Goals for Today:

To become familiar with various English Learner (EL) supports:

1. School-wide use of assessment data
2. TK-12 Language Pathways
3. EL instructional practices
4. Reclassification process
Students at all levels are capable of high-level thinking and rigorous activities.
**EL Typologies**

**New**
- 0-2 years as an EL.
- Subset of Newcomers: recent arrival to U.S.
- Range of grade level literacy in primary language.

**Developing**
- 2-5 years as an EL.
  - Approaching grade level in content area skills.
  - Progressing normally through language development stages.

**Long-Term (LTEL)**
- 5 plus years as an EL.
  - Orally fluent in everyday English.
  - Majority of LTELs stuck at CELDT Level 3 (Intermediate).
  - Does not yet meet reclassification criteria.
Effectively Supporting ELs Through

1. Continuous use of multiple data points
   - CELDT, F&P, & SRI

2. Building upon EL’s primary language assets
   - K-12 Language Pathways

3. Based on research-based instructional practices for ELs

4. Reclassifying as Fluent English Proficient
   - Monitor EL for 2 years after reclassifying

5. Language development instruction and monitoring student growth
Use of Data to Support ELs:

1. Assess

2. Teach & monitor learning

3. Reclassify EL status
Assessments: the CELDT

What is the CELDT?
- a test that identifies English Learners and measures growth in learning English each year

Who should take the CELDT?
- all students whose home language is not English
- students with teacher recommendation to take the CELDT

When are students tested?
- within 30 calendar days of enrolling in a public school & annually thereafter

Why are students tested?
- to identify students as Fluent-English Proficient (FEP) or English Learner (EL)
- to measure students’ growth in learning English until they can be reclassified (no longer of EL status)
Understanding CELDT Scores

Scores are divided into four domains or categories:

1. Listening
2. Speaking
3. Reading
4. Writing
How are the CELDT results reported for each student?

There are five performance levels that a student can achieve:

- Level 1: **Beginning**
- Level 2: **Early Intermediate**
- Level 3: **Intermediate**
- Level 4: **Early Advanced**
- Level 5: **Advanced**

Each student report shows:

- **overall** performance level and score
- performance level and score for each domain
- **comprehension score** (average score for Listening and Reading)
CELDT Levels

5
4
3
2
1

Score for each of 4 Domains

Overall Score

Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

Overall Student Performance Level

Listening
Speaking
Reading
Writing

Scale Score Range

184 - 598
220 - 570
140 - 630
220 - 570
220 - 600

Scale Score: 367 393 358 291 299

Comprehension Score (the average of the Listening and Reading domain scale scores): 342
Sharing your thoughts…

With an elbow partner, please discuss:

- What is your experience with the CELDT?
- Do you feel there is enough outreach to families?
- What ideas do you have to improve family communication regarding the CELDT?
Assessments: the F&P

What is the Fountas and Pinnell?
- an assessment used to determine:
  - readiness for reading
  - independent and instructional reading levels

Who is assessed with F&P?
- all TK, K-2 (+) students in SFUSD
  - Some sites also test grades 3-5
F&P Results are used to:

- help students find and enjoy “just right” books
- level classroom libraries and monitor reading growth
Assessments: the SRI

What is the SRI?

- a computer-adaptive assessment that measures reading comprehension and reports results as Lexile measures

Who takes the SRI?

- all students, grades 3-10
  (grades 3-5 might take only F&P)
Understanding SRI Results:

A Recommended Reading Report lists:

- the student’s current Lexile score (reading level)
- recommended book titles and their Lexile scores
- strategies for using the report
Scholastic Reading Inventory

SRI Lexile Scores for Grade Level Performance

Scholastic Reading Inventory (SRI), Lexiles by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Grade Level$^1$</th>
<th>At Grade Level$^1$</th>
<th>Above Grade Level$^1$</th>
<th>College &amp; Career Ready Expectations$^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99 and Below</td>
<td>100-299</td>
<td>300 and Above</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>299 and Below</td>
<td>300-499</td>
<td>500 and Above</td>
<td>450-790</td>
</tr>
<tr>
<td>3</td>
<td>499 and Below</td>
<td>500-599</td>
<td>600 and Above</td>
<td>770-980</td>
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<tr>
<td>4</td>
<td>599 and Below</td>
<td>600-699</td>
<td>700 and Above</td>
<td>955-1155</td>
</tr>
<tr>
<td>5</td>
<td>699 and Below</td>
<td>700-799</td>
<td>800 and Above</td>
<td>1080-1305</td>
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<td>6</td>
<td>799 and Below</td>
<td>800-849</td>
<td>850 and Above</td>
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<td>999 and Below</td>
<td>1000-1024</td>
<td>1025 and Above</td>
<td>1215-1355</td>
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<tr>
<td>10</td>
<td>1024 and Below</td>
<td>1025-1049</td>
<td>1050 and Above</td>
<td></td>
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<tr>
<td>11</td>
<td>1049 and Below</td>
<td>1050-1300</td>
<td>1301 and Above</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: By the end of the 12th grade, students should reach the college- and career-ready reading level (1300 Lexiles). For this reason, grade level performance is not defined for 12th graders.

Lexile Scores for Grade Level Performance

The width of the bar varies by the size of the numeric range for the grade level band. For example, Grade 3 has a 100 point range, and is half the width of Grade 2, which has a 200 point range.


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2. Building upon EL’s primary language assets
   - K-12 Language Pathways

3. Instructional practices for ELs
   - Based on research
   - Monitoring student growth

4. Reclassifying as Fluent English Proficient
   - Monitor EL for 2 years after reclassifying

TK-12 Language Pathways

CELDT, F&P, & SRI

Monitor EL for 2 years after reclassifying

K-12 Language Pathways

Reclassifying as Fluent English Proficient

Based on instructional practices for ELs

Monitor ELs for 2 years after reclassifying

Research-based instructional practices for ELs

Language development instruction and monitoring student growth
## Language Pathway Definitions

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Instruction</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Dual Language Immersion (DLI)</strong></td>
<td>start with 80% instruction in the target language and decrease to 50% by 5th grade</td>
<td>EOs, IFEPs, ELs and RFEPs</td>
</tr>
<tr>
<td><strong>Elementary Biliteracy</strong></td>
<td>Instruction same as DLI but designed for potential ELs</td>
<td>potential ELs, IFEPs, ELs and RFEPs</td>
</tr>
<tr>
<td><strong>Secondary Dual Language (SDL)</strong></td>
<td>DLI and Biliteracy merge and students take 2 courses in the pathway language</td>
<td>EOs, IFEPs, ELs and RFEPs</td>
</tr>
<tr>
<td><strong>Foreign Language in Elementary School (FLES) &amp; Secondary World Language</strong></td>
<td>30 – 60 minutes of enrichment (3-5 days/week) for all students</td>
<td>EOs, IFEPs, ELs and RFEPs</td>
</tr>
</tbody>
</table>
TK-12 Language Pathways

Elementary Biliteracy: ELs, IFEPs & RFEPs

Elementary Dual Language Immersion: EOs, IFEPs, ELs & RFEPs

SDL in Middle School

SDL in High School

PATHWAY LANGUAGE INSTRUCTION

50 – 80% in K  2 courses  2 courses
Number of Schools with Biliteracy & SDL in 2015

See EL Program Guide
Number of Schools with Dual Language Immersion (DLI) & SDL in 2015

- Cantonese DLI
- Mandarin DLI
- Korean DLI
- Spanish DLI

See EL Program Guide
Effectively Supporting ELs Through

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   - K-12 Language Pathways

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   - Monitor EL for 2 years after reclassifying
   - Reclassifying as Fluent English Proficient

4. Language development instruction and monitoring student growth
Key Pieces of EL Instruction

Under the new Lau Action Plan (a guiding document for educating ELs), instruction will focus on:

- the new ELD standards
- effective EL-targeted professional development
- academic language instruction across content areas
- “purposeful talk” in the classroom
New ELD Standards: Grounding Theories of Learning and Language

- **Learning is social** – we learn through interacting with others.

- **Learning occurs by building** on prior knowledge and **engaging** in intellectually and linguistically rich tasks with appropriate support.

- **Language is social action**, a resource for accomplishing things in the world.

- **Language and content are inextricably linked.**

- **Knowing how language conveys meaning**, and how meaning is embedded in language helps us understand content and language.
Proficiency Level Descriptors

Students at all levels are capable of high-level thinking and rigorous activities.

See Overview of ELD Standards
Designated ELD + ELD Standards Integrated Across All Academic Areas = Effective EL Instruction

INTEGRATED ELD
Content-embedded academic language development
Sharing your thoughts…

With an elbow partner, please discuss:

- ELD structures and instruction at your school site—What do you notice?
Effectively Supporting ELs Through

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TK-12 Language Pathways
CELDT, F&P, & SRI
Monitor EL for 2 years after reclassifying
Reclassifying as Fluent English Proficient
Research-based instructional practices for ELs
Language development instruction and monitoring student growth
Reclassification

• **What is it?**
  • Reclassification is the process for determining that an **English Learner** has become **Fluent English Proficient**.

• **Why is it necessary?**
  • Reclassification from **EL** to **FEP** helps us:
    • appropriately place students
    • ensure students meet their “A-G” graduation requirements
    • demonstrate evidence of instructional & programmatic success
Standard Reclassification Criteria in SY 2013-14

- Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the CELDT, with sub-scores of 3 (Intermediate) or higher;

- **Demonstration of “basic skills:”** score of Mid-Basic (325) on the California Standards Test – English Language Arts (CST-ELA); Basic (300-324) with “Teacher Evaluation” form

- **Teacher Evaluation**

- **Parent/Guardian** has been consulted/notified (Parent Consent Letter).
Interim Reclassification Process in SY 2014-15 and SY 2015-16

Why do we need an interim reclassification process?

- We no longer have the CST-ELA (California Standards Test for English Language Arts) as a basic skills criteria.
- The 2015 Smarter Balanced Assessment scores may not currently be an appropriate demonstration of “basic skills” for English Learners.
What has replaced the CST-ELA in the interim reclassification process?

**ELs** can demonstrate their “Basic Skills” with:

1) Fountas & Pinnell (**F&P**) reading assessment;
2) Scholastic Reading Inventory (**SRI**); or
3) the California High School Exit Exam (**CAHSEE**)
<table>
<thead>
<tr>
<th>GRADE</th>
<th>2. DEMONSTRATION OF “BASIC SKILLS”</th>
<th>REQUIRED SCORE</th>
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</thead>
<tbody>
<tr>
<td>1 – 2</td>
<td>Fountas &amp; Pinnell (F&amp;P)</td>
<td>Exceeds Expectations (see F&amp;P “Instructional Level Expectations for Reading”)</td>
</tr>
<tr>
<td>3</td>
<td>Fountas &amp; Pinnell; OR Scholastic Reading Inventory (SRI)</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>4</td>
<td>Fountas &amp; Pinnell; OR Scholastic Reading Inventory</td>
<td>Meets Expectations¹</td>
</tr>
<tr>
<td>5</td>
<td>Fountas &amp; Pinnell; OR Scholastic Reading Inventory</td>
<td>Approaches Expectations²</td>
</tr>
</tbody>
</table>

1. Equivalent to Mid-Basic and above on the CST-ELA.
2. Equivalent to Basic on the CST-ELA; must include “Teacher Evaluation” form.
# Interim Reclassification Criteria
(Replacing CST-ELA scores, SY 2015-16)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2. DEMONSTRATION OF “BASIC SKILLS”</th>
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<tbody>
<tr>
<td></td>
<td>ASSESSMENT³</td>
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<tr>
<td>6</td>
<td>Scholastic Reading Inventory (SRI)</td>
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## Interim Reclassification Criteria
(Replacing CST-ELA scores, SY 2015-16)

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<tr>
<td></td>
<td>ASSESSMENT³</td>
</tr>
<tr>
<td>9</td>
<td>Scholastic Reading Inventory (SRI); OR</td>
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<td>1000 and above¹</td>
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<td></td>
<td>850 – 999²</td>
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<tr>
<td></td>
<td>CASAS/CAHSEE Readiness Test</td>
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<td></td>
<td>244 (Benchmark) and above</td>
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<tr>
<td>10</td>
<td>Scholastic Reading Inventory; OR</td>
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<td></td>
<td>1025 and above¹</td>
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<td></td>
<td>900 – 1024²</td>
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<td>CAHSEE</td>
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<td>11</td>
<td>CAHSEE</td>
</tr>
<tr>
<td>12</td>
<td>CAHSEE</td>
</tr>
</tbody>
</table>

³ Options may vary based on the assessment used.
With an elbow partner, please discuss:

◆ What does EL reclassification mean for our work in supporting our teachers and students?