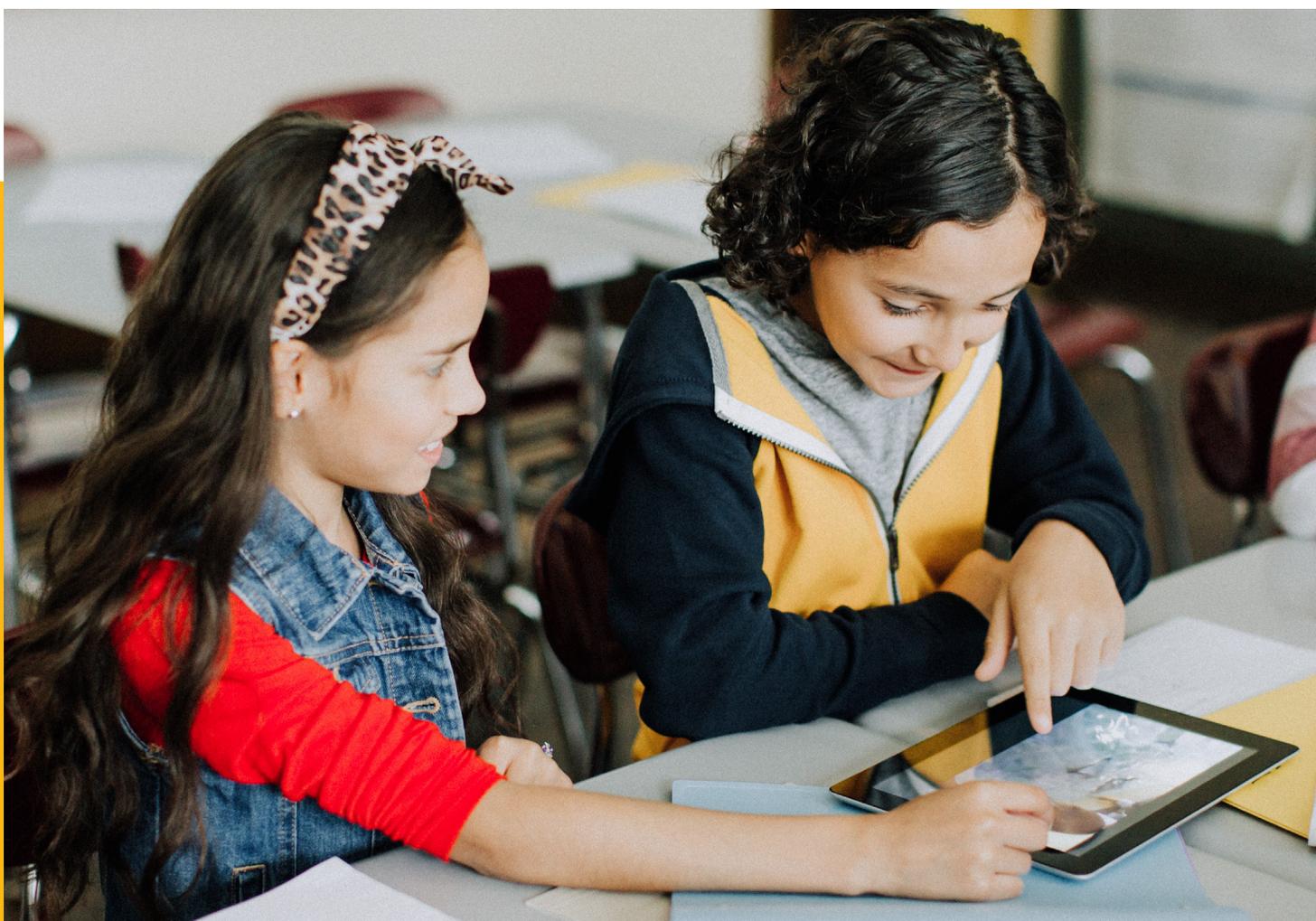# Multilingual Learner Placement and Reclassification Guide

HMH

English 3D and *Read 180*

Table of Contents

MULTILINGUAL LEARNER PROFILES

There is no one-size-fits-all strategy when recommending a program to meet a specific student's needs. This is particularly true of multilingual learners, who are a heterogeneous population possessing various profiles depending on the schooling students received prior to entering the U.S. school system, proficiency in their home language, socioeconomic status of the families, and the individual learner's ability to acquire language and literacy skills.

Below are some of the different types of multilingual learner profiles:

Learner Profiles	Descriptions
1. Newcomer Students with Limited or Interrupted Formal Education (SLIFE/SIFE)	• Recent arrivals (one year or less in the US) • Limited attendance in formal schooling or experienced interrupted schooling in their home country • Low levels of literacy in their home language • Parents may not have had opportunities for education • Examples may include refugees, unaccompanied youth, migrant children, recently arrived English learners (RAELs)
2. Newcomers with Uninterrupted Schooling	• Recent arrivals (one year or less in the US) • Attended formal schooling in their country of origin • Some have studied English as a foreign language • Strong literacy skills in their home language • Parents are likely to be formally educated • Often acquire language at a fast pace • Examples may include immigrant families from developed countries, children of professional parents who came to the US to work
3. Normatively Progressing Multilingual Learners	• Enrolled in the US school system for more than one year • Require English language development and supports • Respond positively to language development and literacy instruction • Progressing at a growth rate typical for average English learners: reclassification in 3.8 years (Greenburg Motamedi, 2015; Hakuta, 2000)
4. Students at Risk of Becoming Long-Term English Learners (at-risk LTELs)	• Students in Grades 3-12 who have been identified as English learners for 4-5 years • Require English language development and support • Exhibit difficulty with oral language development and literacy instruction
5. Long-Term English Learners (LTELs)	• Students in Grades 6-12 who have been identified as English learners for 6 or more years • Fluent in social/conversational English • Stalled in one proficiency level for multiple years without improvement

References:
Greenberg Motamedi, J. (2015). Time to reclassification: How long does it take English learner students in Washington road map districts to develop English proficiency? REL 2015-092. *Regional Educational Laboratory Northwest*.
Hakuta, K. (2000). How long does it take English learners to attain proficiency? The University of California Linguistic Minority Research Institute.

ASSESSMENTS FOR PLACEMENT AND RECLASSIFICATION

Multiple assessments are used to identify a multilingual learner's language and literacy ability including state English language proficiency (ELP) assessments, state English Language Arts (ELA) assessments, *HMH Growth Measure Reading*, and the *Growth Measure Foundational Skills Assessment.*

1. **English Language Proficiency (ELP) Assessments**
   State ELP tests are designed to identify and monitor students' English proficiency by examining their *listening*, *speaking*, *reading*, and *writing* skills in English. These tests also determine the extent to which the student needs English language acquisition assistance in both interpretive (listening/reading) and productive or expressive (speaking/writing) modes of communication.

   (See Appendix A for a list of ELP assessments used by state or district.)

2. **English Language Arts (ELA) Assessments**
   State ELA tests assess a broad view of student language proficiencies, often including *reading of fiction and nonfiction text*, *spelling*, *vocabulary*, and *composition*. These tests often measure student's comprehension and written proficiency.

3. ***HMH Growth Measure Reading*, Grades 2–11**
   The Houghton Mifflin Harcourt (HMH®) Growth Measure (GM) computerized adaptive tests (CATs) for English Language Arts (ELA) and Mathematics (Math) are standards-based interim assessment tools developed for Kindergarten through Grade 11. Reading assessments are for Grades 2 through 11. The GM assessments provide computerized adaptive online administration for ongoing information about teaching and learning in relation to a wide range of instructional standards, and a range of grade-level expectations via a series of Level Tests. The GM is typically administered three times per year (e.g., fall, winter, and spring) and includes valid, reliable items that provide deeper student connections to content. Item types comprise selected-response items and a number of next-generation item types, such as technology-enhanced items (TEIs) that are planned to be included in later versions of the GM. These item types include multiple select, drag-and-drop, association, classification, option select, passage highlight, token highlight, and evidence-based selected response. In addition, the GM can be aligned to summative statement assessments to provide predictive information for student achievement.

   hmhco.com/programs/hmh-growth-measure

PROGRAM DESCRIPTIONS AND KEY FEATURES FOR MULTILINGUAL LEARNERS

Read 180
Intensive Reading Intervention
Grades 3–12

***Read 180*®** is now configured to support all learners no matter where they are in their reading—from needing targeted foundational literacy skills instruction to scaffolded supports in reading comprehension—within the core classroom, dedicated classroom, or anytime and anywhere.

Read 180 builds from phonics to fluency to proficiency and is a Tier 2 and Tier 3 intensive intervention solution that supports striving readers, special education students, and multilingual learners, including newcomers. *Read 180* accelerates students' reading to achieve grade-level proficiency through the following features.

FEATURES
- **Foundational Skills**—Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- **Vocabulary**—Deepening academic and content-area vocabulary words
- **Fluency**—Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- **Content Knowledge**— Expanding the content knowledge that helps anchor students' understanding of text
- **Comprehension**—Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- **Language**—Supporting effective expression and language development

Designed for students reading more than one year below grade level, *Read 180* leverages adaptive technology to personalize instruction for students and provides powerful data for differentiation to teachers.

Read 180 is available in three stages, each with unique, age-appropriate content: Stage A (Grades 3–6), Stage B (Grades 6–8), and Stage C (Grades 9–12).

hmhco.com/read180

English 3D
English Language Development
Grades 4–12

English 3D® is an explicit and highly interactive English language development program designed to enable multilingual learners in Grades 4–12 to rapidly acquire the advanced speaking, listening, reading, and writing skills necessary for success in US secondary school, college, and career contexts. Developed by Dr. Kate Kinsella, *English 3D* engages students with contemporary issue-based text sets creating a platform for daily spoken and written responses that advance students' understandings of English vocabulary, syntax, and grammar.

This dynamic and engaging curriculum is suitable for multilingual students at every level of language acquisition—from newcomers to long-term English learners. *English 3D* includes courses based on grade-level range and proficiency levels, each with recursive unit design, evidence-based instructional routines, and age-appropriate content.

FEATURES

- **Oral Language**— Accelerate speaking and listening skills through daily opportunities in teacher-led class discussions, peer collaborations, and formal speeches

- **Academic Vocabulary**—Increase precise topic vocabulary and high-utility academic vocabulary used in formal speaking and writing within content areas

- **Syntax and Grammar**—Deepen understanding of word forms and sentence structure

- **Reading Fluency and Comprehension**—Engage students with multiple reads of authentic, increasingly complex informational and literary text sets that are relevant to students' lives

- **Writing**—Draft, revise, and publish formal academic summaries, opinions, informative texts, and research papers

- **Assessments**—Monitor progress through online and paper-based assessments

hmhco.com/english3d

PLACEMENT CRITERIA

Step 1: Identifying Multilingual Learners Using State ELP Assessments

Choosing which program best meets the needs of multilingual learners (MLs) requires multiple measures. To determine whether MLs need English language development, it is important to first consider their English language proficiency level as measured by your state ELP assessment.

Figure 1: ELP Assessment Proficiency Levels

WIDA	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
ELPAC	Emerging 1 Minimally Developed		Expanding 2 Somewhat Developed	Bridging 3 Moderately Developed	4 Well Developed	
TELPAS	Beginning		Intermediate	Advanced	Advanced High	
ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5	
NYSESLAT	Entering	Emerging	Transitioning	Expanding	Commanding	
AZELLA	Preemergent/Emergent	Basic	Intermediate		Proficient	
LAS	Beginning	Early Intermediate	Intermediate		Proficient	Advanced Proficient

- Newcomer
- LTEL, at-risk LTEL
- Reclassified ML

Note: Newcomers/LTELs typically fall into the proficiency levels shown above, but not all multilingual learners at these levels are considered newcomers or LTEL. The table above serves primarily as a **general guideline**, as the proficiency levels for each ELP assessment may have different overlapping levels with other ELP assessment levels. In addition, there will be state-specific differences of classifications of MLs based on the proficiency levels.

Newcomers: Students who are classified as newcomers typically will need an introductory English language development (ELD) program. However, there may be exceptions where newcomers have had English language instruction in their country of origin or have come from English-speaking countries.

LTELs/at-risk LTELs: LTELs or those at-risk of becoming LTELs may need an intermediate ELD program, but there may be differences in students' language proficiency levels.

Reclassified MLs: Those MLs who demonstrate proficiency in English may be reclassified and can be placed in general education or in the core programs with integrated supports and monitoring.

Step 2: Determining ELD Eligibility Using State ELA Assessments

In addition, state English language arts test scores should be considered in tandem with other reading assessments to measure students' reading ability. Those students who score below the proficiency level may qualify for literacy intervention according to their district guidelines. The duration of time a student has maintained a specific proficiency level is also considered. It is important to note that students' low ELA test scores may be due to language and not strictly a reading issue.

Step 3: Determining ELD Eligibility Using the *HMH Growth Measure*

The *HMH Reading Growth Measure* is a research-based and adaptive benchmark assessment for ELA. It uses assessment performance to connect to HMH's curriculum and instruction resources and can be used to determine students' eligibility into a Tier 2 or 3 intervention program. The Grade Level Equivalent (GLE), found in the Growth Report after a student has completed the Growth Measure (GM) assessment, is aligned to end-of-year performance bands and is closely associated with the GM Scaled Scores.

Students who score **more than one year below grade level on the GLE** are eligible for ELD or literacy intervention. For example, Grade 6 students with a GLE of less than 4.9 are eligible for an ELD or intervention program such as *English 3D* or *Read 180*. The table below displays the GLE scores associated with ELD/intervention eligibility per grade level. Districts may also determine ELD or intervention eligibility according to their own MTSS/RtI Model.

Figure 2: HMH Growth Measure GLE Table

GLE	G3	G4	G5	G6	G7	G8	G9	G10	G11/12
11.0–11.9									Tier 1
10.0–10.9								Tier 1	Tier 1
9.0–9.9							Tier 1	Tier 1	Tier 2/3
8.0–8.9						Tier 1	Tier 1	Tier 2/3	Tier 2/3
7.0–7.9					Tier 1	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3
6.0–6.9				Tier 1	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
5.0–5.9			Tier 1	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
4.0–4.9		Tier 1	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
3.0–3.9	Tier 1	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
2.0–2.9	Tier 1	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
1.0–1.9	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3
0.0–0.9	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3	Tier 2/3

Note: **Tier 1 Core ELA programs:** *HMH Into Reading®, HMH Into Literature®*
Tier 2/3 Intervention ELA and ELD programs: *Read 180* (ELA), *English 3D* (ELD)

Step 4: Selecting *Read 180* or *English 3D*

Once students are classified as MLs needing Tier 2 or 3 intervention, districts will need to determine whether a dedicated English language development program such as *English 3D* or a literacy intervention program such as *Read 180* is appropriate.

Read 180	*English 3D*
• *Read 180* is an intervention program for multilingual learners who require ELD and intensive reading intervention. • *Read 180* is an appropriate solution for schools and districts offering one course that addresses both ELD and foundational reading skills.	• *English 3D* is a dedicated ELD program for students who do not require intensive foundational reading skills or are in a separate reading class or program that addresses foundational reading skills. • *English 3D* is also an appropriate solution for schools and districts requiring separate curricula for ELD and reading intervention.

Newcomers and Beginners
Students who are new to English and score at the beginning level of English language proficiency likely need both dedicated English language development (ELD) and foundational reading skills support.

Districts and schools that offer a separate ELD course *and reading course* for newcomers can use the *English 3D* Language Launch Volume 1 units for dedicated ELD. For students who receive ELD and reading during the same class period, *Read 180* will meet both needs through the instructional software and Language Launch units.

Normatively Progressing Multilingual Learners
For students who have been identified as English learners who are moderately behind in their English reading abilities according to test scores (including Growth Measure), we recommend placing them in *English 3D*.

Multilingual Learners with Reading Difficulties
Disentangling reading challenges from language needs within this population is a complex process requiring multiple measures. While a subset of multilingual learners may require reading intervention, it is important not to classify students as needing intervention because of their language development needs. For the subset of English learners who have been identified for reading intervention, we recommend placing them in *Read 180*.

Long-Term English Learners (LTELs) and At-Risk LTELs
English 3D is recommended for multilingual learners who are stalled at the same proficiency level and/or have not reclassified as proficient in English based on the state criteria for reclassification despite being in the US school system for six or more years. These students require rigorous academic language acceleration.

Summary: Placing Multilingual Learners

The chart below summarizes the steps for placing students into the HMH intervention ELA or ELD programs using multiple measures.

Placement Chart Using Multiple Measures			
Step 1. ELP State Assessment	Reclassified English learners ↓	MLs at later proficiency levels (e.g., LTELs, at-risk LTELs, etc.) ↓	MLs at earlier proficiency levels (e.g., newcomers) ↓
Step 2. ELA State Assessment	Proficient ↓	Below grade level ↓	Multiple grades below grade level ↓
Step 3. *HMH Growth Measure*	On, above, or within one grade level ↓	More than 1 year below grade level; does NOT need intensive foundational skills instruction ↓	More than 2 years below grade level; needs foundational skills instruction ↓
Step 4. Program Selection	Tier 1: *HMH Into Reading* (K–6), *HMH Into Literature* (6–12)	a. If district needs one program that teaches language AND reading foundational skills or wants one solution for literacy intervention and newcomers:	
		Tier 2: *Read 180* (Comprehension)	Tier 3: *Read 180* (Foundational Skills)
		b. If district offers a separate ELD course and reading course or is implementing a different foundational skills program:	
		Tier 2: *English 3D* Course A, B, C	Tier 3: *English 3D* Language Launch Volume 1, 2

RECLASSIFICATION CRITERIA

Most states and districts require multiple measures to determine reclassification of students as proficient in English. One of the criteria may require students to exhibit proficiency in basic skills relative to English proficient students. The chart below shows the cut scores using *Growth Measure* metrics of students who have attained "on grade level" performance on their *Growth Measure Reading* score.

Districts may use their own discretion in determining cut scores to meet the criteria for reclassification in their region. In addition to using assessment scores, multiple measures may include student work samples, teacher recommendation, and family consultation.

Grade	GLE	Scaled Score	Performance Level	Lexile® Range
3	≥ 3	≥ 361	On or above grade level	615L–755L or above
4	≥ 4	≥ 461	On or above grade level	790L–940L or above
5	≥ 5	≥ 561	On or above grade level	920L–1070L or above
6	≥ 6	≥ 661	On or above grade level	1025L–1175L or above
7	≥ 7	≥ 761	On or above grade level	1085L–1235L or above
8	≥ 8	≥ 861	On or above grade level	1170L–1320L or above
9	≥ 9	≥ 961	On or above grade level	1230L–1380L or above
10	≥ 10	≥ 1061	On or above grade level	1270L–1420L or above
11/12	≥ 11	≥ 1161	On or above grade level	1250L–1400L or above

APPENDICES

APPENDIX A:
English Language Proficiency Assessments Used by State

#	State	ELP Assessment	#	State	ELP Assessment
1	Alabama	ACCESS (WIDA)	27	Nebraska	ELPA21
2	Alaska	ACCESS (WIDA)	28	Nevada	ACCESS (WIDA)
3	Arizona	AZELLA	29	New Hampshire	ACCESS (WIDA)
4	Arkansas	ELPA21	30	New Jersey	ACCESS (WIDA)
5	California	ELPAC	31	New Mexico	ACCESS (WIDA)
6	Colorado	ACCESS (WIDA)	32	New York	NYSESLAT
7	Connecticut	LAS Links	33	North Carolina	ACCESS (WIDA)
8	Delaware	ACCESS (WIDA)	34	North Dakota	ACCESS (WIDA)
9	Florida	ACCESS (WIDA)	35	Ohio	ELPA21
10	Georgia	ACCESS (WIDA)	36	Oklahoma	ACCESS (WIDA)
11	Hawaii	ACCESS (WIDA)	37	Oregon	ELPA21
12	Idaho	ACCESS (WIDA)	38	Pennsylvania	ACCESS (WIDA)
13	Illinois	ACCESS (WIDA)	39	Rhode Island	ACCESS (WIDA)
14	Indiana	ACCESS (WIDA)	40	South Carolina	ACCESS (WIDA)
15	Iowa	ELPA21	41	South Dakota	ACCESS (WIDA)
16	Kansas	ELPA21	42	Tennessee	ACCESS (WIDA)
17	Kentucky	ACCESS (WIDA)	43	Texas	TELPAS
18	Louisiana	ELPA21	44	Utah	ACCESS (WIDA)
19	Maine	ACCESS (WIDA)	45	Vermont	ACCESS (WIDA)
20	Maryland	ACCESS (WIDA)	46	Virginia	ACCESS (WIDA)
21	Massachusetts	ACCESS (WIDA)	47	Washington	ACCESS (WIDA)
22	Michigan	ACCESS (WIDA)	48	Washington, D.C.	ACCESS (WIDA)
23	Minnesota	ACCESS (WIDA)	49	West Virginia	ELPA21
24	Mississippi	LAS Links	50	Wisconsin	ACCESS (WIDA)
25	Missouri	ACCESS (WIDA)	51	Wyoming	ACCESS (WIDA)
26	Montana	ACCESS (WIDA)			

English Language Proficiency Assessments

ACCESS: ACCESS for ELLs is the WIDA® (World-Class Instructional Design and Assessment) suite of English language proficiency assessments

AZELLA: Arizona English Language Learner Assessment

ELPA21: English Language Proficiency Assessment for the 21st–Century

ELPAC: English Language Proficiency Assessment for California

LAS Links: Language Assessment Systems

NYSESLAT: New York State English as a Second Language Achievement Test

TELPAS: Texas English Language Proficiency Assessment System

APPENDIX B:
ELP Assessment Proficiency Level Descriptions*

A. ACCESS for ELLs / WIDA (World-Class Instructional Design and Assessment)

ACCESS / WIDA
1. Entering • pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands; directions; Wh-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
2. Beginning • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
3. Developing • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
4. Expanding • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
5. Bridging • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
6. Reaching • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers

Source: https://wida.wisc.edu/assess/access
*ELP assessments are listed in alphabetical order

B. AZELLA (Arizona English Language Learner Assessment)

AZELLA
1. Pre-Emergent/Emergent Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrate the need for specific ongoing support in English language development instruction.
2. Basic Students at this level have a limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.
3. Intermediate Students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode CVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.
4. Proficient Students consistently understand social and academic English responding orally with simple but detailed sentences. They read CVC and high-frequency words and comprehend grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.

Source: https://www.azed.gov/assessment/azella

C. ELPA21 (English Language Proficiency Assessment for the 21st-Century)

ELPA21
1. Level 1: Displays few grade-level English language skills and will benefit from English Language Program support.
2. Level 2: Presents evidence of developing grade-level English language skills and will benefit from English Language Program support.
3. Level 3: Applies some grade-level English language skills and will benefit from English Language Program support.
4. Level 4: Demonstrates grade-level English language skills required for engagement with academic content instruction at a level comparable to non-ELs.
5. Level 5: Exhibits superior grade-level English language skills as measured by ELPA21.

Note: Proficiency level descriptions differ for each grade and ELA substrand.
Source: https://www.elpa21.org

D. ELPAC (English Language Proficiency Assessment for California)

ELPAC
1. Emerging Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
2. Expanding Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
3. Bridging Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Source: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

E. LAS Links (Language Assessment Systems)

LAS LINKS
1. Beginning (Level 1) Beginning students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.
2. Early Intermediate (Level 2) Early intermediate students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.

LAS LINKS (continued)

3. **Intermediate** (Level 3)

Intermediate students communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Intermediate students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.

4. **Proficient** (Level 4)

Proficient students communicate effectively in English, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Proficient students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.

5. *Advanced Proficient* (Level 5)

Advanced proficient students communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Advanced proficient students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning.

They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.

Note: Proficiency level descriptions differ for each grade and ELA substrand.
Source: https://laslinks.com

F. NYSESLAT (New York State English as a Second Language Achievement Test)

NYSESLAT
1. Entering Has great dependence on supports and structures to advance their academic language skills.
2. Emerging Shows some dependence on supports and structures to advance their academic language skills.
3. Transitioning Shows some independence in advancing their academic language skills.
4. Expanding Shows great independence in advancing their academic language skills.
5. Commanding Has met the State standard to demonstrate proficiency and is now designated as a Former ELL entitled to receive two years of ELL services.

Note: Proficiency level descriptions differ for each grade and ELA substrand.
Source: http://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat

G. TELPAS (Texas English Language Proficiency Assessment System)

TELPAS
1. Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.
2. Intermediate Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.
3. Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.
5. Advanced High Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.

Note: Proficiency level descriptions differ for each grade and ELA substrand.
Source: http://tea.texas.gov/student.assessment/ell/telpas/

NOTES

NOTES

Multilingual Learner Placement and Reclassification Guide

For more information visit,

hmhco.com/english3d

hmhco.com/read180

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