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*English Language Learners (ELL)  
with Disabilities:  
Resources for Program Planning*

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# *World Class Instructional Design and Assessment (WIDA)*

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WIDA is a consortium of 19 states dedicated to the design and implementation of high standards and equitable educational opportunities for ELL.

# *Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs*

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A standards-based, criterion referenced English language proficiency test

- Designed to measure English language social and academic proficiency in English
- Assesses social and instructional English
- Assesses the language associated with English language arts, mathematics, science and social studies within the school context across the four language domains

# *English Language Proficiency (ELP)*

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- ❑ WIDA ELP Standards focus on academic *language*; academic content standards focus on academic *content*.
- ❑ The ACCESS for ELLs® assesses students proficiency in *academic language*; the Standards of Learning (SOL) Assessments test *academic content knowledge*.

# *ELP Standards*

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- ❑ Facilitate ELLs' English proficiency attainment, access to content knowledge, and the academic success
- ❑ Provide a curriculum and assessment resource anchored in academic content standards
- ❑ Establish a common yardstick to define and measure how ELLs acquire language across the domains of listening, speaking, reading and writing
- ❑ Comply with federal law (No Child Left Behind Act of 2001) requiring ELP standards and ELP standards-based assessments

# *Basic Interpersonal Communication Skills (BICS)*

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- ❑ The manifestation of language proficiency in everyday contexts (Cummins, 1984).
  - ❑ This includes syntactic, morphological, phonological, and vocabulary skills used in daily conversation.
  - ❑ Usually takes students 1-3 years to develop this social language.

# *Cognitive Academic Language Proficiency (CALP)*

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- ❑ The manipulation of language in decontextualized academic situations (Cummins, 1984).
  - ❑ This includes language skills that are necessary for success in school, including pre-academic concepts, narratives, literacy, and writing abilities.
  - ❑ Usually takes students an average of 5 to 7 years or longer to develop.

# *Stages of Second Language Acquisition*

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□ Krashen and Terrell (1983) defined five stages of a second language acquisition process. These stages are still utilized as guide for developing ELL intervention programs and assessments.

1) Preproduction

2) Early production

3) Speech emergence

4) Intermediate fluency

5) Advanced fluency



# *Individuals with Disabilities Education Act (IDEA)*

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- ❑ Assessment and other evaluation materials should not be racially or culturally discriminatory and provided in the child's native language or other mode of communication unless it is clearly not feasible to do so.
- ❑ A child is not to be determined a child with a disability if the determinant factor is lack of appropriate instruction in reading or math, or limited English proficiency.
- ❑ Parents are entitled to an interpreter at the IEP meeting, if needed.
- ❑ The Individualized Education Program (IEP) team must consider the language needs of the child.

## *How can the ELP standards be applied and modified to meet the needs of ELLs who have a disability?*

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Best practice indicates that the ESOL teacher should conduct the assessment of *ELP* work in collaboration with the special educator(s) in cases where disability is suspected or has been identified.

# Performance Definitions

**Figure 5B: Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>

# *Language versus Content*

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- ❑ Language proficiency involves the **language** associated with the content areas.
- ❑ Content knowledge reflects the declarative (what) and procedural knowledge (how) associated with the **content**.

# *Language across the Curriculum*

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- What constitutes Academic Language Proficiency?
- What constitutes Academic Content Knowledge?
- What constitutes a Language Impairment?



# *ELL versus Language Impairment*

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# *Language Learning Disability (LLD)*

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- ❑ A student's underlying inability to learn and process any language adequately.
- ❑ For ELLs, an LLD exists when the student tries to learn two language codes with an underlying system that is inadequate for even one (Roseberry-McKibbin, 2001).

# *Speech Language Pathologist (SLP) or ESOL?*

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- ❑ It is considered best practice to use BOTH in program development.
- ❑ ESOL teachers can provide help with the ELP standards (i.e., differentiation of ELP standards) as they relate to the general ELL population.
- ❑ SLPs can provide help with language development as they relate to language learning difficulties.



# *Examples of tools to aid in pre-assessment data collection*

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- ACCESS score
- Bilingual Oral Language Development Checklist (BOLD)
- CAN DO Chart
- Parent Inventory of Language Skills (PILS)

# *How can the IEP team support program development for these students?*

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- ❑ Insure instructional practices are designed to support ELLs in both learning a new language **and** acquiring academic content (Arreaga-Mayer, 1998).
- ❑ Develop an understanding of the child's language and cultural factors as they relate to the child's instructional needs.

# References

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World Class Instructional Design and Assessment, [www.wida.us](http://www.wida.us)

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## **For additional information contact:**

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