COLUMBUS CITY SCHOOLS

2015-2016 ESL HIGH SCHOOL SCHEDULING

**Explanation of English Proficiency Levels and Abilities**

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| **OTELA Level** | **Description from ODE** | **Characteristics** |
| **Pre-functional** Level 1 | * Pre-production or the silent period
* Will start using simple learned phrases and simple sentences
 | * Minimal comprehension
* Does not verbalize
* Nods “Yes” and “No”
* Draws and points
* Reading at K-1 grade level
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| **Beginner**Level 2 | * Vocabulary of about 1000 word
* Word phrases, memorized chunks and simple sentences
* This may last about 6 months
 | * Limited comprehension
* Participates using key words and familiar phrases
* Uses simple tense verbs
* Reading at 1-2 grade level
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| **High Beginner**Level 2 | * Vocabulary of about 3000 words
* Read and write simple sentences
 | * Can participate in discussions
* Makes grammar and pronunciation errors
* Frequently misunderstands jokes
* Reading at 2-4 grade level
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| **Intermediate**Level 3 | * 6000 word vocabulary
* Use more complex sentences, and ask questions.  Students will continue to make grammatical errors.
 | * Has good comprehension
* Makes some grammatical errors
* Has some academic vocabulary
* Reading at the 4-8 grade level
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| **Trial-Mainstream**Level 4 | * It can take 4 – 10 years to achieve this level
* Still need help with idioms, writing and content such as social studies
 | * Has excellent comprehension
* Makes few grammatical errors
* Advanced student has a near-native level of speech
* Reading on grade level
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**ESL HIGH SCHOOL COURSE SCHEDULING INFORMATION**

1. Always look at the state test Reading scores (OAA/OGT/PARCC) in conjunction with the OTELA (ELPA21) scores when determining if a student should be in native-English speaking classes or scheduled with the ESL teacher. If a student has scored Proficient in Reading on the state Reading test, they should initially be scheduled into native-English speaking classes.
2. ESL Classes can be scheduled as block semester courses, or year-long period courses (see below for course information).
3. Designate required courses as ESL by writing “L” after the course number.
4. The recommended student/teacher ratio is 20:1 for ESL classes.
5. In place of a duty, ESL teachers may be scheduled to teach all but two periods (lunch and planning/TBT).
6. ESL Elective courses include: English Lab, Math Lab, Science Lab, and Soc. St Lab. ESL Students should also take the other required Electives.
7. ESL Elective can be scheduled as needed, for an unlimited number of times
8. Pre-functional Newcomer students should be scheduled for a semester of Lab classes.
9. Lab classes should be offered both first and second semesters, since new students enroll all year long. Lab courses cannot be repeated.
10. Beginner Level students and higher may bypass Lab courses.
11. Trial Mainstream students are to be scheduled into regular classes (with native-English speakers) per the Ohio Department of Education.
12. Intermediate Level students should be scheduled at least into ESL English and others. Ideally, this should be determined on a case by case basis, by the ESL teachers and student.
13. When scheduling students into native-English classes, keep in mind that clustering LEP students together will help facilitate Push-in support by the Bilingual Assistants.
14. Foreign Language is not recommended for Pre-functional Newcomer students in their first year of high school. Some students may wish to pursue *Credit Flex* credits for their native language.
15. Please see the attached *Sample Schedule for Sheltered Site Teachers*, and the *Sheltered Site Course Paths*.
16. The ESL Curriculum Coaches will happily provide assistance on scheduling the LEP students at your request.

**ELL Elective Courses**

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| English Lab | 1 Elec. Credit(one semester block) | This course is designed for Pre-functional LEP students who are new to US schools. Students learn fundamentals of communication in English. Beginning reading and writing skills are introduced and reinforced. |
| Math Lab | 1 Elec. Credit(one semester block) | This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational math skills and build necessary concepts to ensure success in the required math courses. |
| Science Lab | 1 Elec. Credit(one semester block) | This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational Science concepts and vocabulary to ensure success in the required science courses. |
| Social St. Lab | 1 Elec. Credit(one semester block) | This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational Social Studies concepts and vocabulary to ensure success in the required Social Studies courses. |
| Academic Assist “L” | 0 credits(one period half-year) | This course is designed for LEP students at all levels who need extra support in their coursework. The ESL teacher can assist them with academic vocabulary and work from any class.  |