

## Definitions of ELL Terms – Kentucky

**Academic language** is the language used in formal contexts for academic subjects. The aspect of language connected with literacy and academic achievement. This includes technical and academic terms.

**ACCESS for ELLs®** is the Kentucky approved annual English language proficiency assessment. It assesses social and instructional English, as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains (listening, speaking, reading and writing). See [www.wida.us](http://www.wida.us)

**Accommodations to English Language Proficiency Assessment (ELPA)** are only permitted if listed on a LEP student's IEP and/or 504 Plan.

**Accommodations to State-Content Testing** may be necessary for LEP students. Any accommodations shall be based on an assessment of English language proficiency, consistent with the on-going delivery of instructional services, and stated in the student's PSP. Accommodations shall not be made solely for the state-required assessment. Implementation of any accommodations shall not inappropriately impact the content being assessed.

**Attainment** is a term that relates to the acquisition of English language proficiency. In Kentucky, a W-APT or ACCESS (Tier B or C) overall composite level of 4.5 or higher demonstrates that students have reached full English proficiency (FEP).

**Beginning** is a term that relates to a level of English language proficiency acquisition. An English Language Learner at the Beginning level has demonstrated an English language proficiency composite score of 2 on a scale of 1 (Entering) to 6 (Reaching) on the ACCESS for ELLs®. At this level, students will process, understand, produce or use:

- 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 visual and graphic support.

**BICS (Basic Interpersonal Communication Skills)** is social language that is less cognitively demanding. Face-to-face conversational fluency, including mastery of pronunciation, vocabulary and grammar. ELLs typically acquire conversational language used in everyday activities before they develop more complex, conceptual language proficiency.

**Bilingual Instruction** utilizes two languages, usually the student's first language and a second language.

**Bridging** is a term that relates to a level of English language proficiency acquisition. An English Language Learner at the Bridging level has demonstrated an English language proficiency composite score of 5 on a scale of 1 (Entering) to 6 (Reaching) on the ACCESS for ELLs®. At this level, students will process, understand, produce or use:

- The 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 with grade level material

**CALP (Cognitive Academic Language Proficiency)** is language proficiency related to the academic setting. This language is more intellectually demanding and abstract than BICS (Basic Interpersonal Communication Skills).

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**Comprehensible Input** is the language a learner already knows plus a range of new language that is made comprehensible by the use of planned strategies.

**Content-based ESL** refers to a service model where ELLs are specifically grouped to receive instruction in English to develop language skills while preparing them to study grade-level material in English. Although using content as a means, these programs are still focused primarily on the learning of English, which distinguishes them from sheltered instructional methods.

**Content Objectives** are statements that identify what students should know and be able to do in particular content areas. They support school district and state content standards and learning outcomes, and they guide teaching and learning in the classroom.

**Content Standards** are definitions of what students are expected to know and be capable of doing for a given content area; the knowledge and skills that need to be taught in order for students to reach competency; what students are expected to learn and what schools are expected to teach.

**Culture** is the sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating and acting.

**Developing** is a term that relates to a level of English language proficiency acquisition. An English Language Learner at the Developing level has demonstrated an English language proficiency composite score of 3 on a scale of 1 (Entering) to 6 (Reaching) on the ACCESS for ELLs<sup>®</sup>. At this level, students will process, understand, produce or use:

- 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 occasional visual and graphic support.

**Dialect** is the form of a language peculiar to a specific region, featuring a variation in vocabulary, grammar and pronunciation.

**Dual Language Support** refers to a service model when native English speaking students and LEP students who share the same native language are instructed in English and the native language with the goal that each group will attain proficiency in both languages.

**ELL (English Language Learner)** and LEP often refer to the student, where ESL often refers to the program. See Limited English Proficient

**English Language Proficiency Assessment (ELPA)** has two purposes – identification of LEP status and to measure LEP students' annual progress in English. For identification, all Kentucky school districts must use the W-APT. To measure progress, ACCESS will be administered during the designated statewide assessment window.

**Enrolled LEP** is a student information system data point, indicating the date the student was officially provided English language instructional services according to the student's individual Program Services Plan (PSP).

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**Entering** is a term that relates to a level of English language proficiency acquisition. An English Language Learner at the Entering level has demonstrated an English language proficiency composite score of 1 on a scale of 1 (Entering) to 6 (Reaching) on the ACCESS for ELLs®. At this level, students will process, understand, produce or use:

- 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 questions, or statement with visual and graphic support

**ESL (English as a Second Language)** refers to the language support program, where ELL and LEP refer to the student. See LEP (Limited English Proficient).

**ESOL (English Speakers of Other Languages)** are students whose first language is not English.

**Exited from LEP Status** means students will be exited from LEP status when they have *Attained* an overall composite level of 5.0 Tier B or C during the 2007-08 school year on the ACCESS English language proficiency assessment. Any student with an overall composite level of 4.5 or above not exited from LEP status should have a strong, written justification in his/her Program Services Plan (PSP). Other criteria to be considered include the following: teacher recommendations, district assessments, academic progress reports, GPA and CATS Data.

**Actual Exit** is a student information data point, indicating the month, day and year (##/##/##) a student officially exits from LEP status. If a student receives services for the current school and qualifies to exit at the end of the school year, formally exit the student at the beginning of the next school year (e.g. 8/10/08). This allows for that student to be included in any district and state LEP reports up to the beginning of the following school year.

**Expected Exit** is a student information data point, indicating the month, day and year (##/##/##) that a LEP student is expected to exit from LEP status. The state's Title III accountability system expects students who have had **formal schooling** in their native country to reach English language proficiency after **five years** of instruction in a US school. Students with **limited or no formal schooling** in their country of origin are expected to reach English language proficiency after **seven years** of instruction in a US school (e.g., a student with previous formal education, entering a US English speaking school in August 2006 should be expected to exit in August 2011.)

**Expanding** is a term that relates to a level of English language proficiency acquisition. An ELL at the Expanding level has demonstrated an English language proficiency composite score of 4 on a scale of 1 (Entering) to 6 (Reaching) ACCESS for ELLs®. At this level, students will process, understand, produce or use:

- Specific and some technical language at the content areas
- Variety of sentence lengths of varying linguistic complexity in oral discourse or multiple related 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 occasional and visual graphic support.

**FEP (Full English Proficiency)** relates to the acquisition of English language proficiency. In Kentucky, a W-APT or ACCESS composite level of **5.0** or higher on Tier B or C for the 2007-08 school year demonstrates that students have reached FEP status. For two years these students are considered LEP for **KCCT** purposes only.

**Foreign Exchange Student** is a student who is involved in a student exchange program for a specific period of time to study in U.S. schools. Foreign exchange students are NOT counted LEP for Title III funding and should not be administered the annual ACCESS (AMAO) or KCCT (AYP). While foreign exchange students cannot be checked LEP in STI, if ELL support is

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needed, schools and districts may use resources available that are not tied to Title III district/school funding.

**Formative Evaluation** is an ongoing collection, analysis and reporting of information about student performance for purposes of instruction and learning.

**Heritage Language** instruction involves students who are raised in a home where a non-English language is spoken, who speak or at least understand the language and to some degree are bilingual in that language and English. These students are grouped by native language and taught in their native language. The goal is the development of high levels of literacy skills in their native language, while participating fully in English language development.

**Home Language** is defined, in most cases, as the language most frequently spoken at home. In the student identification system, home language also refers to the first language the child learned, the language most frequently spoken by the child or to the child. In the case of a foreign born student living in an English speaking home of his/her adopted family, the student's native language is the home language.

**Home Language Survey (HLS)** is administered to all students enrolled in the district as a first screening to identify students with limited English proficiency. The Home Language Survey shall (When you use "shall" you are setting policy requirements. Is there a statute or regulation that says these four questions must be asked or is this advisement/best practice) Yes. These four questions are the federal "minimum.") be based at a minimum on the following four questions:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

All local school districts are required by Title III NCLB to administer a HLS to all newly enrolled students in the district. Any newly enrolled student whose HLS cites a language other than English should be administered the W-APT, the statewide English language proficiency identification assessment within the first 30 days of the school year or two weeks thereafter.

**Identified LEP** is a student information data point. This is the month, day and year (##/##/##) the K-12 student was officially identified as LEP based on the W-APT in conjunction with professional judgment.

Other **Identification (LEP) Methods** refers to additional criteria that may be used to assess and identify students as LEP:

- ❖ Home Language Survey
- ❖ Parent Information
- ❖ Student Records
- ❖ Referral

An **Immigrant** student is defined as an individual who:

- (A) is aged 3 through 21;
- (B) was not born in any State (of the United States of America); and
- (C) has not been attending one or more schools in any one or more States for more than 3 full academic years.

**Informal Assessment** is an appraisal of student performance through unstructured observation; characterized as frequent, ongoing and involving simple but important techniques such as verbal checks for understanding, teacher-created assessments and other non-standardized procedures. This type of assessment provides teachers with immediate feedback.

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**Initially Fully English Proficient (IFEP)** relates to acquisition of English language proficiency. Upon administration of the W-APT during the 2007-08 school year, the student demonstrated Full English Proficient (FEP) status, with an overall composite level of **5.0 or higher**. This student does not qualify as LEP.

**Interrupted Schooling** refers to students who have missed school for a significant portion (a continuous month or more) of the current school year, whether withdrawn and subsequently re-enrolled or considered absent.

**L1 (First Language)** is a widely used abbreviation for primary, home or native language.

**Language Competence** is an individual's total language ability. The underlying language system as indicated by the individual's language performance.

**Language Instruction Educational Program** (Section 3301 (8)) means an instruction course :

- (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by section 1111(b)(1); and
- (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

**Language Objectives** are statements that identify what students should know and be able to do while using English (or another language). They support students' language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, writing and so forth.

**Language Proficiency** is the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes across four domains (listening, speaking, reading and writing).

**LEP (Limited English Proficient)** has been federally defined and refined in Kentucky by specific regulations and guidelines:

- **Federally, LEP** has been defined in *Title IX of the No Child Left Behind Act under the General Provisions Part A, Section 9101 Definition*. With respect to an individual, means an individual:
  - (A) who is aged 3 through 21;
  - (B) who is enrolled or preparing to enroll in an elementary or secondary school;
  - (C) (i) who was not born in the United States or whose native language is a language other than English;
    - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English Language Proficiency; **or**
    - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
  - (D) whose difficulties in listening, speaking, reading, or writing the English language may be sufficient to deny the individual:
    - the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
    - the ability to successfully achieve in classrooms where the language of instruction is English; **or** the opportunity to participate fully in society.
- **In Kentucky**, the definition of LEP has been refined to mean a kindergarten-12<sup>th</sup> grade English language learner who has not demonstrated an English proficiency overall

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composite level of **5.0 or above on Tier B or C during the 2007-08 school year** on ACCESS (the NCLB state-mandated English language proficiency assessment). Any student with an overall composite level of 4.5 not exited from LEP status should have a strong, written justification in his/her Program Services Plan (PSP).

**LEP Instructional Support** refers to a student information data point, identifying five service options for LEP students (Numbers are not sequential to allow for the retention and migration of LEP students' history of support). LEP Instructional Support options are:

**Type 1** – Parent refuses Title III services/PSP with alternate method of instruction/ ACCESS administered annually until FEP status

**Type 3** – Immersion/some instructional support

**Type 4** – LEP Services/All English Support

**Type 5** – LEP Services/Native Language Support

**Type 10** – Monitoring FEP/No Longer Classified LEP. This is a two-year requirement for *Adequate Yearly Performance* (AYP).

**Limited or No Formal Schooling:** A student with limited or no formal schooling comes from a country in which he or she has limited or no access to formal education. Any of the following criteria qualifies as limited or no formal schooling:

- ❖ Enrollment in a school with school calendar that is less than 6 months a year
- ❖ Enrollment in a school that meets for less than 4 hours a day/5 days a week
- ❖ No access to or attendance in school for 2 or more continuous school years

**Mnemonics** are devices to jog the memory. For example, steps of a learning strategy are often abbreviated to form an acronym or word that enables a learner to remember the steps.

A **Migrant** student is federally defined as an individual who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work –

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

A **Monitored Student** is a former LEP student who has demonstrated Fully English Proficient (FEP) on an English language proficiency assessment and is designated LEP for two years for KCCT purposes only. This student no longer participates in the annual English proficiency assessment (ACCESS) and is not counted LEP for Title III funding nor AMAO reporting.

**Multilingualism** is proficiency in more than two languages.

**Native English Speaker** is an individual whose first language is English.

**NEP (Non-English Proficient)** students are students who have not demonstrated full English proficiency. See FEP.

**Newcomer** is any non-English speaking student who has never attended American schools and is new to this country.

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**Newcomer Program** is a program that addresses the specific needs of newly arrived ELL students, especially those with limited or interrupted schooling in their home countries and who have limited literacy skills in their native language. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language support.

**Non-English Speakers (NES)** are individuals who are in an English-speaking environment (such as U.S. schools) but have not acquired any English proficiency.

**Non-verbal Communication** is paralinguistic messages such as intonation, stress, pauses and rate of speech and non-linguistic messages such as gestures, facial expressions and body language that can accompany speech or be conveyed without the aid of speech.

### **Oral Native Language Support**

**Parent Notification** is a mandated NCLB annual requirement. All parents/guardians must be informed of their child's status in an ELL program. This notification should include: the reasons for identification, level of English proficiency, service delivery/instruction model/s, appropriate accommodations and/or modifications for instruction and assessment.

**Primary language** is the first or native language spoken by an individual.

**Program Services Plan (PSP)** is an individualized English language growth plan that includes the following: the reasons for identification (results of the W-APT and/or ACCESS), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. The PSP is created as a collaborative effort with all stakeholders involved in the ELLs academic and language education to guide placement and instruction. An administrator signs the PSP, ensuring teachers are prepared to implement appropriate accommodations and modifications.

**Pull-out ESL** refers to a service model in which ELLs are pulled from their mainstream classrooms for a portion of the day to receive instruction in English language development.

**Reaching** is a term that relates to a level of English language proficiency acquisition. An English Language Learner at the Reaching level has demonstrated an English language proficiency composite score of 6 on a scale of 1 (Entering) to 6 (Reaching) on the ACCESS for ELLs.

**Realia** are the concrete objects used to relate classroom teaching to real life (e.g., use of actual foods and supermarket circulars to develop the language related to foods, food purchasing).

**Recently Arrived LEP Student** is the federal on-time exemption rule applies to recently arrived LEP students as less than 12 months in a U.S. school. Kentucky law defines a month of school as 20 instructional days, thus  $12 \times 20 =$  the 240 days of enrollment. The 240-day enrollment rule is Kentucky's interpretation of less than 12 months mentioned in federal guidance

**Redesignated Fully English Proficient (RFEP)** relates to acquisition of English language proficiency. This former LEP student has demonstrated Full English Proficient (FEP) on ACCESS and is designated LEP for two years for KCCT purposes only. This student no longer participates in the annual English proficiency assessment (ACCESS) and is not counted LEP for Title III funding nor AMAO reporting.

**Refugee** is defined as a student outside of his or her country of nationality who is unable or unwilling to return because of persecution or a well-founded fear of persecution on account of race, religion, nationality, or membership in a particular social group, or political opinion. Refugee

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families may also have fled from war or natural disaster. A refugee student may or may not be an immigrant or may or may not be a migrant.

**Scaffolding** is adult (e.g., teacher) support for learning and student performance of the tasks through instruction, modeling, questioning, feedback, graphic organizers, and more, across successive engagements. These supports are gradually withdrawn, thus transferring more and more autonomy to the student. Scaffolding activities provide support for learning that can be removed as learners are able to demonstrate strategic learning behaviors on their own.

**Scribing** is an appropriate condition for state assessment under the following conditions:

- it has been provided on a regular basis in the mainstream classroom throughout the school year;
- time frame – suggestion by DACs
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**Self-Contained ESL Classes** are classes consisting solely of ELLs for the purpose of learning English; content may also be taught.

**Sheltered Instruction** is a means for making content comprehensible for ELLs while they are developing English proficiency. Sheltered classrooms, which may, in a mix of native English speakers and ELLs or only ELLs, integrate language and content while infusing sociocultural awareness.

### **Simplified English**

**SIOP (Sheltered Instruction Operation Protocol)** is a scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for ELLs while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective with ELLs.

**Social Language** is basic language proficiency associated with day-to-day situations, including the classroom. (See BICS, Basic Interpersonal Communication Skills).

**Standard American English** is the variety of American English in which most educational texts, government and media publications are written in the U.S. English as it is spoken and written by those groups with social, economic and political power in the U.S.

**Strategies** are mental processes and plans that people use to help them comprehend, learn and retain new information. There are three types of strategies - cognitive, meta-cognitive and social/affective – and these are consciously adapted and monitored during reading, writing and learning.

**Subtractive Bilingualism** is the learning of a new language at the expense of the primary language. ELLs can lose their native language because they don't have opportunities to continue learning or using it.

**Summative Evaluation** is the final collection, analysis and reporting of information about student achievement or program effectiveness at the end of a given time frame.

**TransACT** is a FREE multi-lingual service available to all Kentucky school districts. (The Kentucky Department of Education pays the annual subscription fee.) TransACT helps administrators and teachers communicate with parents in multiple languages, meeting the complex and rigorous federal *No Child Left Behind* (NCLB) regulations:

- General Education Parent Notification documents – more than 75 school forms and letters translated into 20+ languages

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- NCLB Parent Notification documents – more than 50 notices supporting NCLB communication mandates in five languages

To access TransACT documents, go to: [www.transact.com](http://www.transact.com)

**Transitional Bilingual** refers to a service model in which ELLs are grouped by their native language and instructed in the native language at the beginning with rapid progression to all or most instruction in English. The goal is rapid transition to English-only classrooms and acquisition of English.

**Vignette** is a short sketch that gives a description of an instructional process drawn from real-life experiences.

**W-APT (WIDA ACCESS Placement Test)** is the Kentucky approved identification English language proficiency assessment. See [www.wida.us](http://www.wida.us)

**WIDA (World-class Instructional Design and Assessment)** is a consortium of states, which includes Kentucky, dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. See [www.wida.us](http://www.wida.us)