

Who are our Language Modified (formerly Y Credit) Students?

Students who receive the Language Modified (L) designation are developing some or all the following prerequisites to become successful in high school:

- General academic language
- Discipline-specific language
- Cognitive underlying proficiencies (basic conceptual knowledge)
- An understanding about how to navigate the culture of American schooling.

While all of our ELL students are working towards growth in these competencies, the L designation awards content credit to students are at a level of language acquisition (generally characterized by a 3.5 or less on ACCESS literacy composites) that precludes them from meeting standards without some flexible adjustment of language demands.

In order to accelerate these students' English language development, teachers must craft coursework that

- a.) is appropriate for student's level of language acquisition and
- b) explicitly encourages students to learn and use the academic language necessary for content proficiency.

ELL and content teachers will collaborate to purposefully plan this coursework.

How do I differentiate both instruction and assessment for a L Student?

Teachers will have the support of their ELL faculty to create assessments that are adjusted to match the language proficiency of the student, allowing the student to demonstrate content proficiency. Additionally, teachers will collaborate to create instruction at a language level that pushes students towards their next level of proficiency, while remaining comprehensible.

Students earning the L designation should receive consistently differentiated coursework, instead of being assigned the same task as their native speaking peers and receiving leniency when the teacher is grading the work. Doing this does not further students' growth in academic language acquisition, but can actually stagnate content and language learning. To serve these students, we must make a distinction between the content objectives and the language needed to meet that standard. *Students receiving the L or M designation are still accountable for content standards, but will demonstrate these standards with coursework with consistently **adjusted and amplified** language demands.*

What is meant by adjusted language demands?

Teachers intentionally adjust language demands for either assessment or instruction by utilizing a wide variety of language scaffolds. Examples of such scaffolds are: augmenting text with visuals or graphic organizers, simplifying the amount or complexity of language needed to fulfill a task, allowing students to use their language domain of strength, etc. etc. etc.

A possible scenario: in science class, the content objective is "students will identify the components of the kreb cycle," and the teacher has planned to assess students' learning by having them write a paragraph describing the steps of the cycle. A possible option for a student earning L credit would be to write a paragraph using sentence frames, a paragraph outline or to report the learning orally or visually using specific grade-appropriate discipline specific terms that ALL students are expected to know.

What is meant by amplified language demands?

To support L students' growth in academic English, all teachers need to explicitly teach the language needed to expand students' existing proficiency and to articulate their thinking in different academic disciplines. For example, if students are participating in hands-on group work with manipulatives in math class, they may be able to show content proficiency without language support; this does not advance students' language learning in the vocabulary of math. When teachers teach the vocabulary and hold students accountable for practicing and using the language in all domains of language, students are able to grow as language learners. This is best practice for all students, but for students earning L credit, it is essential.

How do content and ELL teachers collaborate to identify L students?

Students with this designation *require* purposeful co-planning between ELL and content teachers for language acquisition. At the outset of the year, grade level teams will meet with ELL teachers to discuss student profiles, including ACCESS testing data, previous academic performance, and prior schooling history. The teams will reach an initial agreement about students with L status. The L designation should be assessed on a trimesterly basis, meaning that individual assignments and grades do not bear L credit, rather the student with that designation should be receiving consistently scaffolded work and work that requires. At the trimester's end, both ELL teachers and content teachers will revisit all ELL's growth to determine if still appropriate.

Who are our Content/Language Modified (M) Students?

Content/Language Modified students are developing the same academic language and competencies as LM students, but these students cannot yet demonstrate proficiency of grade-level content standards in the target language, even with significant language modifications. *For students earning M credit to be successful academically, teachers must adjust both the language and content demands.* For this reason, the M designation earns elective credit. While honoring school choice, careful consideration must be made about whether the student is best served through immersion in mainstream classes for the majority of the school day or within a self-contained IELD program. Generally, M students are very new to the country and score between 1-2 on the literacy composite of the ACCESS test.

How do I differentiate for an M Student?

The M designation does not denote reduced cognitive ability, and modifications should vary depending on student profile. Some M students have significant content knowledge in their first languages, but no English yet; these students should focus on... Others have little cognitive underlying proficiencies due to interrupted schooling and should prioritize learning about key concepts within each content area. For example, in the Hidden Histories culmination, a M student without content knowledge might do a brief introduction with a presentation about the Civil War as a whole; a M student with content knowledge might work with a teacher to co-write a very simplified script that he or she could perform with notecards.

How do content teachers and ELL teachers collaborate to serve M students?

CBHS does not commonly serve CLM students, but when students have been identified with these needs, ELL teachers and content teachers will work closely to adapt content standards as needed.

Recommended Scaffolds for L students

Speaking	Listening	Reading	Writing
<p>Opportunities to practice before speaking in the full group (speaking with a peer, teacher, or writing).</p>	<p>Note-taking frame provided for longer lectures (with sentence frames that students fill in).</p>	<p>Simplified, shortened or less complex text assigned.</p>	<p>Occasionally, oral response can supplant writing.</p>
<p>Academic discourse sentence frames provided.</p>	<p>Wait time after posing a question, so students can compose thinking.</p>	<p>Occasionally, audio can supplant text.</p>	<p>Explicit teaching of “academic genres” and explanation about how expository essay differs from journal, etc. Use of exemplars to guide students’ writing.</p>
<p>Speaking tasks which focus on accountable talk (students must use key terms in their speaking)</p>	<p>Projected text to support verbal directions.</p>	<p>Use of reading protocols that promote interaction and comprehension.</p>	<p>Paragraph frames with academic language sentence stems.</p>
<p>Purposeful pairing with peer who has higher level of academic language.</p>	<p>Intensive use of visuals, manipulatives and realia to support student comprehension of lessons.</p>	<p>Glossaries and reading guides provided.</p>	<p>Writing task adjusted to appropriate level (see Can Dos; could be a list instead of a paragraph, or a summary paragraph instead of a longer explanation)</p>
		<p>Key vocabulary pre-taught or taught in context of lesson.</p>	<p>Students held accountable for using new academic vocabulary in writing.</p>

Sample Continuum of Modifications for In The Black

Best Teaching Practice Standard Differentiation & Support	High Leverage Scaffolds for an L Student	Possible Differentiation for a M Student
<p>Students exhibit choice about which public policy topic they would like to research.</p> <p>Students can choose a less complex or abstract topic for their research.</p> <p>Students read exemplars to guide their writing.</p> <p>ELL students will work with ELL teacher in Academic Language to write the public policy paper in chunks, learning the appropriate discourse and vocabulary of the discipline.</p>	<p>Student reads simplified and scaffolded texts to do research.</p> <p>He/she writes only an outline (instead of a full research paper).</p> <p>Possibly, a student does not address every component of the complete presentation.</p> <p>Student is accountable for using important language of the discipline in his/her presentation.</p>	<p>Students do a significantly shortened presentation on some key aspect or concept that relates to expedition (e.g. What is Wind Power? or How a Bill Becomes a Law).</p> <p>Some students might do a comparative study between wind power legislation in a country with the same native language and the United States (completing readings in native language to prepare simplified presentation in English).</p>

Reminder on Process for Identifying L and S students:

	<i>ELL faculty will...</i>
Within the first two weeks of school	<ul style="list-style-type: none"> •Meet to initially identify students whose summative data and prior academic performance suggest the need for LS designation and notify teams appropriately.
Within first month of school year	<ul style="list-style-type: none"> •Assess students' writing by working with Humanities teachers to design a brief writing assignment to give to all students in the context of their classes (one per grade level). This assignment should be <i>timed, on-demand</i> and <i>handwritten</i>. •Assess identified students' oral reading abilities within Academic Language classes. •Meet with grade level teams to recommend students for LS designation. •Communicate with students and families about the designation (ideally prior to, but no later than, fall conferences)
Progress Report Time	CHANGE FOR THIS FALL: Identified students will receive standard grades without the L or S designation, due the lack of time to have meaningful conversation beforehand.
End of Trimester	At the end of each trimester, teams will briefly review identified students to determine if any adjustments need be made, based on students' acquisition of academic language.

