <input type="checkbox"/> Give student more wait time—15-20 seconds <input type="checkbox"/> Assign students a bilingual or English-speaking study buddy <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Focus on main/core vocabulary <input type="checkbox"/> Repeat directions <input type="checkbox"/> Provide handwritten directions <input type="checkbox"/> Allow bilingual dictionary <p>Homework/Classwork:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce amount and length of assignments <input type="checkbox"/> Show examples of a completed assignment/project to model correct format <input type="checkbox"/> Read directions to students <input type="checkbox"/> Provide short and concise step directions <input type="checkbox"/> Give extra time to complete <input type="checkbox"/> Use of a bilingual dictionary or computer <input type="checkbox"/> Modify length of reading passages <p>Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use matching, multiple choice assessments <input type="checkbox"/> Provide alternatives to exams <ul style="list-style-type: none"> ○ show what you learned project/research project on covered topics <input type="checkbox"/> Test key concepts or main ideas <input type="checkbox"/> Provide word banks <input type="checkbox"/> Provide study guides in advance <input type="checkbox"/> Simplify instructions <input type="checkbox"/> Write a different test than used for other student populations – <ul style="list-style-type: none"> ○ Ask students questions that require one/two word responses: who?, what?, which one?, how many? ○ point to correct answer ○ illustrate what they know ○ matching text with visuals <input type="checkbox"/> Shorten test length <input type="checkbox"/> Give extended time to complete <input type="checkbox"/> Accept oral and alternate responses on exams
<p>Typical student behavior:</p> <ul style="list-style-type: none"> • A silent period can last for several months. Listening skills develop during this time, but speech is hesitant' • Students are often reluctant to ask for help. • Speech is choppy, intermittent, and students often rely upon short phrases they feel comfortable with. • Listening and speaking skills can progress slower than reading and writing skills • Students learning the English alphabetic system are especially challenged • Depends heavily on context Has minimal receptive vocabulary Comprehends key words only Indicates comprehension physically (points, draws, gestures, etc.) May not produce speech • ABLE TO: observe, locate, label, match, show, classify, categorize • 	
<p>What teachers can do for entering ESL students:</p> <ul style="list-style-type: none"> • Ensure a supportive, low anxiety environment • Do not force a student to speak • Use gestures and short simple phrases to convey meaning • Model correct language • Avoid idiomatic expressions • Repeat directions • Check for understanding using “wh” questions and model correct responses • Write out simplified directions for student • Provide copies of class notes so that student can focus on class discussion • Allow students to demonstrate learning in the knowledge and understanding portion of Bloom’s taxonomy. • Ask questions that can be answered with either/or responses 	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 2 - EMERGING

<p>General Background information: A level 2 student has limited ability to communicate in English. Students can attend to hands-on demonstrations with more understanding May initiate conversation by pointing or using single words. Very limited comprehension/vocabulary Up to 1000 receptive word vocabulary Adjusting to U.S. culture</p>	<p>Typical accommodations for level 2 (emerging):</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on recognition work (listening, reading) rather than productive work (speaking and writing) <input type="checkbox"/> Use pictures/visuals whenever possible—graphic organizers <input type="checkbox"/> Speak slowly <input type="checkbox"/> Provide student with copy of the class notes <input type="checkbox"/> Cue student before asking a question during class discussions <input type="checkbox"/> Give student more wait time—15-20 seconds <input type="checkbox"/> Assign students a bilingual or English-speaking study buddy <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Focus on main/core vocabulary <input type="checkbox"/> Repeat directions <input type="checkbox"/> Provide handwritten directions <input type="checkbox"/> List and review instructions step by step <input type="checkbox"/> Allow bilingual dictionary <p>Homework/Classwork:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce amount and length of assignments <input type="checkbox"/> Show examples of a completed assignment/project to model correct format <input type="checkbox"/> Read directions to students <input type="checkbox"/> Provide short and concise step directions <input type="checkbox"/> Give extra time to complete <input type="checkbox"/> Use of a bilingual dictionary or computer <input type="checkbox"/> Modify length of reading passages <p>Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use matching, multiple choice assessments <input type="checkbox"/> Provide alternatives to exams (Ex: show what you learned project/research project on covered topics) <input type="checkbox"/> Test key concepts or main ideas <input type="checkbox"/> Provide word banks <input type="checkbox"/> Provide study guides in advance <input type="checkbox"/> Simplify instructions <input type="checkbox"/> Simplify language <input type="checkbox"/> Write a different test than used for other student populations - Ask students questions that require one/two word responses: who?, what?, which one?, how many? <input type="checkbox"/> Shorten test length <input type="checkbox"/> Give extended time to complete <input type="checkbox"/> Accept oral and alternate responses on exams
<p>Typical student behavior:</p> <ul style="list-style-type: none"> • Students are often reluctant to ask for help. • Speech is choppy, intermittent, and students often rely upon short phrases they feel comfortable with. • Listening and speaking skills can progress slower than reading and writing skills • Students learning the English alphabetic system are especially challenged • Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases • Indicates comprehension physically Mispronunciation/grammar errors • ABLE TO: name, recall, draw, list, record, point out, underline, organize 	
<p>What teachers can do for developing ESL students:</p> <ul style="list-style-type: none"> • Ensure a supportive, low anxiety environment • Simplify language not content • Do not force a student to speak but design activities to motivate student to talk in a safe setting • Use gestures and short simple phrases to convey meaning • Model correct language • Avoid idiomatic expressions • Repeat directions • Check for understanding using “wh” questions and model correct responses • Write out simplified directions for student • Provide copies of class notes so that student can focus on class discussion • Allow students to demonstrate learning in the knowledge and understanding portion of Bloom’s taxonomy. • Ask questions that can be answered with either/or responses 	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 3 - DEVELOPING

<p><u>General Background information:</u> Students begin speaking in short phrases and simple sentences Many mistakes in grammar, word order, word usage Limited comprehension and vocabulary Up to 7,000 receptive/active word vocabulary</p>	<p><u>Typical accommodations for level 3 (developing):</u></p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Speak slowly <input type="checkbox"/> Provide student with outline of the class notes <input type="checkbox"/> Cue student before asking a question during class discussions <input type="checkbox"/> Give student more wait time—15-20 seconds <input type="checkbox"/> Assign students a bilingual or English-speaking study buddy <input type="checkbox"/> Group activities <input type="checkbox"/> Repeat oral directions <input type="checkbox"/> Use of bilingual dictionary <input type="checkbox"/> Focus on main/core vocabulary <input type="checkbox"/> List and review instructions step by step <input type="checkbox"/> Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts and diagrams. <input type="checkbox"/> Allow bilingual dictionary <p>Homework/Classwork:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorten length of assignments <input type="checkbox"/> Provide short and concise step directions <input type="checkbox"/> Give extra time to complete <input type="checkbox"/> Use of a bilingual dictionary or computer <input type="checkbox"/> Modify length of reading passages <p>Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use matching, multiple choice, true/false assessments <input type="checkbox"/> Provide alternatives to exams (Ex: show what you learned project/research project on covered topics) <input type="checkbox"/> Write a different test than used for other student populations - Ask students questions that require one/two word responses: who?, what?, which one?, how many? <input type="checkbox"/> Provide word banks <input type="checkbox"/> Provide study guides in advance <input type="checkbox"/> Simplify instructions <input type="checkbox"/> Simplify language <input type="checkbox"/> Shorten test length <input type="checkbox"/> Give extended time to complete <input type="checkbox"/> Accept oral responses on exams <input type="checkbox"/> Ignore spelling or grammar errors <input type="checkbox"/> Accept oral and alternate responses on exams
<p><u>Typical Level 3 students' behavior:</u></p> <ul style="list-style-type: none"> • Participates in small group activities. • Social language skills much stronger than academic language skills • Speech is extended and becomes more comfortable asking questions and seeking help. • Begins to use language to respond to queries. • Lack of comprehension during directions and class activities might not be readily apparent. • Has difficulty with abstract, cognitively-demanding subjects at school, especially when a high degree of literacy is required. • Depends heavily on context Produces whole sentences Makes some pronunciation and basic grammatical errors, but is understood • Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) • Hears smaller elements of speech Functions on a social level Uses limited vocabulary Initiates conversation & questions Shows good comprehension (given rich context) • ABLE TO: tell, describe, restate, compare, question, map, dramatize) 	
<p><u>What teachers can do for Intermediate ESL students:</u></p> <ul style="list-style-type: none"> • Simplify language not content • Avoid putting student on the spot to speak but do design activities to motivate student to talk in a safe setting • Check for comprehension of directions • Modify content to focus on key concepts • Ask student to rephrase key ideas in their own words • Help student identify important vocabulary • Provide an outline of class notes so that student can focus on class discussion • Allow students to demonstrate learning in the knowledge and understanding portion of Bloom's taxonomy. 	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 4 - EXPANDING

<p>General Background information: Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support Up to 12,000 receptive/active word vocabulary</p>	<p>Modifications that have for this Student:</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Speak slowly <input type="checkbox"/> Provide student with outline of the class notes <input type="checkbox"/> Cue student before asking a question during class discussions <input type="checkbox"/> Give student more wait time—15-20 seconds <input type="checkbox"/> Assign students a bilingual or English-speaking study buddy <input type="checkbox"/> Group activities <input type="checkbox"/> Repeat oral directions <input type="checkbox"/> Use of bilingual dictionary <input type="checkbox"/> Focus on main/core vocabulary <p>Homework/Classwork:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorten length of assignments <input type="checkbox"/> Provide short and concise step directions <input type="checkbox"/> Give extra time to complete <input type="checkbox"/> Use of a bilingual dictionary or computer <input type="checkbox"/> Modify length of reading passages <p>Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use matching, multiple choice, true/false assessments <input type="checkbox"/> Provide alternatives to exams (Ex: show what you learned project/research project on covered topics) <input type="checkbox"/> Write a different test than used for other student populations <input type="checkbox"/> Provide word banks <input type="checkbox"/> Provide study guides in advance <input type="checkbox"/> Simplify instructions <input type="checkbox"/> Simplify language not content <input type="checkbox"/> Shorten test length <input type="checkbox"/> Give extended time to complete <input type="checkbox"/> Accept oral responses on exams <input type="checkbox"/> Ignore spelling or grammar errors <input type="checkbox"/> Accept oral and alternate responses on exams
<p>Typical Level 4 students' behavior:</p> <ul style="list-style-type: none"> • Participates in small group activities. • Social language skills much stronger than academic language skills • Speech is extended and becomes more comfortable asking questions and seeking help. • Begins to use language to respond to queries. • Lack of comprehension during directions and class activities might not be readily apparent. • Has difficulty with abstract, cognitively-demanding subjects at school, especially when a high degree of literacy is required. • Depends on context Engage in and produce connected narrative (discourse) Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level • ABLE TO: imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain • 	
<p>What teachers can do for Intermediate ESL students:</p> <ul style="list-style-type: none"> • Simplify language not content • Design activities to motivate student to talk in a safe setting • Check for comprehension of directions • Modify content to focus on key concepts • Ask student to rephrase key ideas in their own words • Help student identify important vocabulary • Provide an outline of class notes so that student can focus on class discussion • Allow students to demonstrate learning in the knowledge and understanding portion of Bloom's taxonomy. 	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 5-BRIDGING

<p>General Background information: Students have advanced skills in cognitive/academic language Beyond 12,000 receptive/active word vocabulary</p>	<p>Modifications that have worked for this Student:</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak slowly <input type="checkbox"/> Provide student with outline of the class notes <input type="checkbox"/> Give student more wait time—15-20 seconds <input type="checkbox"/> Group activities <input type="checkbox"/> Repeat oral directions <input type="checkbox"/> Use of bilingual dictionary <input type="checkbox"/> Use graphic organizers <p>Homework/Classwork:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorten length of assignments <input type="checkbox"/> Provide short and concise step directions <input type="checkbox"/> Give extra time to complete <input type="checkbox"/> Use of a bilingual dictionary or computer <input type="checkbox"/> Modify length of reading passages/writing assignments <p>Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use matching, multiple choice, true/false assessments <input type="checkbox"/> Provide study guides in advance <input type="checkbox"/> Write a different test than used for other student populations <input type="checkbox"/> Simplify instructions <input type="checkbox"/> Simplify language <input type="checkbox"/> Give extended time to complete <input type="checkbox"/> Ignore spelling or grammar errors
<p>Typical Level 5 students' behavior:</p> <ul style="list-style-type: none"> • Participates in small group activities. • Social language skills much stronger than academic language skills • Speech is extended and becomes more comfortable asking questions and seeking help. • Uses language to respond to queries. • Has difficulty on literacy heavy assignments. • Functions on an academic level with age/grade peers • Maintains two-way conversations Uses more complex grammatical structures • Demonstrates comprehension in decontextualized situations • Uses enriched vocabulary • ABLE TO: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate • 	
<p>What teachers can do for Intermediate ESL students:</p> <ul style="list-style-type: none"> • Simplify language not content • Design activities to motivate student to talk in a safe setting • Check for comprehension of directions • Modify content to focus on key concepts • Ask student to rephrase key ideas in their own words • Help student identify important vocabulary • Provide an outline of class notes so that student can focus on class discussion • Allow students to demonstrate learning in the knowledge and understanding portion of Bloom's taxonomy. 	