COLUMBUS CITY SCHOOLS

2015-2016 ESL MIDDLE 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 |
| **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 |
| **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 |
| **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 |
| **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 |

**ESL MIDDLE 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 be scheduled into native-English speaking classes.
2. ELL courses will have “L” after the course number and are for ELL students only taught by ELL teachers.
3. The recommended student/teacher ratio is 20:1 for ESL classes.
4. In place of a duty, ESL teachers may be scheduled to teach all but two periods (lunch and planning/TBT).
5. Two different courses/grade levels may be scheduled during the same time. This model facilitates grouping the students based on language levels.
6. Trial Mainstream (Level 4) students are to be scheduled into regular classes (with native-English speakers) per the Ohio Department of Education.
7. Intermediate Level students (Level 3) can be scheduled with the ESL teachers, but most will show success in classes with native-English speakers. Ideally, this should be determined on a case by case basis, by the ESL teachers.
8. When scheduling students into classes, keep in mind that clustering LEP students together in native-English speaker classes will help facilitate Push-in support by the Bilingual Assistants.
9. Lower level ESL students will benefit from having *RICA* with the ESL teacher.
10. Foreign Language is not recommended for Pre-functional Newcomer students in their first year of school in the US.
11. The ESL Curriculum Coaches will happily provide assistance on scheduling the LEP students at your request.