

English Language Learner definitions

Assessment - The process of gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience.

AZELLA - (Arizona English Language Learner Assessment) The assessment used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score (See A.R.S. §15-756.B).

Dual Labeled Students - EL students who are identified as having a disability and are therefore eligible for special education and ELD services.

ELD - (English language development) The teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, (e.g., math, science, or social studies), in that the content of ELD emphasizes the English language itself. A comprehensive ELD program includes integrated ELD and targeted ELD (defined below).

ELD Pull-out - A time for targeted and explicit English language development instruction using the language domains and ELP Standards for ELs only. Pull-out time may be accomplished through pulling small groups of EL students within the mainstream classroom, pulling groups of EL students out of the mainstream classroom into a different location, or by pushing an EL specialist into a mainstream classroom to work with EL students.

English Learners - (EL) A non-native English speaker who is learning English. Traditionally, EL student refers to students who are unable to speak, read, write, or understand the English language at levels comparable to their grade-level peers. In Arizona, this is a K-12 PHLOTE student who has not yet obtained an Overall Proficiency Level on AZELLA, to include a Proficient Score on the Reading and Writing Domain Scores, as well as a Proficient Score on the Total Combined Score.

ELP Standards - (English Language Proficiency Standards) The benchmarks of progress that reflect differences for students at various grade levels or grade spans and at different English language proficiency levels. Arizona revised the ELP Standards in 2019 and the new ELP Standards' grade levels and grade spans are K, 1, 2-3, 4-5, 6-8, and 9-12. The proficiency levels reflected in the ELP Standards are pre-emergent/emergent, basic, and intermediate.

Functional Language - The language needed for different day-to-day situations. Greetings, introducing yourself, asking for or giving advice, explaining rules, apologizing, or agreeing and disagreeing are examples of functional language.

Integrated Instruction - ELD instruction that is provided in the general education classroom setting, integrated within content instruction. This instruction includes conscientious scaffolding and differentiated instruction based on English language proficiency level that meets individual student needs and allows for access to content.

Language Domains - Listening and reading (Receptive Communication) and speaking and writing (Productive Communication).

LTEL - (Long-term English Learner) An EL student who has been enrolled in US schools for more than five years, who is not progressing toward English proficiency, and who is struggling academically due to their limited English skills.

HLS - Home Language Survey (formerly PHLOTE form - Primary Home Language Other Than English is information indicated on a home language survey completed by parents upon enrollment. HLS students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes. (A.R.S. §15-756.A)

Proficiency Level - The level of English language proficiency of an EL student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent, (2) Emergent, (3) Basic, (4) Intermediate, and (5) Proficient. An Initial English Proficient student whose overall AZELLA score is Proficient does not participate in the ELD program. An EL student who receives a proficient score on the reading and writing domain scores as well as a proficient score for the total combined score is reclassified as a former EL.

Scaffolding - Specialized and temporary support that is tailored to a learner's needs and designed to support their future independence. Scaffolding requires meaningful interaction with other people and with content. It is a social process in which language is central.

SLIFE - (Students with Limited and/or Interrupted Formal Education) English learner students who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances.

Structured English Immersion - An intensive English-language development approach for English learner students, as designated by the AZELLA, designed to accelerate the learning of the English language. It is intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of "ELD" in this section. The program models described in this document are Structured English Immersion (SEI) models.

Targeted instruction - Explicit language instruction, driven by proficiency level and ELP Standards, that intentionally develops students' English language skills, knowledge, and abilities to support content learning in English.