

Why did my child receive progress indicators for reading and writing in two separate sections in the Progress Report?

Progress Indicators

Your child's progress in reading and writing is measured in the Progress Report in two sections: the Reading and Writing section and the English Language Development section. The progress indicators may or may not be the same in both sections. If the indicators differ between the two sections, ask your child's teacher to explain.

Reading and Writing Section

The Reading and Writing section of the Progress Report measures **all students'** progress toward meeting the reading and writing standards at their respective grade levels. All students are expected to meet the standards at their grade levels.

Some ELLs may receive grade-level instruction in Spanish. The remaining ELLs receive instruction in English. Progress indicators are measured in the language of instruction the student is receiving.

English Language Development Section

The English Language Development section of the Progress Report measures ELLs' progress toward developing English language skills in listening, speaking, reading, and writing. Progress is measured by an ELL's advancement through levels of English language proficiency. These levels are **beginning, intermediate, and advanced** which are not grade-level specific. For example, a first grader and a fifth grader could both be at the beginning level of English language proficiency.

What does it mean when an ELL is at a beginning, intermediate, or advanced level of English language proficiency?

ELLs at the **beginning** English level:

- Mostly listen for a few weeks or several months before conversing with others.
- Communicate with one or two words, short phrases, or gestures.
- Complete tasks by drawing, pointing, listing, and/or matching.
- Participate in classroom activities such as songs, chants, and readings.
- Tell important information about self, such as name and age.

ELLs at the **intermediate** English level:

- Speak effectively in social settings. For example, they talk to classmates, ask and answer questions, and talk about familiar topics.
- Participate in classroom discussions simple sentences.
- Read familiar stories.
- Write and speak sentences making errors a native English speaker would not make.
- Write simple stories with beginnings, middles and endings.

ELLs at the **advanced** English level:

- Write sentences and stories using correct spelling, punctuation, and grammar.
- Tell stories including description about important details with related vocabulary and correct language.
- Write sentences, paragraphs, and reports correctly about what was learned.
- Understand conversations well, but may not understand complex academic language.
- Understand language unique to English such as jokes, riddles, idioms, or metaphors.

How can I help my child?

The following sections list the four English Language Development Standards for the State of Colorado and suggestions on how parents can help their children meet these standards.

Standard 1—Listening: English language learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Suggestions

- Speak to your child in the language you speak well (home language). A child needs to hear others who are more proficient in their home language speak and have conversations with them.
- Use dinner as a time for the family to share their day, listen to each other, and ask each other questions.
- Teach your child riddles, songs, tongue twisters, and rhymes in your home language. They are fun, rich in vocabulary, and help children become sensitive to the sounds words make.

Standard 2—Speaking: English language learners speak for information and understanding, using a variety of sources, for academic and social purposes.

Suggestions

- Converse with your child in your home language. A strong foundation in the home language will help your child learn English more easily. Speaking in an unfamiliar language limits the conversation.
- Discuss in your home language what things are called and what they are for. Say things such as, “This is a light switch. Can you tell me what it is for?”
- Teach your child riddles, songs, tongue twisters, and rhymes in your home language.
- Ask your child questions about school, things they like, books they read, and/or television shows they watch.
- Pay attention to what your child says and ask questions, which encourage him or her to keep talking.
- If your child is learning about the ocean, discuss the ocean. Talk about a time when they or somebody they know went to the ocean. Describe the ocean, waves, sand, fish, and sea animals.
- Ask children what new English words they have learned in school. Translate the words into your home language and discuss their meanings. This practice helps your child remember the words.

Standard 3—Reading: English language learners read for information and understanding, using a variety of sources, for academic and social purposes.

Suggestions

- Model reading by reading books, bulletins, magazines, newspapers, and other printed materials written in your home language.
- Visit the library and borrow books in both English and your home language. Libraries have books in many languages.
- Share with your child stories from your culture that are similar to stories they read at school. Many stories from different countries share themes.

- Read to or have your child read a favorite book repeatedly.
- Have your child share with you books he or she brings from school. Talk about pictures, characters, settings, problems, and solutions. Have your child predict what the stories are about. Ask your child to summarize the stories. Point out things in the stories and ask questions.
- Turn on closed captioning on your television, which shows words on the screen the people on television are speaking.
- Turn off the television when reading. Reading time should be a television and video-free time.
- In your home language, find words that look similar and have similar meanings. For example, *observe* in English and *observer* in Spanish are similar in looks and meanings. These words are called *cognates*. This strategy will help your child understand many new English words.

Standard 4—Writing: English language learners write for information and understanding, using a variety of sources, for academic and social purposes.

Suggestions

- Writing utensils, such as paper, pencils, crayons, and pens, should be available for your child to use. Encourage your child to scribble, draw, and write. The more practice your child gets, the better.
- Encourage your child to write letters to relatives and friends.
- Encourage your child to use cognates when they write. (See the explanation of cognates in Standard 3—Reading.)
- Have your child draw pictures and write about the pictures.
- *Ask your child to write words, sentences, or stories for pictures they draw. Ask him or her to read to someone what he or she wrote. It does not matter if young children do not spell the words correctly. With time, their spelling will improve.*
- Give your child encouragement and motivation to keep trying. Writing is hard work.

Parent Guide to Standards-Based Reporting (Elementary School)

English Language Development (ELD)

English language learners (ELLs) progress through predictable levels of English language acquisition. The Denver Public Schools ELD Progress Report measures all ELLs' progress within these levels which are beginning, intermediate, and advanced for listening, speaking, reading and writing. The levels in the progress report are consistent with the ELD Standards for the State of Colorado.

Denver Public Schools