

the California Education Code definition of long-term English learner.) Fluent in social/conversational English but challenged by academic literacy tasks, and particularly disciplinary literacy tasks, LTELs find it difficult to engage meaningfully in increasingly rigorous coursework. California recognizes that LTELs face considerable challenges succeeding in school as the amount and complexity of the academic texts they encounter rapidly increase. Special care should be taken when designing instruction for LTELs, and instruction should focus on accelerating the simultaneous development of academic English and content knowledge in motivating and engaging ways in order to ensure that LTELs meet the goals identified in the outer ring of Figure 9.1.

Figure 9.2. California Education Code Definition of Long-term English Learner

2013 California Education Code 313.1. a & b defines a long-term English learner as "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 state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

A comprehensive internal accountability system, which includes both robust formative assessment approaches and summative yearly assessments, is necessary for ensuring that ELs and Reclassified English Proficient Students (see next section) maintain a steady trajectory toward linguistic and academic proficiency and do not fall behind as they progress into and through secondary schooling. It is critical that all educators have detailed and current information on their students' yearly progress toward English language proficiency and proficiency with the CA CCSS for ELA/Literacy. This can only happen with clearly established benchmarks of expected progress in English language proficiency and academic progress that are a function of both the time in U.S. schools and students' English language proficiency (Hopkins, and others 2013). Monitoring the yearly progress of ELs in this manner while also keeping a

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