Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance

Office of English Language Acquisition and Academic Achievement

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Introduction

An increasing and diverse number of English language learners (ELLs) with limited or interrupted formal education have been enrolling in Massachusetts schools. Students with limited or interrupted (SLIFE) education often do not possess the school readiness skills, sociolinguistic proficiencies, content knowledge, and academic ways of thinking demonstrated by students who have consistently attended schools. Interruptions in formal schooling may be caused by a variety of factors that would impact the student's ability to perform and achieve in a Massachusetts classroom with typical peers. These factors may include: variances in compulsory educational requirements, unavailability of schooling, civil unrest, migration trends, refugee experiences, family constraints, gender restrictions, economic circumstances, environmental considerations, or other variables. SLIFE's lack of schooling and associated socio-academic implications often pose more complex and variant challenges than those typically encountered among other ELLs. SLIFE should be provided comprehensive instruction which capitalizes on their funds of knowledge and interests, creating opportunities to make significant progress to achieve educational goals including college and/or career readiness.

The purpose of this document is to provide Massachusetts educators, and stakeholders with guidance on practice and procedures for meeting the language and academic needs of SLIFE. The guidance addresses the definition, identification, and initial placement of SLIFE as follows:

- *Part 1* describes the initial identification of SLIFE.

- *Part 2* explains SLIFE programming principles.

- *Part 3* provides SLIFE programming considerations.

- *Part 4* describes SLIFE redesignation criteria and processes.

Before engaging in the process for identifying SLIFE, districts should take steps to designate a field for SLIFE in their district student information system. This information can be used by districts to disaggregate data and track progress of SLIFE, and will also be collected by the DESE from districts for that purpose.

For further inquiries please contact the Office of English Language Acquisition and Academic Achievement (OELAAA) at ell@doe.mass.edu.

Definition of SLIFE

A student should be identified as SLIFE if **all** of the following criteria are met[1]:

1. The student is an English language learner as defined in G.L. c. 71A, §2(d).[2]

2. Is aged 8 to 21 years.

3. Entered a United States school after grade 2.

    or

    Exited the United States for six months or more.

4. Prior exposure to formal schooling is characterized by

    a. no formal schooling,

        or

    b. interruptions in formal schooling, defined as at least two or fewer years of schooling than their typical peers,

        or

    c. consistent, but limited formal schooling.

5. Functions two or more years below expected grade level in native language literacy relative to typical peers.

6. Functions two or more years below expected grade level in numeracy relative to typical peers.

Please refer to *Appendix D: Glossary of Key Terms* for more detailed explanations of each of the indicators listed above.

Part 1: Initial Identification of SLIFE

State laws require that all ELLs receive instruction that is specifically designed with two overarching goals: English language development and academic content achievement. When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an ELL and to place that student in an appropriate instructional program. Similarly, districts should ensure that SLIFE are properly identified and placed in SLIFE programs[3]. The following diagram provides a recommended

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[1] These criteria were developed based on research conducted by the SLIFE guidance team. It includes information drawn from state and federal laws and Colorín Colorado, New York City Public Schools Guidance, and other state guidance, as well as research conducted by Andrea DeCapua and Helene Marshall.

[2] An English language learner means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classwork in English.

[3] See the glossary in Appendix D for an explanation of SLIFE programs.

process for determining whether newly enrolled students are SLIFE. An overview of each step follows the diagram:

Flowchart for SLIFE Intake and Placement
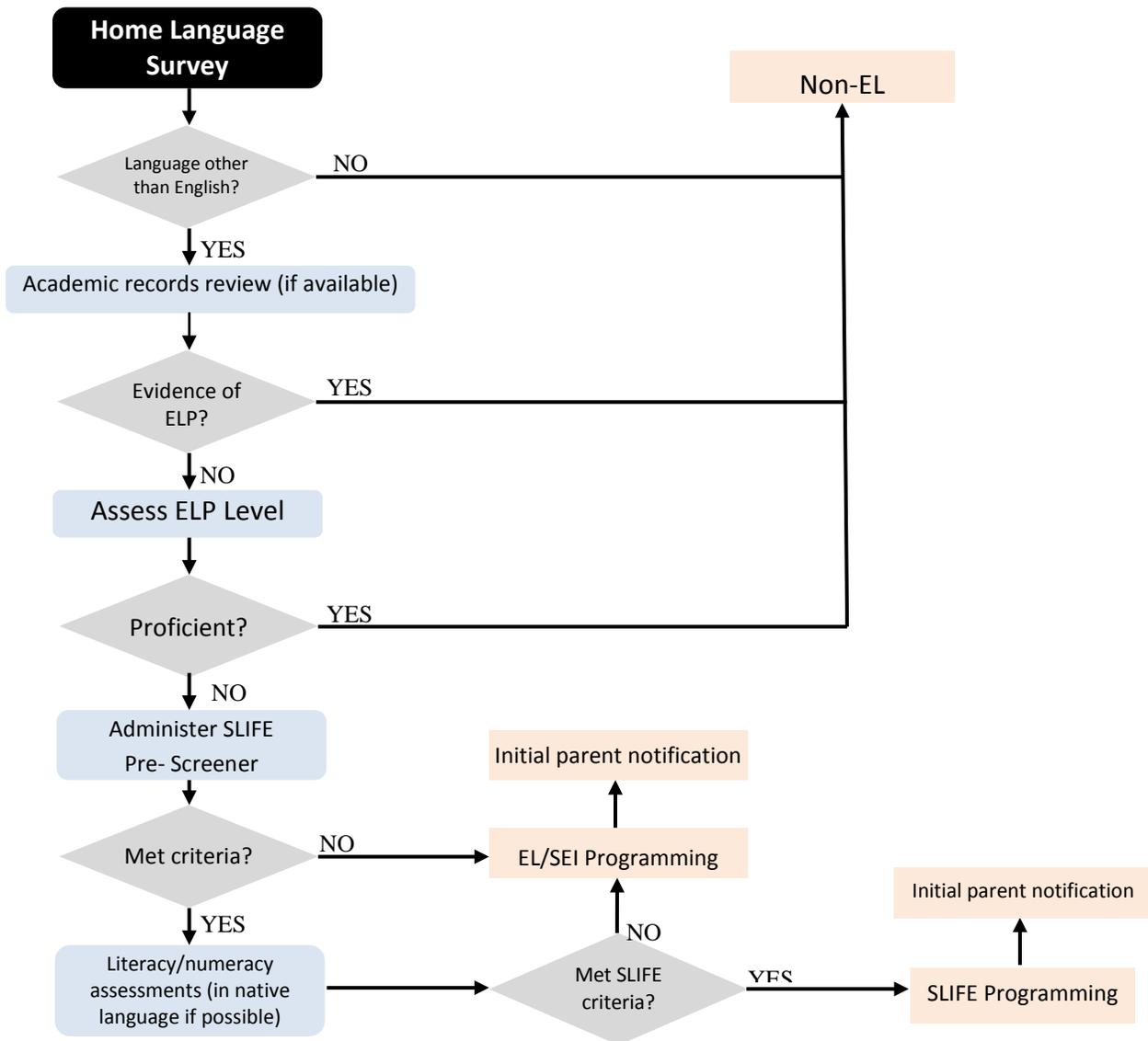
Step 1: Administer a Home Language Survey

The primary purpose of a *Home Language Survey* (HLS) is to screen newly enrolling students in a district to determine if they are potentially ELLs. The HLS seeks to determine if a student has had exposure to a language other than English that may have impacted their English language development. Students who are identified as potentially ELLs are further screened for English proficiency.

For a sample HLS and its administration, refer to the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf* .

Step 2: Academic Records Review (if available)

Trained school district personnel should conduct a record review of submitted documents, particularly documents containing academic and English language proficiency information. If a newly enrolled student is transferring from another district within Massachusetts or a state within the World-Class Instructional Design and Assessment (WIDA) consortium, it is possible that he/she participated in the annual language proficiency assessment, Assessing Comprehension and Communication in English State-to-State for English language learners (ACCESS for ELLs). If so, and if the test was administered within the **last calendar year**, instead of retesting the student, district staff can use ACCESS for ELLs' results in addition to the student's academic records to determine the student's English language proficiency. A list of WIDA member states can be found at www.wida.us.

If academic records are available and the student is classified as an ELL, move to step 5.

Step 3: Assess English Language Proficiency (if not determined in academic records)

Based upon the HLS and records review, the WIDA-ACCESS for ELLs Placement Test (W-APT) or WIDA MODEL language screening assessment should be administered by trained school district personnel when evidence of English proficiency is not available or is inconclusive.

Step 4: Determine ELL or Non-ELL Status

Use the results of the English language screening assessment as outlined in the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf* to determine if the student is an ELL.

Step 5: Administer SLIFE Pre-Screener to all identified ELLs

The SLIFE Pre-Screener is administered to the student and/or parent[4] in the student's/parent's native language either interpreted or translated to the extent practicable by trained school district personnel. For a sample SLIFE Pre-Screener see *Appendix A*.

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[4] Parent refers to the student's parent or legal guardian.

If results of the SLIFE Pre-Screener indicate that the student is potentially a SLIFE, then move to *Step 6* below.

If the SLIFE Pre-Screener results indicate that the ELL is *not* SLIFE, refer to the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf* for placement guidance.

Step 6: Administration of Literacy and Numeracy Assessments

If the SLIFE Pre-Screener indicates limited or interrupted education, then administer native language literacy and numeracy assessments to determine if the student is academically functioning two or more years below expected grade level relative to typical peers. Trained school district personnel should administer the literacy and numeracy assessments. School districts may use a selection of literacy and numeracy assessments including SLIFE developed assessments, pre-unit assessments, grade/school/district generated assessments, end-of-the-year assessments, etc. with rubrics and scores that indicate grade-level performance. Districts may purchase assessments, translate or interpret existing assessments, or develop assessments for this purpose.   If it is not practicable to provide native language assessments, and the SLIFE Pre-Screener indicates limited and/or interrupted education, then the student should be considered a SLIFE until further assessments and data measures indicate otherwise.

Step 7: Establish a School-Based SLIFE Placement Team

Establish a cross-disciplinary, school-based team that includes ELL educators, core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers to make instructional placement decisions for SLIFE. To do this, the team should review SLIFE intake data, such as registration documents, HLS, ELP assessment(s), SLIFE Pre-Screener, literacy and numeracy assessments, and other pertinent records. The school-based team must communicate with parents when making these decisions for SLIFE.

Step 8: Develop SLIFE Program Placement

When developing instructional placement for SLIFE, socio-emotional, cultural, academic, and linguistic factors must be considered among other variables, such as trauma[5], migration considerations, and familial contexts.

Students designated as SLIFE should be educated in a culturally and linguistically responsive teaching program consistent with their level of English language proficiency and academic needs. SLIFE instruction should target gaps in skills and knowledge that SLIFE may have as a result of limited or interrupted education. SLIFE provides, but is not limited to:
- ESL/ELD/SCI
- Native language instruction or supports if possible

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[5] Trauma may include, but is not limited to, exposure to child labor, human trafficking abuse, gang involvement, displacement, separation, war, and/or natural disaster.

- High intensity literacy training
- Sheltered social studies
- Sheltered mathematics
- Sheltered science, technology, engineering, and mathematics (STEM)
- Guidance and counseling services as recommended by the school-based team in a language the student can understand (Title VI; EEOA, 20 USC 1703(f); G.L. c. 76, §5; 603 CMR 26.02)

Step 9: Record SLIFE Designation in Student's Profile

Record student's SLIFE designation in the student's school profile, cumulative folder, and district's data collection system.

Step 10: Parent Notification

Notify parents about their child's ELP level, assessment results, and SLIFE designation decisions **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls in the school district during the school year. Such notifications shall be provided in English and, to the extent practicable, in a language that the parents can understand.

For a sample Parent Notification Letter, refer to *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf*.

Step 11: Develop a SLIFE Individualized Learning Plan

A SLIFE individualized learning plan (ILP) identifies the SLIFE's language and academic goals. The SLIFE ILP also establishes how to monitor academic and ELP progress. The SLIFE ILP describes how the student learns, how the student best demonstrates that learning, and what teachers and service providers will provide to ensure the student meets his/her educational goals.

Developing a SLIFE ILP requires assessing a student's ELP, numeracy/literacy skills, and academic profile while simultaneously considering the student's ability to access the curriculum. Considerations should include how socio-linguistics and interrupted education affect the student's learning. In all cases, the SLIFE ILP should be tailored to the individual student's learning goals as identified during the ELL evaluation process and school-based team recommendations. An oral SLIFE interview can provide useful information for developing the ILP. It should be administered to the student and, if applicable, the parent(s), by a qualified professional. The interviewer should be proficient in English and the student's home language, or an interpreter should be present.

For a sample oral SLIFE interview see *Appendix* B and for a sample SLIFE individualized learning plan, see *Appendix C* of this document.

Part 1.1: Identification of SLIFE Currently Enrolled in Massachusetts Schools

For students currently enrolled in the district who may be SLIFE, follow the steps below:

Step 1: Establish a school-based team

In order to effectively identify which current ELL students are SLIFE and make instructional and placement decisions for them, districts should establish a cross-disciplinary school-based team. The team should include ELL educators, core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers who will make SLIFE specially-designed instructional and placement decisions.

As with other ELLs, districts must also consult with a parent when making instructional and programmatic decisions for SLIFE.

Step 2: Referral of ELL Student for Possible designation as a SLIFE

Based upon classroom observations, academic records review, progress monitoring, assessments, anecdotal notes, and other relevant data, an educator may refer a current ELL to the school-based team to consider for identification as SLIFE.

If the ELL student meets the SLIFE definition and identification criteria on the *SLIFE Pre-Screener*, then:

1. Conduct the *oral SLIFE interview* with the student and/or parents
2. Administer literacy and numeracy assessments
3. If the results of the ELL student's literacy AND/OR numeracy assessment is two or more years below grade level, the school-based team should convene to determine if the ELL is a SLIFE.

Step 3: District Protocols for classifying an ELL Student as a SLIFE

The school-based team should follow district-designed protocols for assessing multiple data points to determine and designate a current ELL student as SLIFE. The team should be charged with reviewing relevant data and making instructional programming decisions for the SLIFE student.

The following multiple data points may be reviewed when considering designating an ELL as a SLIFE:

- SLIFE Pre-Screener
- Literacy and Numeracy Assessments
- Entry dates/reentry dates/evidence of frequent moves
- Attendance
- Original HLS
- ELP assessment(s) (i.e. W-APT, WIDA MODEL, and/or ACCESS for ELLs)
- Academic assessments (i.e. MCAS/PARCC, teacher-created, curriculum-based, portfolio, etc.)

- Cumulative folder contents
- Performance in grade classes (i.e. progress and report cards)
- Current program services (i.e. ESL, MTSS, RTI, PBIS, etc.)
- Oral SLIFE Interview
- Teacher and service providers' observations and anecdotal notes

Step 4: Designate ELL Student as SLIFE

ELLs should only be designated as SLIFE when the school-based team determines that the ELLs meet the SLIFE criteria and the students' academic needs are best served by instruction provided as part of the SLIFE program.

Step 5: Record SLIFE designation

Record the SLIFE intake information and all instructional and placement decisions in the student's cumulative folder and district records.

Step 6: Parent Notification of designation as a SLIFE

Notify the parent of the change in the ELL's instructional program. See Sample Parent Notification in *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf* .

Step 7: SLIFE Instructional Program Placement

Place newly designated SLIFE in the SLIFE Program.

Part 2: SLIFE Programming Guiding Principles

Programming models for SLIFE require an alternative approach to English language instruction that is based on the review of students' educational history, linguistic inventory, cultural knowledge, and experience.

SLIFE guiding principles:

- Build foundational skills necessary to develop English language acquisition
- Bridge students' background experiences to academic educational experiences and content in the Massachusetts Curriculum Frameworks
- Acknowledge and incorporate students' existing skills and knowledge to facilitate connections to learning the necessary skills and academics to be successful 21st century learners
- Design equitable, intentional, responsive, and strategic academic programming
- Consider research-based instructional elements necessary for SLIFE academic success, such as thematic units, culturally responsive teaching, and project based learning
- Provide socio-academic and socio-cultural supports through the school based team

Part 3: Programming Considerations

SLIFE programs focus on supporting the SLIFE's transition to academic success as a 21st century student. Therefore, effective SLIFE program models should provide:

1. Thematically coordinated literacy and content courses
2. Appropriate ESL classes as outlined in *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf*
3. Sheltered curriculum that is intensive, consistent, and age-appropriate
4. Instruction by teachers trained to teach age-level literacy and numeracy skills for their students
5. Enrichment opportunities that accelerate both their language acquisition and overall socio-emotional adjustment
6. Supplemental support programs before or after school, and during the summer to accelerate academic progress and language acquisition
7. For secondary students, pathways to pursue career, vocational, and technical education (CVTE), a High School Equivalency (HSE), Testing Program or other alternative educational programs

Part 4: Redesignation Criteria for SLIFE into Non-SLIFE Status

The redesignation decision takes into account the student's progress and readiness to exit the SLIFE program.

The following steps are recommended to ensure SLIFE are redesignated appropriately.

Step 1: Establish a school-based ELL placement/SLIFE redesignation team

In order to make effective instructional and assessment decisions for SLIFE, establish a school-based team. Since social/emotional, academic and linguistic factors are to be considered among other variables, the team should include SEI, ESL, and special education teachers (when appropriate), guidance counselors, adjustment counselors, social workers, and other professionals who regularly interact with the student.

The school-based team must communicate with parents when making instructional and programmatic decisions for SLIFE. This communication must be in a language that the parents understand.

Step 2: Review relevant data to determine the student's redesignation from SLIFE to non-SLIFE status

Using information in the student's records and/or portfolio, the school-based team should review the following criteria that SLIFE need to meet in order to transition out of the SLIFE program.

Relevant Data. School-based teams should evaluate and consider a range of evidence of the student's performance when making a recommendation to redesignate the student from the SLIFE program, including:

- the student's scores on locally-administered reading and other academic assessments, or other District Determined Measures (DDMs)
- the student's scores on locally-administered diagnostic language assessments
- the student's academic grades and progress
- the written observations and recommendations of the student's classroom teachers
- special education status (if applicable)
- the student's performance on MCAS/PARCC content area tests
- attendance
- social/emotional screening/measures
- academic habits and behaviors as documented by educators and specialists working with the SLIFE

Evaluation of these criteria should be used to support and validate the preliminary decisions made each spring about the student's instructional programming and SLIFE classification and possible redesignation as non-SLIFE.

After evaluating available student data, if the school-based team determines there is sufficient evidence of a student's ability to perform successfully within the ELE program, then the team should remove the student's SLIFE classification and change the designation in the student's cumulative folder and district information systems. The district must then notify the parent of the change in the student's classification.

Step 3: Plan an instructional program for the ELL student

After reviewing student data related to language proficiency and ability to perform successfully within the ELE program, the school-based team may decide to remove the SLIFE designation from an ELL. Refer to the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document found at *http://www.doe.mass.edu/ell/guidance/guidance.pdf* for recommended ELE programming for ELLs who are not SLIFE.

Appendix A: Sample SLIFE Pre-Screener

Students with Limited or Interrupted Formal Education (SLIFE) Pre-Screener

Directions: *Information in the box below should be completed by school personnel after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment has been completed, yet prior to meeting with the student.*

	Notes:
District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer's Name: _____ Title: _____ Location: _____ Who is being interviewed? ☐ Student ☐ Parent ☐ Other In what language is this interview being conducted in? _____ Interpreter's Name: _____ Student's Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	

If all four items are checked, then administer literacy and numeracy diagnostics.

		Criterion	Notes
☐	**1.**	English language learner as defined at §2(d) of chapter 71A of the General Laws.	
☐	**2.**	Aged 8 to 21 years	
☐	**3.**	ELL entered a school the U.S. after grade 2 OR Exited the United States for six months or more.	
☐	**4.**[6]	Extent of prior exposure to formal schooling is characterized by **a.** no formal schooling OR **b.** interruptions in formal schooling OR **c.** consistent, but limited formal schooling	

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[6] Refer to *Formal Schooling* in *Appendix B: Glossary of Terms*

Appendix B: Sample SLIFE Interview

Directions: *Information in the box below is to be completed by school personnel prior to the interview.*

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer's Name: _____ Title: _____ Location: _____ Who is being interviewed? ☐ Student ☐ Parent ☐ Other In what language is this interview being conducted in? _____ Interpreter's Name: _____ Student's Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	Notes:

Directions: *The following interview is to be conducted when developing the student's individual learning plan. It should be completed with the student and, if applicable, parent(s).It should not be conducted during the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.*

Personal Information

Who raised you? Until what age?	
Who do you live with now?	
Who came with you to the U.S.?	
Describe your country/home.	

Prior School Practices

How old were you when you started school?	
How many years did you attend school? (suggestion- list each year of schooling) How many hours each day?	
Where did you go to school?	
What was your favorite subject?	

Did you always attend school? Are there times you did not attend school? Why?	
When did you stop going to school? Date? Year?	

Language Literacy/Numeracy/Technology Practices

Did you have books at school? What kind of books?	
Do you like to read/draw/write?	
What is your favorite book/magazine/website?	
What do you use math for in your daily life? Do you like Math?	
Do you have a computer/cell phone?	

Directions: *The following will help educators place students in electives and programs:*

Outside interests/Future plans

What do you like to do outside of school? E.g., sports, music, crafts, art, work, cook, babysit?	
What are your goals as a student?	
What would you like to do job after high school? Go to college? Work?	
Are you interested in attending clubs and/or playing a school sport after school?	

Appendix C: Sample Individualized Learning Plan

ELL Individual Learning Plan 20XX-20XX

XXX Public Schools XXX Elementary/Middle/High School

Family Name: _____ First Name: _____ Birth date: _____ SASID: _____ Grade: ___
Country of Origin: _____ Language(s): oral: _____ written: _____

Type of ELD program: __ periods of ESL[7] □ ESL class □pull-out □push-in □TBE □Two-Way Bilingual □Newcomer □ SLIFE □Other _____	□SEI[8] Content areas: _____ _____ _____	**Type of support:** □para in-class support □Title I □Literacy Support □Tutoring □Title III □Other _____ □Math

Language Accommodations (MCAS/PARCC): _____ IEP Goals: _____

IEP Accommodations: _____

Educator overseeing plan: _____ ILP Team Members: _____

ELPA:* *Date:*	Score	Designation	ACCESS	Year	Score	Level	ACCESS	Year	Score	Level	ACCESS	Year	Score	Level
Speaking			Reading				Reading				Reading			
Reading			Writing				Writing				Writing			
Writing			Listening				Listening				Listening			
Listening			Speaking				Speaking				Speaking			
Composite			Composite				Composite				Composite			

English Language Proficiency Assessment used to determine eligibility for ESL services – W-APT/MODEL.

ACCESS	Year	Score	Level	ACCESS	Year	Score	Level	ACCESS	Year	Score	Level
Language of Math				Language of Math				Language of Math			
Language of Science				Language of Science				Language of Science			
Language of Soc. Studies				Language of Soc. Studies				Language of Soc. Studies			
Language of ELA				Language of ELA				Language of ELA			

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[7] ESL, ESL class, Newcomer classes, SLIFE classes, and TBE may only be taught by an appropriately licensed instructor.

[8] Beginning in school year 2016-17 no core academic teacher can be assigned to provide SCI to an ELL unless the teacher holds the SEI Teacher Endorsement or will obtain it within one year. The district must make every reasonable effort to avoid assigning an ELL to more than one non-endorsed core academic teacher during the ELLs enrollment in the district.

Academic Year				
Test	**Score**	**Level**	**Designation**	**Date**
MCAS Math				
MCAS ELA				
MCAS Science				
ELA				
Math				
Science				
Social Studies				

Test	**Score**	**Level**	**Designation**	**Date**
MCAS Math				
MCAS ELA				
MCAS Science				
ELA				
Math				
Science				
Social Studies				

Test	Score	Level	Designation	Date
MCAS Math				
MCAS ELA				
MCAS Science				
ELA				
Math				
Science				
Social Studies				

Notes: *What do we need to know about this student? What are her/his funds of knowledge, What are current learning goals, How is s/he adjusting to school, what interests or motivates him/her, what is her/his family situation, etc.?*

School Interventions: Interventions for ELLs include tiered systems of support - small group instruction, literacy instruction, etc. ESL is *not* an intervention.					
Subject	**Specific Goals**	**Intervention/Strategies**	**Intervention Monitoring Date**	**Monitoring Status**	
				Sufficient Progress	**Comments**
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	

Intervention Status	☐ **Student is not progressing in a timely manner.** Intervention/strategies to be revised: _____ **Date:** _____ ☐ **Student is making some progress** with _____ intervention/strategies. Continue with plan. **Date:** _____ ☐ **Student has mastered and completed interventions.** Student will no longer receive interventions/strategies. **Date:** _____

Parent Strategies: *(Steps/strategies that the student's parents or guardians may take to help the student improve his/her skills)*

Parent signature: _____ **Date:** _____

Parent Information	Parent has been informed of the content of the Individual Learning Plan after each monitoring update visit in a language they can understand via: ☐ E-mail ☐ Mail ☐ Conference **Date:** _____ ☐ E-mail ☐ Mail ☐ Conference **Date:** _____ ☐ E-mail ☐ Mail ☐ Conference **Date:** _____

Outcomes: *What goals/standards, etc. will the student work on? What do we want the student to accomplish? Based on the student's scores on eligibility assessment, what standards/linguistic skills does the student need to focus on? Based on other assessments, what standards/content area knowledge or skills does the student need to achieve in order to master what is measured on those assessments?*

End of year notes: *Indicate progress student has made, personal accomplishments, new information from beginning of the year, other skills student has mastered, etc. What can this student be congratulated on and what can they be provided supports with as they transition to the next year?*

Appendix D: Glossary of Key Terms

Assessing Comprehension and Communication in English State-to-State for English language learners (ACCESS for ELLs)	A secure large-scale English language proficiency assessment given to students in Kindergarten through 12th grade who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states (including Massachusetts) to monitor students' progress in acquiring academic English.
Culturally responsive teaching	Culturally responsive teaching includes approaches, strategies and methodologies within classroom instruction and curriculum that promote cultural and linguistic competence, consistent with students' backgrounds in a supportive learning community.
English as a Second Language (ESL) instruction.	ESL instruction provides explicit, direct, and systematic instruction to learn the English language that is intended to promote second language acquisition and English language proficiency. It includes learning outcomes in the four language domains: speaking, listening, reading, and writing. ESL instruction must be tailored to the students' English language proficiency levels. In order to prioritize language needs, districts may group students of different ages and native language groups within the same ESL classroom. (G.L. c. 71A § 4). ESL instruction should be based on district-level ESL curriculum that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks.
English Language Learner (ELL)	A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English (G.L. c. 71A § 2 (d)).The federal definition adds "whose difficulties in speaking, reading, writing or understanding the English language may deny the student the ability to meet state proficiency level on state assessments…or the opportunity to participate fully in society." (No Child Left Behind Act, Title IX, § 9101 (25)). *Also known as English Language Learner* or *Limited English Proficient (LEP) student (No Child Left Behind) and English language learner (G.L.c. 71A).*

Formal Schooling	No formal schooling	The student did not attend school prior to arriving in the United States.
	Interruptions in formal schooling	Two or more years of interrupted education. The student may have attended school in one location for a length of time, then moved to another location and accumulated a significant amount of time when not attending school.
	Consistent, but limited formal schooling	The student may have attended school in the United States for a length of time then moved to another country. Although education was consistent in duration and length, the student presents with gaps in education. The student completed compulsory education in the native country yet the native country's school year (duration and daily school hours) is inconsistent with Massachusetts' days per year and hours per day.
Sheltered English Immersion (SEI)	Sheltered content instruction (also called Sheltered English Immersion or SEI) includes approaches, strategies and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction must be taught by SEI-endorsed content area teachers. It must be based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks and that integrates components of the WIDA ELD standards frameworks.	
SLIFE Program	The SLIFE program can be a separate, self-contained program staffed by dedicated teachers or it can be embedded in another program (bilingual education, dual language, sheltered English immersion, etc). In either case, it should be characterized by specially-designed instructional practices that both make content comprehensible for SLIFE and target the skills SLIFE need to be successful in the school's regular academic program.	
Typical Peer	A peer of similar age, socio-economic status, linguistic and cultural background.	
WIDA English Language Development (ELD) Standards	An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.	
World-class Instructional Design and Assessment (WIDA)	A multi-state consortium which aims to advance academic language development and academic achievement of linguistically diverse students through high quality standards, assessments, research, and professional development for educators.	