

English Language Learner Expectations For Teachers of Mathematics

Draft

Language learning: Students can learn a language more successfully when focusing on the content rather than linguistic form. (Crandall, 1987)

	Low Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced
Level Descriptors	<ul style="list-style-type: none"> Minimal language proficiency Very basic comprehension Silent period; non-verbal communication 	<ul style="list-style-type: none"> Simple phrases and short sentences. Developing an understanding of English print 	<ul style="list-style-type: none"> Basic, everyday conversations with errors Limited proficiency with academic language Basic reading and writing skills 	<ul style="list-style-type: none"> Basic, everyday conversations with few errors Moderate proficiency with academic language Functional reading and writing skills 	<ul style="list-style-type: none"> Proficient oral skills Needs help with specific academic language Demonstrates below grade level literacy skills
Strategies	<ul style="list-style-type: none"> Use modeling Provide pictorial representation Use Gestures Instruct text navigation Highlight mathematics-specific words Post visual cues Modify rate and complexity of teacher speech Accept words and phrases initially Use real objects or visuals to support vocabulary being presented Explicitly teach mathematics vocabulary Provide antonyms, synonyms of non-mathematics vocabulary Use standardized vocabulary Control sentence length and complexity restatement Paraphrase and repeat Lower speech rate Use print; ELLs may not know cursive List steps for completing assignments Establish consistent classroom routines Design multi-sensory lessons Teach reading of charts, tables, graphs, and other data displays 	<ul style="list-style-type: none"> Use modeling Provide pictorial representation Use gestures Instruct text navigation Highlight mathematics-specific words Post visual cues Modify rate and complexity of teacher speech Accept words and phrases initially Use real objects or visuals to support vocabulary being presented Explicitly teach mathematics vocabulary Provide antonyms, synonyms of non-mathematics vocabulary Use standardized vocabulary Control sentence length and complexity restatement Paraphrase and repeat Lower speech rate Use print; ELLs may not know cursive List steps for completing assignments Establish consistent classroom routines Design multi-sensory lessons Teach reading of charts, tables, graphs, and other data displays 	<ul style="list-style-type: none"> Use modeling Provide pictorial representation Use gestures Instruct text navigation Highlight mathematics-specific words Post visual cues Modify rate and complexity of teacher speech less Accept hesitant incorrect but comprehensible speech patterns, while modeling correct patterns Use real objects or visuals to support vocabulary being presented Teach explicit mathematics vocabulary Provide antonyms, synonyms of non-mathematics vocabulary Use standardized vocabulary Less control of sentence length and complexity restatement List steps for completing assignments Establish consistent classroom routines Design multi-sensory lessons Teach reading of charts, tables, graphs, and other data displays 	<ul style="list-style-type: none"> Think-aloud Highlight mathematics-specific words Post visual cues Use real objects or visuals to support vocabulary being presented Teach explicit mathematics vocabulary Provide antonyms, synonyms of non-mathematics vocabulary Establish consistent classroom routines Design multi-sensory lessons Teach reading of charts, tables, graphs, and other data displays 	<ul style="list-style-type: none"> Highlight mathematics-specific words Teach explicit mathematics vocabulary Provide antonyms, synonyms of non-mathematics vocabulary Establish consistent classroom routines Design multi-sensory lessons Teach reading of charts, tables, graphs, and other data displays
Accommodations	<ul style="list-style-type: none"> Open-note/book tests Limited use of distractors in selected response Reduced number of test items Use of bilingual dictionaries or translators Extended time Alternative assessment strategies such as portfolio assessment, oral tests, rubrics, portfolios, interviews, individual/group projects. Reduce choices on multiple choice exercises; provide choices for essay questions Simplify test directions and provide examples and test items. Setting: preferential seating; familiar teacher to administer assessments Minimize the use of negatives in questions and test items. Provide word lists/banks for support; use images and clipart in activities, quizzes, and tests 	<ul style="list-style-type: none"> Open-note/book tests Limited use of distractors in selected response Reduced number of test items Use of bilingual dictionaries or translators Extended time Alternative assessment strategies such as portfolio assessment, oral tests, rubrics, portfolios, interviews, individual and group projects. Reduce choices on multiple choice exercises; provide choices for essay questions Simplify test directions and provide examples and test items Setting: preferential seating; familiar teacher to administer assessments Minimize the use of negatives in questions and test items. 	<ul style="list-style-type: none"> Open-note/book tests Limited use of distractors in selected response Reduced number of test items Use of bilingual dictionaries or translators Extended time Alternative assessment strategies such as portfolio assessment, oral tests, rubrics, portfolios, interviews, individual and group projects. Reduce choices on multiple choice exercises; provide choices for essay questions Simplify test directions 	<ul style="list-style-type: none"> Use of bilingual dictionaries or translators Extended time 	<ul style="list-style-type: none"> Use of bilingual dictionaries or translators Extended time