

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF EDUCATION

EDBI 476

Introduction to Language Acquisition and Development

ENGLISH LANGUAGE LEARNER REPORTS

There have been many program changes for the English Learner since the passage of Prop 227. There are many questions regarding the structure and effectiveness of these programs: What types of assessment does the school use for diagnosis, proficiency and achievement? What type of program structure did the school/district/parents adopt (bi-lingual, dual immersion, structured English immersion, etc.)? What type of training does the staff have to instruct the English Learner? What is the redesignation rate for their program?

This group assignment is to determine the types of interim assessment, and program structure which is implemented for the English Learners and to prepare a 5-7 page written report which will be presented orally in class. This will be completed by interviewing school or district personnel and by reviewing instruments. In order to distribute responsibility, meet with our group, discuss the assignment and assign tasks so that some of you conduct the interviews, others review the instruments and others prepare and type the report. After you meet, one member should call a school or district office and arrange for the interview with a program coordinator, teacher, lead EL person and then review the assessment instruments. The group should work with an elementary, middle school and high school. Ask the following interview questions:

A. Program and Student Assessment:

1. How do you administer the CELDT?
2. What types of interim assessment do you use to measure student progress in your EL program (SOLOM, CBM, proficiency tests administered within a particular EL program, teacher observation, etc.)? Do you use non-test procedures?
3. What type of diagnostic assessment do you use to identify EL's with learning disabilities?
4. What type of achievement tests do you use?
5. What kind of training does your staff have (can use the r-30 form)?
6. What assessment instrument did you use for redesignation?
7. What is your redesignation rate for the last three years?
8. What is your opinion of the interim assessment your district uses?

B. Program Structure:

1. What type of program(s) do you have (Bi-lingual, Dual-Immersion, SEI, etc.)?
2. Did any parents sign waivers for Bi-lingual programs?
3. What type of leadership and or training does your school/district offer for the teachers in this program?
4. Do you think your program is effective in assisting second language learners to learn the language in the most expedient way possible?

During or after the interview, please ask to borrow copies of interim assessments, program structure reports, notices sent to parents, or any other relevant documents need for this task in order to help your group. Your report should also include all other procedures or materials used by the school/district for documentation purposes. Once the notes for this and the interview are shared, a draft may be prepared for typing.