

EL EDUCATOR TOOLKIT

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR THE 21ST CENTURY

Please Note: In order to access the hyperlinks throughout the Toolkit, you must download each PDF file. The QR codes will work in preview mode, but the hyperlinks will only work once the PDF file is downloaded.



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Acknowledgments

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In loving memory of our colleague, Nina (Will) Williams, gone much too soon.

Introduction

English learners (ELs) face a wide variety of challenges in content area classroom settings. The past year and a half of pandemic-necessitated online learning posed an additional set of challenges for students, educators, and families. In an attempt to support our English learners, ELPA21 **partnered directly with educators** nationwide to uncover the most immediate needs of educators working with ELs. Alongside leading researchers and EL educators, ELPA21 developed a set of resources in this toolkit to support high-quality, data-informed instruction and assessment for ELs.

Among the resources developed, a set of **infographics and tip sheets** are included to inform knowledge, skills, and dispositions related to culturally-sensitive topics. Infographics were developed to produce highly accessible content for educators while tip sheets provide a deeper dive into the topic areas.

The **student profile resource** sets the stage for collaborative instructional planning by encouraging and supporting educators in gathering relevant information for each English learner they serve. Taking it a step further, the family questionnaire engages families in the educational process and paints a broader picture of the outside school context to help maximize student success. From the information gathered in the student profile, we encourage educators to work together to complete the personalized instructional plan.

The **English Learner Performance Measure** is a tool to provide educators with a snapshot of how ELs are performing in each of the four domains of language—reading, writing, speaking, and listening. This measure can help inform instruction when added to formal assessment measures. Evaluating performance for each domain will provide for more intentional scaffolding to target instructional support for ELs.

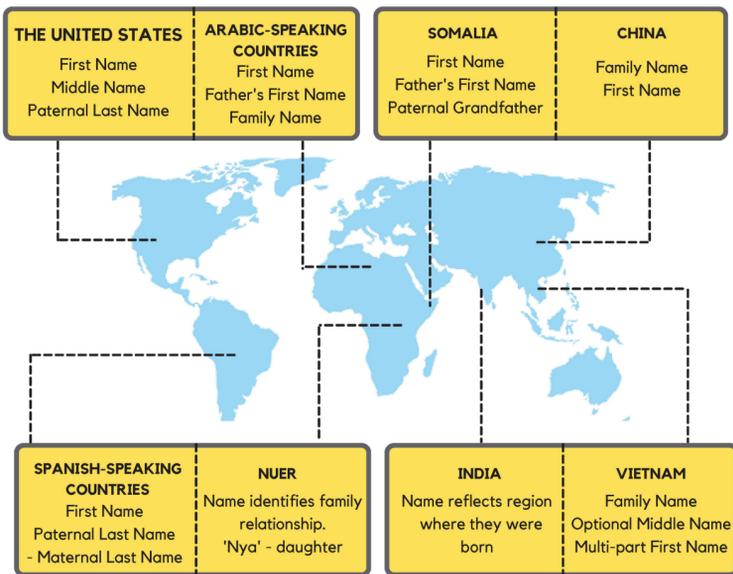


What's in a name?



Naming customs vary from culture to culture. Names hold **special meanings** as they reflect our cultural identity. Often, they are carefully chosen to **identify** one as a son or daughter, **honor** family members, **instill** certain characteristics, or possess a certain beauty, meaning or significant event.

Naming Customs Around the World



It is crucial that schools **honor naming customs**, as mistakes can have a **lasting impact** on students. Not every situation encountered will follow these guidelines, but it is a good starting point to learning about naming customs from around the world. For more detailed information, refer to [Getting It Right: Reference Guides for Registering Students with Non-English Names, 2nd Edition.](#)

What's in a Name?

<https://tinyurl.com/elpa21-toolkit-whatsinaname>

- Cultural Sensitivity
- Naming Conventions
- International Examples

Explore the significance and diversity of **naming customs** from regions around the world. This graphic emphasizes the impact that names have on **cultural identity** and provides resources and considerations for educators.



What's in a name?

Educating Yourself

Considerations & Resources

TALK	to the family to learn pronunciations, nicknames and name variations.	Pronouncing Names Correctly Pronounce Names Right - https://www.nameshous.com/ Pronounce Names - https://www.pronouncenames.com/ Voice of America (VOA) Pronunciation Guide - https://pronounce.voanews.com/
OFFER	assistance with pronunciation by asking questions like "How does [insert name] pronounce it?"	Naming Convention Guides Getting It Right: Reference Guide - https://tinyurl.com/elpa21-toolkit-gettingitright
LEARN	from your mistakes and engage in conversations with students in a private setting.	Meanings Behind Names Behind the Name, The Etymology and History of First Names - http://www.behindthename.com Surname Meanings and Origins - https://tinyurl.com/elpa21-toolkit-surname
CHECK	with the district and school on any data input guidelines or practices unique to your location.	Effects on the Children My Name, My Identity - https://www.mynameidentity.org/ Mispronouncing Students' Names: A Slight That Can Cut Deep - https://tinyurl.com/elpa21-toolkit-pronunciation
CONSIDER	the burden for those with sensitive identities / names when engaging in name activities.	Why It Matters How We Pronounce Student Names, and Why It Matters - https://tinyurl.com/elpa21-toolkit-namesmatter Getting Students' Names Right: Why It Matters - https://tinyurl.com/elpa21-toolkit-namesright

Books to teach about the importance of names:

1. *The Name Jar* by Yangsook Choi
2. *Alma and How She Got Her Name* by Juana Martinez-Neal
3. *My Name is Yoon* by Helen Recorvits
4. *My Name is Bilal* by Asma Mobin-Uddin
5. *Your Name is a Song* by Jamilah Thompkins-Bigelow
6. *The Namesake: A Novel* by Jhumpa Lahiri



Educating Yourself

- Appropriate Response
- Educational Reads
- Online Resources

Gain increased awareness of different **naming customs** by exploring the resources on this page. This tip sheet highlights the potential **long-term effects** of mispronunciation or nicknames.

[Page 2 of What's In A Name?](#)

EL Educator Toolkit

Infographics & Tipsheets

TOP 10 MYTHS ABOUT... LANGUAGE DEVELOPMENT



<p>Myth 1</p>  <p>English is learned first by listening and speaking and then by reading and writing.</p>	<p>Myth 2</p>  <p>I hear the student speaking fluent English in the cafeteria, so the student must not need EL support.</p>	<p>Myth 3</p>  <p>It's easy for early learners to learn English.</p>	<p>Myth 4</p>  <p>If the student is proficient in one of the four language domains, they must be proficient in all of them.</p>	<p>Myth 5</p>  <p>If the family speaks a language at home other than English, that's "bad" for language development.</p>
<p>Truth</p>  <p>Students can learn the four language domains simultaneously.</p>	<p>Truth</p>  <p>Students may acquire social language more rapidly as a necessity. Academic language is more complex and takes longer to develop.</p>	<p>Truth</p>  <p>Older learners can draw on their home language, prior experiences, and content background knowledge.</p>	<p>Truth</p>  <p>The academic language must be explicitly taught in the four language domains – reading, writing, listening and speaking.</p>	<p>Truth</p>  <p>Research shows that the a student's home language can support language acquisition and skills in additional languages.</p>

Language Development Myths

<https://tinyurl.com/elpa21-toolkit-lang-dev-myths>

Development Timeline

Home Language

Four Language Domains

Debunk common misconceptions related to English language development. Understanding these myths allows educators to more fully support English learners by avoiding common misconceptions.

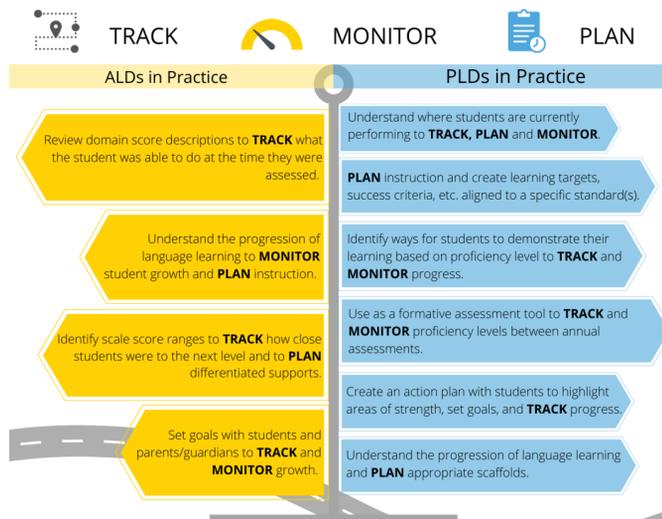


Why Use ALDs and PLDs?



The ALDs
Achievement Level Descriptors...
outline the knowledge, skills, and processes that students demonstrate within each domain on ELPA21's language proficiency assessments — helping guide English language and content teachers' instruction.

The PLDs
Proficiency Level Descriptors...
are an essential tool for assessing an EL's degree of language proficiency. This educator resource is the new and improved ALDs.



- Standards are interrelated and can be used separately or in combination with each other.
- Specifies the language needed to engage in content-specific standards and practices.
- Organized by standard and grade band to understand the progression across proficiency levels.

Why use ALDs and PLDs?

<https://tinyurl.com/elpa21-toolkit-usingaldsplds>

Tracking

Monitoring

Planning

Achievement Level Descriptors (ALDs) and Proficiency Level Descriptors (PLDs) are **essential tools** for assessing an English learner's language proficiency. These resources **enable educators** to provide a more personalized approach for individual learners.



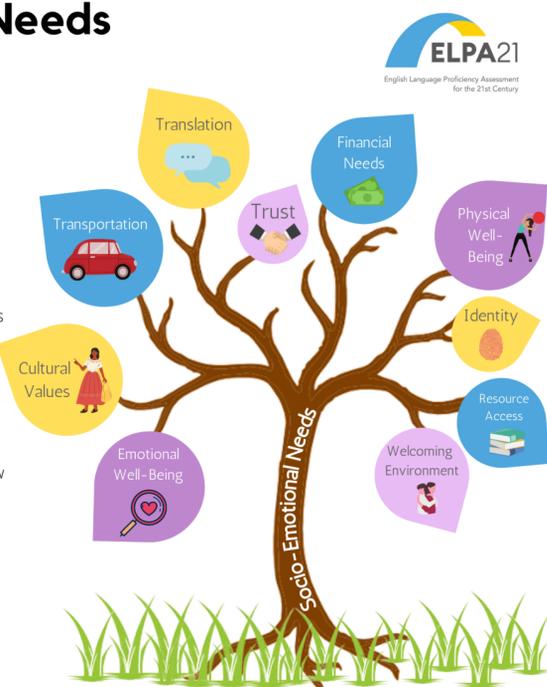
EL Educator Toolkit

Infographics & Tipsheets

Social-Emotional Needs

Core Stressors

- Resettlement**
Children and families who have relocated try to make a new life for themselves
- Acculturation**
Children experience acculturation as they navigate between their new culture and their culture of origin
- Isolation**
Children and families experience isolation as new immigrants in a new country.
- Trauma**
Child experiences an intense event that causes trauma to his or her emotional and physical well-being.



Social-Emotional Needs

<https://tinyurl.com/elpa21-toolkit-core-stressors>

Core Stressors

Support Suggestions

EL-Specific Challenges

Explore the social-emotional needs that correlate to each **core stressor** faced by English learners. A greater understanding of **specific challenges** ELs face leads to more intentional and targeted support.



Guiding Questions

Becoming Social-Emotionally Considerate



Collaboration and solution-based conversations are critical to supporting the **social-emotional needs** of English Learners (EL). Use the following guiding questions to **drive discussions and ideas** to support school-wide practices, classroom routines, instructional strategies, family engagement, and community outreach.

Isolation

1. In what ways are we creating **trust**?
2. How is the school intentionally making sure students and **families are connected**?
3. How are we creating a welcoming and inclusive environment within our schools and community?
4. How are we making students feel **emotionally and physically safe**?
5. Do we have a system in place that ensures our students and families are **not discriminated against**?

Acculturation

1. How are we ensuring that **communication** is in the family's language of choice?
2. How do we **celebrate and honor** our student's identity and cultures?
3. How do we help families navigate the educational system?
4. What are we doing to **educate ourselves** about our students and their backgrounds?

Resettlement

1. How are we making **supports accessible** to our families (e.g. interpretation, translation, in-school connections)?
2. What **community supports** are available?
3. How is the school intentionally making **connections to community** supports and resources?
4. How are we helping families navigate community supports and connecting them to the **resources** they need?

Trauma

1. What do we know about our students and what they are **willing to share** about their backgrounds and experiences?
2. What was the **environment** and schooling like in their previous location?
3. Do we have a system of **support** in place for **students experiencing trauma**?
4. What are possible situations and experiences that may evoke an emotional or physical response? How will we **proactively support students**?

General Questions:

How are we giving students a voice to understand their needs and perspectives?

Which systems are already in place to support the core stressors?

How are we providing student choice in reaching their goal?



U.S. Department of Education
Newcomer Tool Kit

<https://tinyurl.com/usdept-newcomertoolkit>

Guiding Questions

Educating Ourselves

Alternative Perspectives

Core Stressors

Drive discussions to support school-wide practices, classroom routines, or **community engagement** with these guiding questions. Learn to engage in **solution-based conversations aligned to core stressors**.



Student Profile



<https://tinyurl.com/elpa21-toolkit-studentprofile>



EL Snapshot

Use the student profile to collect critical background information for English learners in your classroom. The student's home language, past formal education experience, and ELPA21 levels, for example, create a vital snapshot of your English learner's background.

EL Snapshot		Year:
Student:	Student ID#:	
Pronunciation:	Grade:	
Homeroom Teacher:		
Birthplace:	US School Entry Date:	
Ethnicity:	Entered EL Services:	
ELPA21 Proficiency Level: Emerging / Progressing / Proficient	ELPA21 Levels (Circle One): Listening: 1 2 3 4 5 Reading: 1 2 3 4 5 Speaking: 1 2 3 4 5 Writing: 1 2 3 4 5	
*ELPA21 Score Report Attached		
Native Language Information:	Translation / Interpretation Services Needed: Yes / No	
Student Assets:		
Student Needs:		
Formal Schooling Experience: <input type="checkbox"/> US Schooling Only <input type="checkbox"/> International + US Schooling <input type="checkbox"/> First time in US Schools	Interrupted Formal Education? Yes / No	
Previously Retained? Yes / No	Previous Academic School Year Calendar: -- (Month SY began - Month SY ended)	
Available School Records Provided? Yes / No	High School Transcript? Yes / No	
Classroom Modifications / Testing Supports:		
Special Circumstances (Check all that apply): <input type="checkbox"/> Homeless <input type="checkbox"/> S04 <input type="checkbox"/> Gifted <input type="checkbox"/> Migrant <input type="checkbox"/> Disability <input type="checkbox"/> Speech <input type="checkbox"/> Newcomer		
High School - Students on track to graduate on time? Yes / No		

Family Questionnaire

Another critical element to meeting the needs of English learners is to understand the home-school connection. The family questionnaire provides a great opportunity to engage the family members/caregivers of English learners as partners in the educational process.

Family Knowledge Questionnaire - Year:	
Student:	Student ID#:
Pronunciation:	Grade:
In what languages has your child received formal education?	
Language your child uses to communicate: In the home: _____ At school: _____ With friends: _____	
Language parents (and others in the home) uses to communicate: Do you read to your child at home? Yes / No If "Yes", in what language(s): _____	
What are your hopes and dreams for your child's future?	Does the student wear glasses?
Best contact at home: Name: _____ Relationship to Student: _____ Phone: _____ E-mail: _____	
Productive Language Preference (Speaking + Writing) In what language(s) does your child prefer to speak and write?	Receptive Language Preference (Listening + Reading) In what language(s) does your child prefer to listen and read?
What else would you like us to know about your child?	
Transportation to/from school: After school-care:	

Instructional Plan

Utilizing the information collected from the home and school, collaborate with EL support staff to develop an instructional plan that will best match the student's instructional and social-emotional needs. Leverage student assets and target needs, and create a plan for personalized support.

Student Instructional Plan		Year:
See Page 1 (EL Snapshot) + Page 2 (Family Questionnaire)		
Student:	Student ID#:	
Pronunciation:	Grade:	
ELPA21 Proficiency LEVELS: _____ L _____ S _____ R _____ W _____ ELPA21 Proficiency Determination: _____		
Receptive Modalities		Productive Modalities:
<input type="checkbox"/> Reading Supports	<input type="checkbox"/> Listening Supports	<input type="checkbox"/> Speaking Supports
		<input type="checkbox"/> Writing Supports
Math Supports	Additional Supports	
	Click on QR Code to view resources: # Understanding/Interpreting ELPA21 Scores # Instructional Supports for each Proficiency Determination # Instructional Supports by Domain and Proficiency Levels # PLD's (Proficiency Level Descriptors) # Progress Monitoring Tool # Differentiation Poster (Link to purchase) # Resources (websites, etc.)	
Participants' Signatures		

Passage & Prompt

TEACHER GUIDE

Farm - What do you see?
(Part 1 of 1)

ELP.K.2 An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

DIRECTIONS:

- Provide the student sheet.
- Instruct the student to look at the picture on the student sheet. (You may have the student write on the student sheet or on an additional piece of paper.)
- If needed, provide the scaffolds on the last page.
- Ask the corresponding question(s) in the **prompt** section of the rubric below.
- Use the answers to determine which level the student is currently performing.



<https://tinyurl.com/elpa21-toolkit-elpm-tasks>

These performance tasks provide educators with **immediate feedback** on the current performance of English learners in each of the four language domains. This information provides a snapshot of where ELs are performing between ELPA21 summative assessments and can be used to help guide instruction.



Performance tasks are provided by **grade band** for each of the **four language domains**. The Performance Measure provides directions for use, transcripts for teachers to read aloud, and **scaffolding questions if needed**. Scoring rubrics are included for each task.

The EL Performance Measure tasks are for instructional purposes only.

The results do not replace the ELPA21 screener or summative assessment.

Scoring Rubric

K WRITING-1		ENGLISH LANGUAGE PERFORMANCE MEASURE		ELPA21
Scoring Rubric				
Farm - What do you see? (Part 1 of 1)				
PROMPT	Look at the picture and write a response to describe what you see.			
SCAFFOLDS	• Sentence Frame			
LEVEL	For this Writing task, the student is performing at...	Possible Answers		
1	<ul style="list-style-type: none"> Errors in grammar and word choice obscure the overall meaning of the response. The response contains at least <u>one</u> recognizable word spelled conventionally or phonetically. 	<ul style="list-style-type: none"> Fm (Farm) Sep (Sheep) Ban (Barn) qib (Pig) 		
2	<ul style="list-style-type: none"> Errors in grammar and word choice obscure the overall meaning of the response. The response contains at least <u>two</u> recognizable words spelled conventionally or phonetically. 	<ul style="list-style-type: none"> Fam co (Farm Cow) Seep darn (Sheep Barn) 		
3	<ul style="list-style-type: none"> Student responds in short phrase or sentence. Though the student's overall message may be understood, errors in grammar or word choice may interfere with meaning in part of the response. Words may be spelled phonetically. One word may be unrecognizable and interfere with meaning in that part of the response. The response may be only broadly related to the prompt. 	<ul style="list-style-type: none"> I see ban. (I see barn.) The is ban. (They is barn and hen.) I lik frm. (I like farm.) 		
4	<ul style="list-style-type: none"> The student responds in <u>at least two</u> sentences or short phrases. The grammar and word choice are largely accurate. Words may be spelled phonetically, but when read aloud the meaning of the response is clear. The response is consistent with the prompt. 	<ul style="list-style-type: none"> I see frm. (I see farm.) See sep. (See sheep.) I see ckn an brn. (I see chicken and barn.) Thr is a hen an cos. (There is a hen and cows.) 		
5	<ul style="list-style-type: none"> Responds in <u>two or more</u> sentences or short phrases The grammar and word choice are largely accurate. Words may be spelled phonetically, but when read aloud the meaning of the response is clear. The response is consistent with the prompt. 	<ul style="list-style-type: none"> I see cos and shep. An I see ha in brn. (I see cows and sheep. And I see hay in barn.) 		



English Language Proficiency Assessment
for the 21st Century

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