



**Louisville Municipal School District  
English Language Learner Plan**

**2025/2026**

**Policies, Procedures and Assessments  
for English Language Learners**

**Dr. David Luke, Superintendent**

# **Louisville Municipal School District**

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**Every Child -- Every Chance -- Every Day**

**\*\*\*Adjustments to this plan will be made as needed based upon what is best for the students and in accordance with the Mississippi Guidelines for English Language Learners: Policies, Procedures and Assessments.**

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## **EL Program Overview**

### **Step 1: Educational Approach**

The district will select a sound educational approach for providing English language development and meaningful program participation for its students.

### **Step 2: Identification**

The district is responsible for identifying all students potentially needing EL services. The home language survey is administered as a part of the registration in the Louisville Municipal School District.

### **Step 3: Assessments – ELPA21 Screener**

The district is responsible for assessing each identified potential EL student for English language proficiency.

### **Step 4: Placement into EL Program Services**

The district is responsible for providing its ELL students with a program of services consistent with its chosen educational approach.

### **Step 5: Staffing and Resources**

The district is obligated to provide the necessary resources to implement its educational approach.

### **Step 6: Transition from EL Services**

The district will follow the MDE's exit criteria to determine when a student has sufficient English language proficiency to meaningfully participate in the regular school program.

### **Step 7: Monitoring**

The district will ensure that students transitioned from the EL program have the opportunity to meaningfully participate in the education program.

### **Step 8: Program Evaluation**

The district will develop evaluation procedures to periodically evaluate and revise, if necessary, its EL program/services provided.

**SOURCE: Mississippi English Learner Guidelines: Regulations, Funding, Guidance, and Instructional Supports (2018)**

**UNDERSTANDING MISSISSIPPI ENGLISH LEARNERS**

A number of terms have been used through the years to identify students who are non-native English speakers. At one point, these students were called English as a Second Language (ESL) students. This term was flawed, because it did not acknowledge that some students learn English and another language simultaneously and that some students might already know two or more languages before learning English. During the era of the No Child Left Behind Act (NCLB), the term English language learner (ELL) was often used to describe this population of students. The Every Student Succeeds Act (ESSA) of 2015 brought a slightly different variation on the term, naming this population of students “English learners.” The reasoning behind this decision was the result of a belief that the word “language” was redundant, since English is already recognized as a language. In some federal communications, the phrase limited English proficient is used. For the purposes of this document and the work of public educators in the state of Mississippi, the federal term English learners (ELs) will be used.

According to ESSA, an EL is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - the ability to meet the State's proficient level of achievement on State assessments;
  - the ability to successfully achieve in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society.

## **Types of English Learners and Their Characteristics**

### **TYPES OF ENGLISH LEARNERS**

### **CHARACTERISTICS**

#### **Newly Arrived with**

#### **Adequate Schooling**

- ❖ Recent arrivals (less than 3 years in the United States)
- ❖ Adequate schooling in native country
- ❖ Catch up academically with relative ease
- ❖ May still score lower on standardized testing due to need for English language acquisition

#### **Newly Arrived with**

#### **Limited Formal Schooling**

- ❖ Recent arrivals
- ❖ Interrupted or limited schooling in native country
- ❖ Limited native language literacy
- ❖ Below grade level in math
- ❖ Poor academic achievement

#### **Long-Term English Learner**

- ❖ Below grade level in reading and writing
- ❖ Mismatch between student perception of achievement and actual grades
- ❖ Some have adequate proficiency but score low on tests
- ❖ Have had EL instruction, but inconsistent instructional models

## **ENROLLING AND IDENTIFYING ENGLISH LEARNERS**

### **ENROLLING ENGLISH LEARNERS**

LEAs and their public schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.<sup>7</sup>

When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.<sup>8</sup>

For example, while an LEA may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency.<sup>9</sup>

Similarly, while an LEA may require students or their parents to provide proof of age, an LEA may not bar a student from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.<sup>10</sup>

Further, if an LEA requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and 2) explain for what purpose the number will be used. A school district may not require families to provide a social security number to enroll in or attend school.<sup>11</sup>

### **IDENTIFYING ENGLISH LEARNERS**

#### **HOME LANGUAGE SURVEY**

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in Mississippi. An HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English. It is strongly recommended the HLS in this document be used for all Mississippi students.

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. The completed survey becomes part of the student's cumulative record and must be available for future reference.

#### **THE PLACEMENT TEST FOR INSTRUCTIONAL PLACEMENT**

The ELPA21 Screener must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of enrollment. Potential EL students who register after the beginning of the school year must be assessed within 10 school days of enrollment. The English Language Proficiency Test (ELPT) assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). The student's placement test report must be placed in their cumulative record.

## **PARENT AND FAMILY NOTIFICATION**

Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The LEAs may not recommend that a parent or guardian opt a child out of EL programs or services for any reason. The LEA must provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent or guardian's decision to opt out is informed and voluntary. The LEAs that receive Title I or Title III funds must provide written notification to parent or guardians of their children's recommended placement in an EL program within 30 days of the start of the school year (or within 10 days for later-arriving students). The notification must include all of the statutorily-required elements, including the right to opt out. The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL services does not affect a student's ability to participate in any other programs or services, such as special education services. If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress.<sup>13</sup>

The ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed yearly during the annual ELPT assessment period. After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least 4 years, just as it would an EL who has received EL programs and services.<sup>14</sup>

## **PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM**

After ELs have been identified using the ELPA21 Screener, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population.

Appropriate EL services and programs enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. The LEAs must offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs.

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other state required tests. Research related to student placement and retention shows that ELs must be placed age-appropriately in the mainstream classroom. This

provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment. At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so that credits can be awarded.

## **DEVELOPING A LANGUAGE SERVICE PLAN**

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

The LSP must contain the following:

- ❖ Student's demographic information
- ❖ Date of first enrollment in a U.S. school
- ❖ Yearly ELPT scores
- ❖ Classroom accommodations
- ❖ State testing accommodations
- ❖ Signatures of SET members

## **EL DATA ENTRY**

The accuracy of EL data is of the utmost importance. Once a student has been identified as an EL the district must ensure the student is correctly marked in their student data package. This information will upload to MSIS once the district has submitted their data to the Mississippi Department of Education.

## **ASSESSING ENGLISH LEARNERS**

### **FEDERAL REGULATIONS**

The Elementary and Secondary Education Act (ESEA) requires that the LEA must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs (LIEPs).<sup>2</sup> Additionally, all ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. [ESEA Section 1111(b)(2)(G)]. "State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment."<sup>2</sup>

## ENGLISH LANGUAGE PROFICIENCY TEST (ELPT)

The ELPA21 Summative Assessment is a secure, large-scale, English language proficiency assessment administered to kindergarten through 12th grade students who have been officially identified as English learners (EL). As mandated by the ESEA, English learners are tested in four domains: speaking, listening, reading, and writing. This assessment is administered annually in the spring to monitor each English learner's progress in acquiring academic English.

## ENGLISH LANGUAGE PROFICIENCY TESTING BASICS

As mandated by ESEA, the students are tested in four domains: Listening, Speaking, Reading, and Writing. The Listening domain assesses the student's response to a variety of audio passages. The Speaking domain assesses the student's production of grammar and vocabulary as used in social and academic language. The Reading domain assesses the student's reading comprehension based on answers to multiple-choice questions about passages, tables, charts, and illustrations. Lastly, the Writing domain assesses the student's ability to produce grade-level appropriate words, sentences, and paragraphs.

## ACCOMMODATIONS ON STATE ACADEMIC ASSESSMENTS

Reasonable accommodations must be provided on assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual<sup>6</sup>, accommodations are available for students who have been officially identified as ELs.

## EXITING STUDENTS

For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).

For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).

## MONITORING STUDENTS

The English learner moves to monitored status when he or she has officially exited the EL program based on the MDE's exit criteria. The student in monitored status no longer receives EL accommodations and does not take the annual English Language Proficiency Test (ELPT).

After students have exited EL status, school districts must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students' grades, assessments and other related data.

## **EVALUATING EL PROGRAM EFFECTIVENESS**

Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and full access to the grade-level content. This access helps ELs to exit from EL programs within a reasonable period and graduate high school prepared for college and careers. If evaluations show that EL programs are not effective, the LEA must make appropriate changes to strengthen programs and more effectively serve students. The Mississippi Department of Education's Office of Federal Programs monitors EL programs to ensure that EL plans are in place, effective, and being implemented with fidelity.

## **ENGLISH LANGUAGE ACQUISITION PROGRAM MODELS**

The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and also best meet the needs of the local EL population. Appropriate EL services and programs equip ELs to attain both English proficiency and to participate in the standard instructional program. The LEAs must offer EL services until students have demonstrated English proficiency on the ELP assessment. Even when students are exited from EL programs, individual academic performance must be monitored for 4 years.

## **HELPING ELs ACCESS ACADEMIC CONTENT**

ELs should have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program should focus in part on language acquisition, both EL teachers and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.

Every classroom teacher who serves ELs should work to help ELs make sense of the Mississippi College and Career Readiness Standards, regardless of language proficiency. As part of this expectation, teachers must incorporate a variety of EL strategies into instructional planning to help students make sense of academic content. Teachers should use visual supports to help build student understanding. Some common visual supports used by classroom teachers include the following:

- ❖ Photos or Illustrations
- ❖ Videos
- ❖ Picture Books
- ❖ Audio Books
- ❖ Charts
- ❖ Graphs
- ❖ Diagrams
- ❖ Thinking Maps and Graphic Organizers
- ❖ Manipulatives
- ❖ Labels
- ❖ Models
- ❖ Gesturing/Pantomime

- ❖ Realia (bringing in the “real” item being discussed)
- ❖ Anchor Charts
- ❖ Translations in the Native Language (for students who read in their native language)
- ❖ Simplified text in English
- ❖ Bilingual and Bilingual Picture Dictionaries

Additionally, teachers must understand the basic communication strategies to be used with ELs. All teachers and paraprofessionals who work with ELs in any capacity should recognize that they need to speak slowly and clearly (not loudly). Educators also should be aware that ELs typically need additional processing time when being introduced to new material or being asked to respond to questions. Teachers also should recognize the value that collaborative learning has for ELs, including strategies such as assigning peer buddies and language buddies for assignments with high language demands, think-pair-share activities and the incorporation of sentence starters, sentence frames and word banks to support production during collaboration.

## **PLACEMENT FOR NEWLY ARRIVED SECONDARY ENGLISH LEARNERS**

When a student enrolls in U.S. schools for the first time at the secondary level, careful consideration must be given to the student’s course schedule to ensure the student has access to a high school diploma. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure that they graduate from high school ready for college and career, school districts must place students in academic courses sequentially. Students must be given an opportunity to take all courses needed for graduation. Students must take the required assessments at the time they are enrolled in the corresponding courses, and they may not skip courses to avoid state assessments. For example, English I, II, III and IV must be offered, scheduled and taught in sequential order. While courses cannot be scheduled or taken out of sequence, simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll in two courses to graduate on time. For example, if a student fails English III, they can take English III and English IV their senior year in order to graduate on time. Students might be enrolled concurrently in English as a Second Language as an elective to receive additional support while taking English I–IV.

## **GRADING SCALE**

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. Students who receive extensive language supports and classroom accommodations must have this information noted on their report cards, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

## **TOOL FOR TRANSLATING FEDERALLY MANDATED DOCUMENTS**

In Mississippi, one tool for providing translated notices to families is the online system TransACT. All Mississippi public school staff with email addresses can access the system, which provides hundreds of translated, ESSA-aligned forms and notifications. TransACT can be accessed at [www.transact.com](http://www.transact.com).

## **ENGLISH LEARNERS AND ACCESS TO OTHER PROGRAM SERVICES**

Services for ELs must represent a continuum of available programs and students must not be denied access to programs due to language proficiency. The EL students who meet criteria may be eligible for a variety of other specialized program services, including gifted education, advanced placement, dual credit and other advanced courses; MTSS, special education services, migrant and immigrant programs, and services for homeless students.

## **GUIDELINES FOR EL STUDENTS WITH DISABILITIES**

The IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services. Disability evaluations may not be delayed because of a student's limited English language proficiency or the student's participation in an EL program. Also, a student's English language proficiency cannot be the basis for identifying a student for special education.<sup>18</sup>

There are steps that must be taken to help prevent over-identification of ELs in special education. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and pace of instruction for the student. If the student continues to have difficulty after consistent language accommodations and Tier 1 and Tier 2 interventions, the student must be referred to the Student Evaluation Team (SET) along with the TST. The EL professional must be a member of the TST.

A number of factors must be considering when deciding whether a student must be referred for special education testing. These include the following:

- ❖ Entry date in the United States
- ❖ Years of consistent schooling
- ❖ Educational history, including years in U.S. schools and consistency of education
- ❖ Prior evaluation results
- ❖ Physical conditions that might account for difficulties, including need for glasses or hearing aids
- ❖ School attendance
- ❖ Input from parents, guardians, and families

## **MIGRANT EDUCATION PROGRAM**

An EL is eligible to receive migrant education program (MEP) services if they meet the definition of “migratory child” and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE) or other written or electronic form. All school districts should have a copy of the migrant survey in their registration packet. Any survey indicating potential migrant status, should be provided to the Mississippi Migrant Education Service Center. The term “migratory child” is defined in section 1309(2) of the statute and section 200.81(d) of the regulations. Determining whether a child meets this definition is often difficult and depends on a recruiter’s assessment of information presented by a parent or other family member, guardian, or other individual responsible for the child.

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and
5. With regard to the move identified in paragraph 4, above, the child:
  - a. Has moved from one school district to another; or
  - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool, provided to other children. To achieve this purpose, the MEP helps state and local education agencies remove barriers to the school enrollment, attendance, and achievement of migrant children. Although many migrant families represent language minorities, it is important to remember that many do not.

## **IMMIGRANT EDUCATION PROGRAM**

Status as an immigrant often overlaps with EL status among students. However, educators must be aware that not all immigrant students are ELs. Some immigrant students, for example, might come from English-speaking countries or from countries where English is one of several primary languages. Many immigrants also come to the United States already English proficient, even if they come from countries where English is not widely spoken.

For purposes of education, immigrant children and youth include those individuals who:

- ❖ Are aged 3 through 21
- ❖ Were not born in the U.S., “State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- ❖ Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

## **APPENDIX**

**MDE HOME LANGUAGE SURVEY  
FOR K – 12 SCHOOL DISTRICTS**

**STUDENT INFORMATION**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_  
*First Middle Last*

**Date of Birth** \_\_\_\_\_ **Gender** \_\_\_\_\_ **School** \_\_\_\_\_

1. What is the dominant language **most often** spoken by the student? \_\_\_\_\_
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student? \_\_\_\_\_
3. What language was **first** learned by the student? \_\_\_\_\_
4. Does the parent/guardian need **interpretation** services? ☐ Yes ☐ No  
If so, what language? \_\_\_\_\_
5. Does the parent/guardian need **translated** materials? ☐ Yes ☐ No  
If so, what language? \_\_\_\_\_
6. What was the date the student first enrolled in a school in the United States? \_\_\_\_\_  
*Date: MM/YYYY*
7. In what country was the student born? \_\_\_\_\_

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date (MM/DD/YYYY)*

**DISTRICT USE ONLY**

☐ Designated English Learner on the LAS Links Screener

| DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT |                |                 |               |               |                 |
|-------------------------------------------------|----------------|-----------------|---------------|---------------|-----------------|
| Date                                            | Speaking Score | Listening Score | Reading Score | Writing Score | Composite Score |
|                                                 |                |                 |               |               |                 |
|                                                 |                |                 |               |               |                 |

## **Louisville Municipal School District**

### **Tips, ELL/LEP Accommodations, & Other Instructional Strategies**

#### **Classroom Instructional Modifications and Accommodations**

- ❖ Use visual aids and gestures
- ❖ Speak slowly, emphasizing key words
- ❖ Do not force oral production
- ❖ Write key words on the board with students copying them as they are presented
- ❖ Use Pictures and manipulatives to help illustrate concepts
- ❖ Do role-playing activities
- ❖ Use multimedia language role models
- ❖ Encourage choral reading
- ❖ Use charts, tables, graph, and other conceptual visuals.
- ❖ Use music, TV, multimedia and radio with class activities
- ❖ Conduct group discussion
- ❖ Be aware of idioms. They often need explanations since new language learners tend to interpret everything literally.
- ❖ Be aware of vocabulary, which might seem contradictory and therefore need explanation. For example, a football stand is where we sit.
- ❖ Write assignments and page numbers on the board.
- ❖ Avoid yes/no questions. Your student may feel it is disrespectful to disagree with you.
- ❖ Don't ask, "Do you understand?" You ELL student will probably say "yes" even if he/she doesn't have the foggiest idea what you're talking about because it is always polite to agree. Instead, have him demonstrate his comprehension by performing a task or explaining the directions in his own words.
- ❖ Explain why an ELL student should read an assignment. What information should he/she retain and how will he/she be expected to use it?
- ❖ Explain what you mean by a quiz and a test.
- ❖ Avoid timed test. The ELL student may know the information but require more time to express it in English.
- ❖ Encourage participation by telling the student a day in advance what you will ask him/her. Find out what the student knows and ask him about that or help him/her prepare an answer so he/she is confident of success. As confidence increases, the student should begin to participate more freely.
- ❖ Realize your student may come from an educational system, which emphasized rote learning and discourage analyzing and synthesizing data. It doesn't mean he/she can't or doesn't think abstractly or make inferences. The student may just need help and encouragement developing these skills for an academic environment.
- ❖ Realize phonics may be difficult for the ELL student. It may take a long time for him to distinguish the various sound in English that are not represented in his native language. Lists of contrasting sounds, which may be troublesome for speaking of various languages, are available.
- ❖ Remember that English may not be used in the home. Therefore, the ELL student needs every opportunity to express himself/herself in English and may also need assistance completing assignments in school.
- ❖ Don't be misled by the ELL student's ability to "shoot the bull." The student may be linguistically street-wise but a long way from competency in academic English.

- ❖ Evaluate the student's placement periodically. The student may need to start in a lower group but be able to move rapidly through levels – especially if he/she had a strong academic profile in his native country.
- ❖ Use the ELL student as an international resource. The student can provide information about his native country and language. An international corn is a touch of home for the student and an excellent cross-cultural experience for the entire class. Travel agencies have listings of international tourism offices, which may provide free posters and materials for a resource center.
- ❖ Make your new student feel a part of the group by assigning classroom responsibilities (watering plants, feeding fish, etc.) from an early date.
- ❖ Use a seating plan and/or photos of the class to help a new student learn the names of his/her classmates rapidly. A possible project is to circle an outline map of the world with these photos and draw a line from each child's photo to the country of his family's origin.
- ❖ Use simple children's games such as Bingo, Simon Says, etc. These are readily adaptable to language learning by the simple addition of a language component. (Make Bingo games for consonant and vowel sounds by cutting up workbook pictures.)
- ❖ Keep the student constructively occupied in class. Store catalogs provide an excellent source of materials that students can cut up to create their own books. Pronouns, plurals, possessives, as well as the vocabulary pictured can all be reinforced.
- ❖ Don't be afraid to over-teach. Language learning requires repetition. Think how long it takes a toddler to be able to produce the language he has been hearing since infancy. Oral mastery should be primary, with reading and writing used to reinforce forms and vocabulary that have already been learned.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Use filmstrips to back up content area instruction. The ELL student can be given the responsibility for making maps, models, drawing and collecting pictures, etc. in social studies.
- ❖ Encourage the ELL student to indicate when he does not understand you. Praise the student for doing this and try to reword what you are saying.
- ❖ Never discourage parents from speaking their native language with the child. Parents' command of English is usually too limited to make them good models, and if they feel uncomfortable speaking English, communication between parent and child may so be limited to essential commands.
- ❖ Make use of music, nursery rhymes, and stories that involve repetition and humor. Ask your music teacher for help.
- ❖ Use your ELL specialist as a resource person. He/she can give you advice about ELL materials, as well as primary materials that are readily adaptable for use with the second language student.
- ❖ Realize that it may be necessary to give more information and in more detail for an ELL student than for a native speaker. Use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures, pantomime, and writing basic words. Try to overcome any personal anxiety you might feel in not being understood.
- ❖ Teach the ELL student some commands and then let him lead the class in Simon Says.
- ❖ Ask the ELL student to teach a game from his country.
- ❖ Ask him/her to draw a picture, any picture, and talk about it. The students will be interested in the picture or he/she wouldn't have drawn it.

- ❖ Have ELL students keep notebooks or scrapbooks, a "My Book." Let the student draw or cut out and paste in any pictures he/she likes. Then help the student (or ask a peer to help the student) to identify and then label items in the pictures.
- ❖ Don't put the ELL student with poor readers all the time. Put the ELL student with high achievers (readers) sometimes so that he/she will have good models.
- ❖ Use brand names that the ELL student already knows from TV commercials and other media advertising. Get placemats, brochures, and ads from stores and dealers. These can be used for a variety of language-learning experiences.
- ❖ Let the ELL student write his/her own dictionary, using pictures, cartoons, captions, and/or titles. Leave ample space for new words from new units: food, clothing, parts of the body, money, furniture, and classroom objects.
- ❖ Take advantage of the ELL student's love to TV and radio commercials. Take the language slogans from magazines or TV and use them to provide a successful experience for the learner.
- ❖ Be sure the ELL student is able to give personal information with confidence: name, age, address, phone number, parents' names, etc.
- ❖ Have the ELL student call a toy store and ask the price of a particular toy.
- ❖ Have an older brother, sister, or relative come to class and give a short play, dance or tell a folktale in his/her native language. Give an introduction in English and answer questions about it in English.
- ❖ Have an ELL student translate a traditional folktale in English and write it in "My Book."
- ❖ Have the ELL student interview American students or staff.
- ❖ What is your favorite ...?
- ❖ What do you have in your room at home?
- ❖ Tell me about your ...?
- ❖ Interviews may be taped on cassettes.
- ❖ Have the more advanced ELL student conduct a poll (with specific directions) by asking certain questions of his/her peers (American students) and then forming some conclusions. This is good for comparison, contrast, gathering and organizing material, and making conclusions. The end product could also include graphs, charts, narrative reports, etc.
- ❖ Ask young American children to teach jump rope rhymes to the ELL student.
- ❖ Copy the lyrics of a current popular song and have the ELL student memorize them.
- ❖ Ask an American peer to simplify a pop song. Underline the problem vocabulary or structures and ask an American student to explain (by using simpler vocabulary and structures) the meanings to the ELL student.
- ❖ Play "Bingo." It is a good game for teaching listening comprehension and numerals. Variations can be used to teach specific vocabulary.
- ❖ Play "Concentration." This is another good game for teaching vocabulary. Cut out pictures. Mount them on cards of equal size, making sure you have two identical pictures for each object. Turn all the cards face down and have the student try to match cards. Each time he turns a card over (whether or not it is a match); he must say something about the card.
- ❖ Use pictures and other language materials you already have and adapt them. Teachers from the higher grades can borrow from elementary teachers (as long as the pictures match the age/interest level of the student). Frequently, elementary school teachers make good ELL teachers because they are accustomed to pacing lessons, repeating, reviewing, doing a lot of board work and using visuals.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.

- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Record several simple instruction on a cassette to allow ELL students to proceed at their own pace.
- ❖ Make a list of activities you expect the ELL student to complete in a specified period of time. Restrict the content in these activities, but make up a variety of activities. (speaking, listening, reading exercises, watching filmstrips, and writing) on the same topic. You might want to include vocabulary exercises or interpretations of visual materials. This contract arrangement should be limited in time and activities in the beginning and should grow in length as the student's fluency and skills expand.
- ❖ Allow extra-linguistic cues such as visuals, props, and body language.
- ❖ Allow for linguistic modifications such as repetitions and pauses during the speech.
- ❖ Allow increased wait time to give the student time to formulate an answer.
- ❖ Provide interactive presentations with frequent comprehension checks.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.
- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Build on ELL students' prior knowledge as often as possible (while considering cross-cultural issues).
- ❖ Develop reading strategies such as mapping and writing to develop thinking.
- ❖ Use an integrated approach: subject matter and English language skills.
- ❖ Assign the ELL student a classroom buddy.
- ❖ Allow the ELL student to write notes and translations in the textbook (Clear this with the building level principal).
- ❖ Give, or allow the ELL student to get, extra help on assignments.
- ❖ Allow the student to use a word-to-word dictionary on all tests and assignments.
- ❖ Allow the student to have extra time for taking tests (and for completing assignments, if the student will benefit by having the extra time).
- ❖ Allow the student to take tests with the ELL teacher.
- ❖ Have someone read the test or other work to the student, if it will be beneficial to the student.
- ❖ Adjust the length of assignments/tests, if it is warranted.
- ❖ Assign the student comparable content material at a lower reading level, when possible.
- ❖ Allow the student to demonstrate proficiency without requiring a written evaluation, when possible.
- ❖ Allow the student to write memory work rather than saying it, if it will be in the best interest of the student.
- ❖ Use sequence cards, strip stories, and model clocks – materials that are already in school.

**Remember:** Any adjustments *MUST* be in the best interest of the student and not just for the convenience of the instructor.

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