



Multilingual Learner Education

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& Equity

Regional School Committee
February 26, 2025

Agenda

Who are we? Profiles of our Students

Working with Multilingual Learners (MLs)

Accountability

Next Steps

Highlights

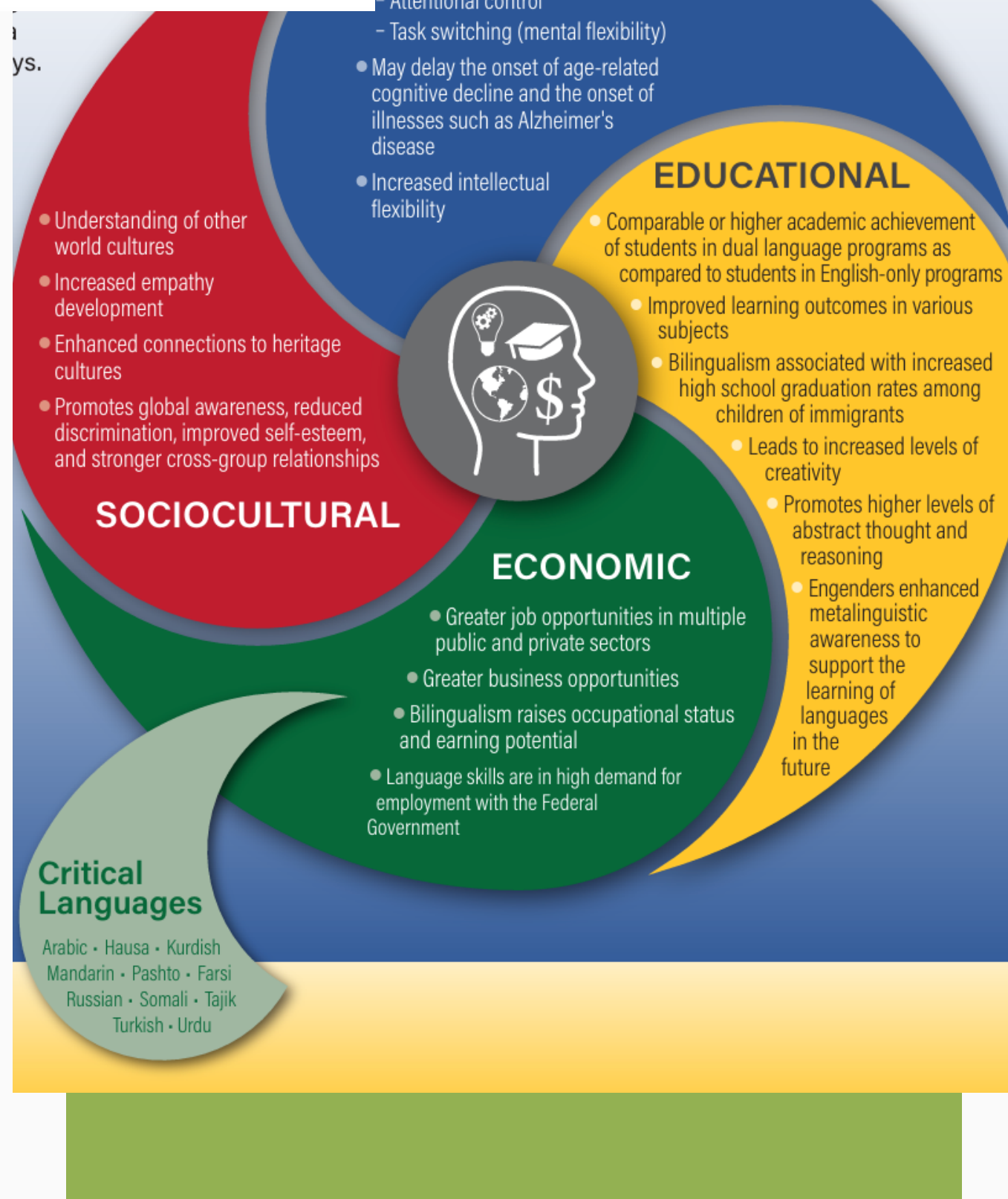


Multilingual or English Learner

An English Learner (EL) is “a student whose first language is not English, and who is not currently able to perform ordinary classroom work in English.”

DESE State Law Definition





Who are we?

Profiles of Multilingual Learners

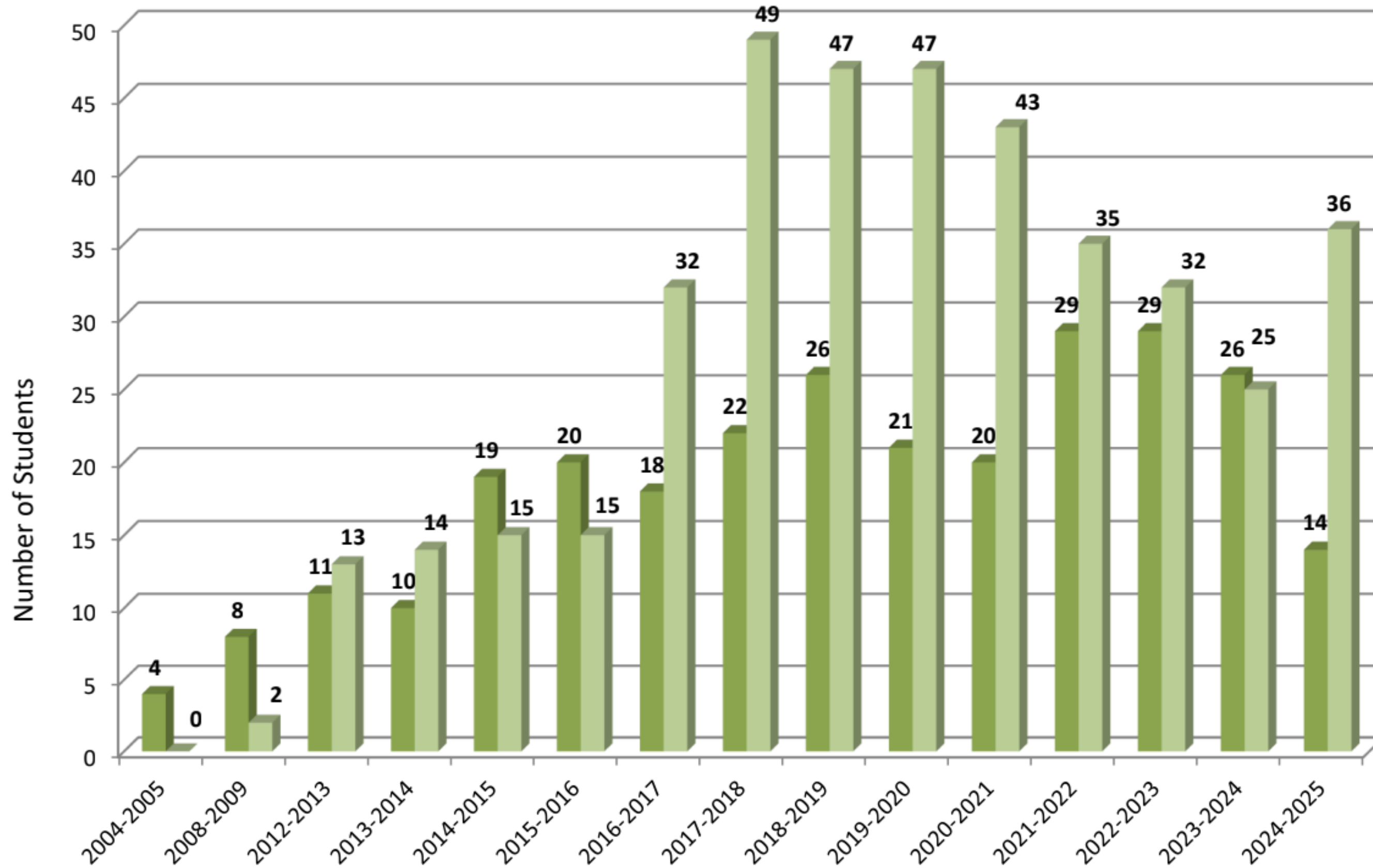
- Newcomers
- English Learners with Disabilities
- Long-term English Learners
- Students with Limited or Interrupted Formal Education
- Former English Learners



Algonquin Regional High School

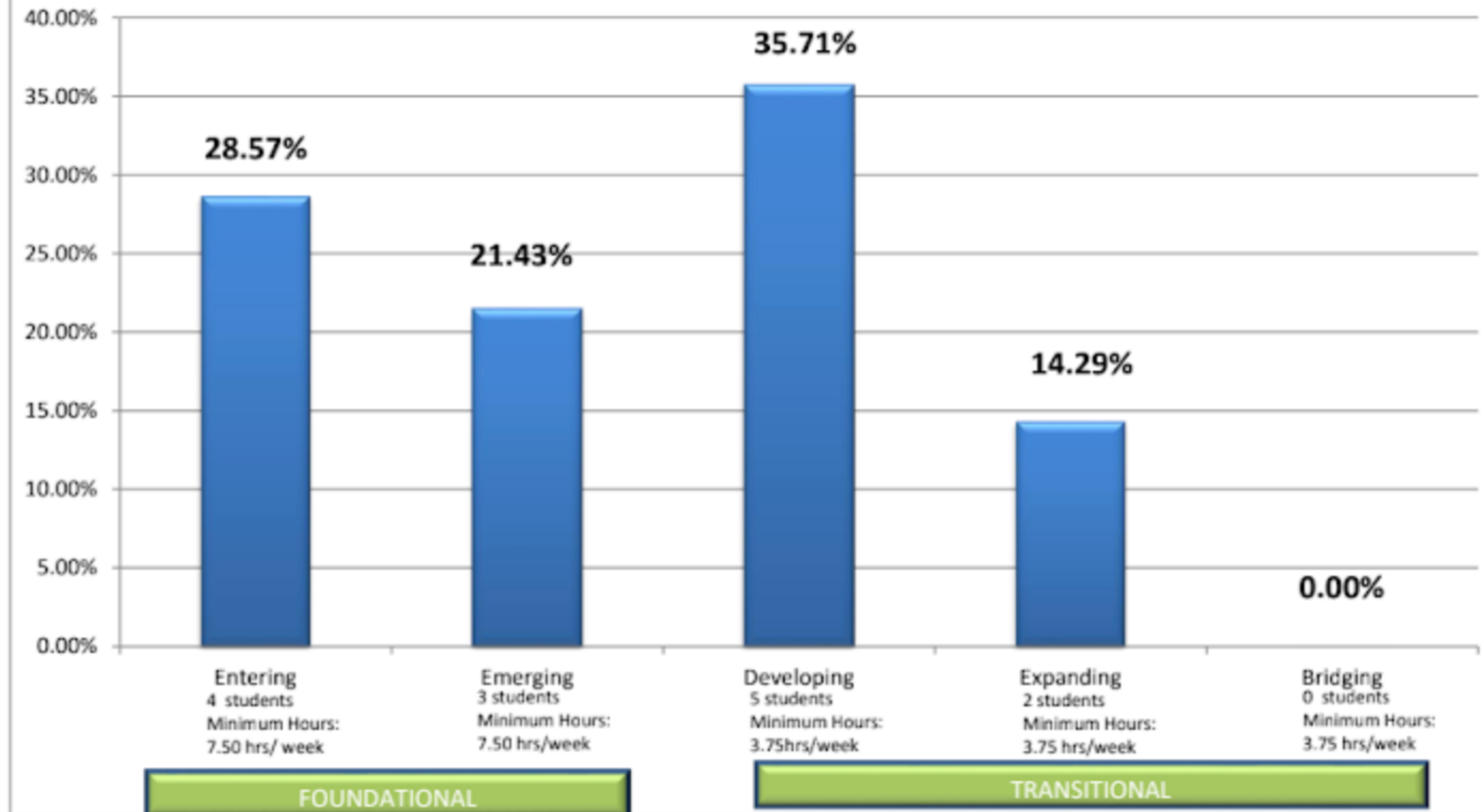
English Learner (EL) + Former English Learner (FEL) Population Trend Analysis

2004 to Present

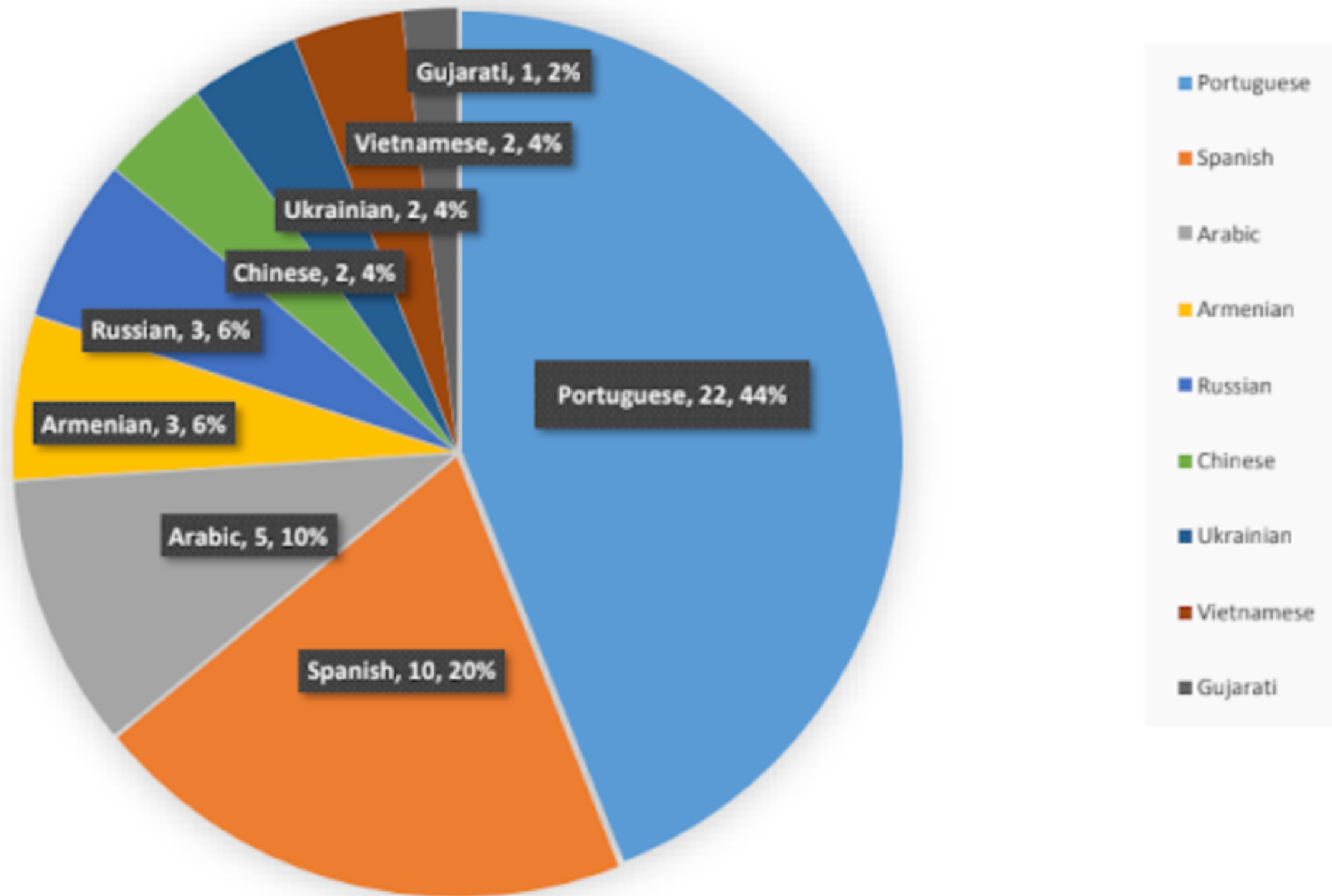


Algonquin Regional High School English Learner (EL) Proficiency Analysis, By Category %

N= 14
2024-2025



Northborough-Southborough Regional School District Home Languages
English Learners (ELs) and Former English Learners (FELs)
N=50 Students, 2024-2025



Source = Ellevation

Working with our MLs

Welcoming our students & families

- 1 | Registration & Home Language Survey
- 2 | English Language Proficiency Screening
 - WIDA Screener K-12
- 3 | Family Conversations
- 4 | Placement Letters



Working with our Multilingual Students

English Language Development Curriculum

Aligned with:



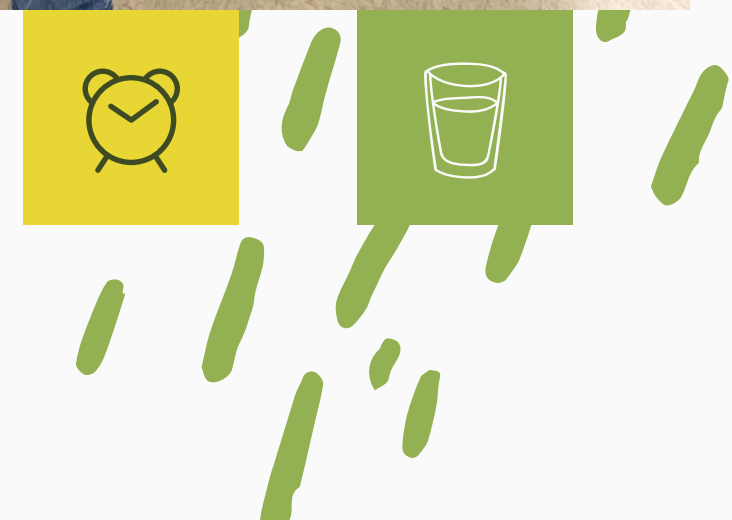
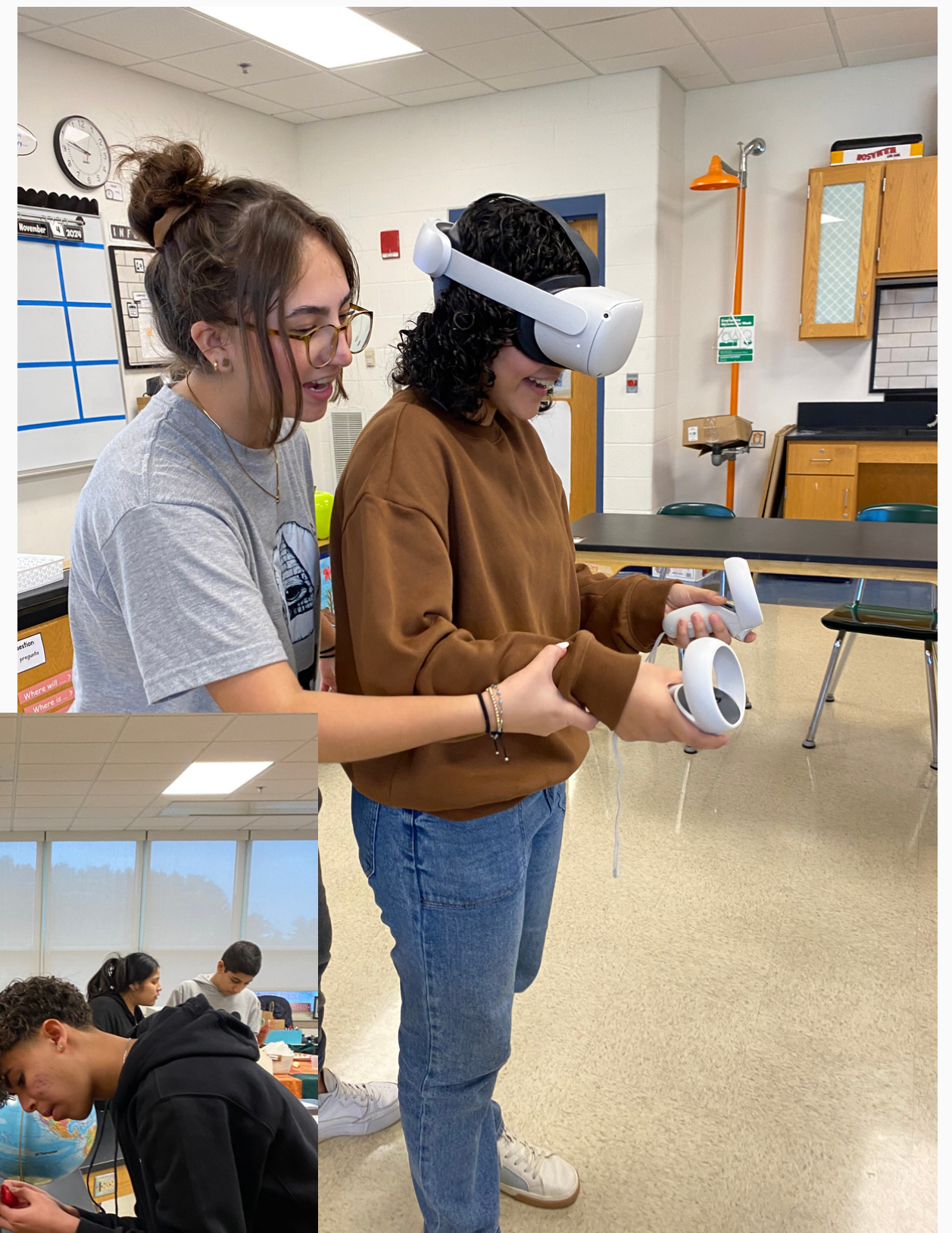
WIDA 2020 Standards



Curriculum Frameworks



CASEL Frameworks



EL US History Unit on American Revolution

English Proficiency Levels 1 and 2

ELD Courses

- ELD 1
- ELD 2
- ELD 1/2
- ELD 3
- ELD 4
- ELD 5
- EL US History
- EL Academic Study
- Co-taught Science
- Co-taught Math

Language Objectives

- ☐ Develop academic and content area vocabulary.
- ☐ Interpretive Domain: Analyze images and written descriptions of non-fiction text for evidence of causal relationships
- ☐ Expressive Domain: Construct verbal and written responses to explain why an event happened using words that signal cause and effect relationships.

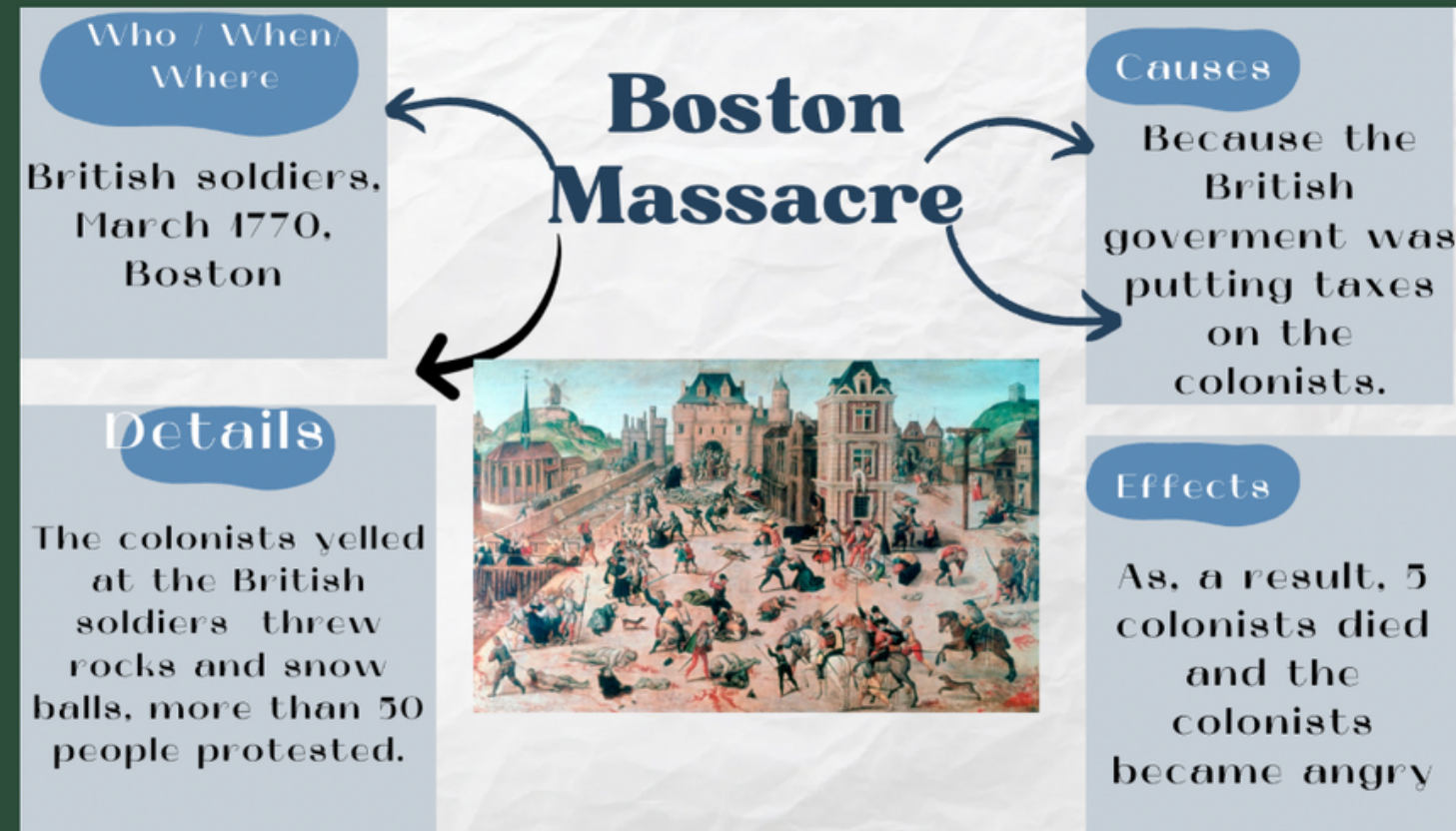
Content Objectives

- ☐ Identify the steps that led to the American Revolution
- ☐ Recognize key events and people related to the American Revolution
- ☐ Identify the key causes and effects of actions that led to the American Revolution.
- ☐ Define and utilize the words power, control, and independence in context of the American Revolution

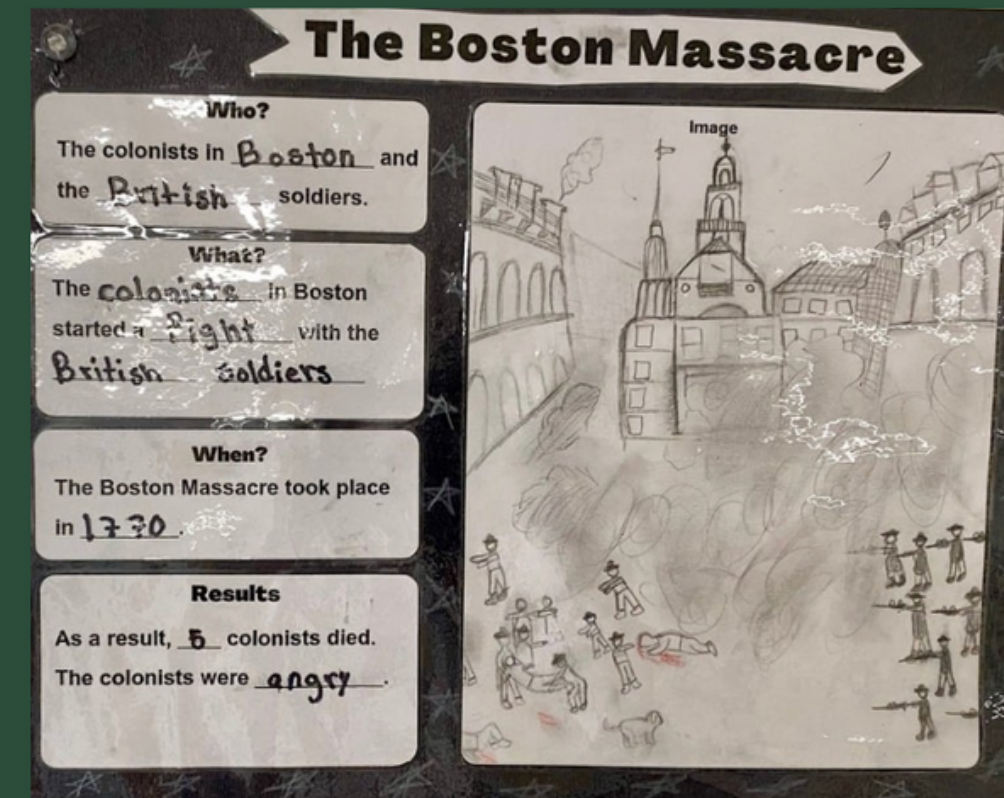
SEL COMPETENCIES

- Using planning and organizational skills
- Demonstrating curiosity and open-mindedness
- Practicing teamwork and collaborative problem-solving.

Student Work Samples



Students used a Canva template to create a "mind map" to express their understanding of the causes and effect of key historical events in the American Revolution



Level 1
Modification

ACCOUNTABILITY

1

English Language Development (ELD)
Progress Reports & Report Cards

2

ACCESS for ELLs (Assessing Comprehension
& Communication State by State)

- 2025 Testing Window: Jan 6- Feb 14

3

MCAS



Accountability

ACCESS 2.0 Reports & Data

Reports:

- District Overall Data
- School Roster Reports
- Individual Student Reports

Individual Student Report

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 			3.4						298			
Speaking 			2.1						229			
Reading 			2.2						290			
Writing 			3.2						292			

Oral Language 50% Listening + 50% Speaking		2.6	Domain	Proficiency Level	Students at this level generally can...
Literacy 50% Reading + 50% Writing		2.9	Listening	3	understand oral language related to specific common topics in school and can participate in class discussions, for example: • Connect spoken ideas to own experiences • Identify the causes and effects of events or situations discussed orally • Find, select, and order information from oral descriptions • Classify pros and cons of issues in discussions
Comprehension 70% Reading + 30% Listening		2.7			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking		2.8	Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Describe steps in cycles or processes • Compare objects, people, pictures, and events • Express opinions
			Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main ideas in written information • Sequence pictures, events or steps in processes • Identify main actors and events, in stories and simple texts • Distinguish between claim and evidence statements with pictures or graphs
			Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Describe processes and procedures with some details • Create stories or short narratives • Give opinions with reasons in a few short sentences



Next Steps for MLs

1. **ACCESS Reports** mailed to families in English and in home language

2. **Reclassification Criteria**

based on ACCESS 2.0 Results where **both** conditions are met:

- 4.2 Overall
- 3.9 Literacy

3. **Reclassification Letters** mailed home to families in English and the home language

4. **Monitoring of FELs** for four school years





Highlights

- ELPAC & Family-School Partnership
- Professional Development
 - New Resources K-8 & Curriculum Writing
 - ELD Progress Report Updates
- Summer 2025 -Title III
- Ellevation - Student Success Plans
- Language Access: Interpreters & Translators
- Culture and Music Festival
 - March 7, 6 pm, ARHS Auditorium
- International Night
 - May 16, 6 pm, ARHS Cafeteria

