1. Foundations of Bilingual Education

Key Descriptors:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Key Words:

Language Proficiency Assessment Committee (LPAC)
English Language Proficiency Standards (ELPS)
English Language Learners (ELLs)
History and Legislation Relating to Bilingual Education
Affective, Linguistic, and Cognitive Needs
Acculturation
Assimilation

NOTE: Refer to the bullet points under each Competency in the ETSSBEC study guide. Analyze each bullet point, and synthesize it down to a paraphrase that is meaningful to you, using no more than 5 words. List those phrases in order on the lines above. It may help to number the bullet points and the lines above. When complete, record them again on Worksheet 4 in Appendix I.
1. Foundations of Bilingual Education, cont’d.

**Word to Know**
Scaffolding – providing support or help that allows students to build skills in areas of need. Examples: teacher help, bilingual texts, a peer helper, flash cards, a multiplication chart, tutoring, larger tools

- School districts (and teachers) must provide intense, accelerated language instruction for ELLs in grades 3 and above who are at the beginning or intermediate levels.
- Students should learn how to learn and build language skills.

**TIP**
For success on the TExES, teacher candidates should be versed in the ELPS:
- able to identify a child’s proficiency level by observed characteristics and behaviors
- able to plan lessons and activities that meet the child’s affective (emotional, motivational), cognitive (thinking development), and linguistic (language) needs

**Proficiency Level Descriptors - LISTENING**

**Beginning**
- Little or no ability to understand spoken English
- Struggle to understand simple conversations and simple discussions even with familiar topics and support
- Struggle to identify individual words and phrases
- May not seek clarification when they don’t understand
- Frequently remain silent, watching others for cues

**Intermediate**
- Can understand simple, high-frequency spoken English
- Understand simple or routine directions, as well as short, simple conversations and discussions on familiar topics
- For unfamiliar topics, need extensive support
- Identify key words and phrases to understand
- Can seek clarification when they don’t understand

**Advanced**
- Can understand social and academic language with support
- Understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics
- Need processing time and some support
- Understand most main points and important details
- Understand some information that has not been modified for ELLs
- Occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

**Advanced High**
- Can understand English with minimal support
- Understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics
- Occasionally need processing time and support (usually with high-level academic concepts)
1. Foundations of Bilingual Education, cont’d.

- Understand main points, details, and information with nearly native-speaker skill
- Rarely request clarification

Proficiency Level Descriptors - SPEAKING

**Beginning**
- Little or no ability to speak English
- Mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material
- Speak to get needs met; may be hesitant to speak and often give up in their attempts to communicate
- Use a very limited bank of high-frequency, high-need, concrete vocabulary
- Cannot create sentences, though may use some practiced and memorized sentences and phrases
- Have SLA errors and pronunciation that hinder communication

**Intermediate**
- Can speak in a simple manner (social), using basic vocabulary
- Can express simple, original message
- Can speak using sentences, and participate in short conversations
- May hesitate frequently and for long periods to think about how to communicate desired meaning
- Lack ability to expand conversations with details
- Emerging awareness of grammar and tense
- Use present tense
- Have SLA errors that hinder communication when using less familiar English
- Can usually be understood by people who are used to interacting with ELLs

**Advanced**
- Can speak English, both social and academic with support
- Can participate in academic discussions
- May pause to repeat or restate words, may search for words and clarify meanings
- Can discuss familiar academic topics using grade appropriate vocabulary
- Can use detail on familiar topics
- Understand basic grammar
- Can describe using all verb tenses
- Emerging ability to use complex sentences and grammar
- When using complex or unfamiliar language, may make errors that interfere with communication
- May mispronounce words, but can be understood, even by people who are unaccustomed to interacting with ELLs.

**Advanced High**
- Can speak English, both social and academic with little or no support
- Can participate in extended discussions of academic topics with few hesitations or pauses
- Can communicate effectively in English
- Can use academic vocabulary and idioms
- Can use complex sentences and English grammar
- Can speak, narrate, and describe at a nearly native level
- Makes few SLA and/or pronunciation errors that interfere with communication

Proficiency Level Descriptors – READING – Grades K-1

**Beginning**
- Little or no ability to use English to build reading skills
1. Foundations of Bilingual Education, cont'd.

- Get little or no meaning from English stories read aloud unless they are read in small chunks, chosen to include the few high-frequency English words they know, accompanied by visuals, clear enunciation and slower speech
- Begin to recognize environmental print (such as signs, logos, names, labels)
- Struggle with grade-appropriate text
- Struggle with very few words in English
- Struggle with English sound/symbols due to differences between their primary language and English

**Intermediate**
- Limited ability to use English to build reading skills
- Limited comprehension in English unless stories have highly familiar topics, predictable story lines, primarily high-frequency vocabulary, simple sentences, visual supports
- Recognizes environmental print
- Difficulty decoding grade-appropriate text
- Understand the meaning of only high-frequency English words
- Struggle with some English sound/symbols due to differences between their primary language and English

**Advanced**
- Can use English, with second language acquisition support, to build foundational reading skills
- Comprehend most main points and supporting details in reading
- Still depend on visuals and language supports
- Recognize and decode most grade-appropriate text
- Understand the meaning of most grade-appropriate English words
- Have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English

**Advanced High**
- Can use English, with minimal support, to build foundational reading skills
- Comprehend main points and supporting details with nearly-native competence
- Recognize sight words and high frequency words
- Have nearly native decoding and comprehension skills

**Proficiency Level Descriptors – READING – Grades 2-12**

**Beginning**
- Little or no ability to read and understand English used in academic and social contexts
- Read and understand very limited English, including recently practiced, memorized, or highly familiar English words
- Vocabulary consists of environmental print, some high-frequency words, concrete words that are supported by pictures
- Read slowly, word by word
- Very limited sense of English language structures
- Comprehend predominantly isolated familiar words and phrases
1. Foundations of Bilingual Education, cont’d.

- Comprehend some sentences in highly routine contexts or recently practiced, highly familiar text
- Are highly dependent on visuals and prior knowledge

**Intermediate**
- Can read and understand simple, high-frequency English used in routine academic and social contexts
- Slightly wider vocabulary skills that include everyday oral language; literal meanings of common words; routine academic language and terms; and commonly used abstract language such as terms used to describe basic feelings.
- Read slowly and in short phrases
- May re-read to understand
- Understand simple sentences and short texts
- Are dependent on supports including visuals, pre-taught vocabulary, and help
- Struggle with independent reading at grade level
- Can apply comprehension skills when reading language accommodated texts

**Advanced**
- Can read and understand grade-appropriate text with support
- Can understand grade-appropriate vocabulary with support
- Emerging ability to grasp abstract meanings
- Understand multiple meaning words (such as hit, fall)
- Read longer phrases and sentences with appropriate fluency
- Developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text
- Apply basic and higher-order comprehension skills when reading grade-appropriate text
- Occasionally dependent on supports including visuals, pre-taught vocabulary, and teacher/peer help

**Advanced High**
- Can read and understand English with minimal support
- Comprehend main points and supporting details with nearly-native competence
- Read grade-appropriate text with fluency
- Recognize sight words and high frequency words
- Have nearly native decoding and comprehension skills
- Use their familiarity with English language structures to construct meaning of grade-appropriate text at a near-native level
- Use basic and higher-order comprehension skills when reading grade-appropriate text with nearly native-speaker skill

**Proficiency Level Descriptors – WRITING – Grades K-1**

**Beginning**
- Little or no ability to use the English language to build foundational writing skills
- Are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)
- Know too little English to participate meaningfully in shared writing activities
- Cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and
- Cannot create sentences, though may use
1. Foundations of Bilingual Education, cont’d.

some practiced and memorized sentences and phrases
• May demonstrate little or no awareness of English print conventions

Intermediate
• Have a limited ability to use the English language to build foundational writing skills
• Know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English
• Can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English
• Express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and
• Frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating

Advanced
• Can use English to build foundational writing skills—with support
• Use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing
• Can participate meaningfully, in most grade-appropriate shared writing activities using English—with support
• Can express themselves in self-generated, connected written text in English with minimal support, at a nearly native level

Proficiency Level Descriptors – WRITING – Grades 2-12

Beginning
• Lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully
• Have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments
• Lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English Use a very limited bank of high-frequency, high-need, concrete vocabulary
• Writing features typical for this level:
  - Can label, list, and copy
  - Can use high-frequency words/phrases and