

INSTRUCTIONAL ASPECTS OF ESL/BILINGUAL EDUCATION PROGRAM IN US PUBLIC SCHOOL SYSTEM APPLICABLE TO OTHER EDUCATIONAL SYSTEMS

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Abstract: Instructional aspects of ESL/Bilingual Education Program currently implemented in K thru 12 US Public School System that may be applicable to educational systems of other regions and countries are discussed within the context of Legally Enforced Instructional Standards, Modifications/Accommodations in Regular Class Settings, Standardized Testing of Eligible LEP Students; LAT (Linguistically accommodated testing) and English Language Proficiency Assessment System (TELPAS), Direct and Indirect Linguistic Accommodations for LAT Reading, Mathematics, and Science Tests, Types of Holistic Rating Components of TELPAS (Grade 2-12 Writing Collections), TELPAS Rating Standards and Assessed Levels..

Key Words: English as a Second Language, Bilingual Education, Modifications, Accommodations, Regular and Specific Class Settings, Standardized Testings, Holistic Rating Components

Basis

Basis for Instructional Services

English language learners come from a variety of language backgrounds, cultures, and educational settings.

Some are born in the U.S. and educated here from kindergarten on, while others are immigrants who may be in any grade when they arrive in the U.S.

Immigrant students come to the U.S. with varying knowledge of the English language. They also have widely differing educational backgrounds. Some immigrants have had excellent academic preparation; others have had only limited prior school experience.

Ensuring the academic success of ELL(English Language Learner)s is a national concern. While some U.S. schools have well-established programs that help second language learners reach their full potential, other schools need to take steps to effectively address the special needs of this student population. Effective instructional programs enable ELLs who have a solid academic foundation to stay in step academically as they learn English. Effective programs also intervene quickly on behalf of students who enter the U.S. with limited prior schooling. Due to differences in instruction it is essential for decisions concerning instruction and assessment for LEP students to be made on an individual basis.

Objectives

The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

Bilingual education and English as a second language programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge.

Legally Enforced Instructional Standards for ESL/Bilingual Education

As stated in Chapter 74 of title relating to Curriculum Requirements in bilingual education programs using Spanish and English as languages of instruction, districts shall use state-adopted English

and Spanish instructional materials and supplementary materials as curriculum tools to enhance the learning process; in addition, districts may use other curriculum adaptations which have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows;

Affective: Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

Linguistic: Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Cognitive: Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

ESL programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for non-limited English proficient students to a full-time instructional setting utilizing second language methods.

The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs. Districts shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools. In addition, districts may use other curriculum adaptations which have been developed.

The district shall provide for ongoing coordination between the English as a second language program and the regular educational program. The English as a second language program shall address the affective, linguistic, and cognitive needs of limited English proficient students as it is the case for bilingual education with the sole difference that all instruction is in English language for ESL students.

In subjects such as art, music, and physical education, the limited English proficient students shall participate with their English-speaking peers in regular classes provided in the subjects. The district shall ensure that students enrolled in bilingual education and English as a second language programs have a meaningful opportunity to participate with other students in all extracurricular activities. Except courses of art, music, and physical education, English as a second language strategy, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English proficient students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategy shall not impede the awarding of credit toward meeting promotion or graduation requirements.

Instructional Implementations

Modifications

Modifications for ESL students in regular class settings are determined and notified by LPAC, which are usually categorized as follows;

Pacing

- Avoid any assignments requiring copying (writing in a timed situation)
- Shorten/lengthen time required for each task
- Give work in smaller amounts
- Reduce length of exams or allow more time for completion of exams

Methods

- Set special needs student close to you so that you can supervise his/her activity
- Pre-teach vocabulary
- Ask questions requiring short answers
- Let student do written assignment on computer
- Reduce distractions

- Assign tasks at the appropriate level (lower difficulty)
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- Reduce reading level of the regular assignment (reword, paraphrase, edit, etc.)
- Let the student type, record, or give answers orally instead of writing them
- Let student copy from a card or teacher's manual instead of from the blackboard
- Provide alternative methods in completing assignments:
 - Buddy system within the classroom (reading/writing assistance, etc.)
 - Older student, volunteer tutoring, or teacher aide assistance
- Avoid penalizing for spelling errors
- Provide tactile aids to spelling (letters of sandpaper, slat box, etc.)
- Exam modifications
 - Reduce the length of the regular exam
 - Use objective term
 - Give same exam orally
 - Grade on basis of individual achievement/ability
- Individual grading

Materials

- Use concrete materials to provide additional cues (manipulative, pictures, etc.)
- Use visuals when possible (charts, slides, films, maps, handouts, demonstrations)
- Use audio materials (tapes, records, films, etc.)
- Highlight textbooks and materials
- Use-adapted textbooks if available
- Weighted scores (ex. Daily work given heavier weight than tests)
- Modify and/or limit paper/pencil tasks

Standardized Testing of Eligible LEP Students

LAT (Linguistically accommodated testing)

The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests.

LAT administrations are available for

- Grades 3–8 reading and grade 10 ELA
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

Linguistics Accommodations

The linguistic accommodations used during LAT administrations must not include explanations, definitions, pictures, gestures, or examples related to mathematical or scientific terminology, concepts, or skills assessed because such accommodations would invalidate the test results. The test administrator must NOT provide any direct or indirect assistance or reinforcement that identifies or aids in the identification of the correct response to a test item. After a LAT administration, no discussion or scoring of test items is allowed at any time.

Objective evidence is the information provided as the rationale on the Accommodation Request Form, and it clearly indicates why the student needs the accommodation. Strong objective evidence might include, but is not limited to, the following information:

- Explanation of disability and how it relates to the requested accommodation,
- Observational narrative describing how the student performs with and without the
- Accommodation, and
- Test scores with and without the use of the accommodation.

An accommodation should not be provided simply as a matter of convenience, nor should it compromise the content being tested. It should be used only as a tool that is necessary to help ensure student success. Ongoing assessment of individual need should be part of every student's instructional program.

Linguistic Accommodations for LAT Reading Tests

Indirect Linguistic Support

A) Accommodation: Clarification of Test Directions

Type of Assistance: The test administration directions may be translated, reworded, or repeated as needed to ensure understanding.

B) Accommodation: Breaks at Request of Student

Type of Assistance: Breaks during the test administration should be provided in accordance with the needs of the student.

C) Accommodation: Testing over Two Days

Type of Assistance: Students participating in LAT reading and ELA administrations are assessed over two days. The administration directions in the LAT test administrator manual specify where in each test to stop at the end of Day 1.

Direct Linguistic Support

A) Accommodation: Bilingual Dictionary

Type of Assistance: Throughout the reading test, a student may use a bilingual dictionary to find the translation of words he or she does not understand. Paper and electronic bilingual dictionaries are permitted. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request; help a student locate the applicable meaning/translation of a word in the dictionary if this type of assistance is part of regular classroom instruction.

B) Accommodation: English Dictionary

Type of Assistance: Throughout the reading test, a student may use an English dictionary, ESL dictionary, or picture dictionary. Paper and electronic dictionaries are permitted. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request, help a student locate the applicable meaning of a word in the dictionary if this type of assistance is part of regular classroom instruction.

C) Accommodation: Reading Aloud—Word or Phrase

Type of Assistance: At the request of the student, the test administrator may read aloud words or phrases in selections or test items. Sentences and longer portions of text may not be read aloud.

D) Accommodation: Reading Aloud—Entire Test Item

Type of Assistance: At the request of the student, the test administrator may read aloud an entire test item (i.e., test question and answer choices). Voice inflection must be kept neutral during the reading of test questions and answer choices.

E) Accommodation: Oral Translation—Word or Phrase

Type of Assistance: At the request of the student, the test administrator may orally translate words or phrases in selections and test items that the student does not understand. The test administrator is not permitted to translate entire sentences, longer portions of text, or tested vocabulary words.

F) Accommodation: Clarification—Word or Phrase

Type of Assistance: At the request of the student, the test administrator may clarify the meaning of words and phrases in selections and test items that the student does not understand. The test administrator is not permitted to clarify the meaning of entire sentences, longer portions of text, or tested vocabulary words. Synonyms, definitions, explanations, pictures, and gestures may be used to provide clarification.

Linguistic Accommodations for LAT Mathematics and Science Tests

Indirect Linguistic Support

First two Indirect Linguistic Support Accommodations for LAT Reading Tests, which are Clarification of Test Directions, and Breaks at Request of Student aforementioned above both apply to Linguistic Accommodations for LAT Mathematics and Science Tests with the same types of assistances.

Direct Linguistic Support

A) Accommodation: Linguistic Simplification

Type of Assistance: A student may ask the test administrator to say in simpler language what a test question is asking. Test administrators may provide this assistance using simpler words, pictures, and/or gestures, as long as they do not define or explain mathematical or scientific terminology or a concept that the test question is assessing. Secure LAT linguistic simplification guides are provided to test administrators for use with this accommodation. The guides for English-version LAT tests provide suggested linguistic simplifications. For the test versions in both English and Spanish, the guides delineate which subject-area terms may not be simplified. At the request of the student, test administrators may provide additional allowable linguistic simplifications to meet the individual student's needs.

B) Accommodation: Oral Translation

Type of Assistance: At the request of a student, the test administrator may orally translate words, terms, phrases, and sentences that the student does not understand. The test administrator is not permitted to define or explain mathematical or scientific terms, concepts, or skills. The test administrator is permitted only to give the equivalent word or words in the other language. Examples: If a Spanish-speaking student asks what "sodium" means in an item, the test administrator may say the equivalent term *sodio*. If the student asks what "row" means in the context of rowing a boat, the test administrator may say *remar*.

C) Accommodation: Reading (Decoding) Assistance

Type of Assistance: At the request of the student, the test administrator may read aloud any words, terms, phrases, or sentences in the test question, prompt, or answer choices that the student is having difficulty reading, including terms directly related to the content being assessed. Reading assistance is allowable regardless of whether the student is using the English version or the Spanish version of the LAT test form. Note that all grade 3 students are permitted to request reading (decoding) assistance on the mathematics test. For grade 3 mathematics, it is not necessary to predetermine and document this as an accommodation.

D) Accommodation: Bilingual Dictionary

Type of Assistance: Students may use a bilingual dictionary to find the translation of words they do not understand. Paper and electronic dictionaries are permitted; however, bilingual dictionaries that contain explanations, definitions, pictures, or examples of mathematical or scientific terminology may not be used. Many English words have multiple meanings that may be unfamiliar to an ELL. For this reason, the test administrator may, upon request, help a student locate the applicable meaning (equivalent translation) of a word in the dictionary if this type of assistance is part of regular classroom instruction. Example: At the request of the student, the test administrator may identify which of several translations of "due" in the bilingual dictionary fit the way the word is used in the test question.

E) Accommodation: Bilingual Glossary

Type of Assistance: Students may use locally developed or other customized bilingual glossaries to find the translation of words they do not understand. The glossary must not include definitions, explanations, examples, or pictures that will aid students in understanding the mathematical or scientific terms or concepts assessed. In the case of mathematical or scientific terms, only native-language equivalents are allowed. Example: It would be appropriate to translate "square inch" as *pulgada cuadrada* in Spanish in a bilingual glossary. It would not be appropriate to define what a square inch is or to include a picture of a square inch.

F) Accommodation: English and Spanish Test Side by Side (Grades 3–5)

Type of Assistance: For grades 3–5 mathematics and grade 5 science, a Spanish-speaking student may refer to both the English-version and Spanish-version LAT tests to enhance comprehension. If

a student does not understand something in one language, the student may refer to it in the other language.

English Language Proficiency Assessment System (TELPAS)

TELPAS is prepared based on The ELPS (English Language Proficiency Standards) that includes cross-curricular second language acquisition essential knowledge and skills that teachers of all foundation and enrichment subject areas are required to teach ELLs. A key difference between TELPAS and standardized test, e.g., TAKS is that TELPAS measures reading ability according to distinct stages of second language acquisition, or English language proficiency levels. These proficiency levels, which are defined in the ELPS, allow a student's English reading ability to be measured according to a continuum of second language development. This proficiency continuum starts with an initial understanding of high-frequency English words and phrases and culminates with the ability to read and understand texts similar to those written for English-proficient students. Students new to the English language progress in a similar way through each stage of second language acquisition whether they are in elementary school or high school. Another key difference is that TELPAS assesses to a greater degree than standardized tests the ability to read and understand language used in core content areas such as mathematics and science. The domain of reading in grades 2-12 is assessed through a multiple-choice test. The grade clusters for the TELPAS reading assessments are grade 2, grade 3, grades 4-5, grades 6-7, grades 8-9, and grades 10-12.

TELPAS is composed of holistically rated assessments and multiple-choice tests. The TELPAS holistically rated assessments are based on student observations and written student work.

These assessments are administered for:

- Grades K-1 observational assessments in listening, speaking, writing, and reading
- Grades 2-12 observational assessments in listening, and speaking
- Grades 2-12 writing collections

Types of Grades 2-12 Writing Collections

Type 1: Basic descriptive writing on a personal/familiar topic

Examples:

- Writing about self, family, best friend, school, etc.
- Describing what is seen in a picture, photo, piece of art, etc.
- Comparing self to a friend or relative by describing the similar and different aspects
- Comparing two friends, two pictures, two photos, two places or houses lived in, etc.

Students shall be encouraged to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

Type 2: Writing about a familiar process

Examples:

- A daily routine (getting ready for school, what is done after school or on weekends)
- How to prepare a familiar food or recipe (sandwich, taco, fruit drink, scrambled eggs)
- How to play a familiar game or sport

Type 3: Narrative writing about a past event

Examples:

- Stories based on something shown in a picture or pictures
- Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, interesting, unexpected, funny, unfair, etc.
- Original stories composed in creative writing activities
- Narratives about what was done this morning, yesterday, this weekend

Students should be encouraged to write in as much detail as they can. The more vivid and detailed their narratives are, the more useful they will be in evaluating their vocabulary development, ability to narrate and describe using the past tense, and grasp of basic versus complex language structures. Narrative writing about a past event is required in each collection.

Type 4: Reflective writing

Examples:

- A time when a lesson is learned, a problem is resolved with another person, etc.

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- What true friendship is, the importance of believing in self, setting goals, etc.
- What is liked and not liked, or would like to see changed about certain school rules or policies
- A person that is admired, a person who has influenced your life, etc.
- How first impressions of people can change
- What it was like to move to the United States, learn a new language, etc.
- Thoughts about the United States before moved in here compared to thoughts now

Type 5: Extended writing on a topic from language arts

Examples:

- Reflective pieces linked to stories and literature read in class (for example, comparing events in a text with personal experiences; relating a character's conflict in a text to a personal experience, experience of a friend, experience of a relative, etc.)
- Describing and analyzing a change that a character undergoes
- Comparing story variants, a movie and novel based on the same story, etc.

Type 6: Academic writing from science, mathematics, or social studies

This type of writing should give students the opportunity to write connected paragraphs using the academic/abstract vocabulary and language structures needed for developing academic language proficiency in these subject areas. Academic writing tasks for less proficient students should be appropriately adapted for their level. Two samples of this type of writing are required in each collection.

Examples from science:

- Explaining a scientific process that is learned about
- Explaining the steps in an experiment or scientific investigation that is done
- Writing about something learnt in science class
- Writing about something that is difficult or easy to learn and why
- Writing about why lab rules are important
- Writing about how to use a certain device or piece of science equipment
- Writing about something liked or not liked to do in science class

Examples from mathematics:

- Writing about a way using mathematics outside of school
- Explaining the steps used in a mathematical process.
- Writing about something learnt in math class
- Writing about something that is difficult or easy to learn and why
- Writing to reflect the thinking done to solve a problem
- Writing about something liked or not liked to do in math class

Examples from social studies:

- Writing about a historical figure, the person's contributions or significance, etc.
- Writing an expository piece about an important historical or current event
- Writing about something learnt in social studies class
- Writing about something that is difficult or easy to learn and why
- Defending a point of view about a governmental policy or controversial issue
- Writing a persuasive piece to influence a change in policy or law
- Writing about something liked or not liked to do in social studies class

TELPAS Rating

The TELPAS rating process calls for raters to consider both the social and academic language proficiency of students. Second language learners who can engage in everyday, casual interactions have not necessarily developed the command of English needed for the ongoing learning of new and often complex academic concepts. The TELPAS English language proficiency continuum focuses on both a student's ability to use English to interact with others and to use English as a medium for learning. Academic language proficiency is not the same as academic achievement but is an essential component of academic achievement. English language learners who have academic language proficiency can understand and use the English needed for effective participation in regular, all-English instructional settings.

Students rated beginning demonstrate little ability to understand and use the English language. They may know a little English but not enough to function in “real-world” or “authentic” social or academic settings.

Students rated intermediate have some ability to understand and use English. They can function in real world social and academic settings when the language tasks involve simple language structures and high frequency English vocabulary within routine contexts.

Students rated advanced have the ability to understand and use grade-appropriate English, although with supports that address their linguistic needs. Advanced students function beyond the level of simple, routinely used English. They have a sufficient command of the English language to engage in grade-appropriate academic tasks as long as linguistic supports are provided.

Students rated advanced high have the necessary levels of social and academic English language proficiency to participate in grade-appropriate academic instruction in English with only minimal linguistic support.

Observing Students

Listening

There are many settings in which to gather information about an individual student’s English language listening proficiency level. How well the student understands the English he or she hears shall be reflected during activities such as:

- reacting to oral presentations
- responding to text read aloud
- following directions
- cooperative group work
- informal, social discourse with peers
- large-group and small-group interactions in academic settings
- one-on-one interviews
- individual student conferences

Listening/Beginning Level

Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings. These students:

- struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)
- struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs
- may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

Listening/Intermediate Level

Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

- usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, pre-teaching to preview or build topic-related vocabulary)
- often identify and distinguish key words and phrases necessary to understand the general meaning(gist) during social and basic instructional interactions that have not been intentionally modified for ELLs
- have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

Listening/Advanced Level

Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

- usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding
- understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs
- occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

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Listening/Advanced High Level

Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

- understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
- understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
- rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Speaking

There are many settings in which to gather information about an individual student's English language speaking proficiency level. How well the student speaks English shall be reflected during activities such as:

- cooperative group work
- oral presentations
- informal, social discourse with peers
- large-group and small-group interactions in academic settings
- one-on-one interviews
- classroom discussions
- articulation of problem-solving strategies
- individual student conferences

Speaking/Beginning Level

Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings. These students:

- mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate
- speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including keywords and expressions needed for basic communication in academic and social contexts
- lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material
- exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material
- typically use pronunciation that significantly inhibits communication

Speaking/Intermediate Level

Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

- are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning
- speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail
- exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English
- use pronunciation that can usually be understood by people accustomed to interacting with ELLs

Speaking/Advanced Level

Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

- are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning

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- discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics
- have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features
- make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions
- may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs

Speaking/Advanced High Level

Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

- are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses
- communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers
- can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers
- make few second language acquisition errors that interfere with overall communication
- may mispronounce words, but rarely use pronunciation that interferes with overall communication

Reading

Reading observations are performed only for Kindergarten thru 1st grades since 2nd thru 12th grades are assessed via online multiple choice reading tests.

Reading (K-1 Only)

The reading rating will be based on observations of the student's reading during language and literacy instruction and in other academic settings. The rater should also consider informal and spontaneous reading that occurs naturally, such as when a student reads bulletin boards, labels, and other environmental print around the classroom and school. How well each student understands the English used shall be reflected during activities such as:

- paired reading
- sing-alongs and read-alongs, including chants and poems
- shared reading with big books, charts, overhead transparencies, and other displays
- guided reading with leveled readers/text
- reading subject-area texts and related materials
- independent reading
- literature circles
- cooperative group work
- reading response journals
- sustained silent reading

Reading (K-1 Only)/Beginning Level

Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills. These students:

- derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are read in short "chunks" – controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced– accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech
- begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding most grade-appropriate English text because they – understand the meaning of very few words in English – struggle significantly with sounds in spoken English

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words and with sound-symbol relationships due to differences between their primary language and English

Reading (K–1 Only)/Intermediate Level

Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

- demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include – predictable story lines – highly familiar topics – primarily high-frequency, concrete vocabulary – short, simple sentences – visual and linguistic supports
- regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding grade-appropriate English text because they – understand the meaning of only those English words they hear frequently – struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English

Reading (K–1 Only)/Advanced Level

Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

- demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning
- recognize some basic English vocabulary and high-frequency words in isolated print
- with second language acquisition support, are able to decode most grade-appropriate English text because they – understand the meaning of most grade-appropriate English words – have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English

Reading (K–1 Only)/Advanced High Level

Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

- demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English
- with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers
- with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers

Writing

Districts are not required to assemble writing collections for students enrolled in grades K–1. The rating of writing for students enrolled in grades K–1 will be based on classroom observations. Each writing collection must contain at least 5 writing samples and must include at least 1 narrative writing sample about a past event and 2 academic writing samples from mathematics, science, or social studies.

In assembling a collection, writing samples that reflect the student's proficiency level shall be chosen, and samples that interfere with the ability to rate the student effectively shall be avoided; some may be linguistically complex for students at lower proficiency levels to address, others may be appropriate for students at lower levels of proficiency but may not be challenging enough for students at higher proficiency levels. For example, an early intermediate writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at a beginning level because the student is not given enough opportunity to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high writer whose collection contains too many assignments that elicit undetailed responses or social language may appear to be at a lower proficiency level because the assignments do not elicit the ability to use academically complex, abstract English to give precise and detailed explanations.

Writing (K–1)

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

For kindergarten and grade 1, the writing rating will be based on observations of the student's writing during language and literacy instruction and in other academic settings. How well each student writes in English shall be reflected during activities such as:

- journal writing for personal reflections
- shared writing for literacy and content-area development
- language experience dictation
- organization of thoughts and ideas through prewriting strategies
- publishing and presenting
- making lists for specific purposes
- labeling pictures, objects, and items from projects
- cooperative group work
- first drafts
- revising and editing skill application

Writing (K-1) / Beginning Level

Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills. These students:

- are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)
- know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language
- cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized
- may demonstrate little or no awareness of English print conventions

Writing (K-1) / Intermediate Level

Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:

- know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English
- can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English
- express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class
- frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating)

Writing (K-1) / Advanced Level

Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

- use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing
- can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language
- although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner
- occasionally exhibit second language acquisition errors when writing in English

Writing (K-1) / Advanced High Level

Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

- use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

- can participate meaningfully in most grade-appropriate shared writing activities using the English language
- although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers

Writing (Grades 2–12)

For grades 2–12, the writing rating will be based on the student's writing collection, which should be representative of the writing the student does during language and literacy instruction and in a variety of academic content areas.

Writing (Grades 2–12)/Beginning Level

Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

- have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English
- Typical writing features at this level:
- ability to label, list, and copy
- high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate
- present tense used primarily
- frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs

Writing (Grades 2–12)/Intermediate Level

Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

- have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English
- Typical writing features at this level:
- simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English
- high-frequency vocabulary; academic writing often has an oral tone
- loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning
- repetition of ideas due to lack of vocabulary and language structures
- present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies
- descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas
- primary language features and errors associated with second language acquisition may be frequent
- some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs

Writing (Grades 2–12)/Advanced Level

Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

- are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction

1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo

- know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar
- Typical writing features at this level:
- grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- use of a variety of common cohesive devices, although some redundancy may occur
- narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
- occasional second language acquisition errors• communications are usually understood by individuals not accustomed to the writing of ELLs

Writing (Grades 2–12)/Advanced High Level

Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English
- Typical writing features at this level:
- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

Nonallowable Writing Collections

- papers containing language directly copied from a textbook, lesson, or other written source
 - Students need to write using their own words.
- papers in which the student relies heavily on a dictionary or thesaurus
- papers that show a teacher's corrections
- papers that have been polished through editing by peers, parents, or teachers
- Students may revise their writing as long as the revisions are their own. It is natural for students to seek occasional assistance and guidance when writing. If you believe a student received too much assistance on a piece of writing, do not include it in the collection.
- papers in which the student writes primarily in his or her native language
 - Even students at the beginning level should have five writing samples that show their ability to write in English. Samples written primarily in the native language should not be included.
- worksheets or question-answer writing assignments
- photocopies of state standardized test written compositions or responses to state standardized test open-ended questions
- papers that are brief, incomplete, or obviously reflect writing that was rushed
 - Rushed pieces will not accurately portray the student's English language proficiency level. Students should be given plenty of time to complete the writing assignments.
 - Brief writing samples should not be included in the collections of students who are capable of extended writing. (It is to be expected that the limited English of beginning and lower intermediate students will cause some writing to be brief.)

Conclusions and Recommendations

US Kindergarten thru 12 Public School System is among the largest public school systems in the world with the most number of foreign students incorporated into the system each year. US public school system is a very dynamic system that is updated regularly with the latest findings in research done in

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

many Colleges of Education throughout the country. Postgraduate research done in Educational Sciences in US is amongst the leaders of the world in terms of quality and quantity. Thus, it would be very reasonable to evaluate and try to adapt parts of this system as needed. Unlike systems of other sciences, which would need the appropriate infrastructure to adapt, educational systems are relatively easier to adapt due to little physical infrastructure involved. However, one cannot underestimate the human factor that is the readiness of the society, thus it would be a safe bet to say that adapting portions of such a system would be easier for smaller school systems.

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