

# Education a case study ell



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The purpose of this paper is to identify and track a student's progress on the English Language Learners ELL proficiency standards utilizing the Arizona English Language Learner Assessment (AZELLA) results. The paper includes descriptions of each stage of language acquisition as well as Jose's skill accomplishments which is supported by evidence from research. This paper addresses Jose's slow progress learning English, and his needed support in his primary language, coupled with the data collected from the AZELLA. The lack of sufficient growth leads educators to seek additional assistance for Jose difficulties.

A Multi-disciplinary team discovers that Jose has a disability which in turn provided Jose extra support and accommodations. Stage I: Pre-production, Jose presented as a non-English speaking 5 year old entering kindergarten, Spanish only spoken at home. The report also states that Jose scored at Level 1 on the Arizona English Language Learner Assessment (AZELLA); which is classified as pre-emergent. According to the Finalized English Language Proficiency (ELP) Standards of the Department of Education, Jose met the criteria at Stage 1 of Listening and Speaking, Reading, Writing and Language at the Pre-emergent level, ((Haynes, 1998-2005, ¶1)<http://www.azed.gov/English-language-learners/elps/>).

During kindergarten Jose received assistance in his native language of Spanish, attending an English Language Development program 3 days a week, utilizing intensive interventions. However, Jose's progress was not what was expected at the conclusion of kindergarten. Jose's vocabulary was

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500-words, he struggled with academic English and learning content unable to blend words or read, so he remained at the Pre-emergent stage. It should also be noted that Jose also struggled with Spanish his native language (Haynes, 1998-2005, ¶ 2). Stage..

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