

Glossary of ESL Terms

ACCESS Test: Assessing Comprehension and Communication in English State-to-State for English Language Learners – The annual English language proficiency assessment that replaced the IPT in the 2008-9 school year.

Accommodation: The adaptation of oral or written language to make it more comprehensible to English language learners during instruction and assessment. In particular, End-of-Grade and End-of-Course accommodations available to North Carolina LEP students are: extended time, separate setting, word-to-word dictionary, multiple test sessions, the student reading the test aloud to himself, and/or the teacher reading the entire test aloud (not available on English or Language Arts tests). Students who score below a 5.0 on the reading subtest of the language proficiency assessment are eligible for testing accommodations, but the final decision should be made by the LEP team.

Acculturation: The process of being able to adapt to two or more cultural patterns.

Alternate Assessment: Student performance assessment that differs from standardized and norm-referenced assessments. It includes non-traditional responses such as portfolios, performance-based activities, checklists, etc.

AMAOs: Annual Measurable Achievement Objectives; a type of additional Adequate Yearly Progress (AYP) measurement for Limited English Proficient (LEP) students that is measured in two types – progress and proficiency - using the state-designated English language proficiency test. Data is analyzed by the Testing and Accountability Division at the Department of Public Instruction after each spring window every year. **Attaining the district AMO (*aka AYP - see below*) for the LEP subgroup is the third target that must be met in order for AMAOs to be fully met.

BICS: Basic Interpersonal Communication Skills; a theory developed by Jim Cummings (1984) showing the skills necessary for functioning in everyday life, sometimes referred to as “playground” or “survival” English. This conversational fluency includes mastery of grammar and vocabulary skills, and usually takes about 1 - 2 years to develop in most second language learners.

CALP: Cognitive Academic Language Proficiency; also coined by Jim Cummings, CALP represents the aspects of language linked to literacy in formal contexts required for academic achievement. Included are technical and academic terms needed for analysis, synthesis and evaluation. These language skills usually take 5 to 7 years to fully develop in second language learners.

CAN DO Descriptors: These are general performance indicators that describe typical behaviors of ELLs in each language domain at each level of English language proficiency.

Comprehensible Input: An explanation of language learning from Dr. Stephen Krashen in which the spoken or written language of the teacher is delivered at the learner's level of comprehension. The language used must be made comprehensible by making speech appropriate for students' proficiency levels, giving clear explanations of academic tasks and using a variety of strategies to make the content concepts clear and accessible.

ELLs: English Language Learners. These are students whose first language is not English and who are learning English in an ESL program. Other acronyms: NES (Non-English Speaker); LEP (Limited English Proficient), ESOL (English Speakers of Other Languages), or NNS (Non-Native Speaker).

EOC: End-of-Course. Assessments given at the end of each semester to measure content proficiency in the high school.

EOG: End-of-Grade. Tests in reading and mathematics that are taken by students in grades 3-8 during the last three weeks of the school year.

ESL: English as a Second Language. This is a program of English language instruction to students learning English as an additional language for developing the four domains of language proficiency: reading, writing, listening, and speaking.

Home Language: Language spoken in the home by family members who reside in the home. Synonyms: primary or native language.

Home Language Survey (HLS): A federally required form that every student or parent must complete at the time of initial school enrollment to determine if the student has a non-English language background. Additional contact with the parents or guardians may be required to determine whether or not the languages listed on the HLS are the home language(s). *See page 18 for further details.*

IEP: Individualized Education Program. The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals who are knowledgeable about the student. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child. It outlines when, where, how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

IPT: IDEA Proficiency Test. IDEA=Individual Developmental English Activities. Test of English language proficiency adopted by the NCDPI Testing and Accountability Division **previously** used for assessing the English language proficiency levels of all NOMs across the state.

LEA: Local Education Agency. Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

LEP: Limited English Proficient. This is a federal government term to describe students determined to have limited English language skills based on the results of the state-mandated language proficiency test. In North Carolina, an LEP student is one who has scored lower than 4.8 overall and lower and lower than 4.0 on the reading and/or writing subtests.

MFLEP: Monitored Former Limited English Proficient. Students are monitored via a district-made form for 2 consecutive years upon exiting the ESL program.

Model performance indicator (MPI): A single cell within the English language proficiency standards' matrices that is descriptive of a specific level of English language proficiency for a language domain.

Modification: The adaptation of oral or written language to make it more comprehensible to English language learners during instruction and assessment. This term is used more widely to refer to the types of adjustments teachers make to their lesson delivery or to the product expected by students to demonstrate their understanding.

MSL: Measurement of Student Learning. Assessments in subject areas other than reading, math, and science (such as art, drama, world languages, social studies, etc.) These assessments will be scored locally and account for 25% of a student's grade. The first implementation of these assessments is slated for Spring 2012.

NCEXTEND1: The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.

NCEXTEND2: The North Carolina EXTEND2 is an alternate assessment designed to measure grade-level competencies of students with disabilities using modified achievement standards in a simplified multiple-choice format.

NCLB: No Child Left Behind. Federal legislation that obligates states to be held accountable for achievement for English Language Learners. For more information, see <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>.

NOM: National Origin Minority student. A term used by the Federal government to describe a student who comes from a home in which a language other than English is primarily spoken. All NOMs must be evaluated with the state-mandated language proficiency test to determine if ESL services are needed.

Proficiency Level: English ability level in all four domains: reading, writing, listening, and speaking as determined by the results of the state-mandated English language proficiency tests, which are currently the W-APT and ACCESS tests.

Pull-out program: ESL classes for students who are "pulled" from mainstream classes.

Realia: Real-life objects used for supporting language development

Scaffolding: Strategies used by the teacher to enhance student learning and performance. Intensive support such as graphic organizers, modeling, pictures, native language, etc. are provided initially and gradually decreased as learners achieve independent levels of learning. Developed by Vygotsky.

Sheltered Instruction: Classes in which teachers cover the same content areas as mainstream classes but language components are adapted to meet the needs of the ELL's English proficiency levels. Teachers adjust the language demands of the lesson to make academic instruction more accessible.

Silent Period: A period of time during language development in which ELLs do not speak English but observe, gather and absorb information. At the same time, they develop listening comprehension skills and begin to understand phonetics, grammar, and vocabulary.

SIOP: Sheltered Instruction Observation Protocol. An approach to language instruction for ELLs in the regular classroom to improve language proficiency as well as grade-level content knowledge. It involves detailed lesson plans, evaluation rubrics, and an instructional delivery system that are centered around students' language proficiency levels. This methodology was developed after thousands of hours of classroom observation of effective instructional practice.

TESOL: Teaching English to Speakers of Other Languages. A national and international professional organization for English language educators. Its obligation is to ensure competence in English language teaching to speakers of other languages.

Yellow Folder: ESL program record in Newton-Conover City Schools. ESL teachers are responsible for maintaining this folder and its contents. All test results as well as other forms of documentation are kept in this folder. Documentation to be kept in the yellow folders includes: HLS, language proficiency test results, birth certificates, testing modification forms, review of accommodations used during testing (DPI form), classroom modifications, MFLEP monitoring forms, and Level 3 collaborative form.

W-APT: WIDA-ACCESS Placement Test. A screening test used for initial identification of LEP students.

WIDA (ELP) Standards: World-Class Instructional Design and Assessment standards for English language proficiency were developed in 2004 out of a consortium of members partially funded by a U.S. Department of Education Enhanced Assessment Grant. These standards now form the foundation for ESL instruction in North Carolina. (<http://www.wida.us/standards/PreK-5 Standards web.pdf> and <http://www.wida.us/standards/6-12 Standards web.pdf>)