ESOL
WHY IS MY CHILD STILL IN ESOL?
HOW LONG WILL MY CHILD BE IN ESOL?
WHAT DO THEY DO IN ESOL?
Every year students take a test to measure how much English they have learned.

### Table 5: Performance Definitions for the Levels of English Language Proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Definitions</th>
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</table>
| 6 - Reaching | - specialized or technical language reflective of the content area 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 proficient English peers |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 statement with sensory, graphic or interactive support |
WHAT DOES THE ACCESS LOOK LIKE?

There are 4 subtests

• Listening
• Speaking
• Reading
• Writing

Each domain is tested in

• Social and Instructional Language
• Language of Language Arts
• Language of Mathematics
• Language of Science
• Language of Social Studies

• Listening and Reading are given in groups. Ideally they are given together
• Writing is also given in groups on a different day
• The Speaking test is given individually
The Overall proficiency is a combination of Listening and Speaking, scores with Reading and Writing scores. The Reading and Writing scores are the largest part of the Overall Proficiency.

- 1.0 is a newcomer with no English
- 6.0 is the best possible score
- In Maryland students exit ESOL with a score of 5.0 or higher

There are 3 versions of the test
- **Tier A** is given to students who are relative beginners in English
- **Tier B** is given to most students
- **Tier C** is given to students who are approaching grade level proficiency and whom we consider able to exit from the program

Overall score =

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>15%</td>
<td>35%</td>
<td>35%</td>
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</table>

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WHY DOES IT TAKE SO LONG TO GET OUT OF ESOL?

Many students speak English with their friends and family very well. It only takes about 2 years to learn to speak social English, the kind of language we use this way. It sometimes seems like these students have mastered English.

However, it takes much longer, about 5-7 years, or more in school, to learn to use academic English, the kind of grammar and vocabulary that is necessary to be successful in school.

This kind of language is what we work on in ESOL class. The ACCESS test is a good measure of academic English.
WHAT DO THEY DO IN ESOL?

ESOL today is different from what we did 10 or 20 years ago. We are much more coordinated with the work that teachers are doing in the classroom.

ESOL teachers plan with classroom teachers. The lessons we teach in ESOL are modified versions of what the classroom teacher is working on. The lessons are designed to help students learning English meet the same objectives.

We teach students Academic English to help them learn to become successful in their classrooms.

With classroom teachers and other teachers who work with the student we create a plan to accommodate instruction and testing to help them do their best and show what they know. Every year we write a new ELL Plan, using ACCESS test scores, other test scores, and our observations on the kinds of support that students need to show what they have learned.