Proficiency Level Analysis

In Ms. Jensen's class, her students should be grouped "to work together collaboratively rather than individually, providing an engaging and dynamic learning environment" (http://classroom.synonym.com). There are several steps to group students in the classroom: "1. Explain assignment objectives and group expectations to the class up front, 2. Match your group size to the assigned task, 3. Group students homogeneously if the pace of instruction within a task is a concern,4. group students heterogeneously if your goal is a high level of collaboration between high- achieving and low- achieving students, 5. Instruct the groups to assign specific task to members, 6. Evaluate the groups' progress throughout the assignment, and 7. Assess proved as a whole and individually" (http://classroom.synonym.com).

"Placing ELLs in the appropriate instruction group presents a variety of challenges to teachers, administrators, and ELL curriculum directors" (http://www.colorincolorado.org). "Many factors can decide these decisions, such as: 1. Student age, 2. Student language proficiency level, 3. Student educational background, 4. Students' language groups, 5. Staff time, 6. Program models, and 7. Available resources for ELL programs" (http://www.colorincolorado.org). "Ester de Jong says, as a rule, district should strive to group English language learners (ELLs) age- appropriately by grade level and organize their services in such a way that ELLs will have access to grade- appropriate content and language instruction" (http://www.colorincolorado.org). "Grouping ELLs becomes a complex issue as practical issues such as the number of ELLs, available resources, and the desired program model interact with program philosophy and good intentions" (http://www.colorincolorado.org).