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## SECTION 6

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### GLOSSARY FOR THE CTEL EXAMINATION

NOTE: Some definitions in this glossary are publicly available on the California Department of Education (CDE) website.

#### **Advanced**

See "Bridging."

#### **Alternative Program (Alt)**

The term "alternative program (Alt)" refers to one of three defined program options for English learners in California. It is defined as a language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver (e.g. bilingual/dual-language programs).

#### **Beginning**

See "Emerging."

#### **Bridging**

The term "bridging" refers to students at the advanced level of English language development. They continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized English language development instruction. Note: The term "advanced-level" is used in the CTEL test items.

#### **CAHSEE**

See "California High School Exit Examination."

#### **California High School Exit Examination (CAHSEE)**

The CAHSEE has two parts: English language arts (ELA) and mathematics. By law, each part is aligned with California's academic content standards adopted by the State Board of Education (SBE). The primary purposes of the CAHSEE are to: (1) significantly improve student achievement in public high schools and (2) to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination or,

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for eligible students with disabilities, meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, receiving a local waiver pursuant to *EC* Section 60851(c)(1), or by applying for a CAHSEE Streamlined Waiver for Eligible Students with Disabilities pursuant to *EC* Section 56101.

### California Standards Tests (CST)

The CSTs are criterion-referenced tests that assess student performance relative to California's state-adopted academic content standards in English language arts (ELA), mathematics, science, and history/social science.

### Content-Based ELD

Content-based ELD is focused instruction designed to develop English learners' academic language proficiency in English using high-priority topics from the core curriculum. English language development is the main focus of instruction.

### Crosslinguistic Influence

The term "crosslinguistic influence" refers to the ways in which different language systems interact in a language learner's mind and affect the learner's language development and/or performance. A key component of crosslinguistic influence is interlingual language transfer, in which a language learner applies knowledge of the first language (L1) to the second language (L2). Language transfer can be positive or negative. See also "Crosslinguistic Resource Sharing."

### Crosslinguistic Resource Sharing

The term "crosslinguistic resource sharing" refers to a model of second-language reading development that contends that language "mapping" occurs between the first and second language. Key components of this model are language transfer and metalinguistic awareness. Language transfer occurs when competencies and reading skills are transferred from the first language to the learning of a second language. Metalinguistic awareness is the ability to reflect on the nature of language and is also transferrable, providing language learners with supports in formulating reliable connections between spoken language elements and graphic symbols in the new language. See also "Crosslinguistic Influence".

### CST

See "California Standards Tests."

### Diglossia

The term "diglossia" refers to the existence of two languages or language varieties within a community that are used widely for different functions in different social contexts. One language variety is typically the standard language used in contexts such as government, education, and media, while the other language variety is likely to be less formal and be used typically in everyday contexts with family and friends.

### ELD

See "English Language Development."

### Emerging

The term "emerging" refers to students at the beginning level of English language development. They typically progress very quickly, learning to use English for immediate needs as well as beginning to

understand and use academic vocabulary and other features of academic language. Note: The term "beginning-level" is used in the CTEL test items.

### **English Language Development (ELD)**

The term "ELD" refers to a specialized program of English language instruction appropriate for the English learner's identified level of language proficiency. The program is designed and implemented to promote English learners' English proficiency in listening, speaking, reading, and writing. ELD instruction is based on the state English language development standards.

### **English Language Development (ELD) Standards**

The first ELD standards for California were developed in 1999 and were the basis for the CELDT. In November 2012, new ELD standards were adopted that aligned to the California Common Core State Standards in English Language Arts.

### **English Language Mainstream (ELM)**

The term "ELM" refers to one of three program options for English learners in California. This program option is a classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Students in ELM programs tend to be at the High Intermediate through Advanced levels of English proficiency. The focus is on helping students meet grade-level content area standards as they continue to develop high levels of academic English proficiency.

### **English Language Proficiency Assessment for California (ELPAC)**

The term "ELPAC" refers to the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

### **English Learner (EL) (formerly known as Limited-English-Proficient or LEP)**

The term "English learner" (EL) refers to those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language and literacy assessment procedures for grades kindergarten through grade twelve, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

### **English Learners with Exceptional Needs and Talents**

The term "English learner with exceptional needs" refers to a student who has learning difficulties due to an intrinsic learning disability and/or identified cognitive or linguistic impairment not attributable to the student's English proficiency status. An English learner with exceptional talents is a student who has been identified as gifted and talented and/or a student who shows exceptional ability in one or more areas whether or not the student has been formally identified as "gifted and talented." English learner students with exceptional talents may or may not learn language at an accelerated rate, and they may or may not be able to display their true potential due to their English proficiency status.

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### Expanding

The term "expanding" refers to students at the intermediate level of English language development. At this level, English learners are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level. Note: The term "intermediate-level" is used in the CTEL test items.

### Expressive Language

See "Productive Language."

### Fluent-English-Proficient (FEP)

Students who are fluent-English-proficient (FEP) are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP).

### Intermediate

See "Expanding."

### L1

See "Primary Language."

### L2

The term "L2" refers to a language that a person learns subsequent to acquiring L1. This language may also be referred to as the "second" or "target" language.

### LEA

The term "LEA" refers to a local educational agency, such as a school district.

### Limited-English-Proficient (LEP)

See "English Learner."

### Long-Term English Learners (LTEL)

The term "long-term English learner" refers to an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, or any successor test, and scores far below basic or below basic on the state-adopted English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

### Primary Language (L1)

The term "L1" refers to the language that a person learns first. L1 may also be referred to as a person's "mother tongue" or "primary" or "native" language. A student's primary language is identified by the Home Language Survey as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home.

### **Productive Language**

The term "productive language" refers to a person's use of language to communicate a message either orally (speaking) or graphically (writing). This process may also be referred to as "expressive language."

### **Proficiency Levels**

The term "proficiency levels" refers to the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The proficiency level descriptors (PLDs) describe student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. See "Emerging," "Expanding," and "Bridging."

### **Receptive Language**

The term "receptive language" refers to a person's use of language to receive a message either aurally (listening) or visually (reading).

### **Reclassification/ Redesignation (RFEP)**

The term "reclassification" or "redesignation" refers to the local process used by LEAs to determine if a student has acquired sufficient English language proficiency to perform successfully in academic subjects without ELD support. LEAs are to establish local reclassification policies and procedures based on an assessment of language proficiency using an objective instrument (e.g., the ELPAC), teacher evaluation, parental opinion and consultation, and student performance on a statewide assessment of basic skills in English. Students reclassified as fluent-English-proficient (RFEP) were initially identified as English learners, but later met the LEA's requirements for English language proficiency.

### **Scaffolding**

Pedagogically, the term "scaffold" refers to the support offered students so that they can successfully engage in academic activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings, as well as disciplinary (and language) practices. Once development takes place, scaffolds are removed and new ones are erected to support newly needed developmental work. There are two aspects of pedagogical scaffolding: structure and process.

### **SDAIE**

See "Specially Designed Academic Instruction in English."

### **SEI**

See "Structured English Immersion."

### **Specially Designed Academic Instruction in English (SDAIE)**

Specially Designed Academic Instruction in English (SDAIE) is an approach to teach academic courses to English learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP, RFEP, and English-only students in the district.

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### **Standards-based Tests in Spanish (STS)**

The STS are criterion-referenced tests aligned to the California content standards for reading/language arts and mathematics.

### **Structured English Immersion (SEI)**

The term "SEI" refers to one of three program options for English learners in California. It is defined as a classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language. SEI usually includes: (1) ELD appropriate to each student's level of English proficiency, and (2) content instruction using specially designed academic instruction in English (SDAIE) techniques whenever needed to promote students' full access to the core curriculum. SEI is delivered primarily in English but may include some L1 support.

### **Transnational Migration**

The term "transnational migration" refers to a pattern of migration in which people settle and establish relations in a new country while maintaining ongoing social connections with the country from which they originated. These people remain strongly influenced by their continuing ties to their country of origin and/or by social networks that stretch across national borders.

### **Underschooled Newcomers**

The term "underschooled newcomer" refers to English learners who have been in U.S. schools for four or fewer years and arrived with both limited English proficiency and limited or interrupted formal schooling in the home country. These students may have limited L1 literacy skills. They tend to perform significantly below grade level in the core subjects.

### **U.S. Cultures**

The term "U.S. cultures" refers to the range of cultures represented by the diverse linguistic, cultural, and ethnic groups and subgroups living in the United States. Each group has cultural values and practices that may be similar or different from those of other groups.

### **Well-Educated Newcomers**

The term "well-educated newcomers" refers to English learners who have been in U.S. schools for four or fewer years and arrived with both limited English proficiency and a history of regular school attendance in the home country. These students typically have well-developed L1 literacy skills and may or may not have some level of English proficiency. They tend to acquire English language and academic skills more readily than do underschooled newcomers.