

A large, stylized purple silhouette of a tree with a thick trunk and a wide, rounded canopy, serving as a background for the title text.

**AMDSB ESL/ELD GUIDE
FOR ELEMENTARY
SCHOOLS**

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AMDSB ESL/ELD policies and procedures are based on: Education Act; Ontario Student Record (OSR) Guideline 2000; Ontario Student Transcript (OST) Manual, 1999; Municipal Freedom of Information and Protection of Privacy Act; Board Policy: No. 35 – Ontario Student Record, English Language Learners: ESL and ELD Programs and Services - Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, Ontario Curriculum Grades 9 to 12 English As a Second Language and English Literacy Development, 2007, STEP: Steps to English Proficiency 2010

TABLE OF CONTENTS

- 5. Who Are ELLS?**
 - **Terminology & Definitions**
- 6. Reception**
- 7. Guides for Parents in Many Languages**
- 8. Classroom Strategies for Welcoming students and adapting Programming**
- 9. Steps to Successful Orientation to Ontario Schools (Building Learning Skills for newcomers)**
- 11. Stages of Emotional Adjustment for Newcomers**
- 12. Strategies for Integration**
- 14. Initial Assessment of English Language Proficiency**
- 15. STEPS**
- 16. Finding out about Students already on Steps**
- 19. Understanding ELD Programming**
- 21. AMDSB ESL/ELD PLAN**
- 25. Classroom Program Adaptations**
- 33. BICS – Basic Interpersonal Communication Skills for ELLS**
- 34. CALP – Cognitive Academic Language Processing for ELLs**
- 36. Reading with ELLs**

TABLE OF CONTENTS

- 39. The Achievement Chart for ELLs**
- 40. Completing Report Cards**
- 44. Ongoing STEPs assessment by Classroom Teachers**
- 47. Completing ESL/ELD Plan documentation in June
by the Classroom Teacher – OSR record – Purple
Folder, Maplewood**
- 53. Supporting ELLs in Math**
- 58. Considerations for Special Education**
- 61. References**
- 62. Important Websites**

Terminology and Definitions

English Language Learners are:

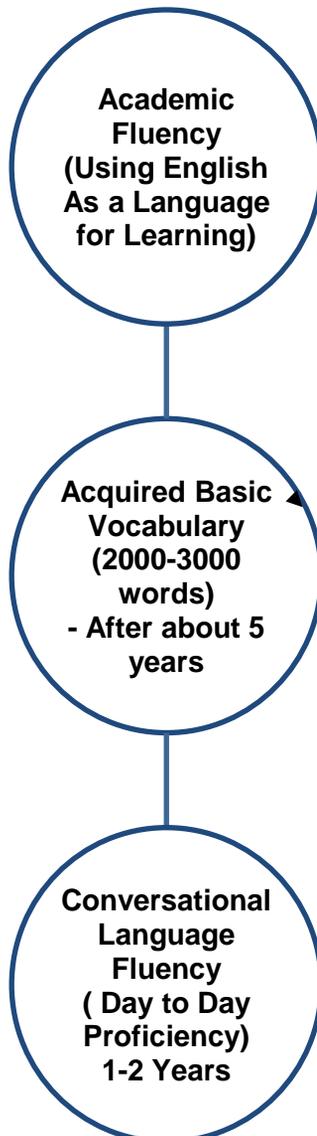
Canadian-born ELLs – from Aboriginal communities (speak a variety of English or first language other than English), immigrant communities or from communities that have maintained a distinct cultural and linguistic tradition (e.g. Mennonites)

*Newcomers – arrived as a result of voluntary, planned immigration process, traumatic experiences (war/famine) or international/visa students (paid fees, plan to attend university)

* Arriving at varying stages of their educational career, educational experiences, various times during school year, may/may not be separated from family.

The PROGRAMS for ELLs are called **ESL and ELD**

Development of language through English as a **Second Language /English and Literacy Development** Programs is essential to ensure ELLs become academically fluent in English and are therefore able to reach their potential.



The STUDENTS are **ELLs (English Language Learners)**

1000 words are usually added to a language speaker's vocabulary each year. The average 5 year old has a vocabulary of 5000 words. ELLs usually start with a vocabulary of less than 1000 words of English regardless of their age or grade.

Welcoming & Registration

Creating a welcoming and inclusive school environment for English language learners and their families is a whole-school activity requiring the commitment of the principal and vice-principal, teachers, support staff, and other leaders within the school community. The reward for this committed effort is a dynamic and vibrant school environment that celebrates diversity as an asset and enriches the learning experience for all students.

Many Roots Many Voices, p.36

Where possible, the principal should arrange for a translator to be there when new families arrive.

Interpreter services may be obtained through:

- a local translator
- the KW Multicultural Centre, (519) 745-2593*, Fax: (519) 745-5857, Email: interpreters@kwmc-on.com,
- Across Languages (519) 642-7247 (London area),
- Cross Cultural Learner Centre (519) 432-1133 (London area).

Registration questions should include requests for information on religious accommodations (e.g. daily prayer requirements, absences on special holidays), health, food (Halal, Kosher, etc.), environmental sensitivities, and the educational background of the students (i.e. special education considerations, literacy and numeracy, student progress, last grade/level completed).

A map of the school along with a guided tour, will help parents to become familiar with the school environment.

Providing a copy of the school planner and a calendar/newsletter showing upcoming special days will be useful not only to help organize parents, but also to provide a focal point for discussions and to raise awareness of how the school communicates and what some of the basic expectations are for behaviour and academics. Where possible, make a translation of newsletters and calendars available to families.

Information packages for parents that have been translated into 30 languages are available at

Settlement.Org 's website : <http://settlement.org/translated-information/>

- Parent-Teacher Interviews
- EQAO Testing
- Solving Problems at School
- Starting School
- Special Education
- Bullying: We Can All Help Stop It
- Who does what in Ontario's public education system?
- For Our Kids - Video
- Student Success Program
- Understanding the Safe Schools Act
- Child Care in Ontario
- Full-Day Kindergarten: A Question and Answer Guide for Parents

The Ministry of Education also provides translated versions of the following guides:

- Grade 1 – 12 a Parent’s Guide: the 2015 Health and Physical Education Curriculum
- A Parent's Guide: Human Development and Sexual health in the Health and Physical Education Curriculum, Grades 1-6
- A Parent's Guide: Human Development and Sexual health in the Health and Physical Education Curriculum, Grades 7-12
- Quick Facts for Parents: Learning about Healthy Eating
- Quick Facts for Parents: Learning about Mental Health
- Parents Matter
- What do you need to graduate from high school?
- Creating Safe and Accepting Schools
- Bullying: We Can All Help Stop It
- Full-Day Kindergarten
- Child Care in Ontario
- Quick Facts for Parents: Learning about Healthy Relationships and Consent
- Quick Facts for Parents: Learning about Online Safety, Including Risks of Sexting
- Quick Facts for Parents: Learning about Active Transportation
- Quick Facts for Parents: Learning about Staying Safe
- Quick Facts for Parents: Learning about Concussions

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

Classroom Strategies: Helping Your ELLs Adjust to New Surroundings

- **Learn their names**
- Take the time to learn how to pronounce your ELLs' names correctly. Ask them to say their name. Listen carefully and repeat it until you know it. If a student's name is Pedro, make sure you do not call him /peedro/ or Peter. Also, model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.
- **Offer one-on-one assistance when possible**
- Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat ELLs near your desk.
- **Assign a peer partner**
- Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.
- **Post a visual daily schedule**
- Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Include symbols and maps to illustrate what to do and where/when to go.
- **Use an interpreter**
- On-site interpreters can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences. If an on-site interpreter (a paid or volunteer school staff position) is not available, try to find an adult - perhaps another parent who is familiar with the school or "knows the system" - who is willing to serve this purpose. In difficult situations, it would not be appropriate for another child to translate. The ESL program will fund an interpreter for team meetings if needed.
- ELLs can make unintentional "mistakes" as they are trying hard to adjust to a new cultural setting. They are constantly transferring what they know as acceptable behaviors from their own culture to the new classroom and school. Be patient as ELLs learn English and adjust.
- **Include ELLs in a non-threatening manner**
- Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority - and not a sign of their inability or refusal to participate. Try to find out about cultural taboos that may be a barrier and think of ways to help students around them.
- **Involve ELLs in cooperative learning**
- Some ELLs are used to working cooperatively on assigned tasks. What may look like cheating to you is actually a culturally acquired learning style - an attempt to mimic, see, or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that ELLs are able to participate in all class activities.
- **Help your ELLs follow established rules**
- All students need to understand and follow your classroom rules from the very beginning, and ELLs are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. It may be helpful to show your whole class the video "New Moves," which addresses ELLs and the transition to a new high school. Copies are available from the ESL department or you can watch it online at <http://www.newmoves.ca/videos.asp>
- Use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner.
- Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or their peers model behavior when you want them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.
- Be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

Successful Orientation to School Life in Ontario

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Developing	Follow basic classroom routines Demonstrate awareness of school routines	Use basic classroom tools (scissors, rulers, markers, stapler, pencil sharpener, interactive white board)	Use class time to complete tasks with teacher support Follow instructions with teacher and L1 peer support	Work together with a partner to complete a task Participate in whole class and teacher-guided, small group learning opportunities	Use relevant knowledge and experiences to build on concepts Respond positively to new learning opportunities	Demonstrate an understanding of personal strengths and learning needs Recognize the role of feedback to improve learning
	Complete and submit class work with teacher prompting	Bring required materials to class with teacher prompting		Demonstrate awareness of sensitivity and courtesy in a diverse school and community		
	Attempt homework	Use a standard page and notebook/binder format with teacher support Use tools to organize time, materials, and tasks following a teacher model				
Building	Follow classroom routines Locate and use school services Complete and submit class work Complete daily homework	Select and use appropriate classroom tools Bring required materials to class Use a standard page and notebook/binder format Use teacher selected tools to organize time, materials and tasks	Use class time to complete tasks Follow instructions with some teacher and L1-peer support	Work together to complete a task in a small group Contribute to whole class and teacher-directed group work Show sensitivity and courtesy in a diverse school and community	Demonstrate confidence that academic goals are achievable Approach, with curiosity, new opportunities for learning that incorporate a variety of teaching strategies	Set goals and use teacher identified strategies to achieve goals Incorporate feedback to improve learning

When planning for and assessing the development of Learning Skills, you can use these charts : there are 4 steps Developing, Building, Consolidating and Sustaining. Students may move more quickly to the Sustaining level in some areas due to their background experiences or culture. Judge good, excellent, etc. against the step appropriate to your student and you will find you are much more comfortable with commenting on Learning Skills!

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Consolidating	<p>Explain classroom routines to a new student</p> <p>Locate and use community services</p> <p>Complete and submit multi-stage assignments with teacher monitoring</p> <p>Complete daily homework and missed work</p>	<p>Organize and maintain notebook/binder</p> <p>Use tools to organize time, materials, and tasks</p>	<p>Use class time to complete complex tasks</p> <p>Follow instructions with occasional teacher and L1-peer support</p> <p>Work effectively in a variety of locations</p>	<p>Share information, resources, and expertise to complete a group task</p> <p>Work with others to clarify and achieve group goals</p> <p>Acknowledge ideas, opinions, values and traditions of others</p>	<p>Challenge self and take risks as a learner</p> <p>Look for new opportunities for learning within the school and community</p>	<p>Set realistic goals, identify strategies, persevere over time, and monitor progress</p> <p>Seek feedback to improve learning</p>
Sustaining	<p>Complete and submit a multi-stage assignment with a timeline</p>	<p>Establish priorities, identify and use information to complete tasks</p>	<p>Monitor and prioritize class time to complete complex tasks in a variety of situations</p>	<p>Accept various roles and complete an equitable share of work in a group</p> <p>Work with others to resolve conflict and build consensus</p>	<p>Recognize and advocate for the rights of self and other learners</p>	<p>Set challenging goals, select strategies, persevere, and self - reflect</p> <p>Seek a variety of feedback sources to improve learning including self and peer assessment</p>

Stages of Adjustment

1. During the first stage, **initial enthusiasm**, newcomers may:
 - feel excitement, idealism, and eagerness;
 - have some anxiety about the future;
 - feel optimistic about the new country and new opportunities.
2. During the second stage, **culture shock**, newcomers may:
 - experience confusion, misunderstandings, and anxiety;
 - see themselves as “observers”;
 - feel depressed and isolated;
 - demonstrate withdrawal, alienation, and in some cases, aggressive behaviour;
 - avoid contact with the mainstream culture or community.
3. During the third stage, **recovery**, newcomers may:
 - have more constructive attitudes and feel less anxious;
 - speak better English and understand more;
 - try new behaviours and test limits.
4. During the fourth stage, **integration**, newcomers may:
 - feel that their emotional equilibrium is restored;
 - show humour and trust;
 - be able to value both old and new cultures.

Strategies for Integrating ESL/ELD Students Into the Academic and Social Environment of the Classroom

It is important for teachers to identify language that may be confusing to ESL/ELD students and to substitute clearer alternatives. Students learn language best when they can understand what is said by inference: that is, by making connections to what they already know. To help students do this, teachers can use the following techniques:

- **Simplify vocabulary.** Choose simple, straightforward words that are in everyday use. For example, most students will understand “Learn the new words” more easily than “Review the new vocabulary”.
- **Recycle new words.** Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
- **Simplify sentence structure.** Avoid complex sentences and passive verbs if possible. For example, instead of “The homework must be completed and handed in by Friday”, it would be better to say “You must finish the work and give it to me on Friday”.
- **Highlight key ideas and instructions.** Pause to get students’ attention before making an important point and make sure all students can see you. Use gestures for emphasis; raise pitch and volume slightly; repeat or rephrase, or ask a student to do so.
- **Review instructions and concepts** periodically with the class to reinforce students’ comprehension.
- **Provide notes that highlight key ideas and new words.** Use the chalkboard or post a chart in the classroom for ongoing reference. Provide a summary sheet so that students can refer to it when studying at home.
- **Give clear instructions.** Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
- **Use many non-verbal cues.** Gestures, facial expressions, and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures (e.g., pointing at people) may have negative meanings in some cultures.
- **Make frequent use of a variety of concrete and visual supports.** These might include models, toys, math manipulatives, pictures, charts, flashcards, vocabulary lists, key visuals, posters, and banners. Demonstrate procedures and provide related hands-on activities.

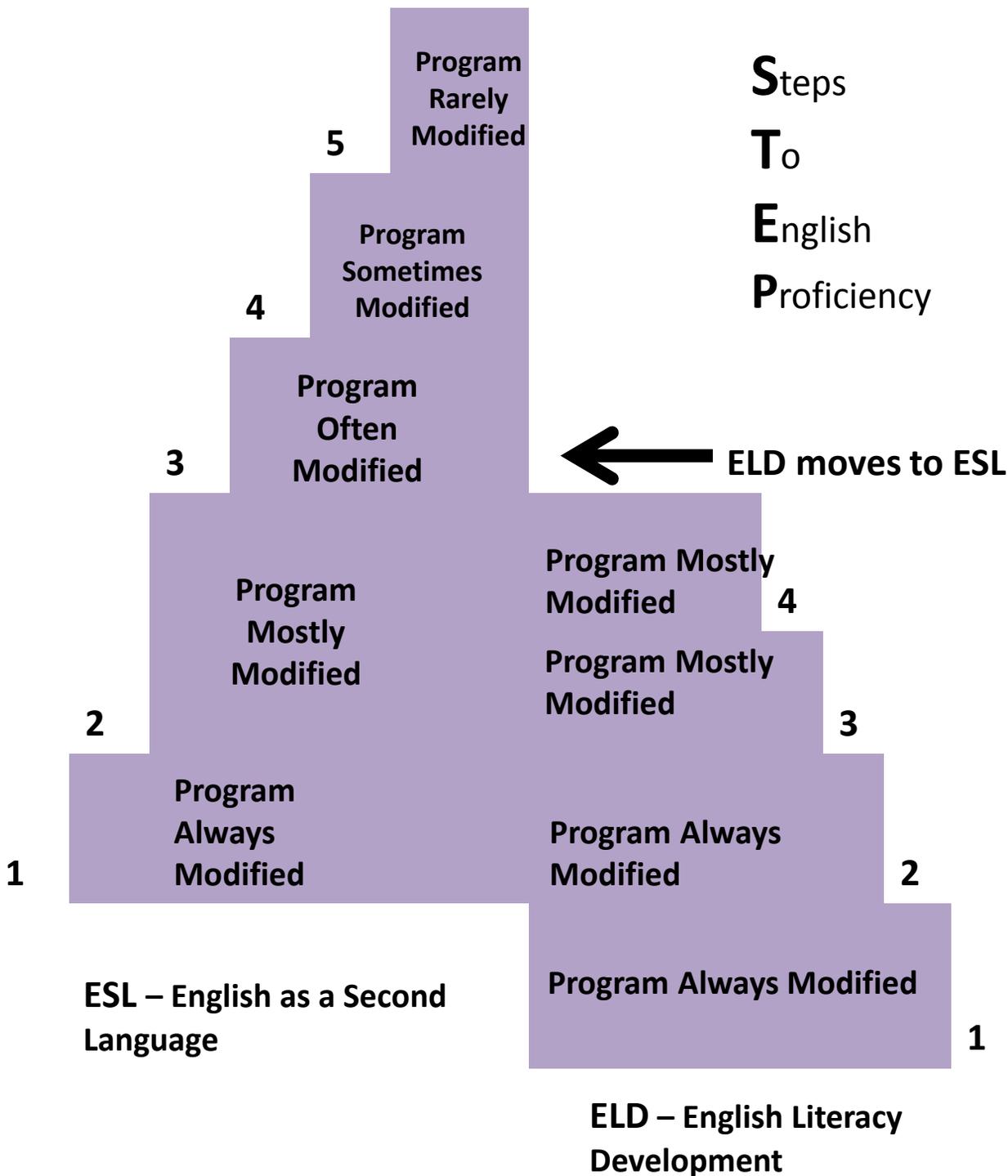
- **Allow sufficient response time** when interacting orally with ESL/ELD learners. Students need time to think in the first language and compose a response in the second.
- **Check often for comprehension.** For example, at frequent intervals say, “Tell me what you have to do next”.
- **Provide bilingual support.** For students who are in the early stages of learning English, bilingual peers can clarify instruction, provide translations of key words that are difficult to explain in English, and help you to determine whether a student understands.
- **Speak naturally** and only slightly more slowly than for native speakers of English. ESL/ELD learners have to learn to recognize English as it is actually spoken. It may be necessary to explain contractions such as “don’t” and non-standard spoken forms such as “gonna”.
- **Use key visuals.** Key visuals are teacher-developed graphic organizers that show how ideas are related. T-charts, Venn diagrams, flow charts, story maps, time lines, and decision trees are examples of organizers that are not dependent on language knowledge and that promote the development of thinking skills such as classifying, relating cause and effect, comparing and contrasting, or following a sequence.
- **Be aware of figurative language.** For example, saying “Run that by me again” or “Now we’re cookin’!” may confuse second-language learners. Avoid using slang and unusual idioms with beginning ESL/ELD learners. With students who have progressed beyond the beginning stage, develop techniques for explaining the use of non-literal expressions: for example, post a list of the week’s idioms on a bulletin board.

Initial Assessment of English Language Proficiency:

- Principals or SERTs will contact the ESL Coordinator to arrange an initial assessment of the ELLs English language proficiency. Parental consent for this testing is not required because English is the language of instruction in Ontario schools and the assessment of English language skills is a regular part of program planning and assessment for all students. The ESL Coordinator is a qualified teacher who is a specialist in ESL/ELD.
- **The ESL Coordinator will assess and then document the results of the assessment by initiating an ESL /ELD Plan for all ELLs that require program modifications (Steps 1-3).** This planning tool will provide a method for the documentation of program adaptation by classroom teachers until the student reaches sufficient academic fluency in English to no longer require modifications (Step 4).
- The initial assessment will identify students in the earliest stages of English language acquisition and indicate their strengths and next steps using the **STEPS tools** provided by the Ministry of Education.
- Following the initial assessment the ESL Coordinator will ask the school secretary to record whether or not a student is ESL or ELD in Maplewood.
- The ESL Coordinator may also perform other language testing, including a numeracy assessment, if required; the results of the tests will be shared with the principal or his/her designate to support student success.
- Initial assessment Information will be stored in the OSR within the ESL/ELD Programming folder if the student is placed between Steps 1-3. Otherwise, the ELL box in Maplewood will be checked No – teachers can access this box in Maplewood.
- After the initial assessment of the ELLs and their placement on the **STEPS 1-3 continua**, classroom teachers will monitor their progress over time using the **ESL or ELD Steps charts** provided. **Every June** teachers will record their assessment of the student's Steps level to support ongoing assessment and program planning and to determine if program adaptations will be required in the next grade.

6
Academic Fluency: No Program Adaptations

Steps
To
English
Proficiency



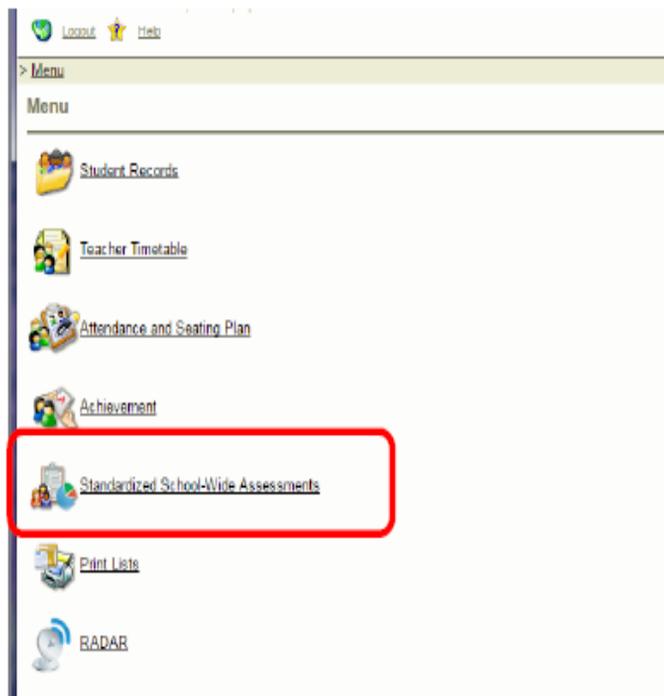
Steps to English Language Proficiency

How can I know if I have an ELL on STEPs in my class?

- OSR – check the OSR of your student for a purple folder; this is where the ESL/ELD Plan is documented. If the folder says that the student as of last June was under STEP 4 then you have a student who needs a modified program. Look inside the folder for the STEPs charts; these tell you what skills they are working on and what their next steps are towards language proficiency. You may wish to talk to your SERT or the ESL Coordinator to get answers to questions you have about working with an ELL.
- MAPLEWOOD – you can also check Maplewood using the following guide to see who in your class is on STEPs and to find out if a student has ever been assessed and found to be either ESL/ELD or not (ELL box will say yes or no)

Viewing ESL Steps in Maplewood ConnectEd

From the main screen of Maplewood ConnectEd select the **Standardized School-Wide Assessments** link.



On next screen you have access to Standardized Assessments that have been entered or imported into Maplewood. Teachers will only have access to the students they teach. If you are SERT you will access to all students in the school.

To view a student's ESL Steps;

1. Choose to "**Filter by**" Homeroom or Class
2. Then choose the **Homeroom** the student is in (elementary) or a **Class** the student is timetabled in (secondary) from the dropdown list.
3. Select the Assessment Name, in this case **ESL Steps**.

4. Select the appropriate Assessment Period, i.e. 2017-2018
5. Select OK

In this example we are viewing **2017-2018 ESL Steps** data

> [Menu](#) > Standardized School-Wide Assessments Results

Standardized School-Wide Assessments Results

Filter By

Class
 Homeroom
 Advisor Group
 Include Deleted Students

Homeroom:

Select Assessment By

Assessment Name:

Assessment Period:

Your Homeroom or Class List will appear with data fields beside each student's name. The ELL, ESL, ELD, and Initial Steps data are imported centrally. ESL Steps are entered in the spring.

connectEd User, Admin
Logout tlelp

Menu > Standardized School-Wide Assessments Results > Edit Standardized School-Wide Assessments Results Session Timeout: 29:48

Edit Standardized School-Wide Assessments Results

Homeroom: R8 1B2A Tab Vertically

Assessment Name: ESL Steps Assessment Version: 2

Student	ELL English Language Learner	Has been or is in ESL Program	ESL Letter	Has been or is in ELD Program	ELD Letter	Oral		Reading		Initial Writing
						Initial Oral Numeric - 100	Spring Oral Numeric - 100	Initial Reading Numeric - 100	Spring Reading Numeric - 100	
Ba										
Ba										
Be										
Br										
Bu										
En	Y					6		1		2
En	Y					3		1		1
Gr										
Hr										
Le										
Lo	Y					2		1		1
Mi										
Pe										
Re	Y		Y			6		1		2

To leave this screen select **Cancel** if you are just viewing data. If you are entering data select **Save** or **Save & Go Back**.

To view previous school year's ESL Steps data just select the school year you wish to review in the **Assessment Period** dropdown. The data in the Spring Steps columns will be that school year's final ESL Steps evaluation.

Filter By

Class
 Homeroom
 Advisor Group
 Include Deleted Students

Homeroom:

Select Assessment By

Assessment Name:

Assessment Period:

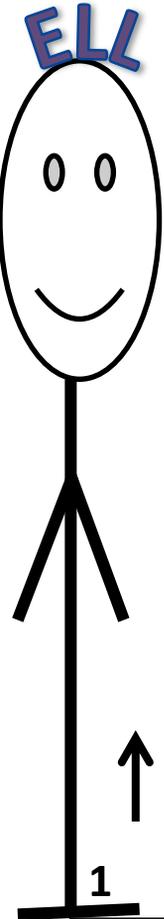
ELD – English Literacy Development

Literacy in a first language can positively influence the process of learning a second language. (ESL) students who are literate in another language have more background knowledge and skills to draw on to support them in learning a second language.

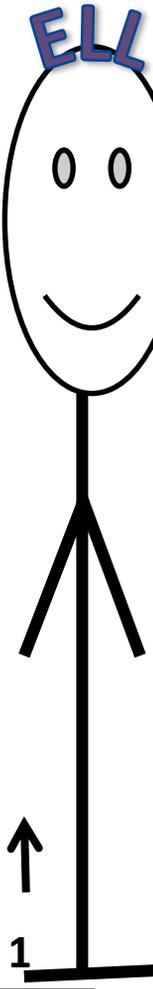
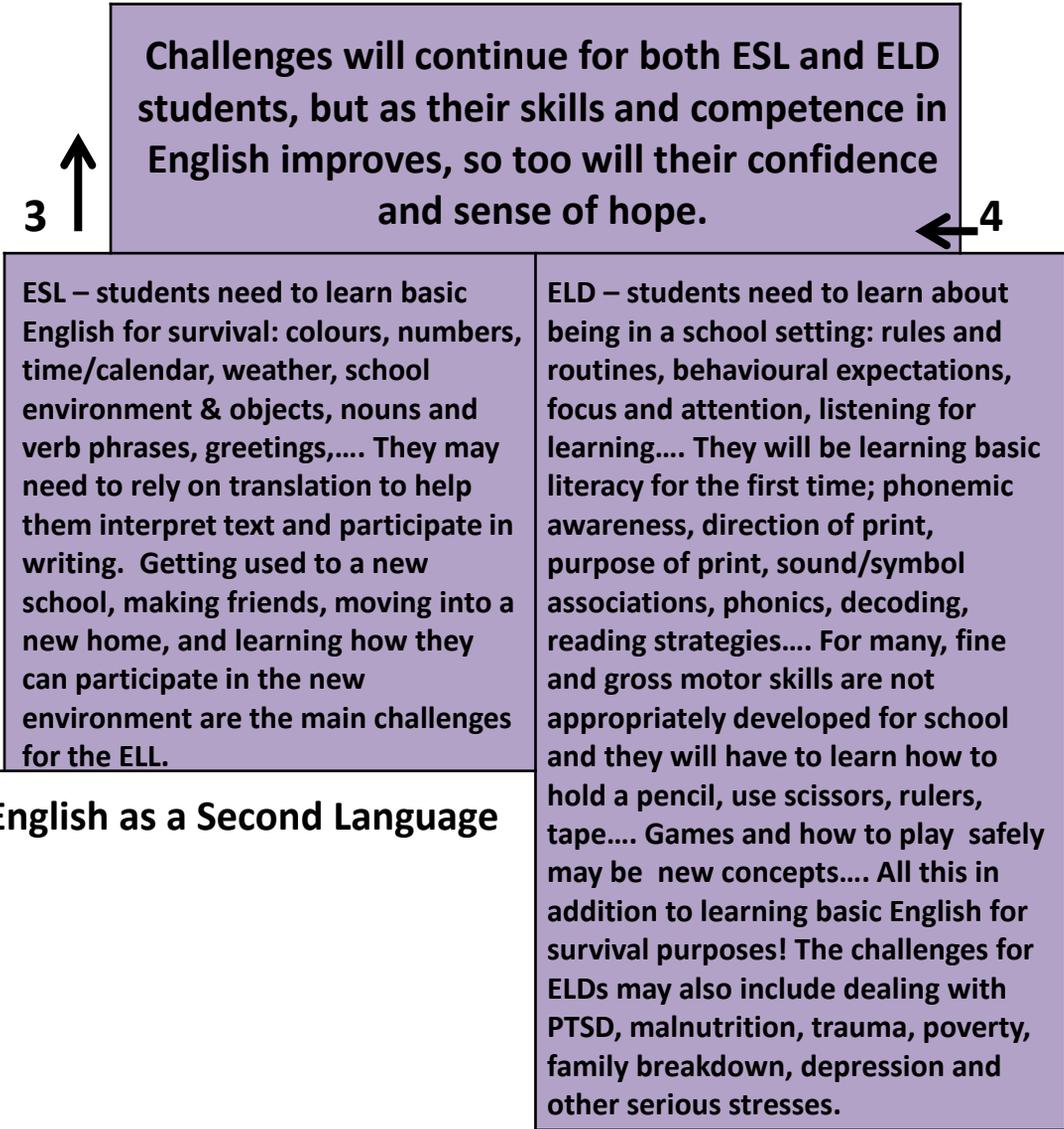
(ELD) students may enter ... schools with limited and/or interrupted schooling. Some may come from rural communities where literacy and schooling were not emphasized, while others may come from countries where political turmoil prevented them from attending school regularly. Some may have had no prior school experiences.

These students face the additional challenge of learning appropriate school behaviors and expectations at the same time they are learning English and content-area concepts. Recent preliminary research indicates that students with such backgrounds and no first language support may take from seven to ten years to achieve academic parity with their peers (Thomas & Collier, 2002).

Why is the first step so difficult for ELLs in the ELD Program?



ESL – English as a Second Language



ELD – English Literacy Development

Steps to English Language Proficiency



AMDSB Elementary ESL/ELD PLAN

ELLs working on STEPs 1-3 ESL and/or 1-4 ELD require an ESL/ELD Plan

An AMDSB ESL/ELD plan is comprised of the following elements:

1. Purple ESL/ELD folder in OSR containing:

- Initial assessment results
- STEPs charts indicating Observable Language Behaviours that have been successfully achieved
- Current STEPs the student is working on for Oral, Reading, Writing, (Orientation for ELDs)

2. Classroom adaptations :

- Modifications (number and complexity) of subject expectations in all classes as indicated on the STEPs visual chart. *Math may require modifications to grade level material for ELD students.
- Accommodations : extra time, use of translation, quiet space, scribe/text to speech where needed

ESL/ELD TUTORING COMPONENTS: our routines and materials are used carefully to ensure that all learning styles and best practices for ELLS are reflected in the work we do.

	LINGUISTIC	LOGICAL	VISUAL	KINESTHETIC	INTERPERSONAL	INTRAPERSONAL	MUSICAL	NATURALISTIC
Oral	Share a book or experience together	Look for patterns, solve a problem	Understand through pictures and graphics	Point to words/letters/sounds, finger trace	Read to another	Read to self	Detect rhyme and rhythm, play with sounds	Choose topics relating to environment/outdoors
Reading	Present text at student's level	Puzzles and games based on text	Illustrate and/or sequence text	Choose text with interesting features	Give students take home copies and encourage them to teach others	Provide choices that reflect student's interests and learning styles	Play music in the background while reading, provide poetry as an option, use chants or rhymes to remember details	Provide nonfiction as well as fiction
Writing	Provide opportunities for students to discuss or present their work	Use step by step guides for creating books or texts	Use story mapping, illustration, and graphic organisers	Use a variety of bookmaking techniques, make letters and words using a variety of manipulatives	Help students master different forms so they can share this knowledge with others	Create language experience stories that let students explore themselves and their perspectives	Write using word families, poems, step by step instructions, or pattern sentences	Provide opportunities for students to explore their surroundings and express their understanding of the 5 Ws

STUDENT	TUTOR
Learns and practices new language skills using an interactive notebook where he/she: copies, traces, plays with, finds, makes, translates, reviews, memorizes, relates, makes connections to, sequences, solves, retells, illustrates, organizes, writes, reads, decodes, colours, talks about a variety of materials and topics selected by the ESL Coordinator to advance their linguistic and academic progress.	Demonstrates and models using plan provided by ESL Coordinator
	Provides examples and exemplars
	Gives step by step instructions
	Collects and organizes student work
	Corrects and notes errors
	Observes and shares with teachers

After ESL Tutoring

During the three months of ESL/ELD tutoring your student received:

- ✓ One-one or small group withdrawal
- ✓ Regular feedback on their language progress
- ✓ Opportunities to expand specific language skills based on their STEPs

After Tutoring Your ELLs should:

- ✓ Demonstrate increased confidence in themselves as learners
- ✓ Be able to utilize a variety of strategies to increase their comprehension of English
- ✓ Demonstrate skill improvement in Reading and Writing
- ✓ Be more prepared to participate in your class
- ✓ Demonstrate improved communication skills

Your ESL EA will:

- ✓ Leave a portfolio containing samples of the work your student did during tutoring; this can be used to support your assessment of student progress
- ✓ Provide observations they made during service of student performance in terms of: attendance, retention of information, general mood and behaviour during tutoring, response to strategies used to enhance their learning and comments they feel may help you to understand your student's needs and challenges

After Tutoring You should:

- Look through your student's portfolio
- Review your student's STEPs progress
- Keep the student portfolio with your other student records and/or allow the student to continue to add to the portfolio in your class
- Place the ESL EA Observation checklist into the purple ESL folder in the student's OSR; this list may provide useful information should a comprehensive review be required for the student in the future
- Contact the ESL Coordinator if you have any questions about resources, program planning or assessment



ESL EA Tutoring Observations:

Fall		20
Winter		
Spring		

ESL EA:

ELL:

Attendance	Consistent– almost always attended	
	Poor – often absent	
	Number of days missed	
Retention Of Information	Excellent – able to extend and build on new information and skills with out support	
	Good - grasped new information/ skills with little difficulty given support	
	Poor – unable to remember from day to day despite extensive support	
General Mood And Behaviour During Tutoring	Consistently attentive and resilient	
	Inconsistent - Variable	
	Other:	
Response To Strategies	Positive response yes/no	Student Preference(s)
Key visuals		This student loves to: This student doesn't enjoy:
CALL - iPad or laptop		
Hands on learning		
Graphic Organizers		
Error correction and feedback		
Translation		
Other Comments:		

WHAT ARE ADAPTATIONS?

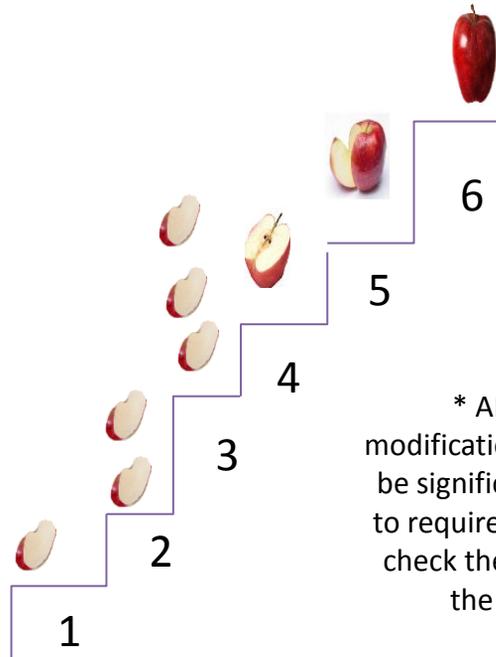
- **Adaptations** are a combination of modifications and accommodations made to programming and assessments for ELLs.
- **Modifications** are changes made in the age-appropriate grade level expectations for a subject in order to meet the student's learning needs. These changes involve decreasing the number and/or complexity and/or scope of the regular grade-level curriculum expectations. In some cases, where students have gaps in their knowledge modifications will require curriculum expectations from a different grade level (i.e. in Math and FSL). Modifications in the early stages of acquiring English (Steps 1-3) are required because students do not have the English language skills to understand and communicate at an academic level commensurate with their age/intellectual ability.
- **Accommodations** are changes we make to teaching strategies and the classroom environment to support the student's learning. In most cases, ELLs continue to need accommodations until fully fluent in English in order to support their lack of background knowledge, vocabulary development, and different culture/prior experiences.

Regular
ExpectationModified
Expectation
(Content)

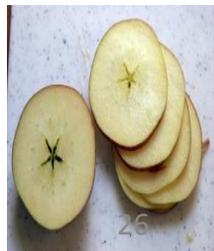
**Modification =
changing WHAT you
teach**



STEPS provides a
filter (Observable
Language
Behaviour charts)
that shows **HOW** to
Modify* the
curriculum at
different levels.

Regular
ExpectationRegular
Expectation with
Accommodations
(Strategies)

**Accommodation =
changing HOW you
teach**



Question Type	Adaptation Of Test Items For Ells In Steps 1-3
Multiple Choice	<ul style="list-style-type: none"> • These are often difficult for ELLs because they may focus on understanding the subtle differences in the vocabulary of the question/answers rather than knowledge of the facts • Omit questions/answers that require sophisticated vocabulary that is not directly related to the key vocabulary of the unit of study
True/False	<ul style="list-style-type: none"> • these are difficult for ELLs because they may require students to distinguish between subtle differences in the interpretation of the language of the statement rather than recall of facts • omit questions that require linguistic depth not explicitly taught in the unit of study
Fill-in-the-blank	<ul style="list-style-type: none"> • Even with context clues, ELLs may not be able to recall specific vocabulary terms even if they do recall the meaning of the words • Provide a word bank (which may include extra words to increase difficulty) so that students can visualize the term they are thinking about
Matching	<ul style="list-style-type: none"> • These may be difficult if new language is introduced into the definitions or examples such as idioms, synonyms or antonyms that were not explicitly taught during the unit of study • Ensure that the wording is the same as found in the unit notes/text
Maps/Charts/Diagrams	<ul style="list-style-type: none"> • These may be difficult because ELLs may not expect them to be on a test and therefore may not have memorized them • Make sure that students know to study graphics in order to be ready to apply their knowledge
Identify and Explain	<ul style="list-style-type: none"> • Although ELLs are usually able to remember definitions/names..., they may not be prepared to provide examples • Explicitly teach and model how to correctly identify and explain during the unit of study • Omit for step 1 students unless you can offer translation
Compare and Contrast	<ul style="list-style-type: none"> • These may be difficult if ELLs do not understand the terms • The level of understanding and application will be particularly high if the question requires students to formulate answers not explicitly taught • Provide a visual such as an icon showing a Venn diagram to ensure the student understands what they are to do • Explicitly teach how to use graphic organizers to compare and contrast • Omit these questions for ELLs in steps 1 and 2 unless they are based on compare and contrast activities done during the unit using the same language
Long Answer/ Paragraph/ Essay	<ul style="list-style-type: none"> • ELLs may have difficulty articulating complex thoughts in English while also applying grammar and writing conventions appropriate to the form • Scaffold the expected answer form of questions by providing a graphic organizer for the outline and give credit for ideas/facts the student places in the outline even if not present in the actual essay/paragraph • Focus on the content of the answer rather than conventions/grammar • Provide an oral opportunity for the student to elaborate on their written answer • Allow students to use their first language and translate

BLOOM'S QUESTION TYPES FOR STEP 1

Draw a picture to show what you think.

Design a...that will...

Create a pattern to show...

CREATING

Point to the one you like best. If...which would you choose? Arrange in order from best to worst. What is good/bad about...?

EVALUATING

Classify these... . Draw to show the main idea. Sequence the following... What are the parts of...? Which one doesn't belong?

ANALYZING

Draw to compare and contrast. Solve using this example. Choose the correct one. What is the same? What is different?

APPLYING

What is the pattern? What are the steps? How is ...different from...? Put these in order.

UNDERSTANDING

Can you find...? Point to... ? Label the.... Repeat.... Arrange the...to show....

REMEMBERING

**BLOOM'S
QUESTION TYPES
FOR STEP 2**

If ...then
what would
you do?
What would
happen if...?
How would
you...?

CREATING

What will happen next? If
this...then would you do
this...or that? What is
most important...least
important?

EVALUATING

Think of a new title for... how would you
arrange these into categories? How do we
know that...? What conclusions can you
draw about...? What do they relate?

ANALYZING

How would you organize... to solve...? When would you
use...? What examples can you find of...? List ways that
you could...

APPLYING

Use a word bank/wall to compare. Put the sentences in order from
first to last. What comes next in the sequence? What is
similar/different between these two...? Tell me what you know
about....

UNDERSTANDING

What did you observe? Can you find...? When/where did it happen? Who is
that? Name three things about.... List the reasons why ...

REMEMBERING

**BLOOM'S
QUESTION
TYPES FOR
STEP 3**

Compose a...
to show.... How
could you change
the story to...?
What would
happen if...?
Make a plan to
improve...

CREATING

Which would you recommend?
Why/why not? How do you
know? Why is this better than
that? How would you find out
if...? What would you do if...?

EVALUATING

Which is fact vs opinion? Why? What is
the ... part? Experiment and find which
is... what questions can you ask about...?

ANALYZING

Think of a situation where...and tell what you would
have done. Give three reasons why... How would you
use...? What do you already know about...? What
examples can you find to show...?

APPLYING

Look at this... What happened before this? What happened after?
Explain why this is the title? Retell the story. Write two or three
sentence to explain why...

UNDERSTANDING

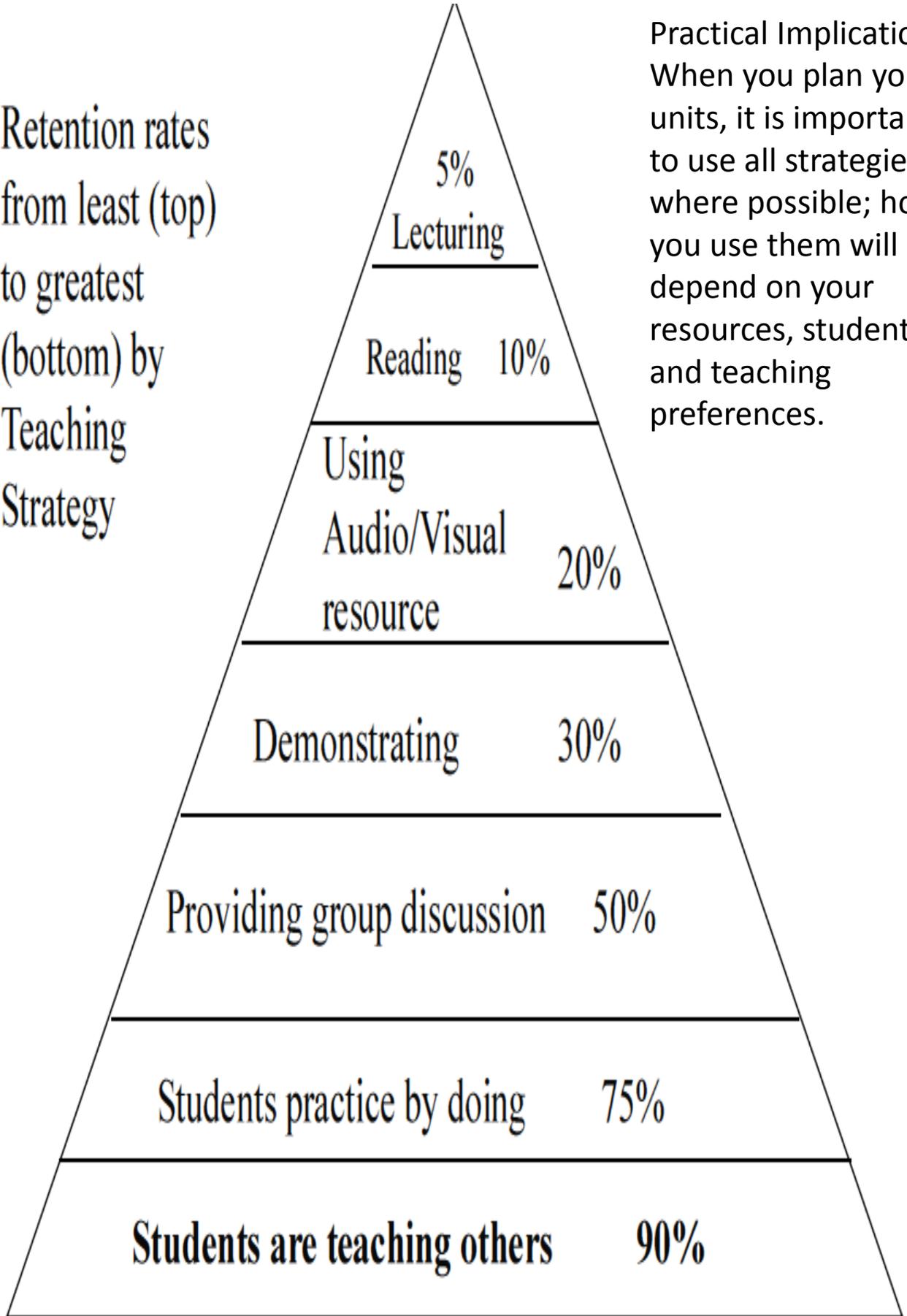
How would you describe...? How did ... happen? What did you notice about...?
What was the main...? Where/when did it start/end? Who were the main...?

REMEMBERING

Five Key Elements Of An Effective Language Learning:

- 1) **Comprehensible Input**—Teachers can make their language more comprehensible by modifying their speech by avoiding colloquialisms and speaking clearly, adjusting teaching materials, adding redundancy and context, and scaffolding information within lessons.
- 2) **Reduced Anxiety Level**—a student’s emotions play a pivotal role in assisting or interfering with learning a second language. Teachers can assist students by creating a comfortable environment that encourages participation and risk-taking without fear of feeling embarrassed or foolish (Collier, 1995; Krashen, 1981; Krashen & Terrell, 1983).
- 3) **Contextual Clues**—Visual support makes language more comprehensible. For example, a grammar lesson using manipulatives may be more understandable than an explanation of the grammar rule. Even social language is more comprehensible when context is added. For example, understanding a face-to-face conversation in which facial expressions and gestures are used is easier than understanding a telephone conversation when context clues are nonexistent (Cummins, 1981).
- 4) **Verbal Interaction** —Students need opportunities to work together to solve problems and use English for meaningful purposes. They need to give and receive information and complete authentic tasks.
- 5) **Active participation** —Lessons that encourage active involvement motivate ELD students, engage them in the learning process, and help them remember content more easily.

Retention rates
from least (top)
to greatest
(bottom) by
Teaching
Strategy



Practical Implication:
When you plan your
units, it is important
to use all strategies
where possible; how
you use them will
depend on your
resources, students,
and teaching
preferences.

BICs: Basic Interpersonal Communication Skills

Vocabulary development is extremely important for all ELLs. STEP 1 ELLs require direct instruction to learn the basic words that will help them communicate with English speakers. Vocabulary instruction should be going on all the time as students are encouraged to find out the meaning of new words they encounter in their units, but they also benefit from being taught specific topics that will help them cope in their new environment. I like to introduce a new list every week that is suited to what the students are interested in or what is going on in their environment. These words can be taught with pictures and translation in the context on simple sentences that also introduce basic verbs, articles, pronouns, and adjectives. You can obtain excellent pictures online or in a picture dictionary. I like to draw things myself and then have my students do their own drawings in their vocabulary books or work with a partner or small group to create word wall charts that include translation and pictures. Our vocabulary words, both BICs and CALP become the source for many games in the classroom.

Vocabulary Topics For STEP 1	
Weather	Calendar/Time
Body Parts	Classroom
Family	School
Shopping	Food
Numbers /Shapes	Directions
Greetings /Manners	Home
Feelings	Clothing
Sports	Transportation
Celebrations	Plants
Animals	Jobs

CALPS: Cognitive Academic Language Processing Skills

Research (Cummins et al) has proven that vocabulary instruction for ELLs must go beyond basic words for survival: cup, plate, bowl, hot, cold.... Your students are immersed in an academic environment struggling with extremely challenging words in every subject. We provide support for this Academic language development by introducing words from the Academic Word List (AWL). The AWL is the list of words recognized internationally as representing the most frequently used words in English academic texts. Each AMDSB ESL course includes the study of 60 words from the AWL. Words are studied using the Freyer model which in this case has been adapted by researchers to include translation, drawing, and writing simple sentences.

Lists are introduced at the beginning of the course and should be completed by midterm. A final unit test is given at that time to assess students' retention of the lists and ability to apply the words in familiar contexts.

KEY INSTRUCTIONAL VOCABULARY FOR ELLS

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
ARRANGE DEFINE DUPLICATE COPY LIST LABEL MEMORIZE NAME ORDER RELATE RECOGNIZE REPEAT REPRODUCE STATE POINT DRAW SHOW WHO WHAT WHERE WHEN	CLASSIFY DESCRIBE DISCUSS EXPLAIN EXPRESS IDENTIFY INDICATE LOCATE FIND REPORT RESTATE REVIEW SELECT CHOOSE TRANSLATE SEQUENCE HOW WHY SHOW	APPLY DEMONSTRATE DRAMATIZE ILLUSTRATE INTERPRET OPERATE SOLVE PRACTICE SCHEDULE SKETCH USE WRITE EXPLAIN RELATE	ANALYZE APPRAISE CALCULATE CATEGORIZE COMPARE CONTRAST CLASSIFY INFER DIFFERENTIATE DISTINGUISH EXAMINE EXPERIMENT PROVE	ASSESS ARGUE DEFEND ESTIMATE PREDICT RATE RANK SCORE SELECT SUPPORT VALUE JUSTIFY RECOMMEND	ARRANGE ASSEMBLE COLLECT COMPOSE CONSTRUCT DESIGN DEVELOP FORMULATE MANAGE ORGANIZE PLA PREPARE PROPOSE SET UP CREATE

These words commonly used instructional terms must be introduced carefully, with scaffolding to support comprehension. Key visuals , posted around the room and in students' word journals/personal dictionaries/portfolios... will greatly aid ELLs in becoming independent learners.

Reading With ELLs: Selecting The Right Resources

Primary	Junior	Intermediate	Senior
<p>Reading is taught both explicitly/in isolation and in context. Immersion in the regular classroom provides support for Phonemic Awareness, Phonics, and vocabulary (BICs and CALP) development. Intervention for Phonics may be required in addition to classroom programming.</p>		<p>Reading is primarily taught through content materials relating to academic study. Vocabulary in classroom is mainly CALP, so support for BICs is required. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>	<p>Reading instruction is primarily taught through materials relating to life skills/BICs. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>
<ul style="list-style-type: none"> •Illustrated decodable books (PM Benchmarks, National Geographic Windows on Literacy,...) •Pattern books •Dual Language and Multilingual books •Vibrant/Culturally rich Picture books and Big books •Take home books based on word families and Dolch words (Scholastic, Open Court, Reading AtoZ...) •Simple puzzles and games with child - friendly themes and humour •Popular characters and stories from TV, Disney, E.g. Clifford, Dora The Explorer, Scooby Doo, Sesame Street •Dolch (Preprimer, Primer, Grades 1 and 2) and Word Family (in, on, at,...)flashcards •Action songs and rhymes, raps, chants, poems, and music •Jolly Phonics 	<ul style="list-style-type: none"> •Alphabet, Dolch (Pre-primer, Primer, Grades 1 and 2) and Word Family (in, on, at,...)flashcards, puzzles, CALL, and games •Take home books based on word families and Dolch words (Scholastic, Open Court, Reading AtoZ...) •Action songs and rhymes, raps, chants, poems, and music •Illustrated decodable books (PM Benchmarks, National Geographic Windows on Literacy,...) •Pattern books •Dual Language and Multilingual books •Vibrant/Culturally rich Picture books and Big books •Levelled/Graded chapter books (Perfection Learning, Penguin, Heinemann...) 	<ul style="list-style-type: none"> •Alphabet flashcards /CALL (primarily ELD) •Dolch words and phrases flashcards /CALL (primarily ELD) •High interest, low vocabulary books on themes of personal interest to teens (culture must be considered) •Levelled/Graded novels/nonfiction books (Perfection Learning, National Geographic, Penguin, Heinemann...) relating to courses of study such as simplified Shakespeare, genre studies.... •Plain language news and magazine articles •Adapted resources for ESL/ELD learners such as Real Heroes... •Puzzles •Collections of exercises focussed on specific aspects of syntax and grammar (English I Missed) 	<ul style="list-style-type: none"> •Alphabet flashcards /CALL (primarily ELD) •Dolch words and phrases flashcards /CALL (primarily ELD) •High interest, low vocabulary books on themes of personal interest to adults (culture/demographics must be considered) •Plain language news and magazine articles •Adapted resources for ESL/ELD learners such as Real Heroes... •Puzzles •Collections of exercises focussed on specific aspects of each benchmark (CLB)

READING AND ELLS:

WITHIN AN IMMERSION ENVIRONMENT, ALL 3 WILL BE DEVELOPING CONCURRENTLY AND ALL 3 ARE NECESSARY TO FLUENT READING

PHONEMIC AWARENESS	PHONICS	COMPREHENSION
<ul style="list-style-type: none"> •TEXT = PURPOSE=COMMUNICATION •LETTERS = SOUNDS •SOUNDS PUT TOGETHER = WORDS/MEANING •SOUNDS CAN BE MANIPULATED TO VARY MEANING, CREATE RHYTHM AND RHYME, AND PLAY •FOCUS ON ORAL, RECOGNIZING DIFFERENCES AND SIMILARITIES BETWEEN WORDS/SOUNDS AND BEING ABLE TO BOTH IMITATE AND CREATE SOUND PATTERNS •LETTER NAMES •LETTER SOUNDS •ORIENTATION OF ENGLISH TEXT •RECOGNIZING THE CONNECTIONS BETWEEN PATTERNS AND SYMBOLS FOUND IN SIMPLE TEXT AND ORAL LANGUAGE 	<ul style="list-style-type: none"> •WORDS = UNITS OF SOUND CREATED BY LETTERS •WORDS CAN BE DECODED IF WE KNOW MANY COMBINATIONS OF LETTERS AND HOW THEY SOUND: BLENDS, VOWEL COMBINATIONS, WORD CHUNKS •SOME WORDS CANNOT BE DECODED AND MUST BE MEMORIZED – SIGHT WORDS •FOCUS ON THE WRITTEN WORD AND DECODING OR RECOGNIZING HOW TO PRONOUNCE COMBINATIONS OF LETTERS/WORDS 	<ul style="list-style-type: none"> •THE MEANING OF ENGLISH WORDS •VARIATIONS IN WORD MEANINGS BASED ON CONTEXT/ASSOCIATIONS •VARIATIONS IN WORD USAGE BASED ON CONVENTIONS •SYNONYMS AND ANTONYMS •IDIOMATIC SPEECH
<ul style="list-style-type: none"> •STORY TELLING •SONGS AND POETRY/RHYMES •READERS THEATRE •NONSENSE WORDS (DR SEUSS) •JAZZ CHANTS/CHORAL SPEAKING •LETTER SOUNDS - FINGER (JOLLY) •PHONICS, ANIMATED PHONICS •SIGN LANGUAGE, ACTION SONGS, TPR •GAMES 	<ul style="list-style-type: none"> •LEARNING TO DECODE/MAKE WORDS USING SMALL SOUND UNITS (WORD FAMILIES) AND INDIVIDUAL LETTERS •LEARNING DOLCH WORDS BY SIGHT •READING BOOKS AND SENTENCES COMPRISED OF SIMPLE SOUND UNITS AND SIGHT WORDS WITH INCREASING COMPLEXITY •GAMES •CALL •WRITING - CREATING PERSONALLY RELEVANT STORIES AND TEXT •SPELLING – LEARNING CONVENTIONS AND STRATEGIES 	<ul style="list-style-type: none"> •INDIVIDUAL WORDS SUPPORTED BY PICTURE CUES (SURVIVAL) •GROUPS OF WORDS/SENTENCES SUPPORTED BY PICTURES/KEY VISUALS (IN CONTEXT) •TRANSLATION •WORD STUDY •READING AND WRITING WITH INCREASING COMPLEXITY •GAMES/PUZZLES

COMPARING AND RELATING READING LEVELS

GRADE	K			1						2			3			4					
DRA	1	2	3-4		6	8	10	12	14	16	20		28		3 4	38		40			
*FOUNTAIN & PINNELL	A	B	C			D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Perfection learning	1.1		1.2			1.3	1.4	1.5	1.6	1.7	1.8	2.0	2.2	2.5	2.7	3.3	3.7	4.1			
READING RECOVERY	A B 1	2	3	4	5	6	7 8	9 10	11 12	13 14	15 16	18	19	20	21	22	23	24	26		
National Geographic WL LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20-24	
NG stage																					
BASAL	READINESS		PREPRIMER 1		PREPRIMER 2	PREPRIMER 3	PRIMER			GRADE 1			GRADE 2			GRADE 3			GRADE 4		

**F&P ARE REFERRED TO IN AMDSB CURRICULUM DOCUMENTS AND WORKSHOPS. HOWEVER, NOT ALL BOOKS IN YOUR CLASSROOM TELL YOU THEIR F&P RATING. YOU CAN USE THIS CHART TO HELP YOU FIGURE OUT HOW YOUR BOOKS/STUDENT RESULTS MATCH UP.*

Using the ELL Achievement Chart

You can assign marks or levels for the achievement of an ELL at any Step along the continuum of Language proficiency. The effectiveness of their application of skills, vocabulary, and concepts being taught is judged in the same way students with a regular program: level 1 = limited, level 2=some....

Achievement Chart for ELLs	Level 1 50–59%	Level 2 60–69%	Level 3 70–79%	Level 4 80–100%
Performs/achieves	Limited effectiveness with extensive support	Some effectiveness with some support	Considerable effectiveness with occasional support	High Degree of effectiveness without support

The difference is that an ELL will have received both **Accommodations** (i.e. **support**) and **Modifications** (i.e. limited curriculum requirements) in accordance with their current Step.

Example:, Sam is on Step 2 for Reading. Students in Step 2 must master the skill of using pre-taught vocabulary in simple sentences when responding to reading. His teacher has provided him with support during the year that has decreased over time.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	<input type="checkbox"/> NA		<i>Sam is able to use pre-taught vocabulary in simple sentences with considerable effectiveness; his next step will be to learn to use compound sentences that incorporate high frequency words with multiple meanings.</i>
Reading <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	
Writing <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Oral Communication <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Media Literacy <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			

In June, Sam has demonstrated that he can compose his own simple sentences to express his ideas, complete assignments, and answer questions with considerable effectiveness and only occasional supports. Sam’s work is not a grade level, but his work is a level 3 in terms of his report card. By checking the ESL box, his teacher indicates that the level 3 he earned was based on a modified program. Further, Sam’s work shows that he has sufficiently mastered the Step 2 expectation to be moved to Step 3 next year. His report card comment may reflect this by stating that his next step is to work on the content of the Step 3 Reading chart.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Social Studies	<input type="checkbox"/>	NA	<i>Heritage and Citizenship: Grade 2 – Traditions and Celebrations: "Sam is able to identify examples that show the participation of various cultures in the community with considerable effectiveness. Sam completed a project on his favourite Canadian holiday using pre-taught vocabulary in simple sentences." Next year Sam will be encouraged to use a wider range of Secondary sources and to offer more detailed examples.</i>
<input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	

In this case, Sam has earned a level 3 again because he used the appropriate skills for his level of English proficiency to demonstrate his understanding about the regular curriculum topic (cultures in the community. His culminating assignment had been adapted so that he was required to use only one resource and fewer language conventions than those expected of other grade 2 students. Sam showed that he understood what he was required to learn, was able to work with independence, and was successful in fulfilling most of the requirements of the adapted assignment (70-79%.) The comment refers both to the social Studies curriculum and to the Steps Charts. By checking the ESL box, the teacher has indicated this mark reflects a program that was modified for someone with limited English language proficiency.

Completing Report Cards

	ESL/ELD CHECKBOX	COMMENTS
JK/SK	No box	Indicate in your comments that the students speaks ____ as their first language
1-8	Check the box only if you have modified, not for accommodations. If you have not modified for a student in STEPs 1-3 you will be asked to explain your rationale.	You can quote from the STEPS chart to give specific information on English language skills mastered and next steps and blend the language skill development with curriculum expectations

JUNE: when you complete your end of year report card through Maplewood Connect Ed, you are also asked to enter what you find the the student's current STEPs to be. Instructions for this are provided by the system IT team each year. (*see **appendix** for instructions)

If you feel that it will support parental understanding, you can provide a copy of the student's current STEPs charts to show what your goals are for the student and where they are on the continua of English skills.

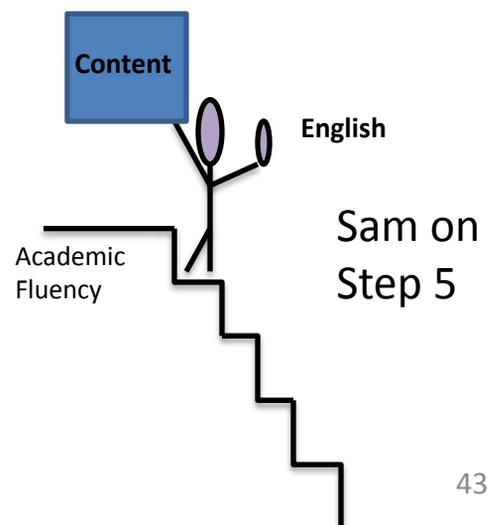
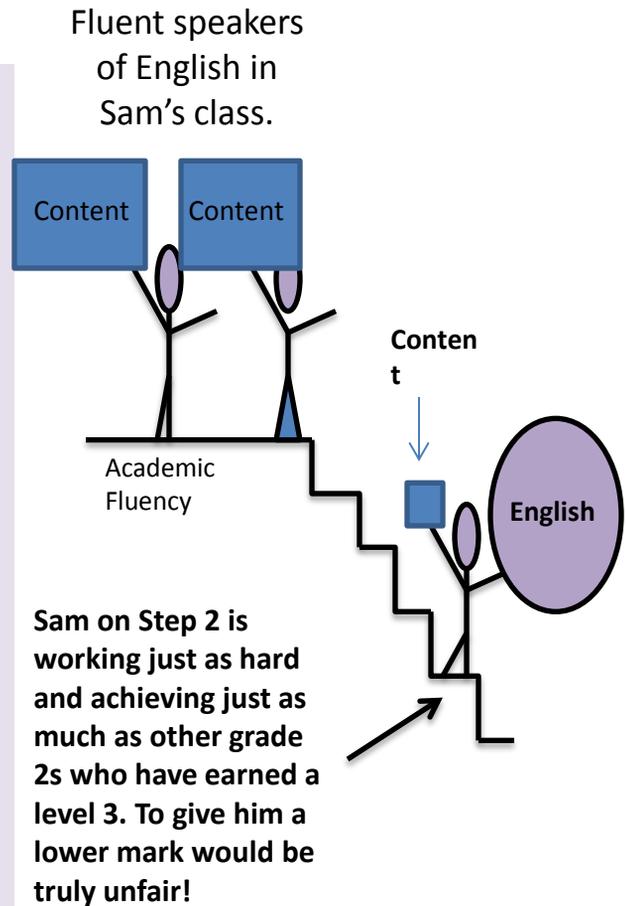
If you feel parents need more support, you may wish to conduct an interview with parents and have a translator and/or the ESL Coordinator present.

How Can I give a level 3 if the ELL is not at grade level? Is that really fair?

As an ELL at Step 2, Sam is not expected to learn the same amount of content as others - he judged mainly on how he communicates, because being fluent in the language of instruction is the most important thing an ELL has to do.

This is fair because Sam is required to learn a significant amount in terms of communication skills at the same time as he is learning new content. For English speaking students, they are only learning the content and their required learning in terms of communication although being improved is very limited compared to an ELL.

When Same reaches Step 5 , he will be expected to learn almost as much of the content because his ability to communicate will be significantly improved and the amount he will be learning less in this area like his English speaking peers. Now his teacher doesn't have to check the ESL box because his work is the same as that of others for the most part ; in a differentiated classroom Sam's needs will be met without modification. The teacher will continue to monitor his language learning using the STEPs charts to ensure fully frequency is reached. Without full fluency, ELLs cannot achieve at a level commensurate to their ability and this is inequitable.



Ongoing STEPs Assessment by Classroom Teachers

How Do I Know If My Student Has Moved Forward To The Next STEP?

Example 1: student has moved one step on the Oral continua

Abe is a grade 4 student – his initial assessment placed him on Step 2 for Oral. I have highlighted the STEP 2 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 2** – he is **now a STEP 3 Oral** student.

ORAL	STEP 2	STEP 3
Listening Listen and respond for a variety of purposes	Respond to simple questions in English or L1 Restate simple instructions Identify key information from classroom discussions with teacher prompts	Answer simple questions from a story read-aloud, assigned or independent reading Repeat multi-step instructions (e.g., We need to finish the diagram; write one paragraph about it; and read it to a peer.)
Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use pre-taught vocabulary in simple sentences (e.g., They grow wheat in the prairies.) Use simple conjunctions (e.g., and, or) to join words and phrases in speech	Use high-frequency words with multiple meanings appropriately (e.g., kitchen table and mathematical table) Use compound sentences in speech
Speaking Use language strategically to communicate for a variety of purposes	Make requests in familiar daily contexts Initiate and engage in social interactions with peers, using both English and L1 Ask for a question or instructions to be repeated or rephrased Use a small repertoire of conversational strategies to participate effectively in group work (e.g., contributing ideas)	Paraphrase and use conversational strategies to maintain fluency (e.g., so you mean...?) Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly

Example 2: student has not moved one step on the Writing continua
 Abe is a grade 4 student – his initial assessment placed him on Step 1 for Writing. I have highlighted the STEP 1 behaviours that I have observed in class and feel that he has mastered. Abe has **not fulfilled all of the objectives for STEP 1** – he remains a **STEP 1** student for **Writing** next year.

WRITING	STEP 1	STEP 2
Developing and Organizing Content Engage in prewriting to generate ideas And information	Generate ideas by answering simple questions about personal experiences in L1 or English (e.g., using a word web, drawings, or illustrations)	Generate ideas by talking or brainstorming with peers and teachers in L1 or English (e.g., using an idea web, picture and/or dual language dictionaries)
Organize ideas and information	Use sentence starters provided by the teacher to organize ideas Organize ideas by sequencing pictures	Sequence ideas, using sentence strips Use visuals in prewriting activities and in preparing drafts (e.g., word walls, word lists)
Form and Style Incorporate a variety of text forms and features in writing	Contribute to individual or collective short language experience stories, using personally relevant English words	Write simple sentences using familiar words and a framework provided by the teacher (e.g., using captions and illustrations)
Language Conventions Spell familiar and unfamiliar words, using a variety of strategies	Write key personal information (e.g., name, birthday) in English and/or L1 Write high-frequency words used in the classroom	Write common sound symbol patterns (e.g., word families) Write familiar words in English and/or L1 (e.g., lists, word walls, picture or dual language dictionaries)
Write with fluency, using a variety of Sentence structures	Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Write a simple sentence, using conjunctions (e.g., I like to run <i>and</i> jump, I will go home <i>or to</i> the library)
Use grammatical Structures appropriate to the purpose	Use orientation of English print Use upper and lower case letters Use capital letters to begin sentences Use some personal pronouns and simple verb tenses	Write simple questions Experiment with verb tenses (e.g., past, present, future) Use final punctuation (e.g., question mark, period, exclamation mark) Use capital letters for proper nouns
Revising Revise for content and clarity	Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, anchor charts)	Correct teacher- or peer identified spelling errors by using various resources (e.g., high frequency word lists, word family lists, picture and/or dual language dictionaries)

Example 3: student has moved one step on the Reading continua
 Abe is a grade 4 student – his initial assessment placed him on Step 1 for Reading. I have highlighted the STEP 1 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 1** – he will be a **STEP 2** student for **Reading** next year.

READING	STEP 1	STEP 2
Meaning Understand and respond to texts, using strategies	Demonstrate understanding by responding to simple questions about information from a highly visual text by using a combination of visuals, L1, and English Make connections by matching words and pictures Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)	Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1 Make connections by relating content to personal experiences, using drawings, English words and phrases, and L1
Form and Style Use text features, text forms, and style to construct meaning	Locate information in a text, using visual cues	Identify and use simple text features (e.g., captions and illustrations)
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Recognize and comprehend high frequency words in a few contexts (e.g., daily agenda, class chart) Decode unfamiliar words in highly visual texts by making sound-symbol connections and using dual language dictionaries	Recognize and comprehend high frequency words and phrases in multiple contexts Decode unfamiliar vocabulary supported by key visuals and dual language or English dictionaries

How Do I complete The Purple STEPs Folder?

This row was completed by the ESL Coordinator after the initial assessment.

Name: Abe Mathews		D.O.B. 09/05/03				
DATE	SCHOOL	STEP			PROGRAM	COMMENTS
		ORAL	READING	WRITING		
09/11/11	NEH	2	1	1	ELD	LI GERMAN
06/26/12	NEH	3	2	1	ELD	MISSED 20 DAYS

This row is filled in by the Classroom teacher. You may wish to comment on attendance, difficulties, behaviour, or anything you feel is important for the next teacher.

What Should be Inside the STEP folder?

The STEP folder should contain the initial assessment and a copy of the charts you have highlighted to indicate what elements of Oral, Reading, Writing the student has mastered.

Where Does the STEP Folder Go at The End of June?

The STEP folder must be placed in the student's OSR.

You can access Maplewood ConnectEd by selecting the link on your school's landing page in The CORE or using this web address:

<https://hosting.maplewood.com/on/amdsb/xxx/staff>

“xxx” represents the school short name. When accessing your school's ConnectEd website replace “xxx” with your school's short name. For example, Mornington users would use the following URL:

<https://hosting.maplewood.com/on/amdsb/MOR/staff>

Our board's school short names are as follows:

Elementary				Secondary	
Ann Hathaway	ANN	Little Falls	LFS	CHSS	CHS
Avon	AVO	Maitland River	MRE	DCVI	SMS
Bluewater Coast	BCE	Milverton	MIL	FE Madill	FEM
Bedford	BED	Mornington	MOR	GDCI	GDC
Brookside	BRO	North Easthope	NOR	LDSS	LDS
Central Perth	CEN	North Perth Westfield	NPE	MDHS	MDS
Clinton	CLI	North Woods	NWE	SCSS	SCS
Downie	DOW	Romeo	ROM	SHDHS	SHD
Elma	ELM	Seaforth	SEA	SNSS	SNS
Exeter	EXE	Shakespeare	SHA		
Goderich	GPS	South Perth	SPC		
Hamlet	HAM	Sprucedale	SPR		
Howick	HOW	Stephen Central	STE		
Hullet	HUL	Upper Thames	UPT		
Huron Centennial	HUR				
Listowel Eastdale	LED				

Pop Up Blockers

Always allow pop ups when using Maplewood ConnectEd. If pop ups are blocked for the ConnectEd website you will receive a 'Red' message indicating so.



Maplewood connectEd is designed to provide student information to students, teachers, parents, and administrative staff. Unauthorized use of authenticated information services is prohibited and subject to prosecution under student conduct code and any number of federal, provincial and local laws.

User name:

Password:

A Pop-up blocker has been detected on your browser. To enhance your experience and to use the full functionality of the Maplewood connectEd we strongly recommend you disable the Pop-up blocker on this site.



Below are instructions on how to allow pop ups on several different web browsers.

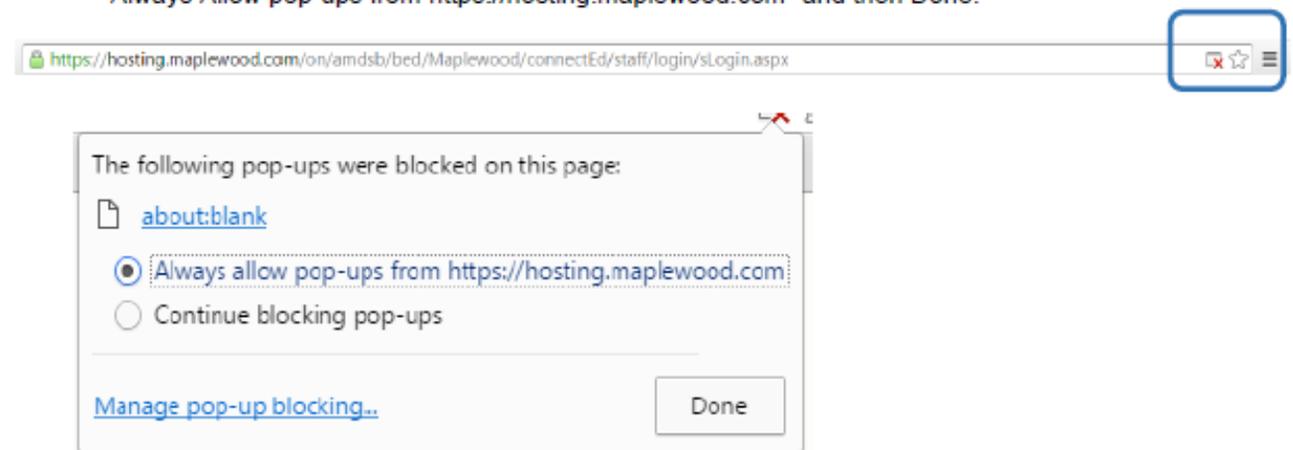
Internet Explorer



Select **Options for this site** and choose "Always allow".

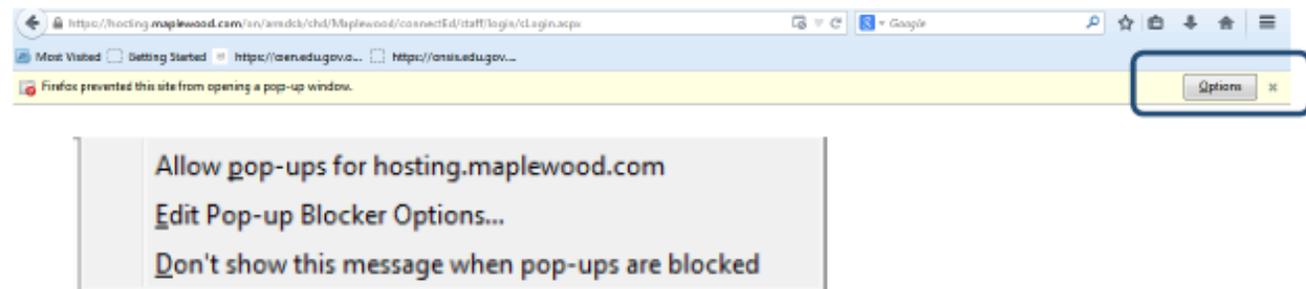
Google Chrome

In top right corner there is an icon of a screen with a red "X". Click on the icon and select "Always Allow pop-ups from https://hosting.maplewood.com" and then Done.



Mozilla Firefox

Select **Options** at the top of the screen and choose "Allow pop-ups for hosting.maplewood.com".



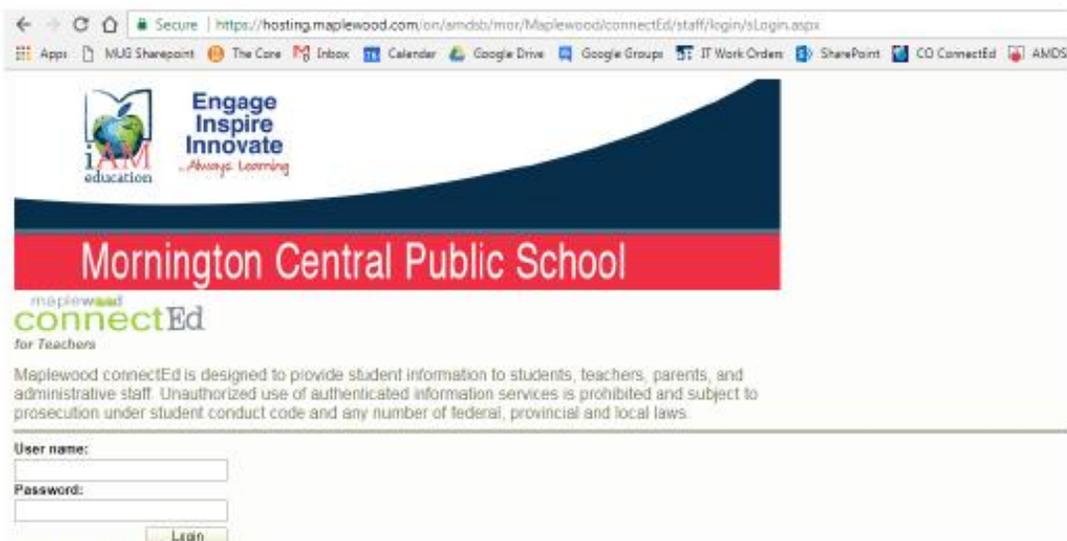
Internet Browser

> [Menu](#) > [Students](#) > [Select Student](#) > Student Details

DO NOT use your internet browser's **Back** button, data may be lost. If you wish to maneuver between pages please use the bread crumb links. Bread crumbs typically appear horizontally near the top of a webpage and are underlined. They provide links back to each previous page that the user navigated through. If you wish to go back to a previous screen just choose the bread crumb link for that page. If a bread crumb is **not underlined** this indicates the page you are currently on must be **SAVED** to return to the previous page. If a save button is not available the data will be automatically saved when you move to the next data entry cell.

Your **Maplewood ConnectEd** username and password are the same as what you use for entering report card data or attendance.

Log in to your school's Maplewood ConnectEd website.



Secure | <https://hosting.maplewood.com/on/amdbb/mor/Maplewood/connectEd/staff/login/sLogin.aspx>

Appi | MUG Sharepoint | The Core | Inbox | Calendar | Google Drive | Google Groups | IT Work Orders | SharePoint | CO ConnectEd | AMDS

 Engage
Inspire
Innovate
- Always Learning

Mornington Central Public School

maplewood
connectEd
for Teachers

Maplewood connectEd is designed to provide student information to students, teachers, parents, and administrative staff. Unauthorized use of authenticated information services is prohibited and subject to prosecution under student conduct code and any number of federal, provincial and local laws.

User name:

Password:

Main Menu

Once logged into Maplewood ConnectEd the main screen displays;

- [Students Records](#) to view student records
- [Teacher Timetable](#)
- [Attendance and Seating Plan](#) to take attendance and create a seating plan
- [Achievement](#) to enter Marks and Comments
- [Standardized School-Wide Assessments](#) to enter and view assessment data
- [Print Lists](#) to print Class/Subject lists
- [RADAR](#) to run Real Time reports
- The School's Calendar

At the main screen select the **Standardized School-Wide Assessments** link.

The screenshot shows a web interface with a top navigation bar containing 'Logout' and 'Help'. Below is a 'Menu' section with several links: Student Records, Teacher Timetable, Attendance and Seating Plan, Achievement, Standardized School-Wide Assessments, Exam Lists, and RADSS. To the right, there are two calendar widgets. The first is 'School Calendar' for Tuesday, June 13, 2017, showing no events. The second is 'School Year Calendar' for June 2017, with a red box highlighting the date 13. A legend below the calendar identifies symbols for Holiday, Special, Grant Day, and Board Administration Date.

In next screen you have access to Standardized Assessments that have been imported and/or need to be entered.

To enter new data for a Standardized Assessment;

1. Choose to "Filter by" Homeroom or Class and then choose the **Homeroom** (for Elementary Schools) or **Class** (for Secondary Schools) you wish to entered data for from the dropdown menu. You will have to know the student's homeroom or class beforehand.
2. Select the Assessment Name, in this case **ESL Steps**.
3. Select the appropriate Assessment Period, i.e. 2017-2018
4. Select OK

In the example below we are entering **2017-2018 ESL Steps** data

The screenshot shows the 'Standardized School-Wide Assessments Results' screen. It features a 'Filter By' section with radio buttons for 'Class', 'Homeroom', and 'Advisor Group', and a checkbox for 'Include Deleted Students'. The 'Homeroom' radio button is selected, and a dropdown menu shows 'R8 1B2A'. Below this is a 'Select Assessment By' section with dropdown menus for 'Assessment Name' (set to 'ESL Steps') and 'Assessment Period' (set to '2017-2018'). An 'OK' button is located at the bottom right.

Your Homeroom or Class List will appear with data fields beside each student's name. The ELL, ESL, ELD, and Initial Steps data are imported centrally. Please enter the appropriate results for Oral, Reading, and Writing in the "Spring" result columns. Ensure to save the data on a regular basis by selecting **Save** at the bottom of the screen. Once your data entry is completed select **Save** or **Save and Go Back**.

connectEd User: Admin Mornington Central School

> Menu > Standardized School-Wide Assessments Results > Edit Standardized School-Wide Assessments Results Session Timeout: 29:48

Edit Standardized School-Wide Assessments Results

Homeroom: R8 1B2A Tab Vertically

Assessment Name: ESL Steps Assessment Period: 2017-2018 Assessment Version: 2

Student	ELL		ESL		ELD		Oral		Reading		Initial W Numeric
	English Language Learner	Has been or is in ESL Program	Letter	Letter	Has been or is in ELD Program	Letter	Initial Oral Numeric - 100	Spring Oral Numeric - 100	Initial Reading Numeric - 100	Spring Reading Numeric - 100	
B											
B											
B											
B											
B											
E	Y						6		1		2
E	Y						3		1		1
G											
H											
L											
L	Y						2		1		1
M											
P											
R											
rotha	Y		Y				6		1		2

Save Save & Go Back Cancel

When you have completed entering assessment data please **logoff** Maplewood ConnectEd.

Common Differences Between Canadian Math And That Of Other Countries

Canada	Other																																																							
Use decimal to indicate place value below one and commas (traditionally) to show higher place values 1,000,000.00 = one million	Use commas to indicate place value below 1 and point to show higher place values 1.000.000,00 = one million																																																							
Use x to indicate multiply 3x4=	Use . To indicate multiply 3.4=																																																							
Use ÷ to indicate division 20÷5=	Use / to indicate division 20/5=																																																							
Teach fractions and decimals	Teach decimals only																																																							
Reward students for showing their work	Deduct points for showing their work																																																							
Value process as much as answer	Value answer over process																																																							
Emphasize problem solving and collaboration	Emphasize operations and memorization																																																							
Encourage the use of calculators	Calculators are not permitted																																																							
Numbers are European script 1 2 3 4 5 6 7 8 9	Many scripts: <table border="1"> <tbody> <tr> <td>Arabic</td> <td>٠</td><td>١</td><td>٢</td><td>٣</td><td>٤</td><td>٥</td><td>٦</td><td>٧</td><td>٨</td><td>٩</td> </tr> <tr> <td>Chinese (simple)</td> <td>〇</td><td>一</td><td>二</td><td>三</td><td>四</td><td>五</td><td>六</td><td>七</td><td>八</td><td>九</td> </tr> <tr> <td>Gujarati</td> <td>૦</td><td>૧</td><td>૨</td><td>૩</td><td>૪</td><td>૫</td><td>૬</td><td>૭</td><td>૮</td><td>૯</td> </tr> <tr> <td>Lao</td> <td>໐</td><td>໑</td><td>໒</td><td>໓</td><td>໔</td><td>໕</td><td>໖</td><td>໗</td><td>໘</td><td>໙</td> </tr> <tr> <td>Urdu</td> <td>۰</td><td>۱</td><td>۲</td><td>۳</td><td>۴</td><td>۵</td><td>۶</td><td>۷</td><td>۸</td><td>۹</td> </tr> </tbody> </table>	Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩	Chinese (simple)	〇	一	二	三	四	五	六	七	八	九	Gujarati	૦	૧	૨	૩	૪	૫	૬	૭	૮	૯	Lao	໐	໑	໒	໓	໔	໕	໖	໗	໘	໙	Urdu	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹
Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩																																														
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*The ESL Coordinator/teacher can test basic numeracy for ELLs that have gaps in their prior education to determine a starting place for students with severe gaps. The math checklists that follow can be used by teachers to track progress in numeracy over the years.

Strategies for Supporting ESL students in Math

- Determine gaps and/or differences with a diagnostic. You can do this as you move through units or ask the ESL Coordinator/teacher for something with a broader scope.
- Value the methods used by the student to arrive at correct answers even when they are different from the standard that you teach
- Value mental computation skills
- Provide opportunities for students to demonstrate new strategies to the class
- Scaffold terminology and symbols with key visuals/word banks
- Provide support to fill gaps : e.g. when a student knows decimals but is not familiar with fractions.
- Make expectations explicit and demonstrate how to show work on tests; you may need to explain this more than once . Do not penalize students for not showing work unless they thoroughly understand this expectation.

Strategies for Supporting ELD students in Math

Use the charts on the next 2 pages to:

- Determine an appropriate starting place
- Set small weekly/monthly goals
- Focus on basic place value and operations before attempting problem solving
- Provide multiple opportunities for students to grasp concepts that are new to them
- Teach operations using key visuals and manipulatives
- Teach the vocabulary for problem solving explicitly, using key visuals
- Teach the problem solving process explicitly, using step by step instructions supported by key visuals
- Allow lots of time for practice and review
- Where possible, provide first language scaffolding
- Move forward at the student's individual pace
- Keep track of specific progress and share with other teachers to ensure ongoing program planning and assessment matches the needs of the student

Electronic versions of the charts are available through the ESL Coordinator – email to get a copy!

Student:					
Number Concepts:					
number=quantity	odd/even	greater less than	prime/composite		
Makes, Understands, and Orders Numbers to:					
10	50	100	100000	1000000	
Counts, Compares, and Represents Numbers to:					
0.1	0.01	0.001			
Skip counts forwards by:					
1	2	5	10	25	100
Skip counts backwards by:					
1	2	5	10	25	100
ADDITION:					
mental strategies - ten	20	regroups 2 digit	3 digit	4 digit	decimals
SUBTRACTION:					
mental strategies - ten	20	regroups 2 digit	3 digit	4 digit	decimals
MULTIPLICATION:					
TIMES TABLES		2 digit	3 digit	4 digit	decimals
1 2 3 4 5 6 7 8 9 10 11 12					
DIVISION:					
	single divisor		multi		
simple	no remainder	remainder	digits	decimals	
PATTERNING and ALGEBRA					
identify	create	extend			
simple equality statements + -	simple equality statements x /	order of operations	mixed equations		
					56

MONEY Identify Coin and Value

Nickel	Dime	Quarter	Loonie	Toonie

Count, Show Different Ways to Make Change

0.20	1.00	5.00	10.00	50.00

FRACTIONS

Represent	Equivalent	Add	Subtract	Multiply
Divide	Compare	Decimals	Percent	Ratio

MEASUREMENT

Time-Hour	5 minutes	quarter hours	half hour	analog /digital
linear	nonstandard	standard	mm, cm, dm, m, km	
length	width	height	area	perimeter
mass	capacity	volume	convert from m to cm, km to m	

GEOMETRY:

simple shapes	properties and composition 2 D shapes	identify and compare polygons / quadrilaterals	congruent shapes	awareness of angles, right angles
quadrilaterals	symmetry, lines of rotation		acute, obtuse, straight angles	
	triangles acute, right, obtuse, scalene, isosceles, equilateral			
measure polygons	compose/ decompose parallelograms		develop formulas to measure: area of parallelogram, triangles	

DATA MANAGEMENT and PROBABILITY:

sort and classify by:	greater than less than	2 attributes	3 attributes	
read /respond to:	concrete graphs	pictographs	tally charts	line plots
bar graphs	pie graphs	axes	legends/scales	stem & leaf plots
discreet vs continuous data	primary vs secondary data	calculate mean	identify mode	57

The Referral Process For Ells Potentially Requiring Special Education / Psychological Assessment

1. If school staff suspect that an ELL may have needs that do not relate to English Language and Literacy acquisition, they should contact the ESL Coordinator to arrange for a consultation (see Phase I of Referral Chart)
2. Over an appropriate period, the ESL Coordinator will support the school staff in gathering information (ELL Student Information Package) and revising programming to determine if students can make improvements .
3. If students is not able to make appropriate progress and there is sufficient documentation to clearly show that the areas of concern about the student cannot be explained by language/culture/prior experiences or other acculturation factors (see Phase III of Referral Chart) , then the ESL Coordinator will complete the ELL Referral Form and provide it to the principal.
4. A consultation meeting with school staff, the Special Education Consultant, parents and the ESL Coordinator will be held to determine if Psychological testing may be scheduled.

When is it appropriate for school staff to refer an English Language Learner (ELL) for Special Education consideration?

- Consider a referral if: the student's previous educational documentation indicates an exceptionality or if the parents share serious concerns pertaining to their child's behaviour, communication skills, intellectual ability, or physical needs;
- a student is not adjusting to the Canadian classroom environment, or the cultural or social school milieu after a period of several months;
- a student is not making progress over time in an adapted academic environment and with appropriate supports and interventions in place.

Note: Identification of a student with self-evident exceptionalities such as a physical disability, communication disability, or diagnosed intellectual disability, suggests there is no need to wait to refer.

See *Categories and Definitions of Exceptionalities in Special Education: A Guide for Educators*, 2001, p. A18.

Identification of a student with specific exceptionalities such as a physical disability (blindness), communication disability (hearing impairment), or diagnosed intellectual disability (Down syndrome), is self-evident and should not present any delay in adapting programming for the exceptionality.

- Physical exceptionalities may impact on student learning so the challenge would be on how to effectively develop appropriate programming that address both the student's exceptionality and their English language learning.
- Educators may contact other professionals in their schools or boards, as well as the various Associations for Persons with Exceptionalities, e.g., Canadian Association for the Deaf at <http://www.cad.ca/> for specific information on supporting ELLs with these types of exceptionalities.
- See *Categories and Definitions of Exceptionalities in Special Education: A Guide for Educators*, 2001, p. A18 for a complete listing. (<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf>)

REFERRAL CHART FOR ELLS

Phase I – Initial Assessment and Placement

The following should be included in this process: classroom teacher(s), Special Education teachers, ELL teacher, administrators, parents/guardians, and if needed, a qualified interpreter.

A. Complete a Student Profile

Family History Considerations

- Pre migration experiences
- Post migration experiences

Educational History

- Prior schooling
(continuous/disrupted)

Medical Considerations

- Developmental milestones
- Vision, hearing, skills in
first language speaking

B. Assess Student's Stage/Level of English Proficiency based on Ministry Stages of ESL or ELD

C. Determine and Implement an Appropriate Program based on Student's ESL or ELD stage

Consider the following:

- Program Adaptations
 - o Modifications (expectations appropriate to English proficiency level)
 - o Accommodations (instructional strategies to support achievement)
- Appropriate Assessment (assessment *for*, *as*, and *of* learning)
- Provision of ESL/ELD Resource Teacher support

Phase II – Program Re-development

Initiated if English language learner is not progressing in the adapted program.
Involvement of In-School Support Team

Gather and review additional information and perform gap analysis. Make further program adaptations based on new information. Monitor student progress and provide any additional supports, and/or services as needed.

Review Student Information

- Student Profile
- Academic Gaps
- Access to nutrition and health care
- Self concept and social skills
- Learning style
- First language assessment
- Motivation/ attitudes

Collect Information from:

- Teacher(s)
 - Academic Progress
 - Behaviour/Attitude
- Student
- Parent/Guardian
 - First Language Development
 - Developmental/medical history

Consider Interpersonal Skills

Observe social skills and acculturation in the following settings:

- Classroom
- Peer interaction
- Community

Consider Academic Progress

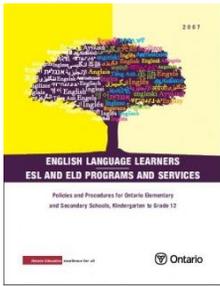
- Multiple and current work samples
- Current assessments
- Evidence of progress over time
- Progress across content areas

Phase III

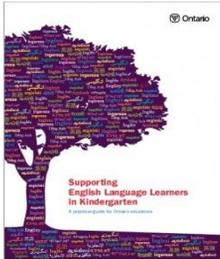
English Language Learner's Progress Continues to be of Serious Concern

Conference with in-school support team and parents/guardians regarding recommendation for student to be assessed at a case conference and possibly considered for psychological assessment.

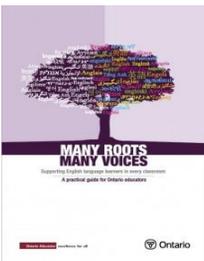
REFERENCES



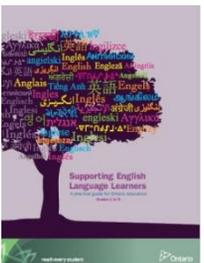
ENGLISH LANGUAGE LEARNERS: ESL AND ELD PROGRAMS AND SERVICES
Policies and Procedures for Ontario Elementary and Secondary Schools,
Kindergarten to Grade 12, 2007



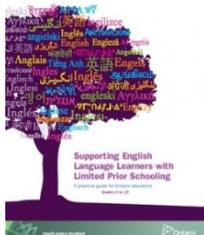
SUPPORTING ENGLISH LANGUAGE LEARNERS IN KINDERGARTEN:
A practical guide for Ontario educators, 2007



MANY ROOTS MANY VOICES - SUPPORTING ENGLISH LANGUAGE
LEARNERS IN EVERY CLASSROOM: A Practical Guide For Ontario
Educators, 2005



SUPPORTING ENGLISH LANGUAGE LEARNERS:
A Practical Guide For Ontario Educators Grades 1 to 8, 2008



SUPPORTING ENGLISH LANGUAGE LEARNERS WITH LIMITED PRIOR
SCHOOLING: A Practical Guide For Ontario Educators Grades 3 to 12,
2008



GROWING SUCCESS: Assessment, Evaluation and Reporting in Ontario's
Schools, Grades 1 to 12, 2010

IMPORTANT WEBSITES

AMDSB's ESL Website: maintained by the ESL Coordinator, providing information and resources for teachers from k-12

www.amdsbesl.com

Edugains ELL : Ministry of Ontario resources for educators , including STEPs tools, monographs, webcasts, and Numeracy tips

<http://www.edugains.ca/newsite/ell/index.html>

The Ontario Ministry of Education: has resources for parents in many languages as well as information regarding curriculum assessment and programming

<https://www.ontario.ca/page/ministry-education>

Citizenship and Immigration Ontario - Settlement.org: this site has resources for newcomer parents on living in Ontario and accessing services

<https://settlement.org/>

Immigration and Citizenship Canada: has answers to many questions about refugees, citizenship, and visas

<https://www.canada.ca/en/services/immigration-citizenship.html>

MCC – Low German Programs: offers information and access to resources for those working with Low German speaking peoples

<https://mcccanada.ca/learn/what/categories/low-german-communities>