

Delaware Early Learner Survey Guidance for Surveying English Learners

English learners are children who are developing the ability to understand and speak more than one language. To survey the knowledge and development of English learners accurately, it is important first to determine the primary language(s) of the children. It is also important to understand which Delaware Early Learner Survey (DE-ELS) objectives are language-dependent and which are language-free to capture students' strengths and abilities in all developmental domains.

This document explains DE-ELS guidelines for English learners, specifically how to:

- Record information in the *GOLD*® “Home Language Survey” online
- Observe English Language Acquisition Objectives 37 and 38
- Understand which objectives are to be observed from an English-language perspective only

Recording Information in the *GOLD*® Home Language Survey Online

The “Home Language Survey” accessible from the *GOLD*® Teacher Homepage is designed to help teachers gather and record useful information about the language(s) children have been exposed to in their home environment and the language(s) children use at home and at school.

In addition to the optional *Welcome to Kindergarten* and *Getting to Know Your Family* questionnaires available on the DDOE DE-ELS website, **all families entering kindergarten complete the** Delaware Department of Education’s ***Home Language Survey form***. This is a standard form included in all enrollment packets across the state. Teachers discuss questions with parents or other family members (with the assistance of interpreters if necessary) and determine the answers to questions together. These forms *must not* be completed by teachers without input from parents or other family members.

Teachers must record information in *GOLD*® Home Language Survey online to populate English Language Acquisition Objectives 37 and 38 in the Delaware Early Learner Survey. Entering this information is crucial because acquiring more than one language impacts learning trajectories in other developmental domains. The data recorded in the *GOLD*® “Home Language Survey” section online should not be used to label children or identify them for services. It should be used to help the teacher determine how to survey children most accurately on all objectives to support their development and learning.

To record information in the *GOLD*® “Home Language Survey” online:

- Collect information from families with the optional DE-ELS family questionnaires and the required DDOE *Home Language Survey form*.
 - Teachers: The DDOE *Home Language Survey form* is typically found in students’ cumulative folders.
- Log in to Teaching Strategies *GOLD*® online tool and click the “Checkpoint” tab: “By Child” for your class list of children. Click each child’s name for the link to “Complete the Home Language Survey.”
 - Teachers: For further directions, use the visual guide “*How To Access the Home Language Survey*” found in the visual guide folder in the DE-ELS Schooling Course.
- Respond to each question in the *GOLD*® “Home Language Survey” by using the 1-5 scale ranging from “only English” to “only home language.”

Observing English Language Acquisition Objectives 37 and 38

The Delaware Early Learner Survey includes two objectives that must be observed if the child has a home language other than English:

English Language Acquisition

Objective 37: Demonstrates progress in listening to and understanding English

Objective 38: Demonstrates progress in speaking English

If the value of the *GOLD*® “Home Language Survey” questions is more than 2, Objective 37, “Demonstrates progress in listening to and understanding English,” and Objective 38, “Demonstrates progress in speaking English” will be populated in the students’ profile to survey. It is crucial to record this data to accurately represent students’ knowledge and skills, since there are language-dependent objectives in the Delaware Early Learner Survey.

Read the section below for more information on surveying all language-dependent objectives in English.

Observing Language-dependent and Language-free Objectives

Although you should survey all language-dependent objectives in English, you can observe majority of the objectives even if you do not speak the child’s home language. These objectives are considered *language-free* objectives because they do not require children to comprehend or produce English to demonstrate what they know or can do.

For example, you may gather information related to Objective 1b, “Follows limits and expectations,” when a child begins cleaning up in response to a musical cue. During cleanup, you could also observe whether the child sustains attention to a task over time for Objective 11a, “Attends and engages.” The list of DE-ELS language-free and language-dependent objectives can be found in the document: *Language-free and Language-dependent Objectives By Domain*.

The following Delaware-specific resources were developed to guide teachers in surveying English learners. Some documents are available DDOE DE-ELS website and all are in the teacher resources binder downloadable through the DE-ELS Schoology Course:

- **Language-free and Language-dependent Objectives By Domain** –Language-free and language-dependent objectives listed by domain. This document outlines for which objectives students must answer in English.
 - Thus, this chart delineates partner dual immersion teachers’ roles in observing the language-free and language-dependent objectives.
- **Observation Strategies By Objective** – Naturally occurring times during your day when you can observe children accomplishing each objective.
- **Language-Free Activity Suggestions**–Suggestions for teaching practice to accomplish objectives through language-free activities.