

## English Learner Student Typologies – Different Types of ELs

Typology	Key Characteristics
<b>Newcomers</b>	<ul style="list-style-type: none"> <li>• In U.S. three years or less</li> <li>• Little or no English language proficiency on arrival</li> <li>• Some well-prepared in native language, on grade level, others are below</li> <li>• Some arrive with many transferable credits, others with no transcripts or records</li> <li>• Steady progress through ESL sequence</li> <li>• If school offers native-language content courses, credit accrual toward graduation can be rapid</li> <li>• Difficulty passing CAHSEE within four-year time frame</li> <li>• Academic achievement in terms of grades is similar to rest of the school</li> <li>• Facing cultural transition to the U.S.</li> </ul>
<b>Well Educated Newcomer Students</b>	<ul style="list-style-type: none"> <li>• In U.S. three years or less</li> <li>• Schooling in native country usually excellent</li> <li>• Strong literacy skills in home language</li> <li>• Rapid movement through ESL sequence</li> <li>• Academic achievement in terms of grades exceeds rest of school</li> <li>• Often highly motivated</li> <li>• Good possibility of graduating in four years</li> </ul>
<b>Underschooled</b>	<ul style="list-style-type: none"> <li>• In U.S. several years or less</li> <li>• Little to no English language fluency or proficiency</li> <li>• Little to no literacy in native language</li> <li>• Schooling in native country interrupted, disjointed, inadequate, or no schooling at all</li> <li>• Three or more years below grade level in math</li> <li>• Slow acquisition of English with a tendency to repeat ESL levels</li> <li>• Tendency to struggle in academic content classes (Ds and Fs)</li> </ul>
<b>Long-Term Limited English Proficient</b>	<ul style="list-style-type: none"> <li>• In U.S. 7+years when entering high school</li> <li>• Multiple countries or origin</li> <li>• Usually orally fluent in English</li> <li>• Reading/writing below level of native English peer</li> <li>• Bi-modal academically; some doing well, others not</li> <li>• Some have literacy in primary language, others not</li> <li>• Some were in bilingual programs, most not</li> <li>• Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low)</li> <li>• Similar mismatch between perception of language ability and reality</li> </ul>
<b>Over-age for grade level</b>	<ul style="list-style-type: none"> <li>• Turned 15 before their 9<sup>th</sup> grade year; turned 16 before their 10<sup>th</sup> grade year; turned 17 before their 11<sup>th</sup> grade year; turned 18 before their 12<sup>th</sup> grade year</li> <li>• May have gaps in prior schooling or a history of school failure and in-grade retention</li> </ul>
<b>Fluent English Proficient, but struggling academically</b>	<ul style="list-style-type: none"> <li>• Re-designated from limited English proficiency to fully proficient</li> <li>• Receiving at least one D or F in core academic classes</li> <li>• Following re-designation, decline in grades and achievement</li> </ul>

California Tomorrow and Los Angeles County Office of Education (2006), *Knowing Your English Learner Students*, Secondary School Leadership for English Learners Success, A Leadership Development Series, CA Authors. Page 14.