

COURSE 1

Identifying ELs and ELs Placement



GOALS

**3 major problems when
classifying students as
English Learners**





Lesson 01

Current problems with ELs placement

1

Home Survey: Identifying ELs and Identifying their English Level

2

WIDA time gap

Current problems

There are currently 3 problems to identify who the ELs are; their English proficiency and how to fix a time gap

Problem

A

~~Home Survey~~

Home Survey validity to identify who the ELs are

Problem

B

~~Home Survey~~

Home Survey does not identify their English proficiency

Problem

C

~~WIDA time gap~~

WIDA scores establish goals for the student but do not place them anywhere for pull-out services or Intervention

Problems A&B

Home Survey

The use and validity of home language surveys in state English language proficiency assessment systems: A review and issues perspective

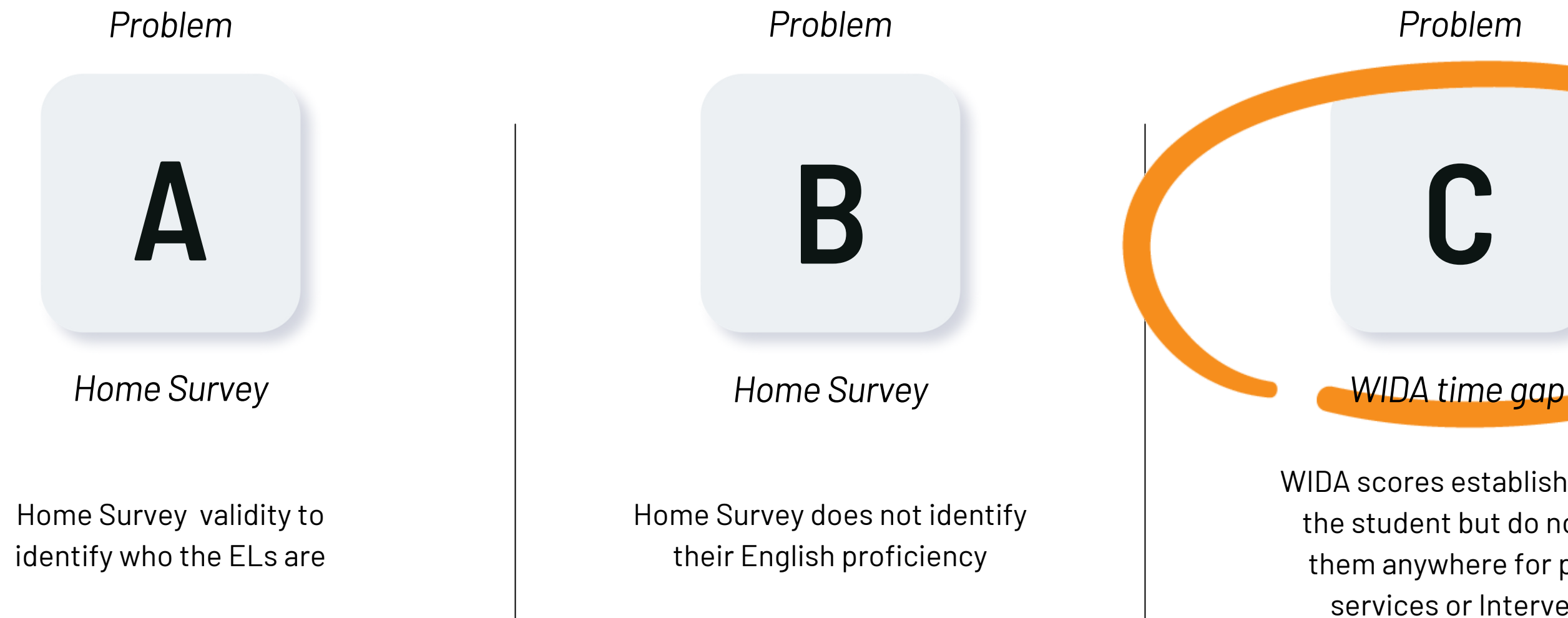
by **Bailey, A., and Kelly, K. (2010)**

“ Some items [in the Survey] focus on where another language is spoken or what languages other than English are spoken, neither of which yield any information about the child’s proficiency in those languages, nor about whether he or she speaks English. ”



Problem C

There are currently 3 problems to identify who the ELs are; their English proficiency and how to fix a time gap





Lesson 02

Intervention

1

MAP Test

2

WIDA

Current ways to place ELs in Intervention

There are currently two main Tests to help place EL students on their correct Tier for Intervention

WIDA

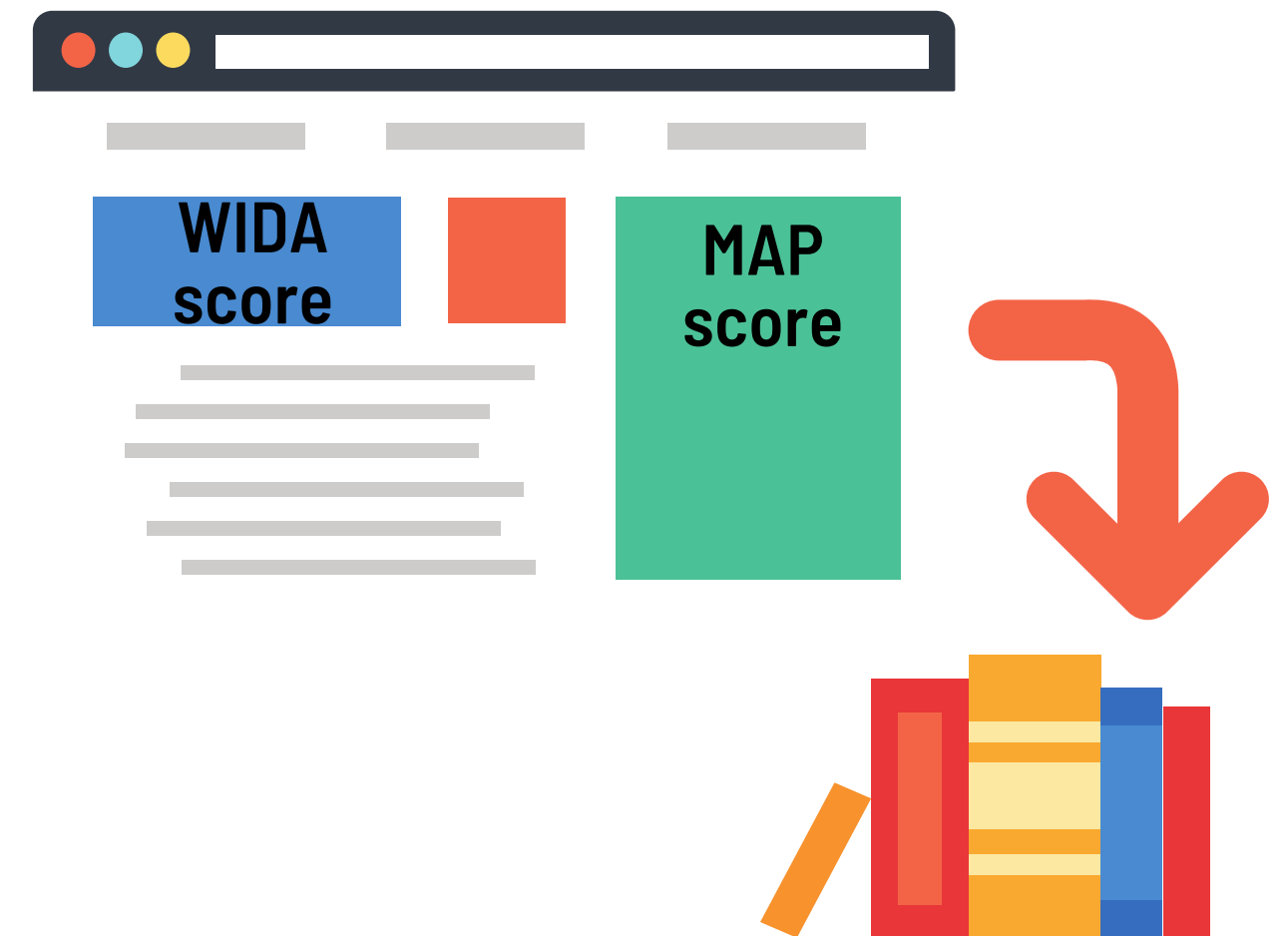
If a school chooses to pull up data from WIDA for Intervention, it might not be precise nor fair.

It might not be precise because it happens yearly.

It might not be fair because it has all the pressure of taking this long test once a year—a test made of 4 parts in two days.

MAP Test

It is not targeting English Skills. Not in the sense of learning a new language.



Intervention Reading



Lesson 03

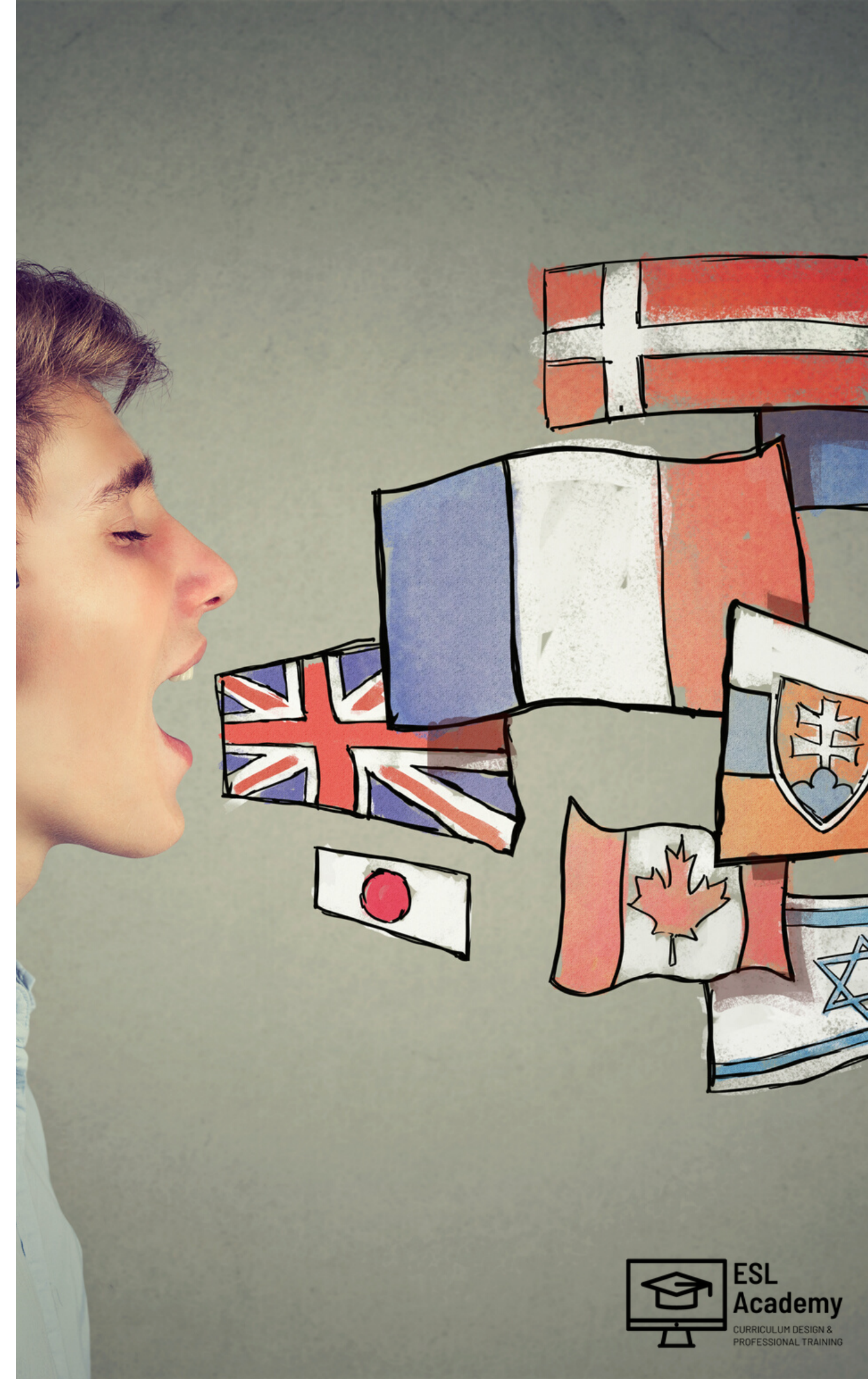
A NEW Placement Test

1

Solution

Placement Test just like the ones we have at Language Schools

Just like students take a Placement Test when starting on a new language at a language school, ELs should be placed to receive Pull-out Services and Intervention. That is, by their English Level and not Grade level. So, for example, if you are a Middle School Teacher, it will be much easier to teach 5th graders along with 6, 7, and 8th graders that have a basic level of English than placing students that are on the same grade but have a completely different level of English.



THANKS FOR ATTENDING

Start *Course 2* to see how to apply the Placement Test results in a Pull-out Service with a Structured ESL Curriculum.

