

K-9: Communicating Student Learning English Language Learners (ELL)

The following flowchart is a guide for **classroom/content teachers** when communicating student learning. A student's **English language proficiency** must be considered **before** determining progress for a particular learning standard.

There are five levels of English language proficiency: **beginning** (1), **developing** (2), **expanding** (3), **consolidating** (4), and **bridging** (5). Your student's level of proficiency is indicated on the Annual Instructional Plan (AIP). Please refer to the AIP, the ELL Progress Report and/or the ELL teacher to understand your student's current level of ELL proficiency.

Please note, each area of learning needs to be considered separately. For example, it may be possible for a level 1 or level 2 student to demonstrate proficiency in areas where language proficiency isn't the main focus (e.g. art, physical and health education, music, mathematics).

For mid-year and **year-end** reports in MyEd, please include the ELL teacher's comment or make reference to the ELL Progress Report in MyEd.

PROFICIENCY LEFT BLANK



Leave proficiency blank if:

1. The student is level 1 or level 2 in English language proficiency AND
2. The student is unable to demonstrate proficiency of the learning standard.

Include a comment to indicate that the student is not yet able to demonstrate proficiency due to their English language proficiency.

For example:

[Student's name] has been identified as an English language learner (ELL) and is receiving additional [pull-out or consultative] support from the ELL teacher. At this time, the proficiency has been left blank because [student's name] is developing their English language skills to fully demonstrate their understanding in this area. [Describe what the student can do; areas that require further attention or development and ways of supporting their learning.] Please see ELL Progress Report.

PROFICIENCY OPTIONAL



Proficiency optional if:

1. The student is level 3 in English language proficiency AND
2. The student is able to demonstrate proficiency of the learning standard.

Include a comment that is particular to the student's English language progress. A general comment such as "[Student's name] is making satisfactory progress in English" is not sufficient on its own.

For example:

[Student's name] has been identified as an English language learner (ELL) and is receiving additional [pull-out or consultative] support from the ELL teacher. With ELL support, [student's name] is able to express their thoughts and answer questions in a classroom setting. Please see ELL Progress Report [or insert ELL teacher's comments here].

PROFICIENCY PROVIDED



Proficiency provided if:

1. The student is level 4 or level 5 in English language proficiency OR
2. The student is able to demonstrate proficiency with their English language proficiency.

Include a comment regarding the student's progress in English language acquisition. This comment can be placed in any area where it is applicable.

For example:

[Student's name] has been identified as an English language learner (ELL) and is receiving additional [pull-out or consultative] support from the ELL teacher. [Student's name] is able to collect data or make observations in science using content-appropriate vocabulary. Please see ELL Progress Report [or insert ELL teacher's comments here].