

EDUCATING ENGLISH LEARNERS

Characteristics of Individual English Learners



English learners are a diverse group of students. To design linguistic and culturally relevant programs and implement instructional approaches that provide ELs meaningful access to the curriculum, districts should review the following student characteristics:

1. English language proficiency level;
2. Native language proficiency level and level of literacy in the home language;
3. Schooling and academic performance:
 - a. Previous level and continuity of schooling (also whether student has interrupted education);
 - b. Academic performance including honors or areas in which the student excels;
4. Language use at home:
 - a. Exposure to literacy (either home language(s) and/or English);
 - b. Language(s) child and family use;
5. Cultural background(s);
6. Number of years living in the U.S.;
7. Experiences of traumatic events that impact learning; and,
8. Special education needs.

Characteristics of the District's English Learner Population



The number of English learners enrolled in the district influences the choice of instructional designs and groupings.

Number of ELs

- By grade level and attendance center
- Who have the same home language
- Who have the same cultural background
- Who share characteristics such interrupted schooling, recent arrivals, or who are long-term ELs
- Who have a similar range of language proficiencies