ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 1 - ENTERING

General Background information: Typical accommodations for level 1 (entering): Students not ready to actively produce language Lessons: Listening and responding in non-verbal ways to Focus on recognition work (listening, reading) show understanding rather than productive work (speaking and 0 – 500 receptive word vocabulary Adjusting to U.S. culture ☐ Use pictures/visuals whenever possible—graphic organizers **Typical student behavior:** Speak slowly A silent period can last for several months. ☐ Provide student with copy of the class notes Listening skills develop during this time, but Cue student before asking a question during class speech is hesitant' discussions Students are often reluctant to ask for help. ☐ Give student more wait time—15-20 seconds Speech is choppy, intermittent, and students Assign students a bilingual or English-speaking often rely upon short phrases they feel study buddy comfortable with. ☐ Use manipulatives Listening and speaking skills can progress ☐ Focus on main/core vocabulary slower than reading and writing skills ☐ Repeat directions Students learning the English alphabetic □ Provide handwritten directions system are especially challenged ☐ Allow bilingual dictionary Depends heavily on context Homework/Classwork: Has minimal receptive vocabulary ☐ Reduce amount and length of assignments Comprehends key words only Indicates Show examples of a completed assignment/project comprehension physically (points, draws, to model correct format gestures, etc.) May not produce speech ☐ Read directions to students ABLE TO: observe, locate, label, match, ☐ Provide short and concise step directions show, classify, categorize ☐ Give extra time to complete Use of a bilingual dictionary or computer What teachers can do for entering ESL students: ☐ Modify length of reading passages Ensure a supportive, low anxiety Assessments: environment Use matching, multiple choice assessments Do not force a student to speak ☐ Provide alternatives to exams Use gestures and short simple phrases to show what you learned project/research convey meaning project on covered topics Model correct language ☐ Test key concepts or main ideas Avoid idiomatic expressions ☐ Provide word banks Repeat directions Provide study guides in advance Check for understanding using "wh" Simplify instructions questions and model correct responses Write a different test than used for other student Write out simplified directions for student populations -Provide copies of class notes so that student Ask students questions that require one/two can focus on class discussion word responses: who?, what?, which one?, Allow students to demonstrate learning in how many? the knowledge and understanding portion of point to correct answer Bloom's taxonomy. illustrate what they know Ask questions that can be answered with matching text with visuals either/or responses Shorten test length

Give extended time to complete

Accept oral and alternate responses on exams

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 2 - EMERGING

General Background information:

A level 2 student has limited ability to communicate in English. Students can attend to hands-on demonstrations with more understanding May initiate conversation by pointing or using single words. Very limited comprehension/vocabulary

Up to 1000 receptive word vocabulary Adjusting to U.S. culture

Typical student behavior:

- Students are often reluctant to ask for help.
- Speech is choppy, intermittent, and students often rely upon short phrases they feel comfortable with.
- Listening and speaking skills can progress slower than reading and writing skills
- Students learning the English alphabetic system are especially challenged
- Depends heavily on context
 Produces words in isolation
 Verbalizes key words
 Responds with one/two word answer or short phrases
- Indicates comprehension physically Mispronunciation/grammar errors
- ABLE TO: name, recall, draw, list, record, point out, underline, organize

What teachers can do for developing ESL students:

- Ensure a supportive, low anxiety environment
- Simplify language not content
- Do not force a student to speak but design activities to motivate student to talk in a safe setting
- Use gestures and short simple phrases to convey meaning
- Model correct language
- Avoid idiomatic expressions
- Repeat directions
- Check for understanding using "wh" questions and model correct responses
- Write out simplified directions for student
- Provide copies of class notes so that student can focus on class discussion
- Allow students to demonstrate learning in the knowledge and understanding portion of Bloom's taxonomy.
- Ask questions that can be answered with either/or responses

Typical accommodations for level 2 (emerging): Lessons: Focus on recognition work (listening, reading) rather than productive work (speaking and writing) Use pictures/visuals whenever possible—graphic organizers □ Speak slowly ☐ Provide student with copy of the class notes ☐ Cue student before asking a question during class discussions ☐ Give student more wait time—15-20 seconds ☐ Assign students a bilingual or English-speaking study buddy Use manipulatives Focus on main/core vocabulary Repeat directions □ Provide handwritten directions ☐ List and review instructions step by step ☐ Allow bilingual dictionary Homework/Classwork: Reduce amount and length of assignments Show examples of a completed assignment/project to model correct format Read directions to students Provide short and concise step directions Give extra time to complete Use of a bilingual dictionary or computer Modify length of reading passages **Assessments:** Use matching, multiple choice assessments Provide alternatives to exams (Ex: show what you learned project/research project on covered topics) Test key concepts or main ideas Provide word banks Provide study guides in advance Simplify instructions Simplify language Write a different test than used for other student populations - Ask students questions that require one/two word responses: who?, what?, which one?, how many? Shorten test length Give extended time to complete Accept oral and alternate responses on exams

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 3 - DEVELOPING

Lessons: Use graphic organizers Use graphic organizers Speak slowly Provide student with outline of the class notes Up to 7,000 receptive/active word vocabulary Provide student with outline of the class notes Up to 7,000 receptive/active word vocabulary Provide student with outline of the class notes Up to 7,000 receptive/active word vocabulary Provide student with outline of the class notes Up to 7,000 receptive/active word vocabulary Provide student with outline of the class notes Cue student with outline of taking acquestion datased Cive student with outline of saking acquestion datased Cive student without time Che student Cae student without time Cive student without time Cive student word study buddy Croup acquestion Cive student word study buddy Croup acquestion Cive student without Cive student without Cive student without	General Background information:	Typical accommodations for level 3 (developing):
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Provide an outline of class notes so that student Ignore spelling or grammar errors	 Help student identify important vocabulary 	
can focus on class discussion	 Provide an outline of class notes so that student 	
Accord and alternate recognized an event	can focus on class discussion	☐ Accept oral and alternate responses on exams
Allow students to demonstrate learning in the	 Allow students to demonstrate learning in the 	Accept oral and alternate responses on exams
knowledge and understanding portion of Bloom's	knowledge and understanding portion of Bloom's	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 4 - EXPANDING

General Background information:	Modifications that have for this Student:
Students can communicate thoughts more completely, can	Lessons:
participate in every day conversations without highly	Use graphic organizers
contextualized support	☐ Speak slowly
Up to12,000 receptive/active word vocabulary	 Provide student with outline of the class notes
	 Cue student before asking a question during
	class discussions
Typical Level 4 students' behavior:	☐ Give student more wait time—15-20 seconds
 Participates in small group activities. 	☐ Assign students a bilingual or English-speaking
 Social language skills much stronger than academic 	study buddy
language skills	☐ Group activities
 Speech is extended and becomes more 	☐ Repeat oral directions
comfortable asking questions and seeking help.	☐ Use of bilingual dictionary
 Begins to use language to respond to queries. 	☐ Focus on main/core vocabulary
 Lack of comprehension during directions and class 	Homework/Classwork:
activities might not be readily apparent.	☐ Shorten length of assignments
Has difficulty with abstract, cognitively-demanding	☐ Provide short and concise step directions
subjects at school, especially when a high degree	☐ Give extra time to complete
of literacy is required.	☐ Use of a bilingual dictionary or computer
 Depends on context 	☐ Modify length of reading passages
Engage in and produce connected narrative	- Woully length of reading passages
(discourse)	Assessments:
Shows good comprehension	☐ Use matching, multiple choice, true/false
Uses expanded vocabulary	assessments
Makes complex grammatical errors Functions	☐ Provide alternatives to exams (Ex: show what you
somewhat on an academic level	learned project/research project on covered
 ABLE TO: imagine, create, appraise, contrast, 	topics)
predict, express, report, estimate, evaluate,	 Write a different test than used for other student
explain	populations
•	☐ Provide word banks
What teachers can do for Intermediate ESL students:	☐ Provide study guides in advance
 Simplify language not content 	☐ Simplify instructions
 Design activities to motivate student to talk in a 	☐ Simplify language not content
safe setting	☐ Shorten test length
 Check for comprehension of directions 	☐ Give extended time to complete
 Modify content to focus on key concepts 	☐ Accept oral responses on exams
 Ask student to rephrase key ideas in their own 	☐ Ignore spelling or grammar errors
words	
 Help student identify important vocabulary 	☐ Accept oral and alternate responses on exams
 Provide an outline of class notes so that student 	
can focus on class discussion	
 Allow students to demonstrate learning in the 	
knowledge and understanding portion of Bloom's	
taxonomy.	

ENGLISH LANGUAGE LEARNERS PROFILE: LEVEL 5-BRIDGING

General Background information:	Modifications that have worked for this Student:
Students have advanced skills in cognitive/academic language	Lessons:
Beyond 12,000 receptive/active word vocabulary	□ Speak slowly
	☐ Provide student with outline of the class notes
	☐ Give student more wait time—15-20 seconds
Typical Level 5 students' behavior:	☐ Group activities
 Participates in small group activities. 	☐ Repeat oral directions
 Social language skills much stronger than academic 	☐ Use of bilingual dictionary
language skills	☐ Use graphic organizers
 Speech is extended and becomes more comfortable 	
asking questions and seeking help.	Homework/Classwork:
 Uses language to respond to queries. 	☐ Shorten length of assignments
 Has difficulty on literacy heavy assignments. 	☐ Provide short and concise step directions
 Functions on an academic level with age/grade peers 	☐ Give extra time to complete
 Maintains two-way conversations Uses more 	 Use of a bilingual dictionary or computer
complex grammatical structures	☐ Modify length of reading passages/writing
Demonstrates comprehension in decontextualized	assignments
situations	
 Uses enriched vocabulary 	Assessments:
 ABLE TO: relate, infer, hypothesize, outline, revise, 	 Use matching, multiple choice, true/false
	1
suppose, verify, rewrite, assess, justify, critique,	assessments
suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate	☐ Provide study guides in advance
summarize, illustrate, judge, demonstrate •	Provide study guides in advanceWrite a different test than used for other student
summarize, illustrate, judge, demonstrate • What teachers can do for Intermediate ESL students:	 Provide study guides in advance Write a different test than used for other student populations
summarize, illustrate, judge, demonstrate • What teachers can do for Intermediate ESL students: • Simplify language not content	Provide study guides in advanceWrite a different test than used for other student
summarize, illustrate, judge, demonstrate • What teachers can do for Intermediate ESL students: • Simplify language not content • Design activities to motivate student to talk in a safe	 Provide study guides in advance Write a different test than used for other student populations
summarize, illustrate, judge, demonstrate • What teachers can do for Intermediate ESL students: • Simplify language not content • Design activities to motivate student to talk in a safe setting	 Provide study guides in advance Write a different test than used for other student populations Simplify instructions
summarize, illustrate, judge, demonstrate What teachers can do for Intermediate ESL students: Simplify language not content Design activities to motivate student to talk in a safe setting Check for comprehension of directions	 Provide study guides in advance Write a different test than used for other student populations Simplify instructions Simplify language
summarize, illustrate, judge, demonstrate What teachers can do for Intermediate ESL students: Simplify language not content Design activities to motivate student to talk in a safe setting Check for comprehension of directions Modify content to focus on key concepts	 Provide study guides in advance Write a different test than used for other student populations Simplify instructions Simplify language Give extended time to complete
summarize, illustrate, judge, demonstrate What teachers can do for Intermediate ESL students: Simplify language not content Design activities to motivate student to talk in a safe setting Check for comprehension of directions Modify content to focus on key concepts Ask student to rephrase key ideas in their own words	 Provide study guides in advance Write a different test than used for other student populations Simplify instructions Simplify language Give extended time to complete
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