English Learner Updates
WIDA Updates, ELPA Band, EL Strategies & Assessments

Google Folder: http://bit.ly/ELENGAGE

Session Overview

1. Important WIDA Reminders	2. ACCESS WIDA Screener	3. ACCESS ELP Band Rubrics
4. Monitoring	5. ESSA Accountability	6. Resources Formative Assessments

Supporting English Learners Agenda

Part I:

World-class Instructional Design and Assessment (WIDA) Reminders

Who Are English Learners in Oklahoma?

WIDA Screener

ACCESS 2.0

Changes Under ESSA

Part II:

English Language Proficiency Band

Entry and Exit Criteria

Monitoring

Accommodations

Accountability – English Language Proficiency Assessment Indicator (ELPA)

Evidence-Based Practices & Assessments for English Learners

EL/WIDA Glossary

- **ACCESS tests**=Spring ELPAs
- **ELPA**=English Language Proficiency Assessment
- **ELAP**=English Language Academic Plan
- **ELP Band**=English Language Proficiency Band
- **HLS**=Home Language Survey
- **LIEP**= Language Instruction Education Plan
- **NMAR**=No Measurable Academic Response
- **WIDA AMS**=WIDA's Assessment Management system, run by Data Recognition Corp
- **WIDA Screener**=EL placement test (2nd semester 1st grade-12th grade)

Important Steps for New WIDA DTCs

- Contact the Office of Assessments to:
    - Identify yourself as the new WIDA DTC
    - Get added to WIDA/EL listserv
    - Get WIDA and WIDA AMS accounts (or get existing accounts updated)*

- **NOTE: If a former DTC is still in district, or if you will be taking on DTC role and there is an existing DTC, they can create your accounts.

Important Steps for WIDA DTCs: Fall Semester

August-September:

- Create accounts for any other district staff who will assist in EL testing
- Ensure staff who will administer ELPAs complete mandatory trainings and quizzes
- Ensure potential ELs identified and placement tested and parents informed of outcome
- Ensure parents informed of existing ELs' ACCESS performance and any changes to programming

Important Steps for WIDA DTCs: Fall Semester

October-December:

- Order ACCESS testing in WIDA AMS
- Make sure all ELs accurately coded in district's student information system in advance of OSDE performing the PreID student data upload to WIDA AMS
- Set up ACCESS test sessions in WIDA AMS

Important Steps for WIDA DTCs: Spring Semester

January-March:
- **ACCESS Testing Window: January 13- March 27, 2020**
- Manage checkout/check-in of secure materials
- Schedule, create, and manage test sessions
- Monitor and distribute test overage as needed
- Place any Additional Materials orders
- Oversee shipping of completed/secure test materials to DRC
- April-May:
  - Complete Data Validation in WIDA AMS

Upcoming WIDA Screener Online & ACCESS Training

- August 28, 2019: Score Reports Overview Webinar

- August 20-21, 2019: Screener Online

- December 3-4, 2019 in Tulsa: ACCESS Test Coordinator/Test Administrator Online

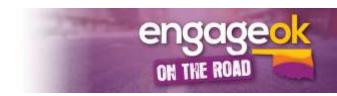- December 5-6, 2019 in Oklahoma City: ACCESS Test Coordinator/Test Administrator Online

New eWorkshops from WIDA

- Available starting Sept. 1, 2019
- Six on-demand self-paced eWorkshops:
  - Foundational Concepts
  - Language for Learning in Math
  - Doing and Talking STEM
  - Engaging Newcomer Multilingual Learners
  - WIDA Writing Rubric
  - Leading For Equity: Classroom Walkthrough

Part 1: Who Are English Learners?
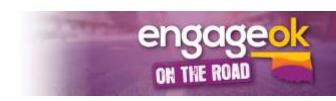
English Learners in Oklahoma

- English Learners make up nearly 12% of the total student population.
- Spanish is the largest language group, 78% of Oklahoma's English Learners speak Spanish.
- Other language groups include Cherokee, Vietnamese, Hmong, Chinese, Marshallese, Arabic, and Zomi.
- As of 2019 there are 65,066 English Language students in Oklahoma.
- Of Oklahoma's approximately 540 districts, 311 currently serve English Learners.

English Learners in Oklahoma

- 91% of English Learners in the state are served in the 66 districts with the largest EL student populations
- 12% of districts in the state serve over 90% of the state's English Learner population
- Approximately 73% of English Learner students in the state are served within the state's two primary metro areas.
- Former English Learners 35,011 or 4% of the overall population.

World-class Instructional Design and Assessment (WIDA) Screener

Identification and Screening Guidelines

- All students with a home language survey response other than English must be screened.

- All kindergartners and first-semester first graders who qualify to be screened qualify for services until fall 2020-2021, when WIDA will release WIDA Kindergarten Screener.

Identification and Screening Guidelines

- WIDA Kindergarten Screener shares the updated scoring standards of ACCESS and WIDA Screener.
- Kindergartners and 1st semester 1st graders are still screened with Kindergarten W-APT and cannot currently placement test as proficient.
- These ELs have the opportunity to test as proficient on K ACCESS or ACCESS for ELLs 2.0.

Time Frame for Testing Potential English Learner students

- Any potential EL student enrolled as of the start date of school must be placement tested within 30 calendar days of the beginning of the school year.

- Any potential EL who enrolls after the start date of school must be placement tested within 15 calendar days of enrollment.

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What is the WIDA Screener

- Placement test for potential ELs. Available in Online and Paper versions.

- All second semester 1st graders-12th graders **must** be tested with WIDA Screener.

- Flexible, on-demand, and locally-scored; designed to be administered to a group and scored within 24 hours.

WIDA Screener: Who Can Administer

- Both versions of WIDA Screener may be scored by certified teachers or certified paraprofessionals; OSDE strongly recommends certified teachers score whenever possible.

- Staff members who administer and score WIDA Screener must complete required training and pass the Speaking and Writing certification quizzes with scores of 80% or above.

19

WIDA Screener Online: Scoring

- Listening and Reading scores auto-calculated.

- Local rater scores Speaking and Writing responses in WIDA AMS; may review responses multiple times.

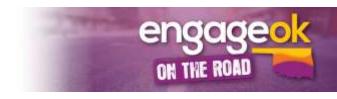- Responses available to score within two hours of test completion.

In Development: Kindergarten and ALT Screener

- Paper and pencil, one-on-one administration
- Oral language version + four-domain version
- 14-18 minutes to administer oral language test
- Will share same 4.8 or higher Overall automatic exit score as WIDA Screener
- Potential ELs will be able to test as not needing EL services.
- Operational in 2020

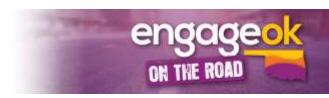- WIDA will develop ALT Screener will be operational in 2023

WIDA ACCESS

Oklahoma's Spring 2019 ACCESS Scores

- In spring 2019, Oklahoma tested 54,033 English Learners.
- 2,751 English Learners met ACCESS's auto exit criteria.
- 5,819 ELs scored in the ELP band on ACCESS and may have been eligible to be exited via an ELP band committee if they met additional criteria.

District Obligations

- Districts have a state and federal obligation **to identify and provide placement testing for potential English Learners**.

- Districts also have an obligation to **serve and proficiency test students identified as English Learners**.

- **If a districts does not have English Learner staff or classes, the district is not exempt** from finding ways to meet their English Learners' language needs and working to lower the language barrier and make content area information accessible.

Which English Learners Still Need to Take ACCESS

- Students who have been identified as English Learner through the English Learner screening process must take the appropriate ACCESS test each spring until they either:
  - Meet the automatic **exit criteria of** 4.8 or above on Overall/Composite*, **or**
  - Score within the English Language Proficiency (ELP) band on ACCESS; are found to be eligible for an ELP band committee; and are exited by the committee.

Who Can Administer ACCESS

- Anyone who will administer an ACCESS test must be a certified staff member.

- Districts may hire retired teachers who are still Oklahoma certified to help with ACCESS testing.

- Non-certified staff may help with logistics of testing, but may not administer/score ACCESS.

How Do I Prepare to Administer ACCESS

- All test administrators must take the applicable ACCESS training courses and certification quizzes for any assessment they will administer:
    - Kindergarten ACCESS for ELLs
    - ACCESS for ELLs 2.0 Online
    - Alternate ACCESS for ELLs

Kindergarten ACCESS and ACCESS 2.0 Auto Exit Criteria

- For ELs in grades K-12, a score of 4.8 or above and Overall/Composite on Kindergarten ACCESS or ACCESS 2.0 means the student has met the auto exit criteria.

- These ELs are no longer EL, and do not need additional data examined before being reclassified English proficient and exited from EL services.

EL Alternate Assessment

- Potential or existing ELs with severe cognitive disabilities can be evaluated for No Measurable Academic Response (NMAR) status by their IEP team each year.

- Students found to meet NMAR criteria will not be designated or served as EL, nor will they be given the Alternate ACCESS for ELLs.

No Measurable Academic Response (NMAR) Criteria

- To qualify as NMAR, student must be found to:
  - Be unable to demonstrate any observable reaction to a specific stimulus,
  - Exhibit only startle responses,
  - Track or fixate on objects at random and not for a purpose,
  - Move or respond only to internal stimuli, AND
  - Vocalize intermittently regardless of changes in environment.

NMAR Evaluation Process

- Student's academic team must agree that he or she meets all five of the criteria.

- The decision to classify a potential EL, or reclassify an existing EL, as NMAR must be revisited at the beginning of each academic year by the student's IEP team, with input from an EL representative.

Alternate ACCESS: Auto Exit Criteria

- For dually identified ELs with significant cognitive disabilities in grades 1-12, a score of P2 on Overall/Composite for two consecutive test years on Alternate ACCESS means the student has met the auto exit criteria.

- These ELs are no longer EL, and do not need additional data examined before being reclassified English proficient and exited from EL services.

Important Changes Under ESSA: District and Student Level EL Plans

- All districts that serve ELs must have a Language Instruction Education Plan (LIEP).
  - LIEPs must be research-based, adequately staffed and resourced, and prove effective over time.

- All English learners must have an English Language Academic Plan (ELAP).
  - ELAPs must be updated yearly and include individual language goals in all four domains.

What is English Learner Academic Plan (ELAP)

- ELAPs outline language goals and classroom and OSTP accommodations for individual ELs.

- It is a secure, confidential document and must be treated/stored as such.

- ELAPs should be updated a minimum of once per year.

Questions About Screening Guidelines and Procedures

- Oklahoma's WIDA *Identification and Placement Guidance* (reference document)

- *English Learner/WIDA FAQ*, pages 18-25

- Kindergarten W-APT and WIDA Screener reference pages

- Kindergarten W-APT and WIDA Screener training courses (requires WIDA login; mandatory for anyone screening ELs)

Questions About Preparing Students for ACCESS

- Please visit WIDA's [Preparing Students for ACCESS for ELLs page](#). Resources include:
  - *[QuickStart Guide for Preparing Students for ACCESS Online](#)*
  - *[ACCESS Writing Test Tips](#)*
  - Practice Test and Test Demo
  - Online Interactive Sample Items with user's guide
  - Speaking guidance for grades 1-3, 4-5, and 6-12

Questions About Interpreting ACCESS Score Reports

- Please visit WIDA's ACCESS for ELLs Scores and Reports page. Resources include:
  - *ACCESS for ELLs Interpretive Guide for Score Reports*
  - *Alternate ACCESS Interpretive Guide for Score Reports*
  - *ACCESS for ELLs Individual Student Score Notes*
  - *Finding Your Students' Superpowers: Using ACCESS Score Reports*
  - Multiple family engagement resources in English and Spanish

Questions About LIEPs and ELAPs

- OSDE References:
  - *Creating District and Student Level Language Instruction Plans for English Learners* (Webinar)
  - *English Learner/WIDA FAQ*, pages 6-8
  - *English Learner Academic Plan* (updated 7/18)

- U.S. Department of Education Reference:
  - *USDE English Learner Toolkit, Chapter 2: Tools and Resources for Providing English Learners with a Language Assistance Program*

Part 2: English Learner Proficiency (ELP) Band

Why use the ELP Band?

- Setting an ELP band will allow more nuanced criteria to be considered when exiting ELs.
- It will also help ensure ELs:
  - Do not exit before English proficient, and
  - Are not retained in programming longer than necessary

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ELP Band Process

English Learners in grades 3-12 **who:**

- Scored 4.3-4.7 on Overall/Composite score on ACCESS and
  - Scored Basic or Above on current OSTP ELA test

- Scored A3-P1 on Overall/Composite score on Alternate ACCESS for two consecutive test years.

Alternate ACCESS: ELP Band for ELs with Disabilities (3-12)

- ELs in 3-12 scoring A3-P1 or above after Overall scores are calculated may qualify for reclassification and exit.

- ELs in 1-12 scoring A2 or below after Overall scores are calculated are EL and should remain in EL services.

English Learners Who Are Not Eligible for ELP Band Process

- ELs in kindergarten-2nd grade.
- ELs in any grade who have scored 4.2 or below on Overall/Composite on ACCESS.
- ELs in any grade who have scored A2 or below on Overall/Composite on Alternate ACCESS
- ELs who scored within the ACCESS band, but did not score Basic or Above on their current OSTP ELA test.
- ELs who scored within the Alternate ACCESS band for two consecutive test years, but did not meet the other required elements of the Alternate rubric.

ELP Band Committee Guidelines

- ELP Band committees meet once yearly.

- Districts have 30 calendar days form start date of school to convene committees and make decisions.

- District have 15 calendar days from committee meeting to notify parents or guardians of any change to EL classification or services.

44

ELP Band Committee Personnel Requirements

At minimum, the ELP band committee must include the following district staff:

- A district EL representative. EL Coordinator or EL teacher who has worked closely with the EL and is most familiar with the student's English language development.
- A classroom teacher who works with the EL. A teacher who has worked closely with the EL in a capacity that has allowed the teacher to regularly observe the student's English language development and evaluate his or her academic performance.
- An administrator or counselor. A counselor or administrator that is most familiar with the student.

ELP Band Committee Personnel Requirements

If the **EL is dually identified** and served on an IEP or 504, the ELP band committee must also include the following district staff:

- The Special Education teacher most familiar with the student's academic performance and English language development.

Documents needed for ELP Band

- Districts convening ELP band committees must:
  - Follow the Guidance for English Language Proficiency (ELP) Committee provided on OSDE ELPA/WIDA page.

  - Use the ACCESS for ELLs 2.0. English Language (ELPA) Band Rubric and/or the Alternate ACCESS for ELs English Language Proficiency (ELP) Band Rubric linked on the same page.

- Rubrics must serve as center of decision making for ELPA band committees.

Assessment Substitution List for ELs not in OSTP-Tested Grades

- If EL was not in a OSTP-tested grade in the year they scored in the ELP band, use one of two substitutions for OSTP score requirement (#2 on rubric):
  - [Approved Substitutions for OSTP ELA Score Requirement for Third Graders](#) OR
  - [Approved Substitutions for OSTP ELA Score Requirement for Secondary Students in Non-OSTP Tested Grades](#)

Locating Additional Assessments

- #3 OSTP ELA Scale Score Growth

- #4 RSA Screener

- #5 ELA Grades: Report card and ELA classroom teacher input

- #6 Norm-referenced Reading/ ELA Test

- #7 Student Oral Language Observation Matrix
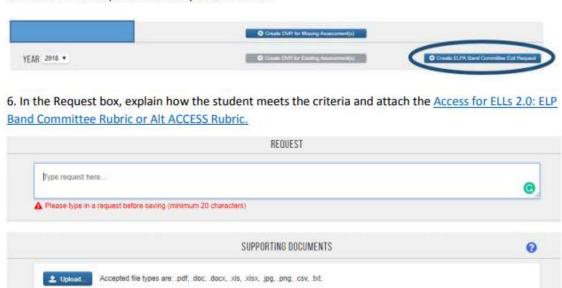
Process in Single Sign-On

- [ELP Band Exit Guidance: Single Sign-On Instructions](#)

Single Sign on continued

5. Once you've selected the student you wish to request an ELP Band exit, click 'Create ELPA Band Committee Exit Request' on the top of the screen.

6. In the Request box, explain how the student meets the criteria and attach the Access for ELLs 2.0: ELP Band Committee Rubric or Alt ACCESS Rubric.

7. Hit "Save" or "Save and Return"

8. The exit requests are reviewed and granted by committee. Once a request has been reviewed, it will be "granted" or "denied". Granted students will be "exited" and count as "on-track" for purposes of Accountability.

ELP Band Documentation: ELs Exited Via Committee

- The following documentation must be uploaded for ELs who have been exited from EL services via an ELP band committee:
  - Completed copy of appropriate ACCESS rubric
  - RSA screener scores, if applicable
  - Report card showing ELA Class grades, if applicable
  - NRT test scores, whether used as OSTP substitution or #6 element on ACCESS rubric, if applicable
  - Completed copy of SOLOM, if applicable

Just a Reminder…Only Two Paths for Exiting

- Only two paths for exiting EL services exist once a student is identified as EL:
  - Meeting the auto exit criteria on the appropriate ACCESS test or
  - Being declared English proficient and exited by an EL band committee after meeting all required criteria
- State content and norm-referenced test scores cannot be used to exit an English Leaner.

Questions About Entry and Exit Criteria

- Visit the Office of Assessment's ELPA/WIDA resource page. Resources include:
  - *English Learner/WIDA Frequently Asked Questions*, pages 22-23 (entry) and pages 28-31(exit)
  - *Using the ACCESS ELP Band Process for English Learners* (Webinar)
  - *Single Sign-On Instructions: Making ELP Band Committee Exit Requests*
  - ELP Band committee guidance document, rubrics, and reference charts

English Learner Monitoring

What students should be monitored

Students that have tested proficient and exited out of EL services.

- Under ESSA, ELs will still need to be actively monitored for 2 years, but will be included in district accountability for 4 years following testing as proficient and exiting services.

- Students in the 1st and 2nd need to be monitored once a semester.

- 3rd and 4th year its up to district discretion.

OSTP testing and Monitored EL

- If monitored EL does not test Proficient on OSTP ELA test during his or her first monitor year, OSTP EL accommodations must be offered during second monitor year.

- If monitored EL tests Proficient on OSTP ELA test during his or her first monitor year, OSTP EL accommodations may be offered during second monitor year at district discretion.

Monitored English Learners

- No monitored EL will be offered EL state testing accommodations beyond their second monitor year.

- If any monitored EL does not test Proficient on OSTP ELA test in either of the two monitor years, he or she may be retested for EL services at district discretion.

EL OSTP Accommodations

- The EL OSTP Accommodations manual is updated yearly and is housed on the OSDE website on the State Testing Resources menu on the Assessment page.

- [2018-2019 EL State testing Accommodations](#)

English Learners with Disabilities

- Special Education does not supersede EL status.
- The best practice is to conduct a comprehensive special education evaluation utilizing assessments in both a student's native language and English.
- At this time, there is not a WIDA placement test specifically for ELs with significant cognitive disabilities.
- Districts may choose to place students based upon family request or teacher recommendations.

English Learners with Disabilities

- Most dually identified ELs take ACCESS 2.0 with accommodations

- Alternate ACCESS for ELLs is for dually identified ELs:
  - Who have severe cognitive disabilities, AND
  - Take the alternate state content assessment (OAAP), AND
  - Meet the criteria set forth by WIDA in the Accessibility and Accommodations Supplement

Accountability English Language Proficiency Assessment (ELPA) Indicator

Important Changes Under ESSA: District Accountability and English Learners

- All districts/sites with 10 or more ELs will have an ELPA Indicator as part of district accountability.

- All districts/sites with an EL subgroup of 10 or more ELs will have one included in their Academic Growth and Academic Achievement indicators.

What is Being Measured With the ELPA Indicator

- The **indicator reflects how ELs are progressing** toward attaining English proficiency in their language acquisition program for grades K-12.

- Initial (baseline reset in 2017) proficiency levels establish an expected timeframe for exiting the program.

- Based on anticipated exit grade, **students have annual growth targets.**

- Students are considered "on track" **if they meet or exceeded expected growth**.

What English Learners are counted toward the ELPA indicator

- Only ELs that tested proficient in spring 2017 or beyond will be counted toward the ELPA indicator and EL subgroup for the academic achievement indicator.

- **2017 is the baseline year for all ELs**, regardless of length of time in EL programming prior to testing in spring 2017.

- This means that no ELs will be eligible to be counted as/need to be identified as 4th year proficient until 2020-2021.

Questions About the ELPA Indicator

- Visit the Office of Accountability's Report Card Resources page. Resources include:
  - ELPA Indicator video module
  - ELPA Indicator Spotlight document
  - ACCESS for ELLs Scale Score to Proficiency Levels
- An ELPA Indicator calculation workbook is also available to district staff with access to the Single Sign On Accountability Reporting application.

Important Change Under ESSA: Inclusion of Recently Arrived ELs in OSTP

- ELs in their first year in the U.S. must now take all OSTP tests for their grade level, but only to set baseline scores. They are counted only in the district's participation percentage.

- ELs in their second year in the U.S. must take all OSTP tests for their grade level. They are counted only in the district's Academic Growth and participation percentage.

- ELs in their third year in the U.S. are included in Academic Growth, Academic Achievement, and participation percentage like all other students.

Questions About Inclusion of Recently Arrived English Learners (RAELs) in Accountability

- Visit the Office of Accountability's home page. References include:
  - Recently Arrived English Learner (RAEL): Frequently Asked Questions
- The Office of Assessment's *English Learner/WIDA FAQ* also contains information on RAELs on pages 37-39.

Parent Opt-Out of EL Services

- **Parents may decline EL services**, however, students who have been identified as EL are still required to be assessed annually with both the appropriate WIDA and state testing and assessments.

- **In order to decline services, parents must sign a waiver stating that while they are declining to have their child(ren) participate in EL services**, they understand that they cannot waive their child(ren) being designated as EL and proficiency tested each spring if/until they test as proficient in English.

- **In the event that a parent or guardian has declined EL services for their child(ren), districts must still monitor the performance** of such students if/until they test as proficient in English, as well as for a 4-year period following their testing as proficient.

Evidence-Based Practices for English Learners

Best Practices for English Learners

- Do not assume an English Learner is fully literate in English because they sound like a native English speaker in conversation.

- English Learners are not blank slates having ELs share their unique knowledge is an opportunity to expand everyone's knowledge and perspectives.

- Differentiate for language level do not change core content or lower depth of knowledge levels. ELs think critically and perform complex tasks as well as non-ELs when properly scaffolded.

Getting to Know Your English Learners: Important Questions

- Do you have a computer at home? Do you have Internet access at home? Do you have someone who helps you with homework?

- What supports or resources most help you use/understand English?

- What can I do to help you understand when you are speaking/listening/reading/writing in English?

Introducing New Words/Skills: Talk It Out First

- Once English Learners possess Basic Interpersonal Communication Skills (BICs), they can use BICs as **a base from which to learn and add to their academic vocabulary.**

- However, since BICs are only oral communication skills, ELs **must** have academic conversations before being asked to use new language in reading/writing.

English Learners Need to "SWRL"

- All 4 domains of language acquisition—Speaking, Listening, Reading, and Writing (SWRL)—need to be exercised daily.

- ELs benefit from content area lessons prioritizing and utilizing each linguistic skill equally.

- When designing lesson plans, teachers should ensure ELs have to "SWRL."

Strategies to Support English Learners
Make It Visual

- Avoid giving instructions in the air.
- Instructions should be **written on the board** whenever possible.
- **Challenging concepts** should be **diagrammed** or supported with pictures.
- **Model the steps of a process** or showing students what a finished product should look like.
- Nonlinguistic Representation: **diagrams, pictures, graphic organizers,** 3D models, movement, demonstrations, role-plays, simulations, or mental image.

Strategies to Support ELs: Reduce Teacher Talk Time

- Research shows that the more students talk and work together in class, the more they learn.

- However, in today's classrooms, teachers **talk 75% of the time** on average (Hattie, 2012).

- Teachers can support English Learners by structuring their lessons to **include opportunities for student talk.**

Strategies to Support English Learners Implement More Peer-to-Peer Interactions

- Less teacher-led, whole-class instruction, and **more small groups.**

- EL students can **practice language with their peers** in a more personal, lower-risk setting.

- Consider using rubrics to lead and focus discussions.

Strategies to Support English Learners
Be A Model Speaking Mentor

- **Speak slowly and clearly**; avoid slang, sarcasm, idioms, etc.
- Introduce concepts using simple language English Learners already know
- **Highlight new vocabulary**: Discuss, add to a word wall, use visuals, pantomime, gesture, act things out
- Model critical thinking skills/strategies—let ELs hear your thinking
- **Allow wait time** and keep positive tone
- Don't explicitly correct mistakes; do model correct usage in your own speech when responding

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Formative Assessment Practices for English Learners

- **Journals or learning logs** to show growth over time in a portfolio
- **Academic conversations** to explain new learning
- Cornell notes or **graphic organizers** to structure note-taking
- Student-teacher conference or **small group discussions** to recount learning
- **Exit slips** to show "I think..", "I wonder…", "I still want to know…"
- **Fill-in-the-blank** or "cloze" activity using **sentence frames**
- Reciprocal teaching

Formative Assessment Practices for ELs

- **Recording student language** through technology
- Drawing or role playing
- **Gallery walk of student work** where students give each other feedback on post its
- **Word or concept sorts** based on unit themes or student-created categories
- One word or **one phrase response** using whiteboards
- Self-checklist or peer-checklist
- **Label or sequence visuals** like pictures, photos or real life objects

Free Tools to Support EL Talk Time

- Accountable Language Sentence Stems
- Accountable Cards and Sentence Stems-Elementary and Secondary, English and Spanish
- Accountable Talk Stems (Life in Fifth Grade)
- "How to Empower Primary Students Using Accountable Talk" (Education to the Core)
- Accountable Talk Bookmarks
- Conversation Starter Bookmarks (That Teaching Spark)
- Accountable Talk Posters (Quality Educators)

Free Tools to Support EL Talk Time

- "Math Talk 101" with free Math Talk Stems poster and bookmarks (Scholastic)
- Math Talk Bookmarks
- "26 Sentence Stems for Higher-Level Conversation in the Classroom" (Teach Thought)
- "Question Stems to Help Apply Bloom's Taxonomy" (ThoughtCo.)
- Higher Order Thinking Question Stems (Grinnell)
- Marzano Taxonomy-Question Stems (Learning Sciences Marzano Center)

Free tools to support ELs

- http://iteslj.org/Techniques/Fregeau-AssessingELLs.html
- https://www.gettingsmart.com/2016/04/supporting-ells-with-formative-assessments/
- http://www.colorincolorado.org/article/using-informal-assessments-english-language-learners
- http://bit.ly/ELENGAGE (Google Folder)

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We appreciate your time to respond!
Have a great day!**

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