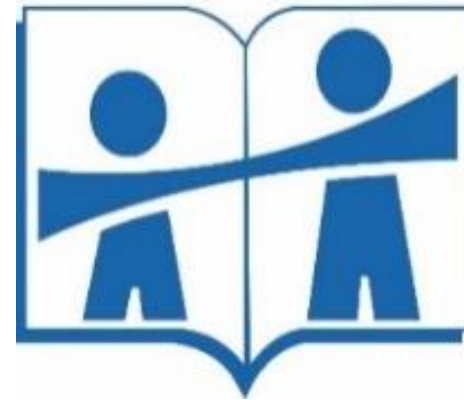


ELL Specialist Reporting Review

November 2023



Together We Learn



**Central Okanagan
Public Schools**

Welcome Centre

Topics

- Reporting Review
- Reminders



Together We Learn



**Central Okanagan
Public Schools**

Welcome Centre

Entering Comments for your ELL 1701s

- Make sure you have an ELL Support Block (XAT or XSPBK) on MyEd under your name. All your ELL 1701 students should be loaded into the Block by your school secretary. (secretary can contact software support if she/he has questions)

- [ELL Reporting Video](#)



**Entering
Descriptive
Feedback for
ELL Students
in MyEdBC**

Central Okanagan
Public Schools
Together We Learn

BRITISH
COLUMBIA

MyEducationBC

Course: ELL SUPPORT BLOCK
School: ██████████
Teacher: ██████████
Comments/Ways to Support Learning:

Isra is supported twice a week in the ELL room. Isra has shown a large improvement in her speaking abilities this year and continues to work hard expanding her vocabulary. She has developed a lot more confidence in expressing herself and her ideas. She is continuing to develop her skills in reading and writing. She still requires some support with decoding and creating grammatically correct sentences. To support learning at home, I recommend that Isra practices reading at home everyday and keeps a daily journal. Other ways to support learning include joining activities that provide more exposure to English, listening to English songs and podcasts, and watching shows or movies with English subtitles. It has been a pleasure to teach Isra this year. She is a very outgoing and helpful student.

PRINCIPAL'S SIGNATURE

PARENT/GUARDIAN: Keep this copy for your records.

ELL Specialist

Reporting on Progress in Language Acquisition

The ELL specialist reports on English language acquisition progress for ELL 1701s (ELL BC Ministry Guidelines (2018))

- i. Language Proficiency (**optional**) (Please do not use the terms: Beginning, Developing, Expanding, Consolidating, Bridging)
- ii. Type of ELL services and frequency
- iii. Address one or more literacy goals
- iv. Indicate ways to support learning at home

\$ is able to understand varying amounts of everyday English. (Optional)

\$ is supported three times a week in a small group in the ELL room and once a week in the regular classroom.

\$ is progressing in his oral skills (speaking and listening), and this is evident in our sharing circles and read aloud activities. \$ is showing improvement in reading comprehension. He loves to read and is making very good progress. \$ is learning and using new English vocabulary every week. Even though \$ is a beginner in writing, he can express his ideas and will always take a risk. \$ needs to take his time writing his daily sentences and make all corrections, and this will help him improve his writing.

I would like to see \$ try to read at home for 20 minutes every day for pleasure. He can sign out a book from the ELL room or library.

\$ is doing very well, and I love the positive energy he brings to class. He is always ready to cooperative and focus on the lesson.

i. Language Proficiency

ii. Type & Frequency

iii. Literacy Goals

iv. Ways to support learning at home.

Understanding Our ELL Levels

1

- **BEGINNING**

- Students are at the *very beginning* of the process of learning English. They understand little or no English.

2

- **DEVELOPING** (Upper Beginning)

- Students are able to *understand varying amounts* of everyday English. They repeat or read simple, routine phrases or sentences but cannot yet use the language to communicate their thoughts and opinions. Students make frequent grammatical errors and use limited vocabulary.

3

- **EXPANDING** (Intermediate)

- Students *can communicate* ideas in English but have difficulty with correct grammatical usage in their oral and written language, and very often omit words or incorrectly form their phrases and sentences. They need support with content language and vocabulary development.

4

- **CONSOLIDATING** (Early Advanced)

- Students have *little difficulty communicating* their ideas in English. They require support with idiomatic expressions, words with multiple meanings, and abstract academic concepts.

5

- **BRIDGING** (Approaching Fluency) IELTS ≥ 5

- Students are *approaching grade-level proficiency* in English. They may need support with the nuances of language in specific situations (idioms, humour, and content areas unfamiliar to the student.)

The Classroom Teacher Reporting

Classroom Teachers with ELL 1701s, should report on [growth](#), [next steps](#), and the English language [adaptations/strategies](#) they are providing to the student (**beyond** universal adaptations)

Nick is improving in his reading comprehension in Socials 10. Nick is focusing on learning academic vocabulary, and I can see him working hard to apply the new words on follow up assignments. I would like to see him try to speak more during class. I will give him a safe daily opportunity to speak. Some of the adaptations I have in place for Nick include extra time on assignments, reduced number of questions, alternate and reduced number of assignments, the use of a translation device, and an English-speaking buddy. Nick is a polite, thoughtful student and I see that he is feeling more comfortable in the class and willing to take risks.

K-9 ELL 1701s Working Below Grade Level Learning Standards

- **For ELL students working on below-grade level Learning Standards**, they would be assessed as **'emerging'** on their Written Learning Update as they are not yet demonstrating learning in relation to the Learning Standards for their grade.
- The following opening statement could be used in one subject area or if it affects more than one subject, it could go in the Term Comment and be followed by a statement about areas of growth they have shown:
- **"This student is an identified English Language Learner (ELL) and is not yet able to demonstrate grade-level learning in subject(s) . (followed by a statement about areas of growth the student has shown and their next steps in learning).**

K-9 Using IE with ELL 1701s

- The “IE” symbol is used to alert parents/caretakers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. This means that teachers do not have enough information (observations, conversations, and products) to adequately and accurately assess a student. The "IE" symbol may be used on any Written Learning Update.
- At times, there may be insufficient evidence of learning at the end of the school year. In the new Ministry Reporting Policy, a final mark of “IE” at the end of a school year must be converted to a point on the 4-point Learning Progress Continuum. Therefore, instead of an “IE” for a final mark, the student would be provided an “**Emerging**” with the following comment:
 - “The standing of “Emerging” has been provided as the student has not shown evidence of the expected learning outcomes”.

Grade 10-12 ELL 1701s Working Below Grade Level Learning Standards

- All students receiving ELL supports are to be assessed on grade-level Learning Standards, even if they are working on below grade-level Learning Standards, **as they do not have a Ministry-designated IEP.**
- The following opening statement could be used in one subject area or if it affects more than one subject, it could go in the Term Comment and be followed by a statement about areas of growth they have shown:
- **"This student is an identified English Language Learner (ELL) and is not yet able to demonstrate grade-level learning in subject(s) . (followed by a statement about areas of growth the student has shown and their next steps in learning).**

Grade 10-12 Using IE with ELL 1701s

- The “IE” symbol is used to alert parents/caretakers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. The “IE” symbol may be used on any Written Learning Update if a student has:

(a) “insufficient evidence” to provide a passing grade at the time of a Written Learning Update (i.e, below 50%);

or

(b) significant “insufficient evidence” that is currently greatly affecting their grade in the course (e.g., student’s current standing based on the learning evidence that has been collected is 90%, but they have missed an entire unit of learning that would drop them multiple letter grades if not accounted for).

- In either scenario, an “IE” is provided along with a comment that identifies the **Action Plan** in place that the teacher has connected with students and their families on.
- Example comment: *“Your mark this term is an “IE” for “Insufficient Evidence”. As communicated on X date, student name is to complete their assigned “IE” Action Plan in order to demonstrate learning evidence in this curricular area that was not provided during this term.”*
- The Action Plan **must indicate** what learning evidence must be provided and by what date in order for the “IE” to be changed to a letter grade and percentage.
- Conversion of “IE” to a letter grade and percentage is done in MyEd by the teacher unless they no longer have access to make changes in the term in question. If that is the case, contact the office staff to make this update.
- Should there still be “insufficient evidence” after the date provided in the “IE” Action Plan, the “IE” will remain in place for the given term in question.
- If providing a final mark, and there is still “insufficient evidence” after the date provided in the “IE” Action Plan to provide a passing grade for the course, an “F” and corresponding percentage would then be assigned in the final term column (see example below).
- Note: an “IE” must be given before an “F” is assigned at the end of a course.

Summary for Classroom Teachers

Using IE with ELL 1701s

For ELL students working on [below-grade level Learning Standards](#), they would be assessed as

K-9: emerging or IE on the Written Learning Update as they are not yet demonstrating learning in relation to the Learning Standards for their grade. **IE** must be changed to [emerging](#) at the end of the year.

Grade 10-12: IE on the Written Learning Update as they are not yet demonstrating learning in relation to the Learning Standards for their grade. An **IE**, must be changed to F at the end of the year.

Tan is just learning English and [not yet able to demonstrate grade level learning](#) in Language Arts. Tan is focusing on learning a lot of basic vocabulary and pronunciation. His foundational vocabulary is increasing, and he can orally communicate some of his needs. He is working hard to learn and apply the new words in his sentences. I know it is difficult for Tan, but I would like to see him try to speak with his partner more. I will give him a safe daily opportunity to speak. Some of the adaptations I have in place for Tan include alternate and reduced number of assignments, the use of a translation device, and an English-speaking buddy. Tan is working very hard and improving every day.

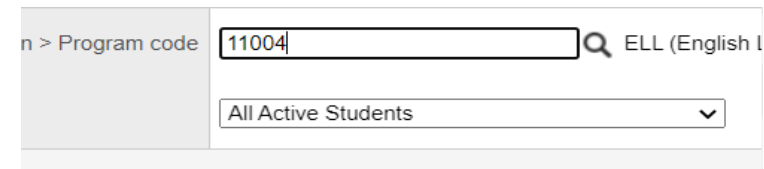
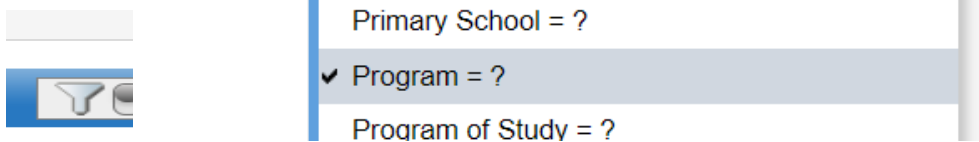
Reminders

- Go to Filter-11004 all your ELL 1701s will come up. You should be able to see the ELL icon and AIP icon. (change view if you can't)
- If you get an ELL 1701 student after September 29th, please add them to the ELL 1701 list and complete an AIP effective the date you write it. (ask the secretary to add the student to the ELL 1701)
- Review the AIPs 3-4 times a year (select review date). Please do not delete anything, but you can change the case manager, add goals, strategies, comments etc.
- Please do not write AIPs for 5+ or International students.
- If the AIP is from the previous year and says active, change to “previous” or ask your secretary to end date the ELL service.
- Do not put 5+ on the ELL 1701 (the secretary can add to 23000)



Using code 11004 in MyEd

1. If you want to bring up all your ELL 1701s in MyEd, you can
Use a program code
 - i. Go to Filter Menu
 - ii. Programs=?
 - iii. Enter 11004





Thank You!

