

SLIFE

SUPPORTS FOR ENGLISH LEARNER STUDENTS WITH LIMITED OR INCONSISTENT/INTERRUPTED FORMAL EDUCATION (SLIFE)

A PRACTICAL APPROACH FOR
MISSISSIPPI EDUCATORS

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MISSISSIPPI
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Kim Benton, Ed.D. | Interim State Superintendent of Education

Marla Davis Ph. D. | Associate Superintendent, Academic Liaison

Tenette Smith Ed.D. | Executive Director, Office of Elementary Education and Reading

Laurie Weathersby | Bureau Director, Office of Intervention Services

Jayda Brantley | Intervention Support Specialist

Sandra C. Elliott | English Learner and Intervention Support Specialist

Keisha Dixon | Technical Assistance

Sharon Prestridge | Accommodations and English Learner Coordinator

Mathis Sheriff | Gifted Contact and Intervention Support Specialist

Mississippi Educator Refugee Working Group Members:

Glenda Cilliers | Gulfport School District

Lynn Fuller | Madison County Schools

Kristie Jones | Lowndes County School District

Whitney Knight-Rorie | DeSoto County School District

Nancy McCurdy | Oxford School District

Stephanie Murley | DeSoto County School District

Audrey Reed | Rankin County School District



INTRODUCTION

English learners (ELs) are a growing population of students in Mississippi and come to our schools with diverse backgrounds and assets. This guidance document and supporting tools are specifically designed to support a unique subgroup of English learners who have limited or interrupted formal education. Students with limited or interrupted formal education (SLIFE), have many varied reasons for their limited, minimal, or lack of formal education from their home countries including war, natural disasters, political or civil unrest, and limited resources.

The United States Department of Education’s *Newcomer Tool Kit* defines SLIFE students as “Students in grades four through 12 who have experienced disruptions in their education in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderon, 2008)”. Although SLIFE students may have had interruptions in their education, they still come with “funds of knowledge” which could include experience in certain trades like agriculture, construction, carpentry, painting, as well as cultural and linguistic experiences beyond the classroom. SLIFE students are a diverse group, and strategies that work to address the needs of one SLIFE student may need to be changed and adapted for others.

Like other newcomers, some of the challenges SLIFE students experience include:

- May need both EL services and additional academic supports to master grade level content while learning a new language,
- May need additional academic supports to build skills, background knowledge, vocabulary, etc. to support understanding of grade level content material,
- May live with only one parent, a family member, and/or a sponsor,
- May need additional time to pass end of course assessments and meet graduation requirements.

While we, as educators, recognize the challenges faced by these students, it is also our responsibility to recognize the many assets they bring to our schools and communities. Educators are encouraged to capitalize on the rich and varied backgrounds and funds of knowledge SLIFE students bring to classrooms regarding the world, different cultures and customs, languages, religions, and work experiences.

This document aims to identify flexible sources of support that will aid in identifying the needs of individual students and is intended as a practical tool for supporting SLIFE students and educators in Mississippi schools as they identify and support this unique group of EL students.

CHARACTERISTICS OF SLIFE STUDENTS

Students with limited or interrupted/inconsistent formal educations often:

have limited, interrupted, or inconsistent formal schooling

have limited or no oral proficiency in English

have limited content area knowledge

have limited literacy skills in any language

have needs that traditional ESL and bilingual programs may not be able to meet

may function two or more years below peers in native language literacy and numeracy compared to other recently arrived ELs

may need intensive supports and approaches as well as intervention to catch up with grade level standards and to provide foundational skills that support understanding



FACTORS AFFECTING SLIFE STUDENTS

While other EL students can build on existing literacy, linguistic, and academic backgrounds which typically aid second language acquisition and content area knowledge, SLIFE students may have significant gaps due to adjustment, affective, and academic factors as described below can all influence how a student approaches learning English.

Adjustment Factors

Social environment and situational factors that affect language acquisition include community attitudes towards gender roles, class structure, cultural identity, respect for elders, and language learning, circumstances related to the student's family or living situation, circumstances surrounding the student's move to the community.

Affective Factors

Student's socioemotional well-being and attitudes toward academics and language acquisition, including trauma, age, attitude, motivation, personality, and sociocultural factors.

Academic Factors

The skills, including language skills, that students possess including student use of learning strategies, prior knowledge, existing skills, previous experiences, and limited formal schooling.

Adjustment Factors

- Lack of awareness of school culture and norms
- Limited awareness of local culture and norms
- Lack of knowledge of the importance of attendance, school discipline policies, graduation requirements, and high stakes testing
- Limited understanding of registration requirements
- Adjusting to local academic calendars/schedules
- Understanding rights and available resources

Affective Factors

- May be a victim of violence
- May need counseling
- May require supports with cultural adaptations
- May live in poverty
- Need connection to community support
- May live with an unknown family member or temporary or legal guardian
- May be suffering from homesickness - multiple factors

Academic Factors

- May have little or no previous education
- Parents/guardians may have limited capacity to provide academic support
- May need basic skill development in literacy and numeracy
- May have gaps in content knowledge due to interruption(s) in education
- May have limited technology skills



SLIFE PROFILES

The following profiles represent the diverse SLIFE students who may attend Mississippi schools. While these students have varied backgrounds and need differentiated support, each brings funds of knowledge to the academic setting. In addition to the personal background information provided for each student, the charts also outline the funds of knowledge each student brings to their campus and suggests supports for each student.

Enrique		
<p>(9th grade male student from Guatemala) – Enrique did not go to school for 3-5 years prior to reaching the U.S. because compulsory education stopped at 6th grade in Guatemala. His school in Guatemala had multiple grade levels taught in the same classroom. Attendance was not mandatory and there were only a few teachers consistently available for 50 students at each grade level. When he arrived in California, he was placed in the 9th grade which was age appropriate. He attended school in California for 1 semester while living with his father. He transferred to Mississippi to live with his mother.</p> <p>Enrique is very self-conscious about his academic difficulties in reading and math. When given a reading and math assessment in Spanish, he scored at a first-grade level of math skills and 2nd grade level in reading in Spanish. He has a beginning English language proficiency level. Enrique is very shy. He does not display outward signs of trauma by acting out or by being depressed despite his traitorous, independent journey from Guatemala to California and then to Mississippi. Enrique always smiles and displays outward positive body language.</p>		
<u>Funds of Knowledge</u>		
<p>Over the course of time, it was discovered that Enrique loves to write, listen to music, learn about technology, and play soccer. He also considers himself to be a funny, yet shy. Enrique has a wealth of knowledge about budgeting for travel, navigating transportation, and learning how to work out problems independently to survive.</p>		
Academic Supports:	SEL Supports:	Linguistic Supports:
<ul style="list-style-type: none"> - Provide intensive math intervention from the intervention teacher and intensive reading and language support from the bilingual EL Teacher. - Build background knowledge in American culture: social studies, geography, community businesses, food and health essentials, and vocabulary. 	<ul style="list-style-type: none"> - Ongoing family counseling may be needed since Enrique has not lived with his mother since he was very young. - Provide ongoing cultural support via the EL teacher to help Enrique learn academic and school culture expectations by pushing into his content classes and remaining in contact with content teachers. - Ensure bimonthly phone calls are made by the EL Coordinator and the EL teacher to his mother to ensure all supports are in place. 	<ul style="list-style-type: none"> - Primary focus: English language structures and vocabulary in an intensive ELD (credit bearing elective) course with a bilingual instructor. - Create daily opportunities for oral language interactive activities with peers. - Provide direct instruction of high frequency social and academic English vocabulary. - Incorporate daily reading instruction with adapted texts

<ul style="list-style-type: none"> - Connect background academic or vocational skills/knowledge to current tasks/academic concepts to increase language acquisition and bridge comprehension of how to apply critical thinking skills from immediate real-world purposes to classroom tasks. 	<ul style="list-style-type: none"> - Provide support for class selections by allowing Enrique to meet with the EL teacher who makes intentional connections with Enrique with his class selections. - Support enrollment in hands-on classes which allow for a lot of interaction to develop oral language skills (enrolled in ROTC, P.E., Art) - Provide a welcoming and safe environment so that Enrique can lower his affective filter (anxiety) to support him to take risks with practicing new language structures, vocabulary, and concentrate on the meaning of the communication in a low-stress environment. <p>A Welcoming Classroom environment may include:</p> <ul style="list-style-type: none"> - cooperative grouping of furniture, - colorful visuals posted, - labels in multiple languages, <ul style="list-style-type: none"> - Provide a folder with handouts of norms, expectations, a school map, school calendar, attendance, school dues/fees, - Provide an EL Peer Ambassador to assist Enrique in navigating the school. - Psychological support may be needed because of possible PTSD caused by constantly living in survival mode due to his family's need to escape violence and poverty in his home country. 	<ul style="list-style-type: none"> - Provide daily writing activities which recycle known words and incorporate new content-related vocabulary - Provide adapted assessments aligned to Enrique's English language abilities outlined in his Language Service Plan - Direct instruction on how to use bilingual dictionaries with a limited number of entries to accommodate for his low reading proficiency in home language - One-on-one testing support for classroom assessments - Small group testing for state assessments
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Maria

SLIFE due to COVID. (5th grade female student from El Salvador) – Maria started school in the U.S. during 1st grade. Her family moved from state to state during grades 1-3. After beginning school in 1st grade, Maria moved during the second semester of 1st grade to another state. Due to the COVID pandemic, her previous school district was on lockdown for the remainder of her 1st grade year with no evidence of instruction during that time. Her family moved again the summer after 1st grade. She moved into a new school district that had remote only instruction for her 2nd grade year. Maria did not have internet at home. When she enrolled in school for 3rd grade in a Mississippi school district, she avoided trying schoolwork because it was too difficult. She wanted to fit in with her friends at school. Marie seemed nonchalant about her low reading and math skills. She did not make an effort to ask for help. Maria preferred to socialize with her friends in the class by moving around from desk to desk instead of staying seated and completing her work. Her social oral language skills progressed over the years, but she still tried to avoid doing any work. Maria had difficulty staying on task with the online literacy program she was provided due to her low literacy skills. The EL teacher assessed her decoding abilities in English and started her on an intensive face to face literacy program at her level. Maria enjoyed working with the teacher on the decoding program but was self-conscious about the one-on-one lessons she was having with the teachers while her classmates quietly completed their work only a few feet away. She started the MTSS process in the 2nd semester of 3rd grade and is currently receiving Tier 3 intervention support services in reading, Tier 2 intervention in math and daily EL support for language development and resource support.

Funds of Knowledge

Maria has strong interpersonal relations with peers and adults and is a creative storyteller. Maria also has extensive experience helping to take care of her younger siblings and helping her mother to cook and maintain their household. Because she is now familiar with the school and the US school system, she helps to interpret and explain school processes to her mother and father regarding information for her younger siblings.

Academic Supports:	SEL Supports:	Linguistic Supports:
<ul style="list-style-type: none"> - MTSS supports are provided in reading and math. Tier II supports are in place for math. Tier III reading supports are monitored closely to determine if she will need a comprehensive evaluation for academics. - Connect background academic and vocational skills (household chore knowledge) and 	<ul style="list-style-type: none"> - Behavior interventions may be considered in the future. At Tier 1 the teacher currently monitors how many times she must redirect or cue her to stay on task. She is not intentionally misbehaving; she just needs to be constantly redirected and struggles to work independently. Additional tiered support for behavior may be needed if the tier 1 interventions do not provide sufficient improvement to help her stay on task. - Provide a welcoming and safe environment so 	<ul style="list-style-type: none"> - Provide oral language academic vocabulary activities with peers focused on specific English structures. - Provide pull-out EL instruction to directly teach high frequency social and academic English vocabulary. - Provide daily opportunities for reading adapted texts. - Provide daily instruction on specific language structures and opportunities to write using those structures. - Provide one-on-one or small group testing accommodations.



<p>knowledge to current task or academic concepts to increase comprehension and language acquisition.</p>	<p>Maria will feel comfortable taking risks with practicing new language structures and vocabulary in a low-stress environment.</p> <ul style="list-style-type: none"> - Provide low-risk opportunities for Maria to practice academic and linguistic skills (small groups, strategic peer partnerships, one-on-one teacher support sessions, etc.). <p>A Welcoming Classroom environment may include:</p> <ul style="list-style-type: none"> - Utilizing cooperative grouping of furniture, Displaying and using colorful and meaningful visuals, - Providing labels in multiple languages, - Incorporating activities that allow her to show/utilize her strengths (interpersonal, communication, etc.), - Providing her with a folder containing handouts in Spanish of classroom norms, behavior and participation expectations, a school calendar, attendance policies, to share with her parents. 	
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Mohammed

SLIFE due to several moves. (7th grade male student from Yemen). Mohammed began school in a Mississippi school district in kindergarten in 2014; in the second semester his family moved to Missouri. While in Missouri Mohammed was in and out of school because the family traveled back and forth from Yemen quite a bit. He stayed behind in Yemen for about 4 years before returning to the U.S. and re-enrolling in the same Mississippi district in November of his 7th grade year. Mohammed did not attend any school in Yemen due to the ongoing war, but he is literate in Arabic due to his religious studies reading the Quran. Mohammed is very social with his friends at school. His oral social language skills are very fluent while speaking with his classmates and teachers, however his academic skills in reading comprehension, writing, and math were quite low compared to his age level EL peers. Mohammed and his brother live with their father. Their father cannot read in English, but he has intermediate oral language skills in English due to his job working in a service industry. He relies on his children to orally translate for more complicated discussions that the teachers have with him regarding his sons' academic progress at school. Mohammed receives sheltered English support (SIOP) for two class periods each day with his EL teacher who is certified in ELA and EL.

Funds of Knowledge

Mohammed is at ease communicating with people of different age groups: his peers and adults. He can interpret oral information quickly in both English and Arabic by using his linguistic and cultural knowledge about both languages and cultures to make the message comprehensible for an English speaker. Mohammed has self-discipline and motivation to learn as demonstrated by his ability to become literate in Arabic through his religious studies.

Academic Supports:	SEL Supports:	Linguistic Supports:
<ul style="list-style-type: none"> - Strategically place him in a class with a content area ELA teacher who has had SIOP training. - Enroll him in an EL elective class to increase his English language development and receive support for content. - Intervention services for foundational reading skills due to diagnostic test showing he is at 2nd grade reading level in English which may include: 	<ul style="list-style-type: none"> - Provide a culturally responsive classroom environment which supports Mohammed to view himself as an asset to the school, allows him to acquire language in a low stress environment, and rely on his teachers who value his primary language and culture and act as his advocates in the school system. - Support cultural adaptation to the U.S. school system. - Provide cultural support to his father to comprehend expectations of US school systems (<i>MDE Supports for Parents and Guardians of English Learners</i>) 	<p>In order for Mohammed to catch up, or quickly learn, gaps in his content knowledge compared to his other EL peers he will need:</p> <ul style="list-style-type: none"> - Planned, facilitated student interaction activities to develop oral language proficiency in the content areas with specific English structures - Opportunities for reading adapted texts related to content area topics which are no more than 1 Lexile level above his current English reading language proficiency level. - Opportunities to write about content-related topics with specific, developmentally appropriate grammar structures for English learners. - Guided practice on how to use the print word-to-word bilingual dictionary for learning and testing.



<ul style="list-style-type: none"> - Explanation of the differences between English and Arabic phonics and writing systems - Providing explicit grammar and vocabulary instruction - Providing direct instruction of text structures and comprehension strategies - Connect background academic or vocational skills/knowledge to current tasks/academic concepts to increase language acquisition and bridge comprehension of how to apply critical thinking skills from immediate real-world purposes to classroom tasks. 	<ul style="list-style-type: none"> - Allow the counselor to provide a space for him read or study quietly during Ramadan fasting so he does not have to go to the cafeteria. - Allow for scheduling of his tests/exams around his fasting period. - The cafeteria has also received information that he should not receive pork in his cafeteria lunch. - Provide psychological support for possible post-traumatic stress disorder (PTSD caused by living in a war zone. 	<ul style="list-style-type: none"> -Testing accommodations in a small group setting. - Linguistically accommodated or modified assessments and classwork according to Mohammed’s language abilities in listening, speaking, reading, and writing listed in his language service plan.
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For additional information on how to support SLIFE students through the Multi-Tiered System of Supports visit:

- [Multi-Tiered System of Supports for English Learners](#)
- [MDE Intervention Services](#)

SCREENERS AND RESOURCES

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

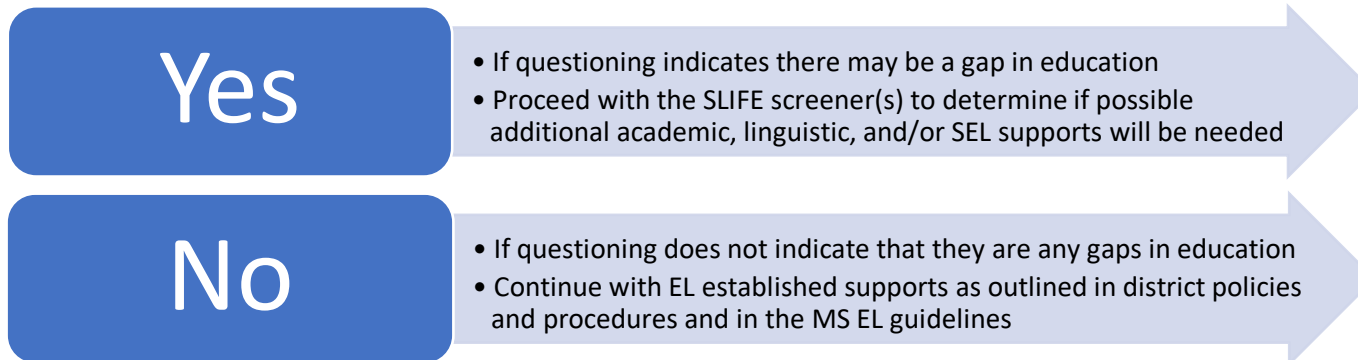
Purpose: The SLIFE Pre-Screener Questionnaire is a tool designed to help identify ELs who are potentially SLIFE. It is critical that the family is informed in a language they can understand that the answers will help inform the most appropriate programming for the student.

Step 1. Review responses to the following questions that may be on the Home Language Survey:

- Are they coming from another country?
- Have they attended other schools in the U.S.?
- What years (number of years and grade levels) have they attended a U.S. school?

Step 2. Follow up with the following questions:

- What is the withdrawal date from the previous school(s)?
- Have there been any gaps in previous education?








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.

District: _____ School: _____ Student's Name: _____ MSIS Number: _____ Date of Birth: _____ Gender: _____ Student's Language Background: _____ Results from ELP Screening: _____	Notes:		
	Criteria for SLIFE Identification	Yes or No	Notes
1.	Identified as English learner based on Mississippi criteria		
2.	Aged 8 to 21 years		
3.	EL entered a school in the U.S. after grade 2 OR Exited the United States for two years or more		
4.	Extent of prior exposure to formal schooling is characterized by <ul style="list-style-type: none"> a. no formal schooling OR b. interruptions in formal schooling OR c. consistent, but limited formal schooling 		

SLIFE Screener

Purpose: to identify specific student assets and needs. **Note:** Use translators as needed to ensure you receive the most accurate information.

	1	How old are you?
	2	Where were you born?
	3	Where else have you lived? How long did you live there?
	4	Who do you live with?
	5	Do any of the people you live with now speak English?
	6	Do the people you live with speak your language?
	7	Who has the most education of the people you live with now? What sort of education did they have?
	8	Do you have any dietary restrictions?
	9	Are there any holidays or observances your teacher should be aware of? (May need to seek this information from the Student's parents or guardians.)

Educational History

Purpose: This section provides more detailed information related to the student’s academic background. **Note:** Use translators as needed to ensure you receive the most accurate information.

Recording student answers: Start with "When you were ____ ..." and the student’s current age. Then, continue asking all the questions in that row. Then, start again with "When you were..." and give the following age range, and ask all the questions in the row again. Clearly write the response in the box provided. Continue in this manner until you reach the first year of schooling for the student. Take note of lapses in memory. Parents/guardians assist in answering questions as needed.

Say: “Now I'd like to ask you some questions about your experiences going to school up until this year. I'll be repeating some of the questions for each year that you've been in school.”


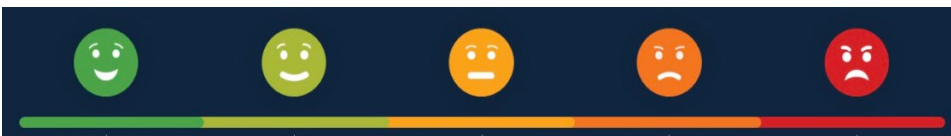



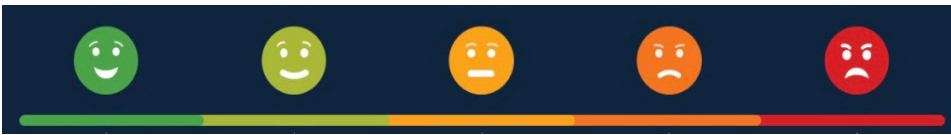
Grade Level	When you were...	In what country were you living?	What date range did you attend school? (e.g. August-May)	How much time each day did you spend in school? (e.g. 7:30 am-3:30 pm)	Was your school in a city or a town?	In what language were the lessons given?	Did you study outside of school that year?
	17-18 years old						
	16-17 years old						
	15-16 years old						
	14-15 years old						
	13-14 years old						
	12-13 years old						
	11-12						



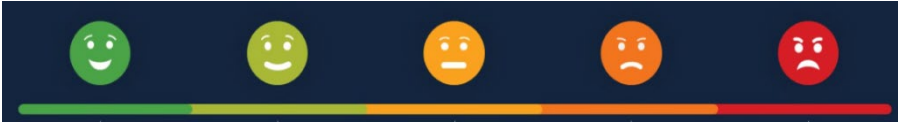




	years old						
	10-11 years old						
	9-10 years old						
	8-9 years old						
	7-8 years old						
	6-7 years old						
	5-6 years old						




SLIFE Background Inventory

The purpose of this inventory is:

- to make connections with the student,
- to determine student motivations, assets, and learning preferences, and
- to identify areas of support that may be needed or areas where educators can build upon existing skills.

1.	Do you like to read? 	
1a. [if yes]	What do you read?	 <p>books magazines newspapers digital/social media</p>
1b. [if yes]	What language(s) do you read? 	
2.	Do you like to write? 	

2a.	In what language(s) do you write? 	
3.	Do you like math? 	
4.	When you talk to your friends, what language(s) do you use? 	
5.	Do you use:	 Computer cell phone video games [] other [] none of these
6.	Do you watch TV? 	
6a.	In what language(s)? 	

7.	<p>What do you like to do outside of school?</p> 	
8.	<p>Do you currently work? What kind of work do you do? Did you work in your home country? What did you do?</p> 	
9.	<p>What are your plans after you finish school?</p> 	

Academic Screener Suggestions

The following academic screeners and screener questions may be used to assess content area knowledge. These academic screeners may not be needed for the initial meeting. If you are able to have a translator only for the meeting for completing the Pre-Screener, it may be advantageous to complete a Math, Native Language Literacy, Science, and History Academic Screener with them the same day. Otherwise, the suggestions below may be spread out over multiple days.

Note: If the screener is not available in the student's home language, the assessment may not truly reflect the student's accurate academic level. If possible, give the assessment one-on-one to determine the validity of the assessment.

Math

- The Math Screener found in Appendix A is organized from elementary to high school concepts and uses minimal language
- The Math Vocabulary Screener found in Appendix B
- [EngageNY Resources](#) offer math worksheets from kindergarten to Precalculus, translated in multiple languages. Students unable to read in their native language could use a tool such as Google Translate or Immersive Reader to have a computerized voice read the text aloud.
- STAR Math, iReady, and Northwest Evaluation Association (NWEA) offer math assessment in Spanish,
- [AAA Math](#) offers a variety of interactive arithmetic lessons for learning or review. Available in English and in Spanish.

Native Language Literacy

- Ask the student to read aloud from a book in their native language as if they were reading it to a family member. Observe their prosody, fluency, or how comfortable they appear when reading (body language, facial expressions, etc.). Free sources for books in multiple languages can be found at [World Stories](#), [Bilinguis](#), or by using a translation tool. Spanish texts can also be found on multiple sites such as [Epic Books](#), [NewsELA](#), and [Common Lit](#).
- Ask the student to write a summary of what they have read in their native language. You can then use a translator application to assess the student's writing skills and comprehension.
- The LaRue Reading Skills Assessment can be found in Appendix G of the [Mississippi EL Guidelines](#).
- STAR Reading, iReady, and NWEA are available in Spanish to measure Spanish language literacy.

Science

- Ask the student if they studied science in school. If so, what were some topics they remember?
- The Science Screener found in Appendix C includes vocabulary that often appears in science courses. Ask the student if they know the words in their native language (or in English).
- Picture Dictionaries can also be useful for identifying pre-existing knowledge in science.

Social Studies

- Ask the student if they studied history in school. If so, what were some topics they remember?
- The Social Studies Vocabulary Screener in Appendix D includes vocabulary that often appears in social studies texts. Ask the student if they know the words in the native language (or in English).
- Keep in mind that history will not be taught with a U.S. focus in other countries.

Translation Supports

If a translator is not available for completion of the needed screeners, there are digital translation supports that may assist with communication. There are multiple options available. Keep in mind that they may require a microphone from a phone or a tablet in order to pick up the proctor’s voice and translate to the desired language. Examples include, but are not limited to, Say Hi, Google translate, and Microsoft translator.

TIPS FOR ADMINISTRATORS

Administrators have a significant role in supporting SLIFE students. While this will undoubtedly contain multiple facets, the following four areas will provide a starting point for priority areas of focus as well as links to additional resources.

- 1. Ensure thorough evaluation of the previous school records and make the appropriate placement for older SLIFE.**

Practice	Resource(s)
Identify a point person to ensure that district protocols for evaluating foreign transcripts are completed in a timely manner	<i>Resources for Helping K-12 Schools Evaluate International Transcripts</i>

2. Establish a supportive and welcoming environment that responds to the individual social, cultural, and linguistic needs of SLIFE.

Practices	Resource(s)
<p>Identify a point person at the school who will assist students/families with orientation to the school’s routines and procedures.</p>	<p><i>How to Support ELL Students with Interrupted Formal Education (SIFEs)</i></p>
<p>Develop a “First Day of School” orientation process to welcome and support new students; this may include creating a student welcome committee of student leaders and teachers who will support SLIFE students in their first weeks of school; keep in mind that the first day of school may not necessarily occur at the beginning of the year and a plan should be established for supportive orientations no matter when the student enrolls.</p>	<p><i>MDE English Learner Supports</i></p> <p>For more information see: Newcomer Toolkit Family Welcome Sheet Visual Schedule</p>
<p>Follow district procedures to ensure translation/interpretation is available for families upon registration and on the first day of school; if no system is in place, develop a school level system for providing these services.</p>	
<p>Set up a buddy system with peers or classmates who can show SLIFE students around and help them adjust to the daily routines. Buddies may be but, do not necessarily need to be students with the same linguistic backgrounds</p>	<p><i>PAL Peer Assistance and Leadership</i></p>

3. Encourage collaboration among EL teachers and content area teachers to support linguistic and academic development.

Practices	Resource(s)
Establish common planning times with content area or grade level teams and EL teachers.	Teaming Up to Support English Learners The Power of Collaboration on Behalf of ELLs
Establish professional learning communities for teachers of SLIFE.	Best Practices for Professional Learning Communities

4. Implement flexible scheduling, additional afterschool or Saturday school programs, or summer school for credit recovery for older SLIFE.

Practices	Resource(s)
Follow the SLIFE language service plan.	District language service plans MDE Language Service Plan
Establish newcomer programs.	USDE Newcomer Tool Kit
Seek out SLIFE’s strengths and life experiences to build upon.	See SLIFE Background Inventory in this document
Provide opportunities for teachers in transitional grades to meet and discuss outgoing/incoming SLIFE student strengths and areas for growth (5th grade to middle school and 8th grade to high school).	

TIPS FOR TEACHERS

Teachers are the primary source of academic support for SLIFE students and methods for teaching this unique group of English learners may seem daunting at first, the incorporation of the following practices provide a starting point to creating a welcoming and positive learning environment.

1. Establish a supportive and welcoming environment that responds to the immediate social, cultural, and linguistic needs of SLIFE.

Practices	Resource(s)
Establish predictable and consistent classroom routines and teach these routines to SLIFE at the beginning of the school year or upon enrolling in the school.	Classroom Management for ELLs: 7 Tips for Teachers
Use technology for translation support as initial scaffold when possible and necessary.	The Most Essential Tech Tools & Resources for Teachers of Bilingual and Multilingual Learners
Use a buddy system with peers or classmates who can show students around and help them adjust to daily schedule.	6 Strategies to Help ELLs Succeed in Peer Learning and Collaboration

2. Activate prior knowledge.

Practices	Resource
Provide students with lesson outlines and discussion questions prior to the lesson and encourage students to review them to be better prepared for the upcoming lesson.	For more instructional supports see the Instructional Supports section of the MDE English Learner Regulations, Funding Guidance, and Instructional Supports 2018
Use meaningful visuals to support comprehension about the content lessons.	
Help student to make connections with lesson content and life experiences (home country, travel, political systems, etc.).	
Incorporate the use of hands-on materials whenever possible to support student comprehension of lesson objectives.	
Incorporate the use of other supporting materials such as art, music, storytelling, etc.).	

3. Organize your classroom to allow for collaboration among students.

Practices	Resource(s)
Provide handouts with notes for all students instead of having students take notes in class. This allows students to focus on the lesson without having to worry about keeping up with note taking. Students can add to provided notes as needed. Allow students to use notes for class discussions.	<p>For more instructional supports see the Instructional Supports section of the MDE English Learner Regulations, Funding Guidance, and Instructional Supports 2018</p> <p>How to Support ELL Students with Interrupted Formal Education (SIFEs)</p> <p>Language expectations for content area skills and sentence frames by proficiency level and grade level (click on Language Expectations and Micro Functions)</p>
Set up working partners and groups for homework support.	
Strategically incorporate conversation into all aspects of your teaching. Students should be placed in a combination of same language speakers (if applicable) and native English speakers to encourage topic comprehension as well as the practice of academic language.	
Encourage and teach talk, share, repeat conversation methods where students listen to others, share their own ideas and then repeat their partner’s idea with another student.	
Utilize graphic organizers, sentence starters, and sentence frames to support oral language and idea sharing about content area topics.	

4. Teach both language and content through scaffolding.

Practice	Resource(s)
<p>Content area and EL teachers are encouraged to collaborate to co-plan lessons and classroom supports that assist students in learning content such as:</p> <ol style="list-style-type: none"> Creating picture dictionaries for key vocabulary Utilizing EL friendly word walls with key vocabulary and meaningful images Incorporating meaningful images in presentations (video clips, timelines, anchor charts, etc.) Helping students to find and utilize online resources for students to do content area research in their native language 	<p>For more instructional supports see the Instructional Supports section of the MDE English Learner Regulations, Funding Guidance, and Instructional Supports 2018</p> <p>How to Support ELL Students with Interrupted Formal Education (SIFEs)</p> <p>Language expectations for content area skills and sentence frames by proficiency level and grade level (click on Language Expectations and Micro Functions)</p>

5. Explore alternative forms of assessment to assist students in demonstrating content area knowledge.

Practice	Resource
<p>Explore alternative assessment options such as the use of:</p> <ul style="list-style-type: none">a. portfolios to see SLIFE progress over timeb. checklistsc. student demonstrations or presentations (skits, PowerPoints, songs, videos, etc.) that explain concepts to teachers and to peers	<p><i>MDE Adapting Assessments for English Learners</i></p>

6. Advocate for your SLIFE.

Practice	Resource
<p>If you hear about a practice that you believe will benefit your students that is not currently used in your school or district, ask. Your voice can make a difference.</p>	<p><i>Stand Up for Your Students with These Small Steps</i></p>

Language Service Plan (LSP) Addendum for SLIFE Students

Purpose: This may be used in conjunction with the student’s LSP to document additional supports that the student may need.

Additional Considerations for Students with Limited or Inconsistent/Interrupted Formal Education			
Note: These supports may only be needed for the first year of enrollment. Determination for needed supports should be based on specific student needs.			
Linguistic Supports	Academic Supports	Cultural Adjustment Supports	Additional Considerations
What additional linguistic supports will the student receive?	What additional academic supports will the student receive?	What additional supports will be provided to the student to support cultural adjustment?	What additional considerations should teachers be aware of when working with the student?
<input type="checkbox"/> student will be enrolled in a newcomer specific course <input type="checkbox"/> student will be enrolled in a beginning level ESL course <input type="checkbox"/> student will be enrolled in an academic companion course to support understanding of academic language <input type="checkbox"/> other (please describe below)	<input type="checkbox"/> the student will be served via the multi-tiered system of supports to build foundational academic background <input type="checkbox"/> the student will be enrolled in a companion course for _____ to support content understanding as well as academic language <input type="checkbox"/> other (please describe below)	<input type="checkbox"/> student will be assigned a peer partner(s) to learn about school community <input type="checkbox"/> student will be assigned a teacher mentor to learn about school procedures, activities, schedules, etc.) <input type="checkbox"/> other (please describe below)	<input type="checkbox"/> religious observations to keep in mind _____ <input type="checkbox"/> other (please describe below)
Other linguistic support description:	Other academic support description:	Other cultural adjustment support description:	Additional considerations:

Cultural Considerations

Newcomer students may be very limited in the English language and may not be able to inform teachers of their participation in certain cultural or religious observances or practices that may affect their concentration, performance on assessments, or participation in school/classroom activities. These may include practices such as religious fasting or observing required prayer times or religious holidays. It is important for educators to consult with parents, guardians, or the student (using a translator if needed) to determine ways to accommodate for these practices.

Possible accommodations for these types of cultural or religious observations include, but are not limited to:

- Allowing for flexibility in taking assessments or turning in of projects and not penalizing students for late test taking, late completion of assignments, etc. during these approved dates (e.g., testing may need to be completed outside of fasting windows),
- Provide a quiet space if student requests a place to pray during prayer times throughout the day,
- Work with administration in ensuring that dietary options are provided,
- Determine a list of holidays or other activities that the student will not participate in due to religious or cultural concerns, and/or
- Work with parents, guardians, or students to create a list religious holidays and observances that the school/teacher(s) should be aware of so that the student is not penalized for not attending class or for submitting late assignments.



References

Boosting Achievement: Reaching Students with Interrupted and Minimal Education (2017), Salva, Carol, Seidlitz Education

Creating a Sense of Belonging for Immigrant and Refugee Students (2022), Manning, Mandy et al. Routledge publishers.

Rhode Island Department of Education's [Supporting Multilingual Students with Inconsistent/Interrupted Formal Education \(SIFE\)](#)

Meeting the Needs of Students with Limited or Interrupted Schooling (2009), DeCapua, Andrea et al. The University of Michigan Press.

[Multitiered System of Supports for English Learners](#)

New York Department of Education's [SIFE Manual](#)

Refugee Students: What Every Teacher Needs to Know (2018), Flaitz, Jeffra, The University of Michigan Press

U.S. Department of Education's [Newcomer Tool Kit](#)



APPENDIXES

Appendix A Math Screener

Math Screener

Name: _____ Date: _____

1. $536 + 919 =$ _____

2. $613 - 424 =$ _____

3. $6 \times 7 =$ _____

4. $-8 - (-7) - 3 =$

5. $4 + 2(3 - 8) =$ _____

6. $\frac{20}{(-4)}(-6) =$ _____

7. $5\frac{1}{2} + 2\frac{1}{3} =$ _____

8. $\frac{3}{4} \div \frac{5}{12} =$ _____

9. $26.5 - 3.92 =$ _____

10. Round 19.2091 to the nearest hundredth _____

Name: _____

11. 30% of 120 = _____

12. If $2x + 3 = 11$, then $x =$ _____

13. If $\frac{3}{5} = \frac{x}{15}$, then $x =$ _____

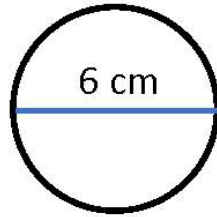
14. Simplify: $7x + 2(3x - 12)$

15. Factor: $15 - 5x$

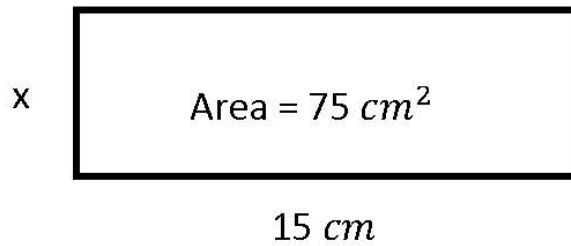
16. If $3x^2 - 43 = 32$, then $x =$ _____

Name: _____

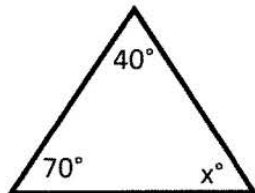
17. Find the area of the circle below



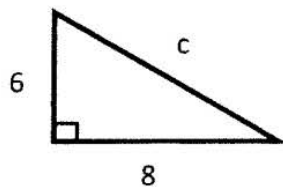
18. Find the value of x



19. Find the value of x

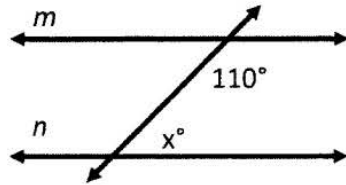


20. Find the value of c

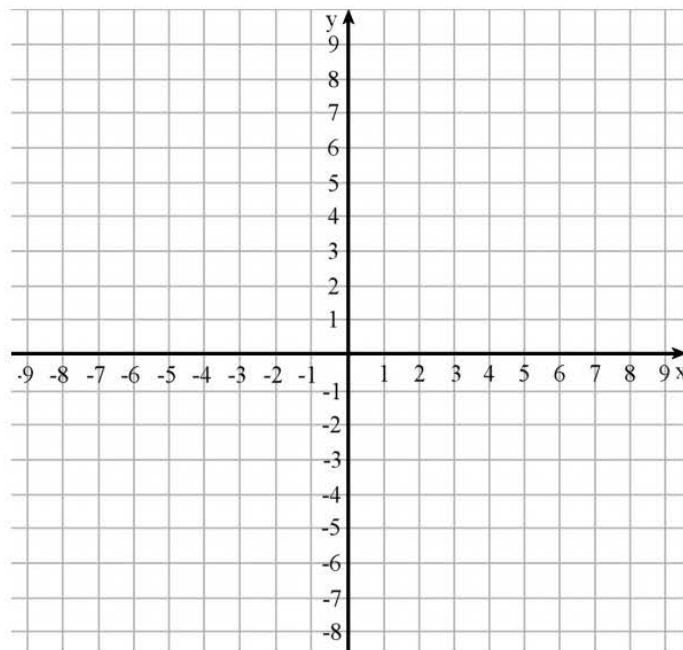


Name: _____

21. If lines m and n are parallel, $//$, find the value of x



22. Draw the line $y = -2x + 1$



Math Screener

Name: Answer Key Date: _____

1. $536 + 919 = \underline{1455}$

$$\begin{array}{r} 536 \\ + 919 \\ \hline 1455 \end{array}$$

2. $613 - 424 = \underline{189}$

3. $6 \times 7 = \underline{42}$

4. $-8 - (-7) - 3 = \underline{-4}$

5. $4 + 2(3 - 8) = \underline{-6}$

$$\begin{array}{l} 4 + 2(-5) \\ 4 + (-10) \end{array}$$

6. $\frac{20}{(-4)}(-6) = \underline{30}$

$$-5(-6)$$

7. $5\frac{1}{2} + 2\frac{1}{3} = \underline{7\frac{5}{6}}$

8. $\frac{3}{4} \div \frac{5}{12} = \underline{1\frac{4}{5}}$

9. $26.5 - 3.92 = \underline{22.58}$

10. Round 19.2091 to the nearest hundredth 19.21

Name: Answer Key

11. 30% of 120 = 36

12. If $2x + 3 = 11$, then $x =$ 4

$$\begin{array}{r} 2x + 3 = 11 \\ -3 \quad -3 \\ \hline 2x = 8 \\ \frac{2x}{2} = \frac{8}{2} \\ x = 4 \end{array}$$

13. If $\frac{3}{5} = \frac{x}{15}$, then $x =$ 9

$$\begin{array}{r} \frac{45}{5} = \frac{5x}{5} \\ 9 = x \end{array}$$

14. Simplify: $7x + 2(3x - 12)$

$$\begin{array}{r} 7x + 6x - 24 \\ 13x - 24 \end{array}$$

15. Factor: $15 - 5x$

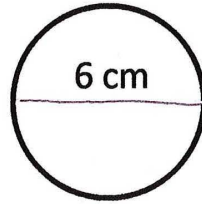
$$5(3 - x)$$

16. If $3x^2 - 43 = 32$, then $x =$ 5

$$\begin{array}{r} 3x^2 - 43 = 32 \\ 3x^2 - 43 = 32 \\ +43 \quad +43 \\ \hline 3x^2 = 75 \\ \frac{3x^2}{3} = \frac{75}{3} \\ x^2 = 25 \\ x^2 = \sqrt{25} = 5 \end{array}$$

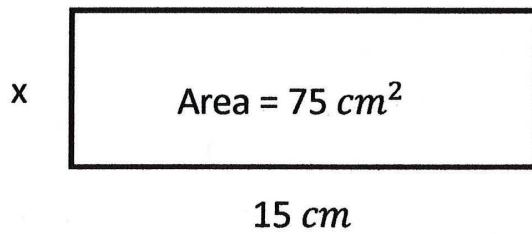
Name: Answer Key

17. Find the area of the circle below



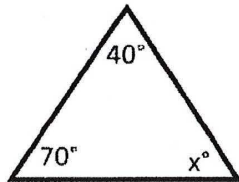
$$\begin{aligned}d &= 6 \\r &= 3 \\A &= \pi (3)^2 \\A &= \underline{\underline{9\pi}}\end{aligned}$$

18. Find the value of x



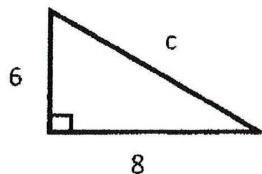
$$\begin{aligned}15x &= 75 \\ \frac{15x}{15} &= \frac{75}{15} \\ x &= 5\end{aligned}$$

19. Find the value of x



$$\begin{aligned}180 &= 40 + 70 + x \\ 180 &= 110 + x \\ -110 & \quad -110 \\ \underline{\underline{70}} &= \underline{\underline{x}}\end{aligned}$$

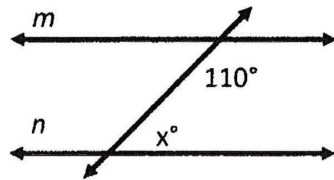
20. Find the value of c



$$\begin{aligned}6^2 + 8^2 &= c^2 \\ 36 + 64 &= c^2 \\ \sqrt{100} &= \sqrt{c^2} \\ \underline{\underline{10}} &= \underline{\underline{c}}\end{aligned}$$

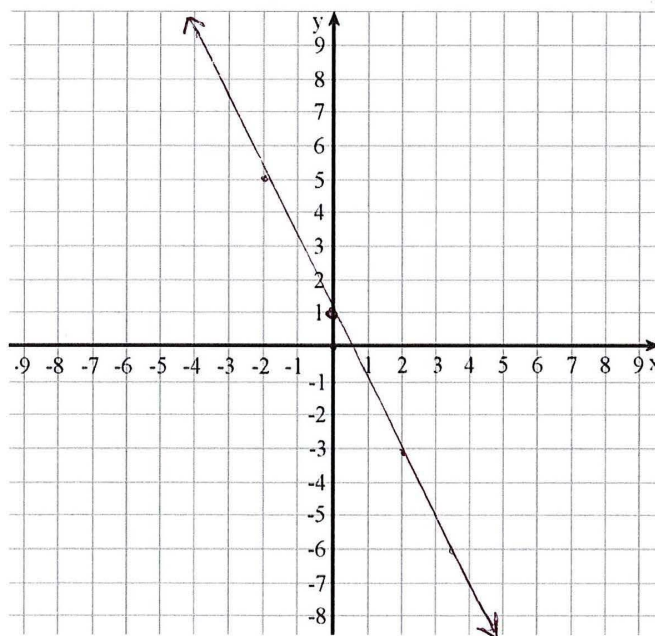
Name: Answer Key

21. If lines m and n are parallel, $//$, find the value of x



$$\begin{array}{r} 110 + x = 180 \\ -110 \quad -110 \\ \hline x = 70 \\ \hline \end{array}$$

22. Draw the line $y = -2x + 1$

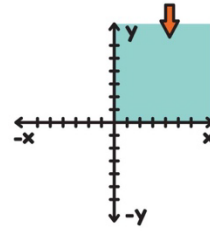
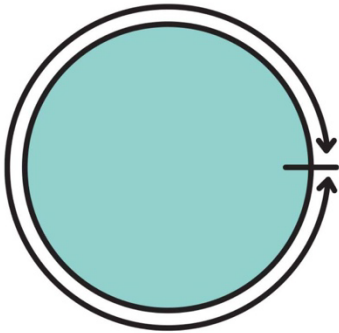
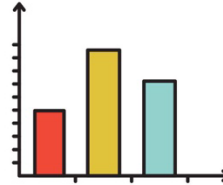
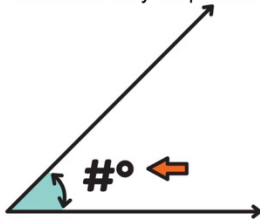


Math Vocabulary Screener

Name: _____ Date: _____

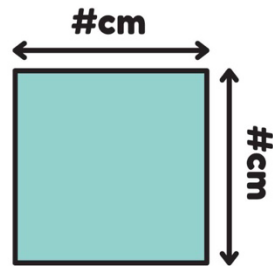
Directions: Identify the concept shown in each image.

*Answers may be provided orally or in written form in English or student's native language.



$$\# + \# = \#$$

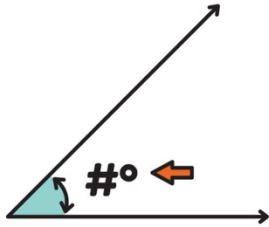
↓



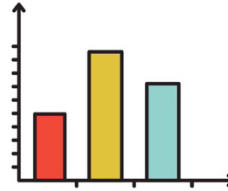
1, 3, 5, 7, 9, ...

Math Vocabulary Screener

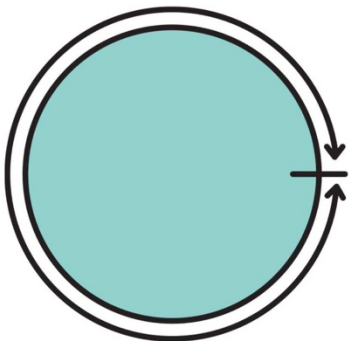
Name: Answers in English Date: Key



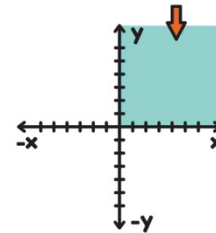
angle or acute angle



bar graph



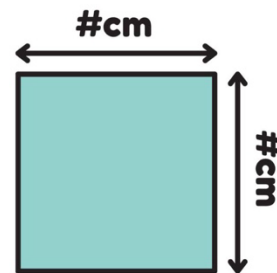
circumference



quadrant or quadrant 1

$$\# + \# = \#$$

sum



Area = Length x Width



"less than or equal to"

1, 3, 5, 7, 9, ...

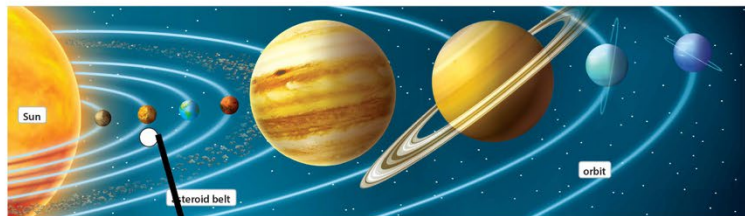
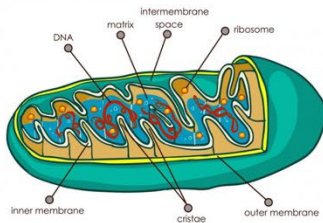
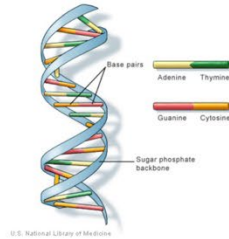
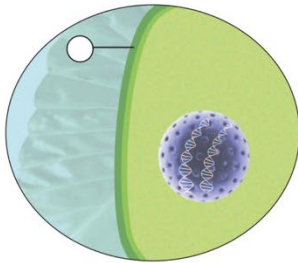
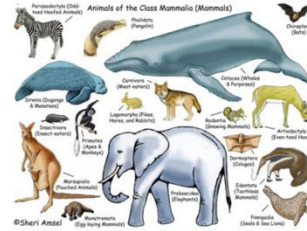
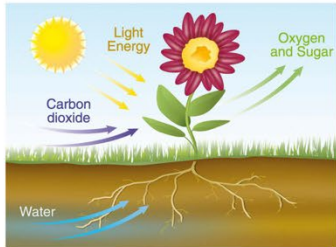
odd numbers or a sequence

Science Vocabulary Screener

Name: _____ Date: _____

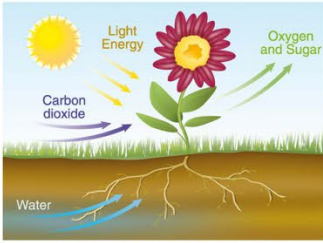
Directions: Identify the concept shown in each image.

*Answers may be provided orally or in written form in English or in the student's native language.

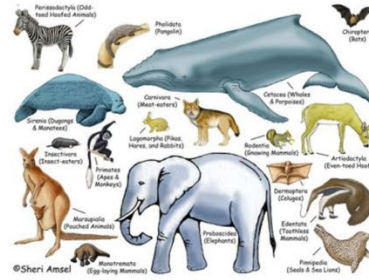


Science Vocabulary Screener

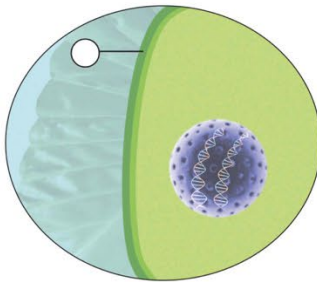
Name: Answers in English Date: Key



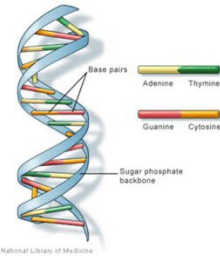
photosynthesis



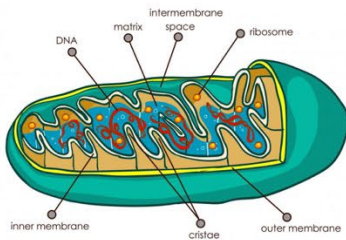
mammal



cell wall



DNA



mitochondria



solar eclipse

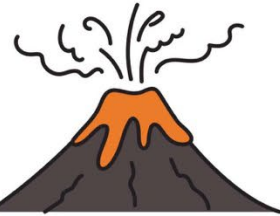


Venus

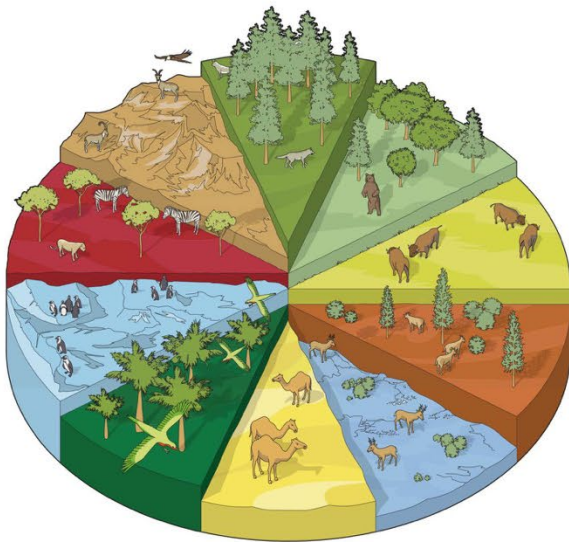
Social Studies Vocabulary Screener

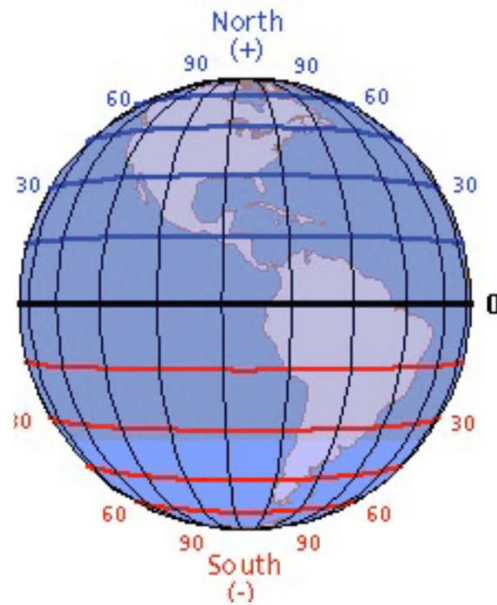
Name: _____ Date: _____

Directions: Identify the concept shown in each image.









Solar



Wind



Hydro



Biomass



Coal



Oil



Gas

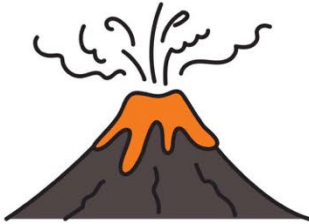


Stones



Social Studies Vocabulary Screener

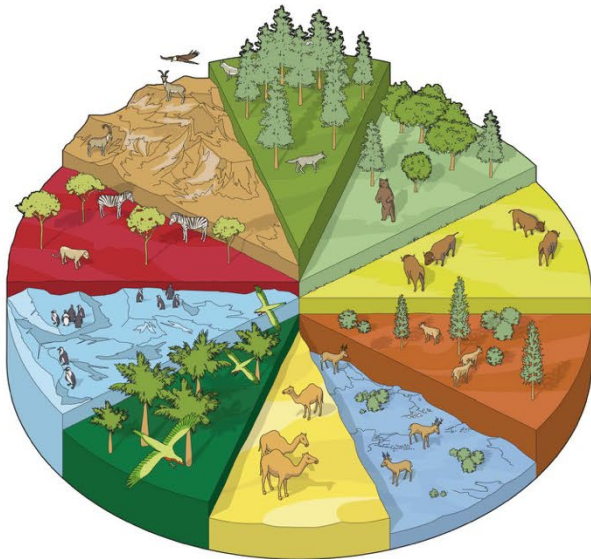
Name: Answers in English Date: Key



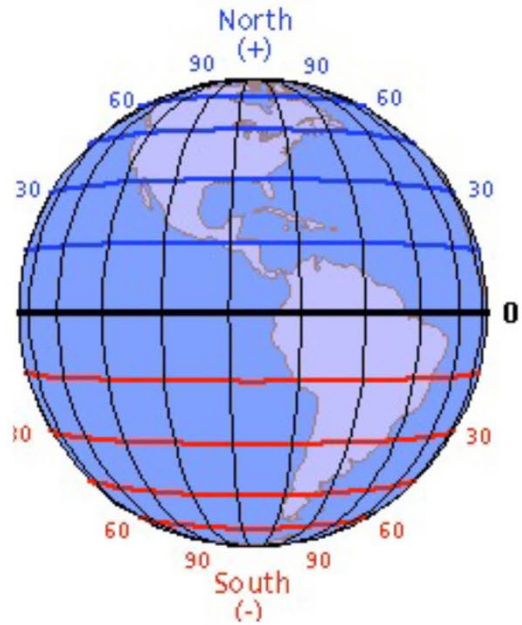
volcano



artifacts



biomes or habitats



lines of latitude (or, black line = equator)

renewable
natural resources

Solar		Coal	
Wind		Oil	
Hydro		Gas	
Biomass		Stones	

Non-renewable
natural resources