

# English as a Second Language Learners: *A Guide for ESL Specialists*

1999



Ministry of Education  
Special Programs Branch

Canadian Cataloguing in Publication Data

Main entry under title:

ESL learners : a guide for ESL specialists

Includes bibliographical references: p. 39

ISBN 0-7726-3696-6

1. English language - Study and teaching as a second language - British Columbia.\* I. British Columbia. Ministry of Education. Special Programs Branch.

PE1128.A2E842 1998

428.3'4071'0711

C98-960287-7

# Table of Contents

<b>Acknowledgments</b> .....	<b>5</b>
<b>Introduction</b> .....	<b>7</b>
Rationale .....	7
Philosophy .....	8
Purpose .....	8
<b>The ESL Learner</b> .....	<b>9</b>
First Nations Students and ESL .....	10
ESL and Special Needs .....	11
Adjustment Phases for Newly Arriving ESL Students .....	11
<b>Entry into the School System</b> .....	<b>13</b>
Registration .....	13
Orientation .....	14
The First Few Days .....	16
Initial Assessment for Placement .....	17
Interpretation of Assessment Results .....	21
Placement .....	21
<b>Programming</b> .....	<b>22</b>
Goals of the ESL Service Delivery .....	22
Principles of Effective Second Language Learning .....	22
Addressing Cultural Differences .....	23
Ongoing Assessment and Support .....	25
Models of Service Delivery .....	28
Integration of ESL Students .....	33
<b>Teachers</b> .....	<b>34</b>
The Role of the ESL Specialist .....	34
Working Collaboratively .....	35
Instructional Tips for Classroom Teachers .....	37
Resources and References .....	39
<b>Administrative Considerations</b> .....	<b>42</b>
Eligibility for Schooling .....	42
Provincial Funding for ESL .....	43

<b>Appendix: Sample Assessment Tools</b> .....	<b>45</b>
Genre Analysis (for Assessing Writing) .....	46
Elementary (Primary) Written Language Matrix .....	48
Elementary (Intermediate) Written Language Matrix .....	50
Secondary Written Language Matrix .....	52
Secondary—ESL Levels 1 & 2 Benchmarks (Written Language Matrix) .....	54
Characteristics of Students' Reading/Writing Skills .....	56
Prototype Oral Interview .....	58
Analytic Oral Language Scoring Rubric .....	60
ESL Oral Assessment Strategy .....	62

# Acknowledgments

The Ministry would like to acknowledge the many educators who have contributed over time to the creation of the following (published and unpublished) documents. These served as points of reference and as sources of information for the ESL specialists who helped develop this resource. In some instances, material from these documents has been adapted for inclusion in the present publication:

- *English as a Second Language/Dialect Resource Book for K-12* (1981)
- *Language, Culture, and School: An Introduction to English as a Second Language Education* (1990)
- *Supporting Learners of English: Information for School and District Administrators*, RB 0032 (1994)
- *Educational Planning for Students Receiving English as a Second Language Support: Draft Resource Guide for Teachers and Administrators* (1996)
- *Planning, Reporting, and Accountability for ESL: Report of Working Committee 3* (Dec., 1996)
- *ESL Learners: A Guide for Classroom Teachers* (1998 – a companion to the present resource)

The Ministry also extends its thanks to the ESL specialists who provided advice on current best practice and requirements in the field in order to create this resource:

Vivian Cameron	School District #82 (Coast Mountains)
Jane Doll	School District #38 (Richmond)
Margaret Early	University of BC
Catherine Eddy	School District #39 (Vancouver)
Sylvia Helmer	School District #39 (Vancouver)
Gerry Morisseau	School District #61 (Victoria)
Rosemary Neish	School District #41 (Burnaby)
Robin Rasmussen	Ministry of Education
Maureen Seesahai	School District #41 (Burnaby)



# Introduction

## Mission Statement

*The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.*

Students for whom English is a second language (see definition p. 7) are a growing segment of British Columbia's K-12 school population. Since 1990, the number of students identified as needing ESL services in BC has more than tripled. All districts have felt the impact of this growth, and the need to provide appropriate ESL services is becoming an issue for districts in all areas of BC.

Settlement patterns throughout the province reflect enormous diversity. Some school districts have only a few ESL learners scattered throughout their schools. Others have significant enrolments of First Nations students, some of whom may be identified as ESL learners. Lower Mainland school districts, which account for 90% of provincial ESL enrolment, have a number of schools in which ESL students represent a significant proportion of the student population. Each of these situations is complex and demanding in its own way.

## Rationale

Research on second language learning indicates that ESL students in the English-speaking school system require appropriate English language support. Educators have the responsibility of promoting the equitable participation of ESL students in B.C. schools. A clear understanding of ESL students and their needs is a prerequisite if the school system is to enable them to develop their individual potential. This document is designed to support current Ministry policy for ESL learners and to highlight some current aspects of knowledge with regard to effective practices.

## Philosophy

The philosophy underlying this document is consistent with existing positions adopted by the British Columbia Ministry of Education:

- “It is the policy of the Government of British Columbia to ensure that all British Columbians have equal access to programs and services.”  
(Multicultural Policy of British Columbia, 1990)
- “To enable learners of ESL means ... ensuring equity of educational opportunity for all students. As educators, we celebrate the diversity of our student population, and wish to promote a climate of acceptance and respect for all.”  
(ESL/D Advisory Committee Report, 1990)

A basic premise underlying many of the suggestions provided in this resource is that a student-centred approach works best with ESL students, as it does with all students.

---

***Equity of access to services, facilities, and resources should be provided for students for whom English is a second language.***

---

from *English as a Second Language Policy Framework*  
Ministry of Education, 1999

## Purpose

While classroom teachers share in the responsibility for educating ESL students, the ESL specialist has specialized training in the field of English as a second language (i.e., a concentration, diploma, or degree in ESL from the Education Faculty of a recognized university – see the Guidelines), and is qualified to help make initial assessment, placement, and programming decisions. The specialist teacher is also able to provide information on the linguistic, cultural, academic, and social adjustment of ESL students at all ages and grade levels.

This guide has been produced with the input of ESL specialists across the province. It is intended to assist ESL specialist teachers, including district consultants, school-based teachers, or itinerant teachers who work with students in several different schools.

# The ESL Learner

**Definition of an ESL Student:** *ENGLISH AS A SECOND LANGUAGE* <sup>i</sup> students are those whose primary language(s) or language(s) of the home, is other than English and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ESL support <sup>ii</sup>.

from ESL Policy Framework  
Ministry of Education, 1999

<sup>i</sup> In some literature, this is referred to as English as an Additional language (EAL)

<sup>ii</sup> In some literature, this is referred to as English as a Second Dialect (ESD)

**T**here are no typical ESL students. They come from many linguistic and cultural backgrounds and have had a wide variety of life experiences. They can significantly enrich the life of the school and help enhance learning for all students. Not all require the same types of support:

- Some are Canadian-born, but enter school having had varying degrees of exposure to the language and cultural norms of the majority of English-speaking Canadians. They may need to complement their early childhood experiences and home languages with extensive, intensive, ESL support, including a variety of cultural-bridging experiences, if they are to be successful in the English-speaking school system.
- Some have immigrated to British Columbia with their families after having received some formal education in their home countries. In some cases, they have learned English as a foreign language in school. Given appropriate ESL support, including cultural-bridging experiences, these students usually progress well in their new schools, particularly if their parents support their academic efforts and their evolving bilingualism.

## Eric

**Eric is a five-year-old Chinese-Canadian boy born in BC. His parents both work outside the home, and Grandmother, who speaks only Cantonese, is the primary caregiver. Eric's parents want him to be fluent in both Cantonese and English. Eric arrives at school with a strong foundation in Cantonese and Chinese culture, and very limited exposure to English.**

- Some arrive in Canada as refugees. These students may have received little or no schooling in their home country. They have experienced the traumatic conditions caused by political, social, and economic upheaval. They have often left their country involuntarily, perhaps leaving key family members behind. In addition to ESL support, these students may require specialized counselling and/or literacy training in their home language(s) to support their academic achievement in English.<sup>1</sup>
- Some speak a dialect of English sufficiently different from the English taught at school that it hinders their learning in school. This group may include First Nations students.
- Some are international visa students who are accepted by individual school districts. These students, who are not eligible for Ministry funding, pay fees that are intended to cover the cost of additional services (human and resource) they need. They are generally in BC without their families, residing in “home-stay” situations. They feel tremendous pressure to perform well, despite areas of difficulty with English. Their educational needs will vary considerably.

## First Nations Students and ESL

There has been a deliberate attempt throughout this document to avoid mention of specific cultural groups. It is important, however, to address the particular language needs of some of BC’s First Nations students.

Although a great deal of work is being done to revive and maintain the cultural and linguistic foundations of First Nations peoples, it is sometimes forgotten that First Nations students may require specific English language support at school. At the same time, there is a need to provide culturally relevant resources to support First Nations students’ language learning (e.g., resources about First Nations cultures, written in English). ESL programming for First Nations students should also take account of and complement other Aboriginal Education programs with a cultural focus that may have been developed for these students.

### Joe

**Joe is a 13-year-old First Nations student with a long history of disciplinary problems. His poor behaviour occurs whenever the class is expected to read or write. He is currently reading at a grade 2 level. However, he is a talented musician, and shows an exceptional level of comprehension whenever materials are presented through activities or visually. Recently, an assessment carried out by a district ESL specialist confirmed that Joe’s English vocabulary and level of experience with the language indicated the need for ESL support. His comfort with the type of language used at school is limited to the point of inhibiting his opportunity to succeed at school.**

<sup>1</sup> Virginia Collier, “How Long? Age and Rate of Acquisition of Second Language for Academic Purposes,” *TESOL Quarterly*, 21 (4), 1989.

## ESL and Special Needs

ESL students who also have special needs require services to address both their language proficiency and their special need. Having English as a second language or dialect does not in itself make a student “special needs.” Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

## Adjustment Phases for Newly Arriving ESL Students

Students who have a limited command of school/community English and who are new to British Columbia’s culture and school system require a period of adjustment in order to feel comfortable in school and able to maximize their learning potential. A sense of dislocation trauma that new arrivals sometimes experience can cause them to appear withdrawn, fatigued, or uninterested. Teachers need to be alert to this possibility if they are to make accurate assessments of students’ real abilities and needs.

---

**Cultural identities should be honoured by instructional practices that recognize the knowledge and experiences students bring to school rather than attempt to replace them.**

---

While individual circumstances and personal responses will vary enormously, students who have newly arrived in Canada typically experience some form of culture shock. New arrivals may go through four stages of adjustment (many will be in the second stage when they first arrive at school):<sup>2</sup>

1. **The Honeymoon Stage:** This stage takes place when people first arrive. It is characterized by extreme happiness, even euphoria. This is especially prevalent with refugees who have finally arrived safely in North America. For them, this is truly the “land of milk and honey.”
2. **Hostility:** After about four to six months, reality sets in. At this stage, they know a bit about getting around and have begun learning the ropes, but this new place is not like their home: they can’t get the food they are accustomed to; things don’t look the same; they miss the life of their home country, the familiar places and faces and ways of doing things. Gradually they begin to feel that they hate North America and want

---

<sup>2</sup> adapted from: Law, Barbara and Mary Eckes, *The More Than Just Surviving Handbook: ESL for Every Classroom Teacher* (Winnipeg: Peguis, 1990), p. 58.

to go back to their home country, no matter how bad things were there. This stage is often characterized by:

- complaining
- wanting to be only with others who speak their language
- rejecting anything associated with the new culture (the food, the people, even the new language)
- feeling depressed and irritable or even angry
- having headaches or feeling tired all the time.

3. **Humour:** Gradually, the newcomers work toward resolution of their feelings, and their sense of being torn between the new and the old. They begin to accept their new home. They begin to find friends, discover that there are good things about where they are living, and adjust to their lives by coming to terms with both the old and the new ways of living. This is a long process, fraught with feelings of great anxiety in some, because to many, accepting the new means rejecting the old.

**Regina**

**Regina is an 11-year-old girl from the Philippines, who lived with her maternal grandparents. She has attended school regularly and has good marks on her report card. She will need ESL support as most of her schooling was in Tagalog. Regina and her mother have seen each other infrequently during the past 5 years, and she may need other support (e.g., counselling) while she and her mother establish a "new" relationship.**

4. **Home:** Finally, the newcomers become "native" in the sense that where they live is their home, and they accept that they are here to stay. This last stage may be years in coming, and for some will never take place.

Teachers who believe a student is experiencing significant adjustment difficulties beyond those associated with the preceding stages of adjustment may wish to assure themselves that the student is receiving adequate support at home. Lack of adequate support (e.g., from parents who are absent or dealing with other difficulties) may indicate a need for special educational or other forms of intervention as provided for in school, district, or provincial policy.

# Entry into the School System

**A**rranging for schooling is a major event in the adjustment of families who are newcomers to Canada. The attitudes and expectations of students and their families may be different from those most familiar to school personnel. Therefore the process of entry into the BC school system needs to emphasize the welcoming and orientation of newcomers and their families.

Entry procedures for students in ESL are sometimes centralized and handled at the district level or they may be school-based. Regardless of whose responsibility it is, the process used to welcome families and ensure the appropriate initial placement of students should include:

- registration
- welcoming and orientation of students and their families including information about the school system
- initial assessment to determine placement into a school or into a particular group or classroom

The order in which these activities occur varies, and the following information is not intended to endorse any particular sequence. It is important to bear in mind that the welcome ESL students and their families receive is the first step in establishing a positive home-school relationship.

## Registration

The following registration information is useful to the school:

### Family information

- place of birth (e.g., as per birth certificate, immigration papers)
- language first spoken by student
- languages spoken at home
- names and ages of siblings
- status (e.g. immigrant, refugee, migrant, native-born)
- date of arrival in Canada, if applicable

### Educational information

- number of years of schooling
- type and duration of exposure to English (formal, informal, oral, written)
- report cards from a former school (requesting several years of report cards enables one to look at the pattern of performance in the first language and country)
- any special assistance received in former school

### Medical information

- immunization records
- medical history of concern to the school (e.g. developmental history, fevers, illnesses, allergies, vision, hearing)

School districts are legally required to ensure that ESL students are eligible for registration in accordance with the *School Act* and should ensure that documentation of eligibility is in order.

---

## **ESL students' learning should build on the educational and personal experiences they bring to the school.**

---

### Orientation

Many ESL students from immigrant or refugee families enroll in school immediately upon their arrival in Canada. The school may suggest that the student take a few days to settle in to their new environment before beginning school. Alternatively, students could be slowly phased into a program.

ESL students may arrive in their home schools throughout the year. Administrators, mainstream teachers, and ESL teachers need to maintain flexibility to allow for this continuous entry.

At the school, the ESL teacher, administrator, or counsellor responsible for ESL students typically welcomes new students and parents. As part of these welcoming activities, parents can sign permission forms and learn about the school's schedule, activities, and policies

such as lunch and attendance. Parents can also be given a list of basic classroom supplies, fees, and other items required by the student (e.g., pens/pencils, gym clothes, indoor shoes, lock).

When educators welcome parents, they should also invite parents to become involved as partners in the formal education of their children. To become partners, parents need an orientation to the school, the school system, and its goals, since these may differ from the educational system they have experienced. Welcoming and orienting parents helps

#### **Jun**

**Jun is a 14-year-old boy from Korea who has had no introduction to English prior to arriving in Canada. His school reports are very good. His father supports the idea of a 9-hour school day and is concerned that his son will not receive an excellent education. He wants tutors daily for the time period Jun is not in school, and is unable, as yet, to see the value of any non-academic pursuits. This whole family will need a sustained introduction to "western" schools, along with intensive ESL help for Jun.**

ensure their support while the new students begin to adjust to their environment. The following topics might be included as part of orientation:

- goals of the education system
- need for students to have pre-established routines in
  - independent toileting
  - parent-regulated sleep hours; number of hours of sleep required for various ages (available from the local public health unit)
- importance of reading at home, including parents reading to and with children
- play as a learning strategy
- homework and assignment expectations for the child's age (e.g., none for Kindergarten; no more than half an hour throughout the primary years)
- assessment and exam policies/schedules
- reporting periods and procedures
- school rules, school discipline practices
- expectations related to punctuality and attendance
- length of the school day, starting and ending times
- organization of the school day
- lunches, lunch breaks, cafeteria services
- physical education, gym strip
- field trips
- extra-curricular activities (e.g., clubs, school teams)

If the parents do not speak English, registration and school-related information can be conveyed through an interpreter or other contact person who speaks the parents' language. When using an interpreter, teachers should be careful about discussing confidential matters.

In addition to welcoming the parents, teachers should ensure whenever possible that a bilingual contact person is identified for each student whenever teachers judge this to be advisable. The teacher should ensure that each contact person shows the student how to get in touch by telephone, either with a family member or the designated contact person, in case of an emergency.

Families also should be reassured during registration that students have every right to retain their given names rather than adopting English names.

## The First Few Days

It is a good idea for the teacher responsible for welcoming the student, or an assigned peer, to take the new ESL student on a tour of the school. The student can visit the classroom, see the location of the washroom, gym, and library, and meet classmates and staff members. Schools are encouraged to create an orientation package of information that all students will find useful. Depending on the ESL student's understanding of English, classroom routines, rules, or supplies can also be discussed. Conversation with the learner in this informal setting encourages the use of whatever English the student knows. However, it is important that this not be considered part of any formal judgment or assessment.

With some students (depending on their background) it is important to specifically teach about:

- location of washrooms
- using water fountains
- bringing lunch
- locks and lockers
- timetables
- school rules

---

**The ultimate goal of ESL service or instruction is to assist the students to become proficient in communicative and academic competence—the ability to use the language appropriate for the situation.**

---

New ESL students need a great deal of information quickly while they adjust to their new environment. Their knowledge of English and the school situation may be too limited for simple explanations. A buddy, preferably a student from the receiving class who speaks the new student's home language, is an important contact and source of information who can help with questions such as:

- What is the bell for? (recess, fire drill)
- Where is everybody going? (lunch, gym)
- May I look at the books? (pictures, games)
- Why do I have to go to the nurse?

In choosing a buddy for a new ESL student, it is important to make a careful selection. Students who speak the same language may not necessarily be compatible on other levels. They could, for example have come from areas that were traditionally on opposing poles of the political or social spectrum. There may accordingly be little motivation for some designated buddies to assist as requested. The wrong buddy might even work to sabotage the newcomer's transition into the school setting.

New students need time to absorb the sights and sounds around them, to get used to the school routine, and to become comfortable in their new classroom. An ideal orientation program also provides a buddy from the English-speaking mainstream group. With their buddies to answer their questions and the opportunity to watch and listen in a warm, supportive atmosphere, new students soon are ready for the next step—beginning to participate whenever they can.

## Initial Assessment for Placement

The purpose of an initial assessment is to identify a student's need for ESL service. Specifically, an initial assessment serves to identify:

- a student's eligibility for ESL services
- the student's current level of English proficiency
- the extent and range of English services needed, including a recommendation for the type and intensity of support deemed appropriate (see *Models of Service Delivery* in the section on Programming).

During any ESL assessment, the following points need to be kept in mind:

- English language proficiency includes both receptive English (listening, reading) and expressive English (speaking, writing). Receptive language usually is more extensive than expressive. Recent trends in language assessment are toward assessment instruments which integrate these various channels and skill areas, and which include at least some pragmatic assessment (how well the student can do something with the language which is presented).
- English language proficiency should be considered in broad terms to take account of the differences between language used for communication in social settings and language used for academic learning in all content areas. Topics addressed in the initial assessment should include subject-specific academic language (e.g., the names for mathematical concepts and operations such as addition, quadratic equation, or cosine, depending on the student's age and apparent previous schooling). An assessment should also recognize the fact that ability to use English in socially and culturally appropriate ways is an important aspect of linguistic competence.<sup>3</sup>

### Raj

**Raj is a 17-year-old male from a rural part of India. He has had no previous English instruction, but has a solid base in Math. He appears to have little interest in attending school in Canada, although his parents insist on it. Given his age, he may need services that combine ESL with development of practical skills.**

<sup>3</sup> for more information, see Teachers of English to Speakers of Other Languages, Inc. *ESL Standards for Pre-K-12 Students*. Alexandria, VA: TESOL Inc. 1997.

- Although a wide variety of assessment instruments are used to assess English language proficiency, none are actually designed for and normed on the ESL student populations in B.C. Few are practical for screening and placement decisions. Some larger urban centres in Canada, including in British Columbia have done leading-edge work in the area of initial assessment, but there is no set of materials that is consistently used throughout the province for the screening and initial placement of ESL students.
- Regardless of the initial assessment procedures or the components used, it is vital that they be administered by, or with the assistance of, an ESL teacher who is able to tailor the assessment to the individual and to interpret the results accurately.
- Silence or non-response does not necessarily mean a lack of English; it may simply mean that circumstances are unfavourable and that the student needs to be reassessed within a short time under different circumstances

---

**ESL students show considerable individual variation in their rates of development of oral proficiency and writing.**

---

When implementing initial assessment procedures, the assessor will need to take a number of factors into account:

- time available
- time of year
- student's age
- prior exposure to English (e.g., in another school system)
- prior exposure to the variety of English needed to succeed within the BC school system
- length of time here

The following table provides some suggestions concerning initial assessment components.

Initial Assessment Components		
Language Skill	Component	Description
Listening and Speaking	Oral Interview	<p>An oral interview test should provide the student with an opportunity to demonstrate both listening comprehension and the ability to use English appropriately (communicative competence). The assessment should be comprised of sections which elicit:</p> <ul style="list-style-type: none"> <li>(a) general information of the type normally required for school registration</li> <li>(b) background information</li> <li>(c) specific structures</li> </ul> <p>Section (a) might contain questions requiring one-word responses (e.g., <i>What's your name?</i>). Section (b) should contain open-ended questions or questions that encourage longer responses. Section (c) should include questions designed to elicit specific structures not produced in (a) and (b) (e.g., <i>Make this into a question: "He ate his dinner."</i>).</p>
	Aural Comprehension	<p>The purpose of an aural comprehension assessment is to observe the response of a reticent student to English instructions. It may be used as</p> <ul style="list-style-type: none"> <li>(a) a preliminary to the oral interview, or</li> <li>(b) an alternative, if there is minimal response, to oral interview questions.</li> </ul> <p>This type of test can be used with any age group to determine whether or not the student <i>understands</i> English. The student may not be able (or willing) to respond orally.</p> <p>The examiner can give the student a series of requests which involve activity so that comprehension can be demonstrated. (e.g., <i>"Open the door," "Throw the ball," "Put the ball on the chair," "Put the ball on the floor and sit down on the chair,"</i> etc.)</p>
Reading	Simple Oral Reading Inventory or Graded Passages	<p>An informal reading inventory is designed to indicate the reading levels of students whose first language is English. It usually consists of a graded word list and a series of graded passages that are to be read aloud. It may be used for the initial assessment of students thought to be ESL in order to</p> <ul style="list-style-type: none"> <li>(a) help screen those who do not require ESL support, and/or</li> <li>(b) obtain approximate reading levels of those who do.</li> </ul>
Writing	Free Composition	<p>A free composition should provide the student with an opportunity to demonstrate an ability to use language appropriately in an open-ended situation. Commonly, during the oral interview, the person assessing the student notes several topics of interest that the student may have mentioned (e.g., travelling to Canada, the student's family, etc.). The assessor tells the student: "I'm interested in your _____ and I'd like to know more about _____. Would you please write a story or a composition about _____?"</p> <p>20-30 minutes, as a general rule, is sufficient time to gain a written sample for assessment purposes. When the assessor believes (through the oral interview and reading tests) that the student may not be a candidate for ESL support, another form of free composition might be chosen. The student is given a brief model essay or paragraph (e.g., a description of a room) and is asked to produce a similar one describing the test room.</p>

A number of resources exist for conducting initial and/or ongoing assessments of ESL students' language skills. Some are actual "standardized" assessment instruments that include specific questions and yield a score (which should be interpreted with caution, as indicated earlier). Others are rubrics of indicators that help those conducting an assessment to interpret their observations or results. The following table identifies some of these resources, indicating at what levels they might be used (i.e., whether they are appropriate for use with students whose age and developmental maturity corresponds to that of English-speaking peers at a particular grade level). Samples of some of the resources identified here are examples that some B.C. school districts have found useful. School districts may wish to use other appropriate test instruments. More detail is included in the Appendix. These have been marked with the symbol ✓.

	K-3	4-7	8-12
Writing	<ul style="list-style-type: none"> <li>• ✓ Genre Analysis</li> <li>• ✓ Written Language Matrix (Richmond SD) (2-3 only)</li> <li>• ✓ Characteristics of Students' Reading/Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>• ✓ Genre Analysis</li> <li>• ✓ Written Language Matrix (Richmond SD)</li> </ul>	<ul style="list-style-type: none"> <li>• ✓ Burnaby South Benchmarks</li> <li>• ✓ Genre Analysis</li> <li>• ✓ Written Language Matrix (Richmond SD)</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Alberta Diagnostic</li> <li>• ✓ Characteristics of Students' Reading/Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension (Woodcock)</li> <li>• Alberta Diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension (Woodcock)</li> </ul>
Oral: <b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>• ✓ Prototype Oral Interview (conducted as a game or activity with very young students, rather than as a formal interview)</li> <li>• ITP—Individual Proficiency Test (Ballard)</li> <li>• Oral Language Matrix (Richmond SD)</li> <li>• ✓ Analytic Oral Language Scoring Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• ✓ Prototype Oral Interview</li> <li>• ✓ ESL Oral Assessment Strategy (Helmer)</li> <li>• Table 4.12 in O'Malley, J. Michael and Lorraine Valdez-Pierce, <i>Authentic Assessment for English Language Learners: Practical Approaches for Teachers</i> (Reading, MA: Addison-Wesley, 1996), p. 77</li> <li>• ITP—Individual Proficiency Test (Ballard) (4 to 6)</li> <li>• ✓ Analytic Oral Language Scoring Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• ✓ Prototype Oral Interview</li> <li>• Table 4.12 in O'Malley, J. Michael and Lorraine Valdez-Pierce, <i>Authentic Assessment for English Language Learners: Practical Approaches for Teachers</i> (Reading, MA: Addison-Wesley, 1996), p. 77.</li> <li>• ✓ Analytic Oral Language Scoring Rubric</li> </ul>

## Interpretation of Assessment Results

Interpretation of assessment results should take account of:

- the student's background knowledge about the topics used in the assessment
- experience with the types of tasks used in the assessment
- experience using precise English vocabulary (including subject-specific terminology associated with mathematics, science, music, etc.)
- exposure to literature and genre
- cultural considerations (cultural norms for child-to-adult communication, response times, etc.)
- the length of time a student has been in Canada or exposed to English

All initial assessment results should be reviewed carefully, bearing in mind that preliminary screening and ongoing assessment results may indicate significant differences in a short period of time. Be prepared to make the necessary adjustments to the student's quantity and/or type of services provided.

---

**Students should be encouraged to use their previous experiences with oral and written language [...]. Attempting to replace another language with English is not in the best interest of the learner.**

---

## Placement

The placement of students following assessment will depend in large measure on the district's decisions regarding the provision of English language services to those who need it. Some districts opt for classes or groups of ESL learners in self-contained units for instructional purposes, while others choose an integration model with varying levels of pull-out service (see the section on Service Delivery and Support for more information).

Though sometimes an age-appropriate placement occurs before assessment, the type and intensity of support should be reviewed as soon as an assessment has been carried out. It is important to have early assessment: students whose needs are not immediately identified not only lose valuable learning time but also may suffer psychological damage that could have been prevented.

### **Xiao**

**Xiao is a 7-year old boy from China who has never attended school. His oral skills and concept development are fair. He seems to want to learn but is having difficulty settling down. Attention should be paid to teaching basic concepts as well as language to build a solid base for future learning**

# Programming

**T**he needs of the learners should drive the design of ESL. This approach is based upon actively valuing the students and providing services that are the most efficient at helping them become bilingual and bicultural, while simultaneously developing their academic skills. In schools where the majority of students are ESL, fundamental curricular adaptations are necessary and appropriate. Ideally, all teachers in these schools will be trained in ESL and the curriculum will combine cultural understandings, fluency in oral and written English, along with high academic expectations. Teachers in schools with smaller ESL populations may have only a few ESL students in their classes. These teachers will need the support of an ESL specialist and may find it helpful to consult the Ministry document *ESL Learners: A Guide for Classroom Teachers*.

## Goals of the ESL Service Delivery

Any service delivery involving an adaption or adoption of regular curricula should enable the ESL student to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's peers, according to the full extent of the student's potential, in the areas of listening, speaking, reading, and writing
- become oriented to those aspects of methodology, curriculum, and extra-curricular activities that differ from those of the student's previous experiences
- develop an understanding of and appreciation for cultural differences and similarities.

## Principles of Effective Second Language Learning<sup>4</sup>

- ESL students' learning should build on the educational and personal experiences they bring to the school.
- Students should be encouraged to use their previous experiences with oral and written language to develop their second language and to promote their growth to literacy. It is important that acquisition of the English used in the broader Canadian society and in school be seen as an addition to a student's linguistic experience.

---

<sup>4</sup> Based on Margaret Early, "Enabling First and Second Language Learners in the Classroom," *Language Arts* 67, Oct., 1990.

Attempting to replace another language with English is not in the best interest of the learner.

- Cultural identities should be honoured by instructional practices that recognize the knowledge and experiences students bring to school rather than attempt to replace them.
- Learning a language means, among other things, learning to use the language to socialize, learn, query, imagine, and wonder.
- ESL students show considerable individual variation in their rates of development of oral proficiency and writing.
- All teachers, not just ESL specialists, need to address the learning needs of ESL students and be prepared to adjust their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of their students.
- If ESL students are to “keep up” or “catch up” with their English-speaking peers, their cognitive and academic growth should continue while the second language is developing.
- Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students’ language, subject-area knowledge, and thinking skills.
- Exercises in grammatical structures that fragment language at the word or sentence level and neglect the discourse level are not effective.

## Addressing Cultural Differences

Teachers working with newly arrived ESL students should also be aware that they may sometimes respond in unexpected ways to particular classroom situations or events, due to cultural conditioning or to the fact that their cultural values and beliefs differ from those of students with whom the teacher has previously worked.

The chart on the following pages identifies possible cultural explanations for behaviours that ESL students sometimes exhibit. It is applicable to newly arriving students as well as to students who have been born and raised in Canada.

## Cultural Differences in Student Behaviour

Perceived Behaviour	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught to employ to avoid giving offense in difficult situations.
The student shrinks from or responds poorly to apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	Cooperative group work is never used by teachers in some cultures. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration).	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, while teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.
The student refuses to participate in extra-curricular or in various physical education activities (e.g., swimming, skating, track & field).	Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.
The student seems inattentive and does not display active listening behaviours.	In some cultures, the learning process involves observing and doing or imitating rather than listening and absorbing (e.g., through note-taking).
Performance following instruction reveals that the student is not understanding the instruction, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.
The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators will therefore run contrary to some students' cultural conditioning.
The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In other cases, there may be a high value attached to being prepared, knowledgeable, and correct when one opens one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will therefore read aloud automatically. For others reading aloud is associated with memorization.

## Ongoing Assessment and Support

As an ESL student begins to learn in the new school environment, ongoing assessment becomes necessary in order to:

- identify gaps in the student's second language or dialect
- evaluate the student's achievement of short-term objectives
- adjust the instruction being provided and, if necessary, revisit the original placement decision
- give the student concrete evidence of success.

With ESL students, as with their English-speaking peers, effective ongoing assessment involves little or no use of standardized tests. Rather, it involves an emphasis on forms of "authentic assessment" such as observation, portfolios, and student self-assessment (for more information on these topics, see the Ministry's Assessment Handbooks Series).



Because language and content are highly interdependent in most subject areas, the main challenge for teachers of ESL students is to determine if they understand the concepts and procedures integral to the subject area even though they are still learning English. Three general procedures can be used to adapting content area assessments to the needs of ESL students:

1. **scaffolding:** reducing language demands whenever possible by giving contextual cues for meaning (see the following tables for illustrations of scaffolding and how it might work in assessing understanding in science)<sup>5</sup>
2. **differentiated scoring:** providing separate scores on written passages for language conventions and for content knowledge
3. **using visible criteria:** providing students with information on how their work will be scored before the assessment is carried out

### Byung Soo

Byung Soo is a fee-paying student from Korea, who has been placed in a Grade 10 class. His parents want him to graduate from a Canadian high school and go on to university here. A high achiever, Byung Soo was accustomed to receiving good grades in Korea. His first few months in a Canadian school, however have caused

<sup>5</sup> O'Malley, J. Michael & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Toronto: Addison-Wesley Publishing Co., 1996) pp 167.

Assessment Examples	Without Scaffolding	With Scaffolding
Define/describe object or concept	Write a description of the object or concept and (if appropriate) label it	Write a list of the main features of the concept, or provide labels for objects in a picture that is provided
Provide examples of a concept and justify them	Provide 3 examples and explain orally or in writing why these are good examples	Select 3 examples from a list provided and explain orally why they were selected
Retell or summarize text	Write 5 main ideas from an article and give examples	Complete an outline, a T-List, or a semantic map
Write a word problem	Create a problem from own numbers; give equation, story, and question	Complete a word problem given examples and an outline of a sample problem
Summarize a science experiment	Write a summary of procedures in a science experiment following scientific principles	Complete a summary given a list of procedures in science experiments, including questions, materials, a plan, observations, and conclusions, or demonstrate the steps using actual materials

**Procedures for Assessing What Students Know in Science — adapted from Holmes and Roser (1987)<sup>6</sup>**

<b>Technique/Description</b>	<b>Example</b>	<b>Advantage</b>	<b>Disadvantage</b>
<b>Nonverbal:</b> Students follow directions or act out without speaking.	<i>Teacher: Make a sound like a snake. Find a picture of a snake. Draw a snake. Do something a snake does.</i>	Useful with students at beginning level of proficiency	Does not assess oral production or writing
<b>Recognition:</b> Teacher asks specific questions with answer options. Asks students to choose the one correct answer.	<i>Teacher: Cold-blooded means (a) having cold blood, (b) having constant body temperature, (c) changing body temperature to one's surroundings, (d) never being too hot.</i>	Good for finding out what students know, and very efficient to administer	Takes lots of time and skill to prepare items; limits information obtained; may not assess thinking skills as effectively as other techniques
<b>Structured Questions:</b> Teacher asks students probe questions about a topic.	<i>Teacher: (1) Does a snake keep the same skin all its life? (2) What happens to it? (3) How does the skin come off? (4) How often does it come off?</i>	Elicits the most information per minute of assessment time	May limit information obtained; requires preparation
<b>Unstructured Discussion:</b> Teacher asks students to tell about personal experiences on the topic.	<i>Teacher: Have you ever seen or touched a snake? What happened? What did it feel like?</i>	Useful for motivation of students; can be used to explore students' organization of knowledge	Not very efficient if time is limited
<b>Free Recall:</b> Teacher asks students to describe what they know about a given topic.	<i>Teacher: Let's write a story with everything there is to know about snakes. What should it say? (Students respond.) Are you sure that's everything?</i>	Takes least teacher preparation time; requires only one probe	Students must have adequate language and organization of knowledge to respond
<b>Word Association:</b> Teacher asks students to play a word game in which teacher says a word and students say everything they can think of.	<i>Teacher: Tell me everything you can think of about the way snakes move.</i>	Easy to use; easy to prepare for; gives more information than free recall	Maybe time consuming; students may get side-tracked

For further information on appropriate assessment procedures for use with ESL students, see the Initial Assessment for Placement section and the Appendix to this document.

<sup>6</sup> O'Malley, J. Michael & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Toronto: Addison-Wesley Publishing Co., 1996) pp 176.

## Models of Service Delivery

Increasing numbers of students in ESL require a range of flexible service delivery models to accommodate their needs. For example, a school district with a high percentage of ESL students is able to offer a greater variety of service delivery models than a district with small numbers of ESL students scattered throughout a large geographical area. Organizational options will vary and may be based on any single model or combination of models (see those described on the following pages).

In determining the best service delivery choices for a specific geographical area and group of students, it is beneficial for districts to establish and maintain a central record of ESL students. Students for whom English is a second dialect typically are provided with services similar to those offered to advanced ESL students. Changes in the number of students requiring ESL services within a district can then be quickly determined and appropriate action taken. Patterns of settlement and yearly rates of change can provide district personnel with the opportunity to monitor and adjust delivery of ESL service, and plan for the future.

---

**If ESL students are to “keep up” or “catch up” with their English-speaking peers, their cognitive and academic growth should continue while the second language is developing.**

---

The following descriptions outline various models of service delivery currently in use in British Columbia school districts. School districts are responsible for choosing the model or combination of models that best provides the support students need.

When selecting a delivery model, factors to be considered include:

- the number and location of ESL students (district demographics)
- the number of trained ESL teachers
- ESL resources and materials
- availability of appropriate instructional space
- transportation options available to students.

In school districts with scattered ESL populations, ESL specialists involved in making placement and service delivery decisions are encouraged to consult with individuals outside their districts to identify a wider range of service delivery options.

### Self-Contained Classes: Full Day

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Classes consist entirely of ESL students.</li> <li>• ESL teacher teaches them for all or most of the day.</li> <li>• A small class is important because of the great heterogeneity of students' age; linguistic, cultural, and experiential backgrounds; amount of English known; academic foundations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides intensive and extensive instruction in reading, writing, listening to and speaking English.</li> <li>• Assists the students in learning social and academic English as effectively as possible.</li> <li>• Incorporates content material to build on the students' academic skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can receive intensive English training from one teacher who knows their needs and how to teach ESL.</li> <li>• Students' first experiences in Canadian schools can be in a nurturing, non-threatening environment.</li> <li>• Suitable materials can be available.</li> <li>• Cultural differences can be provided for.</li> <li>• Having the students in a self-contained class makes it easier to arrange integration placements.</li> <li>• Self-paced, individualized service delivery can be accommodated.</li> </ul>	<ul style="list-style-type: none"> <li>• The students may feel isolated from the rest of the school.</li> <li>• The students may lack opportunities to interact with their English-speaking peers.</li> <li>• If integration is delayed, attitudes among the ESL and the non-ESL population may become set and result in tension between the two groups.</li> <li>• Students may need to travel outside of their catchment area, resulting in a diminished sense of belonging.</li> </ul>

### Self-Contained Classes: Half-day

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Students spend the morning or the afternoon in an ESL class and the rest of the day in the regular class where they are registered.</li> <li>• Students may come from other schools, attending the ESL class up to half time and returning to their own school for the rest of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides intensive and extensive instruction in reading, writing, listening to and speaking English.</li> <li>• Assists the students in learning social and academic English as effectively as possible.</li> <li>• Assists students to adjust to the new culture; provides cultural-bridging activities.</li> <li>• Incorporates content to build on students' academic skills and knowledge.</li> <li>• Integrates students when possible into classes such as art, music, physical education, math.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive intensive English training, but also interact with their English speaking peers in a school situation.</li> <li>• The ESL teacher is able to meet a wide range of students without having them all together in class at the same time.</li> <li>• Classroom teachers and students have an opportunity to interact with the newcomers, and help them learn English.</li> <li>• Where the number of ESL students is not large enough to warrant employing a full-time ESL teacher in one school, this option is suitable.</li> <li>• Appropriate materials can be available.</li> <li>• Cultural differences can be provided for.</li> </ul>	<ul style="list-style-type: none"> <li>• It is difficult to operate within the timetabling restrictions of a school, especially the secondary school with a rotating timetable.</li> <li>• Students tend to resent missing either ESL or their other classes.</li> <li>• In schools with a rotating timetable, classroom teachers find this model inflexible and inconvenient.</li> <li>• Students may need to travel outside of their catchment area, resulting in a diminished sense of belonging.</li> </ul>

### Pull-out Classes: School-based Teachers

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Individuals or groups are withdrawn from their regular classes to receive ESL support (elementary).</li> <li>• Students are given blocks of ESL instead of certain subject courses (secondary).</li> <li>• Support time varies to provide for individual needs.</li> <li>• ESL teacher has designated space, supplies, and materials in one school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies ESL needs and places students into appropriate groups for timetabling purposes.</li> <li>• Assists students with social and academic English.</li> <li>• Links ESL content with school events and curriculum.</li> <li>• Collaborates with classroom/subject teachers, facilitates cross-cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have immediate contact with their English-speaking peers.</li> <li>• Students can receive competent ESL instruction within appropriate groups.</li> <li>• Amount of support time can be monitored and adjusted as appropriate.</li> <li>• There is a sense of shared responsibility among the professional staff involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of ESL support may be based on teacher load, rather than student needs.</li> <li>• Students occasionally have to travel long distances to reach the school where ESL instruction is offered.</li> <li>• Learning may not occur at the time it is needed; it is delayed to suit the timetable.</li> </ul>

### Pull-out Classes: Itinerant Teachers

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Students are withdrawn from their regular classes singly or in small groups.</li> <li>• Support time varies to provide for individual needs.</li> <li>• ESL teachers travel among schools carrying materials with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies ESL needs and places students into appropriate groups.</li> <li>• Assists students with social and academic English.</li> <li>• Links ESL content with curriculum.</li> <li>• Collaborates with classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides support from an ESL teacher to schools with small numbers of ESL students.</li> <li>• Students can remain in their neighbourhood schools.</li> </ul>	<ul style="list-style-type: none"> <li>• A large number of schools, or schools too far apart, results in limited ESL teacher time for working directly with ESL students.</li> <li>• Facilities and materials in the schools may be inaccessible if the itinerant teacher is not viewed as a member of school staffs.</li> <li>• If non-class times are used as travelling times, there is little or no opportunity for communication and collaboration between the ESL teacher and classroom teachers.</li> <li>• There is a high incidence of teacher burn-out.</li> </ul>

### In-class ESL Support: Elementary

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Students receive ESL help in their regular classrooms.</li> <li>• Collaboration is essential for classroom and ESL teachers to plan services for students.</li> <li>• Level of teacher collaboration progresses through planning <i>for</i>, to planning <i>with</i>, the classroom teacher. Ultimately, the classroom teacher plans student services independent of the ESL teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies ESL students and their needs.</li> <li>• With the classroom teacher, establishes language support services and cultural-bridging activities.</li> <li>• Delivers support in regular classrooms.</li> <li>• Collaborates with classroom teachers regarding additional support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class support encourages students to participate more fully in mainstream classroom activities.</li> <li>• Students do not need to feel uncomfortable leaving their class to see the ESL teacher.</li> <li>• The ESL teacher offers assistance at the teachable moment.</li> <li>• There may be more opportunities for the ESL student to contribute to a broader cultural understanding among the class as a whole.</li> <li>• Classroom teachers can build on the knowledge and concepts the students bring to school with them, and become aware of a wider variety of learning styles.</li> <li>• The classroom teacher may generate new materials, resources and teaching strategies.</li> <li>• Can be readily combined with other models.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabling for in-class support may prove extremely complicated, esp. in larger schools.</li> <li>• It may be difficult to provide oral English practice.</li> <li>• The time needed for consultation and collaborative planning places restrictions on the number of classroom teachers the ESL teacher can work with, and consequently on the number of students who receive the support.</li> <li>• If the ESL teacher does not play a key role in the planning of the ESL support, in-class support may be reduced to merely ensuring that the students can “do” the regular curriculum. The essential elements of ESL service delivery disappear.</li> <li>• Working in specific classrooms makes it hard to group students from various classrooms who have similar ESL needs.</li> </ul>

### In-class ESL Support: Secondary

Description	Role of the Teacher	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Students receive ESL help in their regular classrooms.</li> <li>• Collaboration is essential for subject-area and ESL teachers to plan services for students.</li> <li>• Level of teacher collaboration progresses through planning <i>for</i>, to planning <i>with</i>, the subject-area teacher. Ultimately, the subject-area teacher plans student services independent of the ESL teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students and their needs.</li> <li>• With the subject-area teacher, establishes a language support plan and cultural-bridging activities.</li> <li>• Delivers the support in regular classrooms.</li> <li>• Collaborates with subject-area teachers regarding support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to take a wide variety of courses with their English-speaking peers.</li> <li>• The ESL teacher, having collaborated with the subject-area teacher regarding curriculum content, is able to give precise and timely help.</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescents may be very uncomfortable receiving assistance in front of their peers.</li> <li>• Students need to be grouped for specific ESL support with others whose needs are similar, and this grouping is logistically impossible if in-class support for all students is the only option.</li> <li>• The ESL teacher may not have the subject area expertise to plan cooperatively and provide subject support.</li> <li>• The ESL teacher spends a great deal of time moving from room to room and organizing the resource materials.</li> </ul>



## Integration of ESL Students

Clearly it is in the best interests of students in ESL to integrate into the mainstream as quickly as they are able. This does not mean, however, that these students should be placed directly into a mainstream class without support. Integration of students in ESL should be viewed as a process which is learner-centred. Factors that affect the amount and rate of integration for an ESL individual include:

➤ **the student's level of proficiency in oral and written English**

The closer the student's English is to that of proficient English speakers, the greater the potential for successful two-way communication and the ability to complete age-appropriate tasks in English.

➤ **the degree to which the student's home culture compares to the school culture**

The closer the student's home culture is to the culture on which the school system is based, the greater the potential for successful learning. Teachers and students who understand the learning styles and belief systems of more than one culture can facilitate the cultural adjustment process so that the perspectives of everyone are expanded. The school culture should reflect and accommodate the needs of its culturally diverse population.

➤ **the extent to which the student's concept development matches that expected in the school**

---

### **Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students' language, subject-area knowledge, and thinking skills.**

---

The ESL student's previous academic study will affect the ease of transition from one system to another. In the case of ESL children beginning school, it is important to be able to distinguish between linguistic ability and concept development (e.g., while the child may not know the names for colours in English, this does not mean the child does not know the colours).

Whatever approach to placement and service delivery is adopted (see the section on Service Delivery and Support for more information), it is recommended that basic language instruction be provided by individuals with training in ESL methodology.

# Teachers

## The Role of the ESL Specialist<sup>7</sup>

With regard to meeting the needs of ESL learners, the kind of support that evolves will depend to a high degree on the ESL teacher. A well-trained ESL teacher is a powerful catalyst in providing strong and effective service delivery. It is part of the role of the specialist to advocate for and provide assistance in working toward equitable access for the learner. Beyond this, there are typically three aspects of the ESL specialist's role:

### Language Teacher

As a language teacher, the ESL specialist:

- instructs ESL students (including special needs students with particular gifts or challenges) whose English proficiency ranges from beginner to advanced
- teaches English as a second language using strategies to improve listening, speaking, reading, and writing
- introduces ESL learners to basic concepts (and the language that accompanies understanding) in various subject areas

### Resource Person

As a resource person, the ESL specialist may:

- assess the needs of ESL students, using appropriate means (see the section on “Identification—Formal Assessment and Placement”)
- suggest appropriate placement, programming, and service delivery alternatives in consultation with classroom teachers and administrators (This may include assisting with overview planning to determine how best to support students' achievement of learning outcomes in a broad range of subjects—mathematics, science, fine arts, social studies, etc. For more information on this aspect of the specialists' role, see the ensuing section on “Working Collaboratively”).
- suggest adaptations to the classroom environment or the curriculum, if requested to do so
- assume the role of “case manager” for ESL students with special needs, keeping records of their background, support by specialists, and progress
- help resolve any apparent behavioural problems that arise (difficulties may sometimes reflect a cultural misunderstanding)
- co-ordinate support and inter-agency services for ESL students

<sup>7</sup> adapted from Whitehead, Marilyn *Supporting Language Learning: An ESL Resource Book for Classroom Teachers* (Nanaimo/Ladysmith School District #68, 1995), p. 18

- act as an advocate for ESL students, for multicultural understanding in the school and community, and for the idea that continued growth in students' first languages should be supported
- advise or provide referrals for students who may be under extreme pressure, suffering trauma, or at risk for other reasons

### Family Liaison Contact

As an initial and ongoing point of contact for the ESL student's family, the ESL specialist can:

- ensure a warm welcome to new ESL students and their families
- facilitate communication with parents through interpreters and translations
- facilitate the involvement of ESL parents in school activities
- help interpret cultural and educational practices and expectations for parents and students (and reciprocally for school personnel, as needed)

---

**All teachers, not just ESL specialists, need to address the learning needs of ESL students and be prepared to adjust their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of their students.**

---

## Working Collaboratively<sup>8</sup>

Working collaboratively with subject-area or grade-level teachers is part of the ESL specialist's role. What follows is a synopsis of a few of the co-operative strategies/techniques that specialist teachers tried over a two-year period. The strategies used are by no means an exhaustive list. No particular approach is more valid than any other but rather needs to be chosen—and adapted—as appropriate within the context of the school and within the comfort level of the teachers involved. These techniques are listed in order of increasing interdependence, that is, requiring more and more co-operation and joint work to facilitate the process.

### 1. Increase comfort levels:

Simple lunchroom conversations can lead to discussions of possible ways to work together to assist specific learners. Everyone feels more comfortable if they feel they know colleagues as individuals, perhaps share common interests, etc. Going to someone's room to get a progress report on a student is another informal way to start conversations about possible strategies.

---

<sup>8</sup> based on Helmer, Sylvia C.L. "Joint Work between ESL and Subject-area Teachers: A Case Study at the Secondary Level." Unpublished Ph.D. Dissertation, (Vancouver: University of B.C., 1995).

**2. Share—expertise/materials/experiences:**

A little empathy can go a long way. Based on rapport established in conversation, you might be able to offer to share materials that you know work, especially when a teacher indicated a need to find appropriate materials for that topic. This can be the gateway for future collaborative efforts.

**3. Do a demonstration lesson:**

Teachers often complain about the students not “getting” a particular concept. Volunteering or complying with a request to demonstrate teaching that concept in a way that will assist everyone in the class, including the ESL learners can become a first step to further work together.

**4. Mentor new teachers:**

New teachers tend to be only too pleased to have an opportunity to benefit from those willing to share both materials and techniques. Concurrently, those who have been in the profession for a long time benefit from new ideas and the boundless enthusiasm and energy of the new teachers on staff. Making the first move is the key.

**5. Become a learner:**

“I would like to help the ESL learners in your science classes but I’m afraid it has been some years since I took biology. Could I sit in on your classes and learn with them so I can better analyze how to help them learn the language of science? I will certainly share any strategies I use with them so that you have the option of using them with future classes.”

**6. Work with small groups to pre-teach or re-view:**

Pre-teaching the lesson can often be enough to help more advanced ESL learners cope with the rapidity of delivery in classes. Alternatively, doing a review after the concept has been taught to the class allows for reinforcement and re-teaching as needed.

**7. Co-teach:**

Ultimately, combining the teaching of subject matter with the language specific to that subject area constitutes the ideal learning experience. Teachers have successfully collaborated in a variety of ways such as:

- presenting in turn (e.g., topic introduction and explanation by the subject teacher, followed by analysis of key terminology by the ESL specialist)
- deliberately co-planning the reinforcement of a skill or strategy (e.g., have students write cause-and-effect essays in social studies while they are learning the cause-and-effect essay structures in language or ESL classes).

This type of collaboration requires a high level of interdependence on the part of the teachers involved, but its potential to enhance learning for all has made such efforts worthwhile.

## Instructional Tips for Classroom Teachers<sup>9</sup>

ESL students who have been placed in a mainstream learning environment typically face a threefold challenge. They are simultaneously working to develop:

- a grasp of the knowledge, skills, and attitudes specific to various subjects
- a better command of the English language
- an ability to interact with others and function within the social environment of the school

There are many possible ways in which teachers can adjust their instructional practice to help ESL students meet these challenges, without jeopardizing the learning of other students. Several adaptations related to each of these aspects of student development are suggested here. There are some aimed at helping ESL students pursue learning in relation to specific subjects such as science, mathematics, or social studies (adaptations with a subject-specific focus). There are others aimed at helping students extend their vocabulary and improve their ability to express themselves (adaptations with a language focus). There are, finally, adaptations that draw upon students' need to communicate with each other and facilitate their further social interaction through group processes (adaptations with a social focus).

---

### **Exercises in grammatical structures that fragment language at the word or sentence level and neglect the discourse level are not effective.**

---

Teachers will find that many of the strategies and approaches suggested here also help enhance the learning achievements of English-speaking students in their classes. While most of these strategies and approaches can be applied or adapted for use in any classroom that includes ESL students, teachers will need to select on the basis of their students' needs. It is important to note that, for funding purposes, where the only additional services provided to the student are adaptations within the mainstream classroom, there must be documentation of adaptations specifically designed to address the needs of the ESL student which are distinct from those that would normally be provided to address student differences. Some of the suggestions may work best with younger (e.g., primary and intermediate) students, while others might be more readily implemented with older students. An expanded explanation of these instructional tips is provided in the Ministry resource document, *ESL Learners: A Guide for Classroom Teachers* (1998). ESL specialists will doubtless also be in a position to help classroom teachers adapt their practice in ways that are appropriate to the needs of their particular students.

---

<sup>9</sup> material in this section has been adapted from Curriculum & Instructional Services *ESL/ESD Students in Your Classroom* (North York: North York Board of Education, 1992), pp. 2-3.

## Teacher's Use of Language

- provide additional “wait time” for student responses to questions
- be conscious of the vocabulary you use
- teach the language of the subject (specialized vocabulary)
- simplify sentence structures
- rephrase idioms or teach their meaning
- clearly mark transitions during classroom activities
- periodically check to ensure ESL students are understanding

## Contextual Support for Linguistic Development

- write key words on the board and use visual and other non-verbal cues to present key ideas
- provide written notes, summaries, and instructions
- use the students' native languages to check comprehension and clarify problems
- communicate interest in students' linguistic development and set expectations
- respond to students' language errors
- use directed reading activities (e.g., previewing the text, pre-reading questions, locate key words, vocabulary notebooks, follow-up questions)
- use audiotaped text to combine aural and visual cues
- establish a supportive environment for language learning
- use co-operative learning strategies
- encourage students to rehearse information or instructions orally
- use peer tutoring
- establish a homework club
- provide models (e.g., provide an example of a compare-contrast essay when asking students to create one)

## Resources and References

### Materials for Use with Students

- Adams, Thomas, W. *Inside Textbooks: What Students Need to Know*. Addison-Wesley, 1989.
- Barry, Joy, et al. *Extend a Welcoming Hand: A Resource Book for Teachers of Young ESL Learners*. Vancouver School Board Curriculum Publications, n.d.
- Black, Howard and Sandra Black. *Organizing Thinking: Graphic Organizers Books 1 & 2*. Midwest Publications: National Center for Teaching and Thinking, 1990
- Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield WI: Wisconsin State Reading Assoc. 1995.
- Collie, J. & S. Slatyer. *Literature in the Language: A Resource Book of Ideas and Activities*. New York NY: Cambridge University Press. 1987.
- Cook, D. (ed.) *Strategic Learning in the Content Areas*. Madison, WI: Wisconsin Department of Public Instruction. 1989.
- Fanning, Peter, and Goh, Maggie, (eds.). *Home and Homeland: The Canadian Immigrant Experience*. Addison-Wesley and Rubicon Publishing, 1993.
- Genzel, R. B. & M. G. Cummings. *Culturally speaking*, 2nd ed. Boston MASS: Heinle and Heinle Publishers. 1994.
- Green, Joseph. *The Word Wall: Teaching Vocabulary Through Immersion*. Markham Ont.: Pippin, 1993.
- Steinberg, Jerry. *Games Language People Play*. Markham Ont.: Pippin, 1991.

### Teacher Reference Materials

- Anderson, Valerie and Marsha Roit. "Linking Reading Comprehension Instruction to Language Development for Language Minority Students." *Elementary School Journal*, 96 (3), 1996. pp. 295-309.
- Ashworth, Mary. *Blessed With Bilingual Brains: Education of Immigrant Children with ESL*. Pacific Educational Press, 1988.
- Ashworth, Mary. *The First Step on the Longer Path: Becoming an ESL Teacher*. Markham Ont.: Pippin, 1992.
- Ashworth, Mary and H. P. Wakefield. *Teaching the World's Children: ESL for Ages Three to Seven*. Markham, Ont.: Pippin. 1994.
- Banks, James A. *Multiethnic Education: Theory and Practice*. 3rd ed. Needham Heights, MA: Allyn & Bacon. 1994.
- Carbo, Marie. "Reading Styles." *Educational Leadership*, 53 (5), 1996. pp. 8-13.
- Coelho, Elizabeth. *Learning Together in the Multicultural Classroom*. Markham Ont.: Pippin, 1994.

- Cole, Robert W. (ed.). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*. Alexandria, VA: ASCD. 1995.
- Crowhurst, Marion. *Language and Learning Across the Curriculum*. Scarborough, Ont.: Allyn & Bacon Cdn. 1994.
- Derewianka, B. *Exploring How Texts Work*. Newtown, NSW: Primary English Teachers Association, Australia (PETA). 1994.
- Dunbar, Stephen. "Developing Vocabulary by Integrating Language and Content." *TESL Canada Journal*, 9 (2), 1992. pp. 73-79.
- Dunn, Rita. "Learning Styles of the Multiculturally Diverse." *Emergency Librarian*, 20 (4), 1993. pp. 24-32.
- Education Systems of Immigrant Students*. North York Board of Education, 1990.
- Eastwood, J. *Oxford Guide to English Grammar*. Oxford: Oxford University Press. 1994.
- Early, Margaret. "Enabling First and Second Language Learners in the Classroom." *Language Arts*, 67, Oct. 1990.
- Finders, M. and C. Lewis. "Why Some Parents Don't Come to School." *Educational Leadership*, 51 (8), 1994. pp. 50-54.
- Genesee, Fred (ed.). *Educating Second Language Children: The Whole Child, The Whole Curriculum, The Whole Community*. Cambridge University Press, 1994.
- Gersten, Russell. "The Double Demands of Teaching English Language Learners." *Educational Leadership*, 53 (5), Feb. 1996. pp. 18-22.
- Gibbons, Pauline. *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann, 1991.
- Guild, Pat. "The Culture/Learning Style Connection." *Educational Leadership*, 51 (8), 1994. pp. 16-21.
- Gunderson, Lee. *ESL Literacy Instruction: A Guidebook to Theory and Practice*. Prentice Hall, 1991.
- Helmer, Sylvia and Catherine Eddy. *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin. 1996.
- Hyerle, David. *Visual Tools for Constructing Knowledge*. Alexandria, VA: ASCD. 1996.
- Kaprelian-Churchill and Churchill, S. *The Pulse of the World: Refugees in Our Schools*. Toronto: OISE Press. 1994.
- Law, Barbara and Mary Eckes. *Assessment and ESL: On the Yellow Brick Road to the Withered of Oz*. Peguis Publishers, 1995.
- Law, Barbara. *The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher*. Peguis Publishers, 1990.
- Leki, Ilona. *Understanding ESL Writers: A Guide for Teachers*. Portsmouth, NH: Heinemann, 1992.

- Lightbown, Patsy, M. *How Languages are Learned*. Oxford University Press, 1993.
- Meyers, Mary. *Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom*. Irwin, 1993.
- O'Malley, J. Michael and Valdez-Pierce, Lorraine. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Reading, MA: Addison-Wesley. 1996.
- Oxford, Rebecca L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle and Heinle. 1990.
- Parsons, Les. *Response Journals*. Markham, Ont.: Pembroke Publishing. 1990.
- Peitzman, Faye and George Gadda. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines*. Don Mills, Ont.: Addison-Wesley Publishing. 1994.
- Piper, Terry. *And Then There Were Two: Children and Second Language Learning*. Markham Ont.: Pippin Publishing, 1993.
- Reid, Joy (ed.). *Using Learning Styles in the ESL/EFL Classroom*. Boston: Heinle and Heinle. 1995.
- Reyes, M. de la Luz and L. A. Molner. "Instructional Strategies for Second-language Learners in the Content Areas." *Journal of Reading*, 35 (2), 1991. pp. 96-103.
- Richard-Amato, P. A. and M. A. Snow (eds.). *The Multicultural Classroom: Readings for Content-Area Teachers*. White Plains, NY: Longman. 1992.
- Scarella, Robin. *Teaching Language Minority Students in the Multicultural Classroom*. Prentice Hall, 1990.
- Spangenberg-Urbschacht, K. and R. Pritchard (eds.). *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DEL: International Reading Association (IRA). 1994.
- Staddon, Naomi. *Through the Looking Glass: Discipline vs. Abuse—A Multicultural Perspective*. BC Institute on Family Violence, 1997.
- Teachers of English to Speakers of Other Languages, Inc. (TESOL) *ESL Standards for Pre-K-12 Students*. Alexandria, VA: TESOL Inc. 1997.
- Waxler-Morrison, N., J. M. Anderson, and E. Richardson (eds.). *Cross-Cultural Caring: A Handbook for Health Professionals in Western Canada*. Vancouver, BC: UBC Press. 1990.

# Administrative Considerations

## Eligibility for Schooling

It is the school district's responsibility to screen all pertinent documentation in order to determine eligibility for student services. In addition to supplying proof of age and residency (to meet the requirements specified in the *School Act*) and records of immunization (conforming to the standards for all students set out by the school district), a student who was not born in Canada must provide proof of legal admittance into the country in order to attend school. Any *one* of the immigration documents cited in the following chart will serve as proof of legal admittance to Canada. If the student or the student's family have immigration documentation that is not listed here, contact the nearest Canada Immigration Centre and review local school board policy to determine the student's eligibility for schooling.

Immigrant Status	Document	Particulars
1 Landed Immigrant or Permanent Resident	Immigrant Record of Landing (IMM 1000)	<ul style="list-style-type: none"> <li>• legal permission to enter Canada to establish permanent residence</li> <li>• no other documentation required</li> </ul>
2 Dependent of Temporary Worker	Student Authorization	<ul style="list-style-type: none"> <li>• temporary worker should request this prior to arrival, but can do it within Canada (dependents of legal temporary workers are eligible to attend public school)</li> <li>• is valid for a specified time period, and can be renewed</li> <li>• not issued to students of Kindergarten age (ensure parent has a valid employment or Student Authorization), although these same students will require it to enter Grade 1</li> </ul>
3 Refugee Claimant	Letter of No Objection or Student Authorization	<ul style="list-style-type: none"> <li>• issued to individuals who are claiming refugee status shortly after arrival at port of entry</li> <li>• students given a Letter of No Objection need to apply for a Student Authorization (see above)</li> </ul>
4 Dependent of Foreign Student	Student Authorization	<ul style="list-style-type: none"> <li>• see #2 above</li> </ul>
5 Minister's Permit Holder	Minister's Permit	<ul style="list-style-type: none"> <li>• issued to an individual in specific instances</li> <li>• is valid for a specified time period, but may be renewed</li> </ul>
6 Dependent of Foreign Diplomat	Diplomatic Identity Card or Diplomatic Passport	<ul style="list-style-type: none"> <li>• issued to individuals in consular positions</li> <li>• eligible to attend school</li> </ul>
7 Exchange or International Visa Student	International or Visa Student Authorization	<ul style="list-style-type: none"> <li>• students must apply to and be accepted by a school district or specific institution</li> <li>• issued prior to arrival in Canada</li> <li>• valid only for attendance in the school district or institution identified on the authorization</li> </ul>

## Provincial Funding for ESL

Students for whom ESL funding is being provided by the Ministry of Education need to be receiving ESL service that is clearly identifiable and distinct from classroom adaptations that would normally be provided to address student differences. In order for a school to claim ESL funding from the Ministry for any student, the school submitting the funding claim (i.e., on form 1701) must prepare and maintain:

- a description of the student's current English language proficiency (based on an assessment carried out in the year for which funding is claimed)
- an instruction plan (individual or group) designed to meet the student's needs
- a list of the additional, specialized ESL services being provided to the student (these services may include pull-out services, and/or services provided in a regular classroom environment)
- evidence of the student's reported progress in acquiring English.

Form 1701 provides further details of these requirements. Form 1701 instructions also clearly note that "reduction of class size by itself is not a sufficient service to meet the definition of ESL services."

---

**Districts have the responsibility to provide educationally appropriate ESL services to all students who require them.**

---

from *English as a Second Language Policy Framework*  
Ministry of Education, 1999

## Roles and Responsibilities

### **The Ministry of Education**

The Ministry:

- promotes the equitable participation of ESL students in the educational system in British Columbia,
- sets standards, develops necessary policy, and establishes guidelines for ESL services,
- provides and allocates funding to School Districts,
- monitors that funding for ESL services is equitably distributed and effectively used,
- reviews and monitors ESL services to determine educational outcomes,
- works with teams of educators to identify effective practices in ESL and supports educators' efforts to improve ESL services, and
- analyzes student enrollment trends and distribution to facilitate long-term educational planning.

### **School districts:**

School districts:

- provide educationally appropriate English as a Second Language services to all students who require them,
- develop local ESL policies and procedures,
- ensure that educators assigned to deliver ESL services are appropriately trained and have the necessary skills,
- ensure that all educators and support staff who work with ESL students have access to relevant staff development opportunities, and
- clearly identify who is responsible for administering ESL services in the district.

### **Schools:**

Schools:

- implement ESL services,
- place and plan programming for students and inform their parents,
- facilitate access to resources and support for effective implementation of ESL services,
- facilitate the collaboration among all educators providing ESL services, and
- promote an environment which values diversity, bridges cultures and works to eliminate racism.

### **Teachers**

Teachers of ESL students:

- work collaboratively to identify, plan and provide services to ESL students,
- provide effective instruction,
- provide ongoing assessment, and
- report progress.

from *English as a Second Language Policy Framework* pp12-13,  
Ministry of Education, 1999

# Appendix:

## Sample Assessment Tools

## Genre Analysis (for Assessing Writing)

Observing and analyzing writing provides key insights into what the student knows about language use and is able to apply independently. It can enable teachers to assess the student's grasp of the mechanics of writing and ability to use language for different purposes. Like reading, writing is a complex cognitive process that is affected by many variables, including the student's:

- repertoire of critical thinking and communication strategies
- language knowledge
- knowledge of the subject about which she or he is writing
- writing purpose.

When analyzing writing and planning further instruction, these variables need to be taken into account.

The Ministry of Education's Writing Reference Set, *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021) describes writing as a multi-faceted process. In addition to being familiar with the mechanics of writing, it is important that students be able to create meaning and demonstrate increasing command of form and style. Analysis of students' writing should accordingly examine all elements of a student's written language use, not just the surface features.

The following table<sup>10</sup> highlights differences in the various genres that teachers might wish to take into account when assessing the written work of ESL students. Knowing how to write in one form or genre, does not mean a student has control in others.

	<b>Contexts (Examples of Purposes and Audience)</b>	<b>Forms</b>	<b>Language Features</b>
<b>Narrative</b>	English Write a story, fable, myth, fairy tale, poem, or play History A historical biography	Purpose: to entertain Focus: sequential specific events Framework: • orientation • initiating events • complications/problems • resolution (may be repeated in episodes)	<ul style="list-style-type: none"> <li>• defined characters</li> <li>• descriptive language</li> <li>• dialogue</li> <li>• usually past tense</li> </ul>

<sup>10</sup> adapted from "Overview of Major Forms" in *First Steps Writing Resource Book* (Melbourne, Aus: Addison Wesley Longman Australia, 1994), p.20

<b>Recount</b>	English Social Studies Mathematics Health Science	Newspaper account, letters, or journals Diary of Captain Cook How I solved the problem Record of exercises and food for the day Recount of chickens hatching	Purpose: to retell events Focus: sequential specific events Framework: · orientation · events in time-order · re-orientation (optional) · evaluation (optional)	<ul style="list-style-type: none"> <li>· specific participants</li> <li>· linking words to do with time (e.g., later, after, before)</li> <li>· action verbs</li> <li>· simple past tense</li> </ul>
<b>Procedure</b>	English Social Studies Mathematics Health Science	An instruction manual How to read a map How to find the perimeter using concrete material Recipe for health cookies Writing up an experiment	Purpose: to deal with the way to do things Focus: sequential general events Framework: · goal · materials · method · evaluation (optional)	<ul style="list-style-type: none"> <li>· detailed factual description</li> <li>· reader referred to in a general way or not mentioned at all (e.g., draw a line)</li> <li>· linking words to do with time (e.g., after, when, as soon as)</li> <li>· tense is timeless</li> </ul>
<b>Report</b>	English Social Studies Health Science	Write a report on life in the 1920s after reading <i>My Place</i> A report on deserts A report on heart disease A report on birds	Purpose: to classify and describe a class of things Focus: general things Framework: · generalization/classification · description · summary (optional)	<ul style="list-style-type: none"> <li>· generalized participants</li> <li>· impersonal objective language</li> <li>· timeless present tense</li> <li>· subject-specific vocabulary</li> </ul>
<b>Explanation</b>	Social Studies Health Science	Explain how soil erosion occurs Explain how seasons occur Explain digestion Explain how rain forms	Purpose: to explain phenomena Focus: general processes Framework: · phenomenon · explanation sequence	<ul style="list-style-type: none"> <li>· generalized non-human participants</li> <li>· cause and effect relationships</li> <li>· some passives (e.g., is driven by ...)</li> <li>· timeless present tense (e.g., soil is deposited ...)</li> </ul>
<b>Exposition</b>	English Social Studies Health Science	Does television promote crime in our community? Do you think punishment for crimes in our society is appropriate? Smoking—is it dangerous? Electricity and magnetism are closely related	Purpose: to argue or persuade Focus: a thesis presented from a particular point of view Framework: · thesis · argument · reiteration	<ul style="list-style-type: none"> <li>· generalized participants</li> <li>· passives to help text structure</li> <li>· linking words associated with reasoning (e.g., therefore)</li> <li>· nominalization—actions become things (e.g., to pollute becomes pollution)</li> </ul>

## Elementary (Primary) Written Language Matrix

SUPPORT LEVEL	1	2	
Vocabulary	<ul style="list-style-type: none"> <li>• limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary expanding but still limited</li> </ul>	
Content & Organization	<ul style="list-style-type: none"> <li>• focusses on one idea</li> <li>• can be a collection of unrelated ideas</li> </ul>	<ul style="list-style-type: none"> <li>• writes concrete descriptions</li> <li>• some descriptive language used</li> <li>• personal experiences</li> <li>• sentences around one idea</li> </ul>	
Verbs	<ul style="list-style-type: none"> <li>• not an issue at this level</li> </ul>	<ul style="list-style-type: none"> <li>• limited use of tense</li> </ul>	
Sentence Structure	<ul style="list-style-type: none"> <li>• single words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• mostly simple sentences</li> <li>• simple learned patterns</li> </ul>	
Form	<ul style="list-style-type: none"> <li>• draws pictures</li> <li>• labels pictures</li> <li>• emergent spelling</li> </ul>	<ul style="list-style-type: none"> <li>• emergent spelling continues</li> </ul>	

3		4		5
	<ul style="list-style-type: none"> <li>• some descriptive language used</li> </ul>		<ul style="list-style-type: none"> <li>• vocabulary more advanced</li> </ul>	<p>Considerations for Supporting Level □5</p> <p>Even at this advanced stage of languages development, students still require language support. There are contributing factors that need to be considered, such as variations in:</p> <ul style="list-style-type: none"> <li>• background knowledge</li> <li>• experiences with using precise vocabulary</li> <li>• exposure to literature and genres</li> </ul>
	<ul style="list-style-type: none"> <li>• developing elements of story</li> <li>• connections in story, uses connecting words</li> <li>• re-telling of a personal experience (not necessarily in order)</li> </ul>		<ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• may contain some or all of the following: setting, characters, problem, events, solution</li> <li>• many descriptive details</li> <li>• re-telling in chronological order</li> </ul>	
	<ul style="list-style-type: none"> <li>• subject/verb agreement</li> </ul>		<ul style="list-style-type: none"> <li>• variety of tenses</li> </ul>	
	<ul style="list-style-type: none"> <li>• minor errors in syntax (word order in sentence)</li> </ul>		<ul style="list-style-type: none"> <li>• some compound and complex sentences</li> <li>• correct syntax</li> <li>• semantic errors do not affect meaning</li> </ul>	
	<ul style="list-style-type: none"> <li>• periods and capital letters correctly most of the time</li> <li>• some spelling errors</li> </ul>		<ul style="list-style-type: none"> <li>• appropriate capitalization and basic punctuation</li> <li>• very few spelling errors in common words</li> </ul>	

# Elementary (Intermediate) Written Language Matrix

SUPPORT LEVEL	1	2	
Vocabulary	<ul style="list-style-type: none"> <li>• very little vocabulary</li> <li>• usually limited to topics of personal information</li> </ul>	<ul style="list-style-type: none"> <li>• simple words to convey an idea</li> <li>• vocabulary expanding but still limited</li> <li>• some descriptive language</li> </ul>	
Content & Organization	<ul style="list-style-type: none"> <li>• focusses on one idea</li> <li>• can be a collection of unrelated ideas</li> </ul>	<ul style="list-style-type: none"> <li>• simple sentences</li> <li>• beginning to organize paragraphs</li> </ul>	
Verbs	<ul style="list-style-type: none"> <li>• very limited use of verb tense</li> <li>• many agreement errors</li> <li>• tense errors obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• limited use of tense</li> <li>• agreement errors</li> </ul>	
Sentence Structure	<ul style="list-style-type: none"> <li>• words missing</li> <li>• ranges from non-sentences to simple sentences, but patterns not established (s/v/obj)</li> <li>• meaning difficult or obscure</li> </ul>	<ul style="list-style-type: none"> <li>• short sentences with patterns developing</li> <li>• beginning to use connectors (and/or/ but)</li> <li>• words still missing (i.e. prepositions)</li> </ul>	
Form	<ul style="list-style-type: none"> <li>• writing may be dominated by spelling errors</li> <li>• little or no understanding of punctuation and/or capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• may have frequent spelling errors</li> <li>• awareness of writing conventions (e.g., punctuation &amp; capitalization)</li> <li>• run-ons and sentence fragments</li> </ul>	

3		4		5	
	<ul style="list-style-type: none"> <li>• some specialized vocabulary but makes incorrect word choices</li> <li>• some idiomatic forms</li> </ul>	<ul style="list-style-type: none"> <li>• more advanced expressions with accuracy</li> <li>• more idiomatic forms</li> </ul>	<p>Considerations for Supporting Level 5</p> <p>Even at this advanced stage of languages development students still require language support. There are contributing factors that need to be considered such as variations in:</p> <ul style="list-style-type: none"> <li>• background knowledge</li> <li>• experiences with using precise vocabulary</li> <li>• exposure to literature and genres</li> <li>• culture</li> </ul>		
	<ul style="list-style-type: none"> <li>• loosely organized</li> <li>• starting to use topic sentence/body/conclusion</li> <li>• main idea clear but lack supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• ideas clearly stated and supported</li> <li>• usually paragraph organizational (topic sentence/body/conclusion)</li> <li>• drafts and re-drafts (self-corrects)</li> </ul>			
	<ul style="list-style-type: none"> <li>• frequent subject verb agreement</li> <li>• awareness of simple tenses (past, present, future)</li> <li>• difficulty with irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• wide variety of tenses</li> </ul>			
	<ul style="list-style-type: none"> <li>• complex sentences</li> <li>• connectors</li> <li>• meaning not always clear on the first reading</li> <li>• minor errors in syntax</li> </ul>	<ul style="list-style-type: none"> <li>• complex sentences with some errors</li> <li>• appropriate prepositions</li> </ul>			
	<ul style="list-style-type: none"> <li>• some errors in spelling</li> <li>• basic punctuation is usually correct</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate punctuation and capitalization</li> </ul>			

## Secondary Written Language Matrix

SUPPORT LEVEL	1	2	
Vocabulary & Idiomatic Forms (expressions & two-word verbs)	<ul style="list-style-type: none"> <li>• very little vocabulary</li> <li>• usually limited to topics of personal information</li> <li>• very limited English (essentially translation)</li> </ul>	<ul style="list-style-type: none"> <li>• uses simple words to convey an idea</li> <li>• limited range</li> </ul>	
Organization & Development of Paragraphs and Essays	<ul style="list-style-type: none"> <li>• no organization or development</li> <li>• not enough to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• considerable effort required (on part of teacher) to comprehend</li> <li>• lacks logical sequencing</li> <li>• little development of topic</li> <li>• few main points</li> <li>• inadequate detail</li> </ul>	
Verbs (including gerunds/ infinitives)	<ul style="list-style-type: none"> <li>• very limited use of verb tense</li> <li>• many agreement errors</li> <li>• tense errors obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• limited use of tense</li> <li>• mistakes in agreement make comprehension difficult</li> <li>• simple present/present continuous/past/future used</li> <li>• over-generalizations with regular/irregular verbs in past tense</li> </ul>	
Sentence Structure	<ul style="list-style-type: none"> <li>• words missing</li> <li>• ranges from non-sentences to simple sentences, but patterns not established (s/v/obj)</li> <li>• meaning is obscure or difficult to grasp</li> </ul>	<ul style="list-style-type: none"> <li>• short sentences with sentence patterns developing</li> <li>• use of coordination (and/or/but), but little use of subordination (because/after/when)</li> <li>• words still missing, especially prepositions, articles</li> <li>• meaning not always clear because of frequent errors</li> </ul>	
Form	<ul style="list-style-type: none"> <li>• writing is dominated by spelling errors</li> <li>• little or no attempt at punctuation and/or capitalization</li> <li>• not enough work to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• frequent spelling errors</li> <li>• punctuation and capitalization errors</li> <li>• difficulty recognizing sentence boundaries (run-ons and sentence fragments)</li> <li>• beginning to use articles, with frequent errors</li> <li>• errors often make meaning unclear</li> </ul>	

	3	4	5
	<ul style="list-style-type: none"> <li>• uses some specialized vocabulary but makes incorrect word choices</li> <li>• beginning to use idiomatic forms, but often incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>• use of vocabulary approaching that of L1 in context-embedded compositions</li> <li>• starting to use idiomatic forms correctly</li> </ul>	<ul style="list-style-type: none"> <li>• is able to use specialized academic vocabulary</li> <li>• has mastered a limited number of idiomatic forms</li> </ul>
	<ul style="list-style-type: none"> <li>• loosely organized</li> <li>• starting to use North American paragraph organization style (topic sentence/body/conclusion)</li> <li>• main ideas clear but lack supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• learning to clearly state and support ideas</li> <li>• employs paragraph organization (topic sentence/body/conclusion)</li> <li>• becoming confident in expository essay style</li> </ul>	<ul style="list-style-type: none"> <li>• ideas clearly stated and supported</li> <li>• can usually choose an effective organization style for the topic</li> </ul>
	<ul style="list-style-type: none"> <li>• problems in tense consistency may obscure meaning</li> <li>• modals/present perfect/past perfect attempted with many errors</li> <li>• gerunds/infinitives used inconsistently</li> <li>• still makes verb agreement errors</li> </ul>	<ul style="list-style-type: none"> <li>• uses a wider variety of tenses/gerunds/infinitives often correctly</li> <li>• still makes occasional verb errors</li> </ul>	<ul style="list-style-type: none"> <li>• becoming more spontaneous in use of complex verb forms</li> </ul>
	<ul style="list-style-type: none"> <li>• using complex sentences, but with frequent errors</li> <li>• using subordination (because/although/etc.), but often incorrectly</li> <li>• meaning is not always clear on the first reading</li> </ul>	<ul style="list-style-type: none"> <li>• using complex sentences with some errors</li> <li>• uses more subordinate forms correctly</li> <li>• meaning is occasionally obscured</li> </ul>	<ul style="list-style-type: none"> <li>• uses more complex sentences with fewer structural errors</li> <li>• word meanings not obscured</li> </ul>
	<ul style="list-style-type: none"> <li>• some errors in spelling</li> <li>• basic punctuation is usually correct</li> <li>• usually recognizes sentence boundaries</li> <li>• inconsistent use of articles and prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• very few spelling errors in common words</li> <li>• uses all types of punctuation</li> <li>• articles usually used correctly</li> </ul>	<ul style="list-style-type: none"> <li>• spelling and punctuation matches that of L1 writers</li> <li>• occasional misuse of articles and prepositions</li> </ul>

## Secondary — ESL Levels 1 & 2 Benchmarks (Written Language Matrix)

	Content	Organization	
LEVEL ONE LOW	<ul style="list-style-type: none"> <li>Content is minimal to skimpy</li> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>uses some specialized vocabulary but makes incorrect word choices</li> </ul>	
LEVEL ONE MIDDLE	<ul style="list-style-type: none"> <li>Showing signs of developing main idea</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognize that some organization is required to complete the assignment correctly</li> </ul>	
LEVEL ONE HIGH	<ul style="list-style-type: none"> <li>Is able to support main idea by using details and examples at the paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to show essay development including introduction and conclusion</li> </ul>	
LEVEL TWO LOW	<ul style="list-style-type: none"> <li>Beginning to show the use of generalization to support statements</li> </ul>	<ul style="list-style-type: none"> <li>Recognize five paragraph essay structure</li> <li>Can stay on one topic throughout several paragraphs</li> </ul>	
LEVEL TWO MIDDLE	<ul style="list-style-type: none"> <li>Showing cause and effect relationships</li> <li>Language begins to allow for full range of thought</li> </ul>	<ul style="list-style-type: none"> <li>Using a clearly focussed thesis paragraph to introduce composition</li> </ul>	
LEVEL TWO HIGH	<ul style="list-style-type: none"> <li>Language proficiency more closely matches cognitive level</li> <li>Are differentiating between conversational English and written academic English</li> <li>Confidence in language ability allows students to attempt sophisticated writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding and ability to write in the five paragraph essay structure</li> </ul>	

	Vocabulary	Language Use	Mechanics
	<ul style="list-style-type: none"> <li>• Limited vocabulary</li> <li>• Majority of words are content words</li> <li>• Some function words (but, and, because, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Word level only</li> <li>• Using telegraphic language</li> <li>• Beginning to use simple sentences—subject and verb are present</li> <li>• Recognition of past and present tenses but are being used randomly</li> <li>• Language structure impedes understanding</li> </ul>	<ul style="list-style-type: none"> <li>• No capitalization or punctuation</li> <li>• Random use of commas</li> </ul>
	<ul style="list-style-type: none"> <li>• Meaning and ideas are expressed in longer sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Are differentiating between and using the three simple verb tenses but with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary punctuation is apparent—periods, commas, quotation marks</li> </ul>
	<ul style="list-style-type: none"> <li>• Attempting to use simple transitional phrases—<i>for example, on the other hand, etc.</i></li> <li>• Beginning to use appropriate word forms</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent usage of simple verb senses</li> <li>• Attempting to use clauses and conditional tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery of basic mechanics</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning to gain more control over correct word forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writing includes a variety of simple compound, and complex sentence structures</li> <li>• Attempting more complex verb tenses</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consistently using correct word forms</li> </ul>	<ul style="list-style-type: none"> <li>• Are able to manipulate a variety of language structures to express complex ideas effectively and consistently</li> <li>• Able to recognize and appropriately use the third person point of view</li> </ul>	
	<ul style="list-style-type: none"> <li>• Are consistently using transitional linking words and phrases—<i>therefore, however, in order to, in conclusion, moreover, consequently, etc.</i></li> <li>• The attempt to use more sophisticated language affects correct word formations</li> </ul>		

## Characteristics of Students' Reading/Writing Skills<sup>11</sup>

(What they Indicate about Proficiency Level)

Student name:

Age:

Grade:

Length of time in Canada:

Length of time at school:

FOCUS	Emerging	Beginning	Developing
READING	<ul style="list-style-type: none"> <li>• listens to read-alouds</li> <li>• can repeat</li> <li>• recognizes sound-symbol relationships</li> </ul>	<ul style="list-style-type: none"> <li>• can do choral reading</li> <li>• can retell simple texts</li> <li>• uses some phonics and/or other decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>• can retell a complete story — beginning, middle, end</li> <li>• recognizes plot, character, and events</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• uses single words, pictures, and patterned phrases</li> <li>• copies from a model</li> <li>• exhibits little awareness of spelling, capitalization, or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• writes predominantly phrases and patterned or simple sentences</li> <li>• uses limited or repetitious vocabulary</li> <li>• uses temporary (phonetic) spelling</li> </ul>	<ul style="list-style-type: none"> <li>• writes in present tense and simple sentences; has difficulty with subject-verb agreement; run-on sentences are common</li> <li>• uses high-frequency words; may have difficulty with word order; omits endings or words</li> <li>• uses some capitalization, punctuation, and transitional spelling; errors often interfere with meaning</li> </ul>

<sup>11</sup> adapted from Figure 5.8 and Figure 2.5 in O'Malley, J. Michael and Lorraine Valdez-Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Reading, MA: Addison-Wesley, 1996), which in turn are based on materials drafted by ESL Teachers Portfolio Assessment Group, Fairfax County Public Schools, Virginia

Date:

Teacher(s):

First language or languages other than English:

Expanding	Proficient	Independent	Fluent
<ul style="list-style-type: none"><li>• can read independently</li><li>• can read aloud</li><li>• can “read between the lines” (i.e., draw appropriate inferences)</li></ul>	<ul style="list-style-type: none"><li>• reads independently</li><li>• relates reading to personal experience</li><li>• uses a variety of reading strategies</li><li>• recognizes literary elements and genres</li></ul>	<ul style="list-style-type: none"><li>• reads for enjoyment</li><li>• reads and completes a wide variety of texts</li><li>• responds personally and critically to texts</li><li>• matches a wide variety of reading strategies to purpose</li></ul>	
<ul style="list-style-type: none"><li>• able to write an entire paragraph</li><li>• writing exhibits inconsistent use of a variety of verb tenses, subject-verb agreement errors, and limited use of transitions, articles, and prepositions</li><li>• vocabulary is appropriate to purpose, but sometimes awkward</li><li>• uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning</li></ul>	<ul style="list-style-type: none"><li>• writes multiple paragraphs, as necessary</li><li>• is generally able to present a main idea with supporting detail</li><li>• uses appropriate verb tenses; errors in sentence structure do not detract from meaning</li><li>• uses varied vocabulary appropriate for the purpose</li><li>• makes few mechanical errors (errors of spelling, punctuation, and capitalization) and seldom any that detract from meaning</li></ul>		<ul style="list-style-type: none"><li>• writes single or multiple paragraphs with a clear introduction, fully developed ideas, appropriate transitions, and a conclusion</li><li>• uses appropriate verb tenses and varied sentence structures</li><li>• uses varied, precise vocabulary</li><li>• makes only occasional mechanical errors, none of which detract from meaning</li></ul>

## Prototype Oral Interview

A formal interview situation is unlikely to elicit much response from a very young or immature child. If the student is age 8 or younger, it is probably best to create a game or activity-oriented initial assessment. While some of the expectations are similar, there are important differences in content and approach.

Oral Questions	Procedure and Expectations
<p>Section A</p> <ol style="list-style-type: none"> <li>1. What's your name? _____</li> <li>2. How old are you? _____</li> <li>3. When's your birthday? _____</li> <li>4. Where do you live? _____</li> <li>5. What's your telephone number? _____</li> <li>6. Where are you from? _____</li> <li>7. What language do you speak? _____</li> <li>8. When did you come to _____ (name of town, city)?</li> </ol>	<p>Expectations for student: short answers such as "Byung Soo," "10," "February," etc. The assessor or "interviewer" should:</p> <ul style="list-style-type: none"> <li>· proceed at a normal speed and volume</li> <li>· avoid repeating or rewording questions unless asked</li> <li>· accept and record any responses the student makes but note any articulation difficulties the student is experiencing. If the interviewer feels it is more appropriate, he or she may use a tape recorder</li> <li>· stop after there has been no response to three consecutive questions.</li> </ul>
<p>Section B</p> <ol style="list-style-type: none"> <li>1. How many years have you gone to school altogether? _____</li> <li>2. Tell me about your school in _____</li> <li>3. Tell me about your family. How many brothers and sisters do you have? What do they do _____</li> <li>4. Tell me your favourite story. _____</li> </ol>	<p>Question 1 is a conversation opener. In Question 2 the examiner may wish to add an additional prompting comment such as, "I've never been to _____." The expectations for students are that longer responses will be forthcoming for questions 2 onward so it is not necessary to use all of these examples. Choose one and if it elicits very little response, try another item. (N.B. Questions about family may be inappropriate for refugee students.) If the student is frustrated with this type of questioning, stop and proceed to section C. It is not necessary for the examiner to record everything verbatim. Comments will suffice.</p>

## Oral Questions

## Procedure and Expectations

### Section C

Now you can ask me some questions.

1. Ask me my telephone number. \_\_\_\_\_
2. Ask me where I live. \_\_\_\_\_

Ask me a question beginning with:

3. who. \_\_\_\_\_
4. when. \_\_\_\_\_
5. how much. \_\_\_\_\_
6. why. \_\_\_\_\_
7. Ask me what I did last night. \_\_\_\_\_
8. Tell me what the weather's like today. \_\_\_\_\_

Now I'd like to test your English grammar. Change each of these to a question:

1. He's going home. \_\_\_\_\_
2. They will make mistakes. \_\_\_\_\_
3. She gets on the bus. \_\_\_\_\_
4. He ate his dinner. \_\_\_\_\_
5. The work has been done. \_\_\_\_\_

Change each of these to the negative:

1. That's a window. (point to the door) \_\_\_\_\_
2. This belongs to her. \_\_\_\_\_
3. She'll go to the store. \_\_\_\_\_
4. He said something. \_\_\_\_\_
5. I could've gone earlier. \_\_\_\_\_

As the format for this section is artificial, it is important for the student to understand what is being tested; hence the opening remark. It is always advisable to give an example to clarify instructions (e.g., "Change each of these to a question. For example: This is a table. Is this a table?"). The student is expected to answer in complete sentences. This section has been graded structurally from simple to more complex tasks. If the student has trouble with a given question, try the next item; if the student still experiences difficulty, stop.

## Analytic Oral Language Scoring Rubric<sup>12</sup>

Student name:

Age:

Grade:

Length of time in Canada:

Length of time at school:

FOCUS	Emerging	Beginning	Developing
SPEAKING		<ul style="list-style-type: none"> <li>• begins to name concrete objects</li> <li>• begins to communicate personal and survival needs</li> </ul>	<ul style="list-style-type: none"> <li>• begins to initiate conversation</li> <li>• retells a story or experience</li> <li>• asks and responds to simple questions</li> </ul>
FLUENCY	<ul style="list-style-type: none"> <li>• repeats words</li> </ul>	<ul style="list-style-type: none"> <li>• speaks in single-word utterances and short patterns</li> </ul>	<ul style="list-style-type: none"> <li>• speaks hesitantly, rephrasing and searching for words</li> </ul>
STRUCTURE			<ul style="list-style-type: none"> <li>• uses predominantly present tense verbs</li> <li>• demonstrates errors of omission (leaves words out, endings off)</li> </ul>
VOCABULARY		<ul style="list-style-type: none"> <li>• uses functional vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• uses limited vocabulary</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>• understands little or no English</li> </ul>	<ul style="list-style-type: none"> <li>• understands words, phrases — requires repetition</li> </ul>	<ul style="list-style-type: none"> <li>• understands simple sentences in sustained conversation — requires repetition</li> </ul>

<sup>12</sup> adapted from Figure 4.5 in O'Malley, J. Michael and Lorraine Valdez-Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Reading, MA: Addison-Wesley, 1996), which in turn is based on a rating scale developed by ESL Teachers Portfolio Assessment Group (Grades 1-12), Fairfax County Public Schools, Virginia

Date:

Teacher(s):

First language or languages other than English:

	Expanding	Proficient	Fluent
	<ul style="list-style-type: none"><li>• can sustain a conversation</li><li>• begins to communicate in classroom settings</li></ul>	<ul style="list-style-type: none"><li>• can participate in social and class discussions</li><li>• errors do not interfere with meaning</li></ul>	<ul style="list-style-type: none"><li>• communicates competently in social and class settings</li></ul>
	<ul style="list-style-type: none"><li>• speaks with occasional hesitation</li></ul>	<ul style="list-style-type: none"><li>• speaks with near-native fluency (hesitations do not interfere with communication)</li></ul>	<ul style="list-style-type: none"><li>• speaks fluently</li></ul>
	<ul style="list-style-type: none"><li>• uses some sentence variety</li><li>• inconsistently applies rules of grammar (e.g., runned, mans, not never, more higher), especially with verbs</li></ul>	<ul style="list-style-type: none"><li>• uses a variety of structures with occasional grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• uses a variety of grammatical structures correctly and easily</li></ul>
	<ul style="list-style-type: none"><li>• uses adequate vocabulary—some errors in word usage</li></ul>	<ul style="list-style-type: none"><li>• uses varied vocabulary</li></ul>	<ul style="list-style-type: none"><li>• uses extensive vocabulary—may lag behind native-speaking peers</li></ul>
	<ul style="list-style-type: none"><li>• understands classroom discussions with repetition, rephrasing, clarification</li></ul>	<ul style="list-style-type: none"><li>• understands most spoken language, including class discussion</li></ul>	<ul style="list-style-type: none"><li>• understands class discussion without difficulty</li></ul>

## ESL Oral Assessment Strategy<sup>13</sup>

Using a picture stimulus, try to get the student to “tell you the story” of the picture in as much detail as possible. Note down key words, phrases, and as much of what the child says as possible.

Levels of Language Development	
Assessment Outcome	Comments
<p><b>Level 1: Labelling</b></p> <ul style="list-style-type: none"> <li>provides one word responses, usually nouns (man, tree, ducks)</li> </ul> <p><b>Level 2: Telegraphic Speech</b></p> <ul style="list-style-type: none"> <li>uses phrase and pivot words to communicate (here, want, that, give ball)</li> </ul> <p><b>Level 3: Basic Sentences</b></p> <ul style="list-style-type: none"> <li>tells what characters are doing (man is fishing, ducks are swimming)</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop vocabulary orally and focus on basic communication with lots of concrete examples to support learning</li> <li>may be about ready for basic reading but still has language gap</li> </ul>
<p><b>Level 4: Language Expansion</b></p> <ul style="list-style-type: none"> <li>describes relationships between the characters and other things in the picture (man is fishing in the pond)</li> </ul>	<ul style="list-style-type: none"> <li>should be introduced to basic reading and offered support focussing on language development</li> <li>language enrichment to support gains is needed</li> </ul>
<p><b>Level 5: Connecting</b></p> <ul style="list-style-type: none"> <li>able to connect ideas on possibilities (man is fishing but he won't catch any fish)</li> </ul> <p><b>Level 6: Storytelling (Concrete)</b></p> <ul style="list-style-type: none"> <li>perceive picture as part of larger story, responses include indications of time, place, and cause-effect</li> </ul> <p><b>Level 7: Storytelling (Abstract)</b></p> <ul style="list-style-type: none"> <li>combines all previous steps and adds responses that include mood, emotional reaction, and conclusions</li> </ul>	

### NOTES:

- Students at level 4-5 not given assistance with language development tend to show up as “remedial” readers later on.
- Students at oral level 6-7 who have trouble reading may have learning difficulties not related to language acquisition.
- This evaluation is appropriate for all ages, although the task/picture stimulus should be more complicated for older students.

<sup>13</sup> based on Silvaroli, Skinner, and Maynes, *Oral Language Expression* (St. Paul, MN: NEMC Corp, 1977)