



ELL/MLL SERVICES

The mission of the Texas Department of Education's Office of Bilingual Education and World Languages (OEL) is to ensure that all Texas students, including English Language Learners/Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational and socio-emotional needs are met in multiple languages leading them to college and career readiness. NSE believes that all teachers are teachers of ELLs/MLLs.

In response to the changing global economy, NSE has adopted the Next Generation Learning Standards to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs/MLLs enrolled in Texas public schools, with students speaking over 100 languages. In order for these students to succeed, NSE needs to provide schools with the appropriate scaffolds, home language assessments, and English language proficiency standards. We are committed to providing a safe and supportive learning environment that will enable them to succeed academically.

The Next Generation Learning Standards require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs/MLLs. All teachers must be skilled in order to support ELLs/MLLs as they acquire content knowledge while also progressing towards English language proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the Next Generation Learning Standards.

The following principles were carefully developed as a state-wide framework aimed to clarify expectations for administrators, policymakers, and practitioners to ensure ELLs/MLLs for success, beginning in pre-kindergarten, to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a Second Language (ENL) and Dual Language.

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8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs/MLLs content knowledge as well as language development to inform instruction by:

- x Using NCLB assessments in conjunction with formative assessments.
- x Using language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLT) and the New York State Identification Test for English Language Learners (NYSELL) to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
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- x Using diagnostic tools and formative assessments for ELLs/MLLs.
- x Using language proficiency data from the NYSESLT and NYSELL to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- x Using diagnostic tools and formative assessments for ELLs/MLLs.