Elementary Reporting for English Language Learners (ELLs)

Evidence of student achievement for evaluation is collected over time from three different sources – ***observations***, ***conversations***, and ***student products***. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. (*Growing Success,* p.39)

ELL
English Language Learner
(the student)

ESL/ELD
English as a Second Language
English Literacy Development
(the programs)
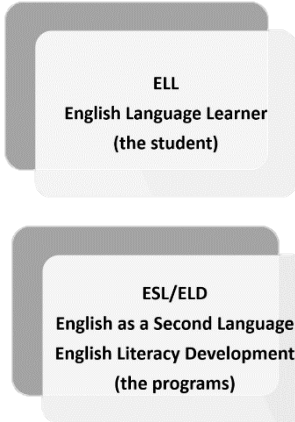
When to Check the ESL/ELD Box.

✓ ESL/ELD box– check the ESL/ELD box when curriculum expectations are **modified** to meet the language-learning needs of ELLs.

❏ ESL/ELD box- should not be checked to indicate that a student is participating in ESL/ELD programs or that **accommodations** have been provided.

Accommodation Strategies to support ELLs that DO NOT require Modifications of the Curriculum

Instructional Strategies	Learning Resources	Assessment
• extensive use of visual cues; • use of graphic organizers; • strategic use of students' first languages; • allowance of extra time; • pre-teaching of key words; • simplification/repetition of instructions as needed; • simultaneous use of oral and written instructions.	• extensive use of visual materials; • use of adapted texts and bilingual dictionaries; • use of dual-language materials; • use of technology.	• allowance of extra time; • use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios); • use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Growing Success, P. 77-78

Modifications:

When curriculum expectations are modified/changed in order to meet the language-learning needs of English language learners' assessment and evaluation will be based on the documented modified expectations. This will be noted on the Elementary Progress Report Cards and the elementary provincial report cards and will be explained to parents. (*Growing Success,* p. 76)

Modifications will be recorded on the *Supporting ELLs Modification Appendices*
Contact your ESL Learning Partner for the document and for assistance with completion.

Suggested comment: "This (letter grade/percentage mark) is based on achievement of expectations in the ESL program that vary from the Grade X expectations and are a decrease in the number and/or complexity of curriculum expectations" + some information on what the student has demonstrated.

Meaning and Use of the Code "I"

For Grades 1 to 10, the code "I" may be used on a student's report card, including the final report card, **to indicate that insufficient evidence is available to determine a letter grade or percentage mark**. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student. **For example, teachers may find it appropriate to use "I" when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently** or because there were issues or **extenuating circumstances beyond the student's control, such as protracted illness,** that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations. (*Growing Success, p. 42)*

*Suggested comment: "*Evidence of Student A's achievement is insufficient because s/he has enrolled in the school very recently" + some information on what the student has demonstrated.