Massachusetts English Language Assessment-Oral

**MELA-O**

Qualified MELA-O Trainer (QMT)

Training Manual

(Including information on retraining and requalifying

QMAs and QMTs using the 2007 training materials)

Massachusetts Department of

Elementary and Secondary Education

Summer 2008

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Commissioner’s Foreword

Dear Colleagues:

I am pleased to provide you with the updated version of the *Qualified MELA-O Trainer (QMT) Training Manual*. Per the Commissioner’s memo of April 2, 2007, QMTs will use these materials to train and qualify educators in their district to administer the Massachusetts English Language Assessment-Oral (MELA-O), and to retrain QMAs who were previously qualified.

The Massachusetts Department of Elementary and Secondary Education has produced new video samples of students who are English language learners that will be used, together with this manual, to accomplish the training and qualification of QMTs and QMAs.

The use of these new materials are expected to enhance the precision of scorers and the reliability of results of the Massachusetts English Proficiency Assessment (MEPA), the state’s assessment of English language proficiency.

Thank you for reviewing these important materials.

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

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**Introduction**

The ***QMT Training Manual*** will be used by Qualified MELA-O Trainers (QMTs) to prepare and conduct training sessions for prospective Qualified MELA-O Administrators (QMAs), and to retrain existing (i.e., previously qualified) QMAs using updated training materials produced in 2007.

The following information and materials are provided in this manual:

* Background information on the Massachusetts English Proficiency Assessment (MEPA)
* Guidelines and materials needed to administer the Massachusetts English Language Assessment-Oral (MELA-O) to students with limited English proficiency (LEP)
* Information for QMTs to provide training and qualifying tests to new and existing QMAs
* An expanded section on the **MELA-O Scoring Matrix**
* A guide to the MELA-O Training Video, including scores and scoring rationales

**Changing Use of the MELA-O**

Since its inception, the MELA-O has been used by school districts to evaluate the oral language skills of English language learners and to place these students in appropriate programs and services.

In 2004, MELA-O became a required part of the statewide English proficiency assessment for LEP students. Local educators are required to report MELA-O scores to the state for all students reported as LEP in the Student Information Management System (SIMS). The Department of Elementary and Secondary Education continues to increase the capacity of local districts to administer the MELA-O by training prospective MELA-O trainers who will train professional staff in their district to administer the MELA-O.

The evolving use of MELA-O since 2004 requires that precise and reliable scores be reported for LEP students. Beginning in 2007, the Department of Elementary and Secondary Education will require existing QMTs and QMAs to participate in a retraining session and to requalify in order to continue assessing students on the MELA-O for reporting purposes (see the Commissioner’s Memo in Appendix C).

New materials have been produced by the Massachusetts Department of Elementary and Secondary Education to accomplish the goal of retraining and requalifying existing QMTs and QMAs, and to assist QMTs to train and qualify (or retrain and requalify) QMAs in their district using the MELA-O Scoring Matrix. The new MELA-O Training and Qualifying Videos portray clips of students of various ages and linguistic backgrounds performing tasks based on the state’s Curriculum Frameworks, and were produced using updated technology.

**Retraining Existing QMTs and QMAs**

It is anticipated that existing (i.e., previously qualified) QMTs and QMAs will be retrained and requalified **prior to the spring 2010 MELA-O administration**, if they will be submitting MELA-O scores for LEP beginning in the spring 2010 administration of the Massachusetts English Proficiency Assessment (MEPA).

QMTs who will train (or retrain) QMAs will also be required to retrain and requalify. Multiple opportunities to requalify will be offered to QMTs and QMAs who do not requalify on the first attempt. **QMTs will be retrained and requalified at one-day regional sessions sponsored by the Department of Elementary and Secondary Education, beginning in spring 2007.**

Once a QMT has been retrained and requalified, he or she will be provided with new training materials to be used to retrain QMAs in their districts, and to rate LEP students on the MELA-O for MEPA.

**Overview of the**

**Massachusetts English Proficiency Assessment (MEPA)**

**Background**

Title III of the federal No Child Left Behind law (NCLB) requires that states report annually on the performance and progress of limited English proficient (LEP) students in achieving English proficiency. In addition, Chapter 386 of the Massachusetts Acts of 2003 (known as *Question 2*) requires that English language learners in Massachusetts participate in assessments of English language proficiency. The MEPA program was developed in order to comply with these state and federal assessment requirements, and to

* Identify whether a student has achieved proficiency in English
* Measure the progress a student is making toward English proficiency
* Provide data and resources to strengthen curriculum, instruction, and classroom assessment

The MEPA tests are based on the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (June 2003) available online at www.doe.mass.edu/ell/benchmark.pdf.

**MEPA Components**

MEPA consists of two different assessments:

1. **The Massachusetts English Proficiency Assessment-Reading and Writing (MEPA-R/W)** is a paper-and-pencil test that measures proficiency in reading and writing.
2. **The Massachusetts English Language Assessment-Oral (MELA-O)** measures proficiency in speaking (production) and listening (comprehension) based on the observation of individual students by a qualified MELA-O administrator (QMA) or trainer (QMT) using the MELA-O Scoring Matrix.

Student scores on both the MEPA-R/W and MELA-O are used to determine a student’s overall MEPA score. A student’s MEPA score corresponds with one of four MEPA performance levels—*Beginning*, *Early Intermediate*, *Intermediate*, and *Transitioning*.

**MEPA Participation**

All LEP students in grades 3-12 (and soon K-12) are required to participate in the MEPA-R/W. The only exceptions are students who require an alternate assessment, students who require a test accommodation that is not available, and some students who are deaf or hard of hearing.

All LEP students in grades K-12 are required to participate in the MELA-O, except students whose IEPs indicate a primary disability of deaf or hard of hearing.

**MEPA Administration**

MEPA-R/W and MELA-O are administered each spring to LEP students. Many students are also assessed in the fall, such as those who did not participate the previous spring, in order to determine a baseline performance to be compared with the student’s performance on the same assessment the following spring. Current test administration schedules and participation requirements are posted on the Department of Elementary and Secondary Education’s Web site at www.doe.mass.edu/mcas/mepa.

**Overview of the MELA-O**

**Background**

The Massachusetts English Language Assessment-Oral (MELA-O) is a classroom assessment tool designed to evaluate the English language comprehension (listening) and production (speaking) skills of limited English proficient students, also known as “English Language Learners” (ELLs), in grades K-12.

The MELA-O was developed by the Massachusetts Department of Elementary and Secondary Education in 1992, in collaboration with the Evaluation Assistance Center-East (EAC) at George Washington University. The **MELA-O Scoring Matrix** is based on the American Council for the Teaching of Foreign Languages (ACTFL) Guidelines and modeled on the Student Oral Language Observation Matrix (SOLOM) developed by the San Jose (CA) Unified School District (1985) and the Student Oral Proficiency Rating (SOPR) designed by Development Associates (1987).

Video samples of LEP students were produced in 1994 and have been used, along with the MELA-O Scoring Matrix, to accomplish the following:

* to train and qualify professional educators to administer the MELA-O by comparing their ratings of the students in the video samples with agreed-upon scores in each area of the MELA-O rubric
* to train and qualify professional educators to train other education professionals to administer the MELA-O
* to rate the English language listening and speaking skills of limited English proficient (LEP) students in their school districts

**Standards and Skills Assessed by MELA-O**

The MELA-O assesses the listening and speaking skills identified in the Massachusetts Department of Elementary and Secondary Education’s *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (ELPBO).

**MELA-O Administration and Scoring**

The MELA-O is conducted during the prescribed administration period by educators who have been trained and qualified either by a qualified MELA-O trainer (QMT) or by the Massachusetts Department of Elementary and Secondary Education. Only QMTs and QMAs are eligible to administer the MELA-O and to rate LEP students using the MELA-O Scoring Matrix as part of the statewide MEPA. A QMT or QMA may be the classroom teacher of the LEP student being assessed, though this is not a requirement.

MELA-O is conducted by a QMT or QMA who observes an LEP student performing academic tasks and participating in routine social interactions with other students and the teacher.

MELA-O uses a 6-point scale (i.e., 0-5 points) to assess each student’s speaking (production) and listening (comprehension) proficiency, assigning separate scores in each of the following areas:

* Comprehension
* Production, which is subdivided into four sub-domains:
  + Fluency
  + Vocabulary
  + Pronunciation
  + Grammar

**Additional Benefits to Educators from Using MELA-O**

In addition to meeting state and federal requirements to assess LEP students on their English language proficiency, MELA-O appears to provide additional educational benefits to teachers and administrators. These individuals have reported that administering MELA-O contributes to the ability of teachers and administrators to:

evaluate the language needs of English language learners on a daily basis and determine whether these students understand what they have been taught

focus on classroom activities that promote LEP student learning

develop academic curricula that engage LEP students meaningfully at all levels of English language proficiency

evaluate their own performance as teachers of LEP students

**MELA-O Administration Requirements**

**Please be aware of the following requirements for administering the MELA-O to LEP students:**

* Only qualified MELA-O trainers (QMTs) and qualified MELA-O administrators (QMAs) may assess LEP students on the MELA-O.
* The **MELA-O Scoring Matrix** must be used as the basis for assessing the comprehension and production skills of LEP students for reporting oral language proficiency to the state.
* Each LEP student must be given a separate numerical rating (score) in each of the following five areas:
  + Comprehension
  + Production: Fluency
  + Production: Vocabulary
  + Production: Pronunciation
  + Production: Grammar
* Students must be observed primarily in classroom settings while engaging in interactive academic activities with the classroom teacher and/or other students.
* Customarily, multiple observations will be needed for each student. Observations must be of sufficient duration to ensure a valid and reliable sample of the student’s language proficiency. An appropriate amount of time must be allotted in order to attain an adequate language sample.
* Each rating must reflect the student’s actual proficiency in a specific dimension of the MELA-O Scoring Matrix. When in doubt as to a student’s rating, remember that all descriptors within a score level must be met in order for the student to receive that score. If all descriptors at a score level are not met, the student must be rated at the **lower** level.
* Do not average (e.g., ”3.5”) or split (e.g., “3/4”) ratings in any category. If in doubt about a rating, the student must be given the **lower** rating.
* Raters may use the **Notes on Student’s Performance in Each Area** (p. 32) and the **Summary of Student’s MELA-O Rating** (p. 33) to summarize the performance of an individual LEP student on the MELA-O Scoring Matrix.
* Do not allow personal feelings to influence scoring. QMTs and QMAs must be objective and impartial in their rating of each student. Opinions about the appropriateness of the student’s placement, program, services, or participation in MEPA/MELA-O must not interfere with impartial scoring in each dimension of the MELA-O Scoring Matrix.
* Score only what you see and hear during the observation of the student. Do not make inferences or assumptions about what the student may have intended to say. Use only the language provided during the observation period to determine the rating.
* Score each scoring matrix dimension separately. Do not let the rating in one matrix dimension influence the rating in another dimension. Do not raise the student’s score in one area to “overcome” or compensate for a lower score in another.
* If in doubt about a student’s rating, you may consult with another QMA who has observed the student.
* Avoid biasing your rating based on any of the following conditions:
  + Student’s background or appearance
  + Prior knowledge of the student’s home life
  + Comments that may have been made about the student
  + Distractions from other students in the classroom during the observation
  + A student’s disability, if any
* Respect student and teacher confidentiality. Do not discuss the ratings of individual students with other students, and only discuss ratings with other teachers or QMTs/QMAs if consultation is absolutely necessary.
* Do not rush through scoring, but also do not spend too much time trying to elicit language from a reluctant student. Do not rush a student into a response. Try to provide sufficient opportunities for a student to give oral responses so you can score all of the matrix dimensions, but do not belabor the session to the extent the student becomes tired and/or frustrated.
* Complete all MELA-O forms neatly and legibly.
* Report all MELA-O scores to the Department of Elementary and Secondary Education as specified in current MEPA administration manuals and in the Department’s publication titled *Requirements for Participation of Students with Limited English Proficiency in MCAS and MEPA* (posted to www.doe.mass.edu/mcas/mepa).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **ComprehensioN** | | No demonstrated proficiency | Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses | Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgment may be either non-verbal, or in the native language or target language | Understands and is capable of responding to most interpersonal and classroom discussions and interaction when frequent clarifications or repetitions are given | Understands nearly all interpersonal and classroom discussions, although occasional clarifications or repetitions may be necessary | Understands interpersonal conversations and classroom discussions |
| **Production** | Fluency | No demonstrated proficiency | Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances | Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning | Begins to create more novel sentences; speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner or expression | Speech in interpersonal and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression | Speech in interpersonal conversation and in classroom discussions is approximately that of a native speaker of the same age |
| Vocabulary | No demonstrated proficiency | Has limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult | Has command of words for common objects/activities but choice of words is often inappropriate for the situation/context; comprehensibility remains difficult | Has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics; usually comprehensible | Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning | Use of vocabulary and idioms approximates that of a native speaker of the same age |
| Pronunciation | No demonstrated proficiency | Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must repeat to be understood | Sometimes intelligible; is frequently influenced by the primary language and must repeat utterances to be understood | Usually speaks intelligibly, with some sounds still influenced by the primary language; frequently uses non-native intonation patterns | Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be noticeable | Pronunciation and intonation approximate those of a native speaker of the same age |
| Grammar | No demonstrated proficiency | Produces only memorized grammar and word order forms | Often uses basic grammar patterns correctly in simple, familiar phrases and sentences; rarely or seldom attempts complex sentences | Uses basic grammar correctly; attempts complex sentences, but complex language structures are often incorrect | May make limited, minor grammatical errors, but they do not obscure meaning | Grammatical usage approximates that of a native speaker of the same age |

**The MELA-O Scoring Matrix**

The MELA-O is aligned with the listening and speaking skills identified in the Massachusetts Department of Elementary and Secondary Education’s **English Language Proficiency Benchmarks and Outcomes for English Language Learners (ELPBO)**. The MELA-O was developed by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Evaluation Assistance Center-East (EAC) at George Washington University.

**Comprehension (Expanded Version)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **ComprehensioN** | No demonstrated proficiency | Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses | Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgment may be either non-verbal, or in the native language or target language | Understands and is capable of responding to most interpersonal and classroom discussions and interaction when frequent clarifications or repetitions are given | Understands nearly all interpersonal and classroom discussions, although occasional clarifications or repetitions may be necessary | Understands interpersonal conversations and classroom discussions |

The goal in assessing a learner’s **comprehension** of oral language is to determine his or her level of **understanding** by observing oral and behavioral responses in the classroom setting. For English language learners, proficiency in comprehension often precedes proficiency in production. Thus, a student’s comprehension rating will generally be equal to or higher than his/her production ratings.

**LEVEL 0**: At this level, a student has no demonstrated proficiency. Although the student may, in fact, comprehend, she/he exhibits **no observable behavior** to indicate this comprehension.

**LEVEL 1**: At this level, the student recognizes **simple questions and commands** and responds to more complex utterances with inappropriate or inaudible responses. This level describes students who indicate **comprehension of simple speech** through physical or oral behavior.

**LEVEL 2:** A student at this level understands interpersonal conversation when spoken to slowly and with **frequent repetitions or clarification**; acknowledgment may be non-verbal, or in the native language or target language. At this level the student shows that he/she comprehends enough to **participate in two-way interpersonal conversations**.

**LEVEL 3:** A student at this level understands and is capable of responding to **most** interpersonal and classroom discussions and interactions when frequent clarifications or repetitions are given. The primary difference between levels 2 and level 3 is the student’s progression from participating in strictly interpersonal conversation to **classroom discussions**, as well.

**LEVEL 4**: A student at this level understands **nearly all** interpersonal and classroom discussions, although **occasional** **repetition** or clarification may be necessary. The primary difference between levels 3 and 4 is the progression from understanding “most” to “nearly all” discussions, and the progression from “frequent” to “occasional” need for repetition or clarification.

**LEVEL 5:** At this level, a student understands both interpersonal and classroom discussions. His/her comprehension is **equivalent to a native speaker of the same age**.

**Fluency (Expanded Version)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | LEVEL 1 | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **PRODUCTION** | **Fluency** | No demonstrated proficiency | Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances | Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning | Begins to create more novel sentences; speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner of expression | Speech in interpersonal and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression | Speech in interpersonal conversation and in classroom discussions is approximately that of a native speaker of the same age |

**Fluency** refers to the degree to which spoken language appears smooth, effortless, and natural. The qualities of language that contribute to fluency include native-like use of pausing, rhythm, intonation, emphasis, rate of speaking, and use of interjections and interruptions. In second language teaching, **fluency** refers to the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. Sometimes confused with accuracy, fluency refers to the **flow** of language rather than to its correctness.

**LEVEL 0:** A student at this level demonstrates no proficiency in language flow. The student may actually speak, but with **no predictability or consistency**.

**LEVEL 1:** At this level, the student’sspeech is limited to an exchange of **fixed verbal formulae**; i.e., commonly used words and phrases that are used in everyday situations, such as “Hello,” “Good-bye,” “How are you?”

**LEVEL 2:** A student at this level uses **familiar sentences with reasonable ease**, although he/she may use **long** **pauses** or silences, and **gestures** to illustrate meaning.

**LEVEL 3:** At this level, the student has progressed from memorized phrases and expressions to **spontaneously constructed sentences**. She/he begins to create more novel sentences, although speech during interpersonal and classroom discussions is **frequently interrupted by hesitations** while searching for the correct manner of expression.

**LEVEL 4:** At this level, the student’s speech is **generally fluent** during interpersonal and classroom discussions. The student’s speech is characterized by **occasional lapses and hesitations** while searching for the correct manner of expression. The primary difference between levels 3 and 4 is the progression from “frequent” to “occasional” hesitations in order to search for the correct manner of expression.

**LEVEL 5:** At this level, a student’s speech during interpersonal conversations and classroom discussions is **approximately equivalent to that of a native speaker of the same age**. Note: a student’s speech should only be compared to other students of the same age and/or developmental level.

Vocabulary (Expanded Version)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **PRODUCTION** | **Vocabulary** | No demonstrated proficiency | Has limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult | Has command of words for common objects/activities but choice of words is often inappropriate for the situation/context; comprehensibility remains difficult | Has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics; usually comprehensible | Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning | Use of vocabulary and idioms approximates that of a native speaker of the same age |

**Vocabulary** refers to a student’s understanding and appropriate use of the components of language that convey information and/or meaning. The smallest unit of meaning in a language is called a “lexeme,” or lexical item, which may either be a single word (“book”), or suffix (“-s”), or prefix (“re-“). In addition, this dimension of the MELA-O Scoring Matrix includes understanding of compound words and idioms.

**LEVEL 0:** A student at this level demonstrates no command of vocabulary although she/he may have a **scattered knowledge of random words**.

**LEVEL 1:** At this level, a student demonstrates a **limited** **command of isolated vocabulary** for common objects and activities, although comprehensibility is often difficult.

**LEVEL 2:** A student at this level has command of words for common objects and activities, but his/her **choice of words is often inappropriate** for the situation or context. The student uses an increasing number of words, although often inappropriately, and **comprehensibility remains difficult.**

**LEVEL 3:** At this level, the student has **adequate vocabulary to permit somewhat limited discussion** of a wide range of interpersonal and classroom topics and is **usually** **comprehensible**. The primary difference between levels 2 and 3 is the progression from use of exclusively social vocabulary to incorporate academic vocabulary.

**LEVEL 4:** A student’s speech at this level is **rarely** **interrupted by inadequate vocabulary**. The student is capable of rephrasing ideas and thoughts to express meaning and **can say the same thing in several different ways** to clarify meaning.

**LEVEL 5:** At this level, a student’s **use of vocabulary and idioms approximates that of a native speaker of the same age**. Note: a student’s speech should only be compared with native speakers of the same age, since idioms are primarily a function of age and setting.

**Pronunciation (Expanded Version)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **PRODUCTION** | **PronunciatioN** | No demonstrated proficiency | Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must repeat to be understood | Sometimes intelligible; is frequently influenced by the primary language and must repeat utterances to be understood | Usually speaks intelligibly, with some sounds still influenced by the primary language; frequently uses non-native intonation patterns | Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be noticeable | Pronunciation and intonation approximate those of a native speaker of the same age |

**Pronunciation** refers to the student’s proficiency in producing sound, or a group of sounds, in order to convey meaning. Pronunciation includes the intonation, rhythm, emphasis, and juncture (pauses) of a language. For MELA-O, pronunciation focuses primarily on the intelligibility, or perception, of the sounds by the listener, rather than on the “articulation” or production of actual speech sounds in the mouth.

**LEVEL 0:** A student at this level has **no** **demonstrated proficiency**. The student observation may have been too brief, or the student may not have produced sufficient language to rate this dimension.

**LEVEL 1:** At this level, a student is **seldom** **intelligible** and is **strongly influenced by his/her primary language**, including intonation and word emphasis. The student must repeat in order to be understood.

**LEVEL 2:** A student at this level is **sometimes intelligible** and is frequently influenced by the primary language. He/she must repeat utterances to be understood. At this level, there will be many primary language sounds and intonation patterns affecting the student’s production. The primary difference between levels 1 and 2 is that the student is more intelligible at level 2 than at level 1.

**LEVEL 3:** At this level, the student **usually** **speaks intelligibly**, with some sounds still influenced by the primary language. She/he frequently uses first language intonation patterns, but is now generally understood.

**LEVEL 4:** A student at this level is **always** **intelligible,** but with **occasional** **inappropriate intonation** patterns. Slight influences from the student’s primary language may still be heard, but the student can always be understood.

**LEVEL 5:** At this level, a student’s **pronunciation and intonation approximate those of a native speaker** of the same age. Some students may never reach this level, always retaining pronunciation and intonation patterns influenced by their primary language. This, however, does not preclude their academic success.

**Grammar (Expanded Version)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| **PRODUCTION** | **Grammar** | No demonstrated proficiency | Produces only memorized grammar and word order forms | Often uses basic grammar patterns correctly in simple, familiar phrases and sentences; rarely or seldom attempts complex sentences | Uses basic grammar correctly; attempts complex sentences, but complex language structures are often incorrect | May make limited minor grammatical errors, but they do not obscure meaning | Grammatical usage approximates that of a native speaker of the same age |

**Grammar** refers to the way in which linguistic units, such as words and phrases, are combined to produce sentences and streams of speech in a language. Grammar includes not only proper verb tenses and subject-verb agreement, but also sentence complexity, word order, and the way in which words connect with one another (e.g., pronouns to their antecedents).

**LEVEL 0:** At this level, the student demonstrates **no** **proficiency in grammar**. He/she may produce **isolated words and phrases**, but they do not reflect grammatical patterns.

**LEVEL 1:** A student at this level produces **only** **memorized grammar and word order forms**, using grammar correctly only in basic phrases and sentences and in verbal rituals or formulae (e.g., “How are you?” or “That’s all for now.”).

**LEVEL 2:**  At this level, a student **often** **uses basic grammar patterns** **correctly** in simple, familiar phrases and sentences. Student rarely or **seldom** **attempts complex sentences**.

**LEVEL 3:** A student at this level **uses basic grammar** **correctly**. She/he also **attempts complex language**, but those structures are **often** **incorrect**.

**LEVEL 4:** A student at this level may make **limited, minor** **grammatical errors**, but they do not obscure meaning. His/her grammar errors do not interrupt the flow of speech, nor do they confuse the intended meaning of the utterances.

**LEVEL 5:**  At this level, a student’s **grammatical usage approximates that of a native speaker of the same age**. Note: the development of language patterns proceeds through developmental stages for **both** native English speakers and English language learners.

**Procedures to Be Used by QMTs to Train Prospective**

**MELA-O Administrators (QMAs)**

### Training Procedures

### Once a QMT has passed the 2007 MELA-O Qualification Test, he or she may begin to train/retrain QMAs in the district, according to the following guidelines:

* The 2007 *QMT Training Manual*, MELA-O Training Video, and MELA-O Qualification Test must be used as the basis for all training and qualification activities by the QMT.
  + - * New QMAs must be trained at a 2-day (8-9 hour), face-to face training session led by a QMT, using the Department’s 2007 training materials, with time allotted between sessions to allow prospective QMAs the opportunity to practice observing and rating actual students.
* Existing QMAs (i.e., those who qualified using training videos produced in 1994) may retrain and requalify using the Department’s 2007 training materials in one of two ways:
  + On their own, by reviewing a copy of the 2007 MELA-O Training video provided by a QMT in their district, or
  + At a face-to-face training session with a QMT, at their discretion.

Retraining of existing QMAs is anticipated to take about 2-3 hours.

* + - * + Once QMAs have been trained (or retrained), **all** new and existing QMAs will take the MELA-O Qualifying Test under the direct supervision of a QMT who will administer the test. The QMT will return completed answer sheets to the Department's contractor for scoring and the test results will be provided to school districts by mail.
        + Multiple opportunities to requalify must be provided to each QMA, in the event he or she is unable to qualify on the first attempt.

##### Adapting the Training Agenda

Consider adjusting the training session agendas on the following pages to meet the needs of participants, depending on whether they are participating in individual retraining sessions, or in a face-to-face training.

If training sessions will be conducted on multiple days, the participant agenda should be adapted to include a review of prior session(s) at the beginning of each subsequent session.

##### Equipment and Materials Needed to Train QMAs

**QMTs should prepare and have available the following equipment and materials for the training session(s):**

* Copies of the *QMT Training Manual*, MELA-O Training Video, and MELA-O Qualification Video
* DVD player or VCR and monitor; or computer with DVD player, LCD projector, and screen
* Overhead projector and screen (recommended, but not required)
* Chart paper or black- or whiteboard
* Photocopies of materials from this Training Manual (see below)

**Prior to training, QMTs should provide each participant with photo-copies of the following basic materials from the QMT Training Manual:**

* **Participant Agenda** (p. 16), or alternative agenda prepared by QMT
* **MELA-O Scoring Matrix** (p. 7)
* **Expanded Version of the Matrix** (pp. 8-12)
* **MELA-O Scores and Scoring Rationales for MELA-O Training Samples** (pp. 23-30)
  + The scoring rationale for each student video sample should be distributed to participants after they have viewed and scored each training sample.
  + Encourage existing QMAs who are retraining on their own to view and score the student samples before reviewing the scoring rationales.
* **Notes on Student’s Performance in Each Area** (p. 32)
* **Practice Scoring Worksheet for Training Video Samples** (pp. 35-37)
* **Social Versus Academic Language** chart from Appendix B (p. 45)
* **QMA Training Evaluation Form** (p. 42)

**Note:** If an existing QMA is retraining on their own, provide them with a copy of the MELA-O Training Video, in addition to photocopies of the above materials.

**Depending on participants’ needs, the QMT may also wish to provide photocopies of the following supplemental materials for QMA training:**

* **Overview of the MELA-O** (pp. 3-4)
* **MELA-O Administration Requirements** (p. 5-6)
* **Viewing Guide to the MELA-O Training Video** (pp. 21-22)
* **Summary of Student’s MELA-O Rating** (p. 33)
* **MELA-O Classroom Scoring Summary Sheet** (p. 34)
* **Suggested Activities and Materials to Elicit Language** (pp. 44)

**QMTs should prepare multiple photocopies of the following materials so QMAs can take notes during training:**

* **MELA-O Scoring Matrix** (p. 7)
* **Notes on Student’s Performance in Each Area** (p. 32)

**If using an overhead projector, QMTs should make transparencies of the following materials, plus others at their discretion:**

* **Participant Agenda** (p. 16)
* **Social Versus Academic Language** (p. 46)
* **Masters of Overheads for the MELA-O Scoring Matrix** (pp. 56-61)

**Effective Training Strategies and Reminders**

**Before the training begins:**

* Read and become familiar with the contents of the **QMT Training Manual**.
* View and become familiar with the MELA-O Training Video
* Prepare for your training sessions as follows:
* Make photocopies of all handouts (plus a few extras).
* Check that all required equipment is available and operates properly.
* At the start of the training session:
  + Introduce yourself.
  + Tell participants why you’re here and what you hope to accomplish during the session(s). State the goals of the training.

**During the training:**

* Say what you mean as simply as possible, and think before you speak.
* Do not provide more information than is necessary, particularly in the early stages of training.
* Talk about your own experiences with MELA-O; offer concrete examples from your own teaching.
* Show participants how MELA-O can assist them to become even more effective as educators.
* Listen carefully to participants’ questions.
* Provide responses that make sense; justify your answers.
* Say “I don’t know,” if you don’t know.
* Tell them how to find the answer, or get back to them with a response.
* Be responsive. Follow up, if you say you will.
* Give balanced and constructive feedback to participants as they participate in discussions and practice ratings.
* In the event of difficult or troublesome questions, you will need to exercise all your patience.
* Don’t take challenges personally.
* Don’t apologize unless you make a mistake.
* Train QMAs with a colleague if it would make you more comfortable.
* Respect diverse approaches and the points of view of others.
* “Shrink” in your role as a trainer, rather than exaggerate your own importance.

**QMA Training/Retraining:**

**Participant Agenda**

**OBJECTIVES**

Participants will:

1. become familiar with the components of language, how language is learned and English proficiency attained by students who are English learners;
2. understand the rationale for using new student video samples and training materials to train and qualify QMAs and QMTs (or to retrain and requalify existing QMTs/QMAs) in order to rate students on MELA-O; and
3. become familiar with and use the MELA-O Scoring Matrix to rate students shown in the MELA-O Training Video, to pass the MELA-O Qualification Test, and subsequently, to be able to accurately rate LEP students on the MELA-O.

#### AGENDA

1. **Welcome and Introductions**
2. **Context for Training/Retraining**

## Review of Language Components

1. **Review of the MELA-O Matrix**
2. **Social vs. Academic Language**

## Practice Ratings

1. **Qualifying Test**

## Evaluation

**QMA Training/Retraining:**

**QMT Process Agenda**

**OBJECTIVES**

Participants will:

1. become familiar with the components of language, how language is learned and English proficiency attained by students who are English learners;
2. understand the rationale for using new student video samples and training materials to train and qualify QMAs and QMTs (or to retrain and requalify existing QMTs/QMAs) in order to rate students on MELA-O; and
3. become familiar with and use the MELA-O Scoring Matrix to rate students shown in the MELA-O Training Video, to pass the MELA-O Qualification Test, and subsequently, to be able to accurately rate LEP students on the MELA-O.

#### AGENDA

## Welcome and Introductions

## Introduce yourself and explain the training/retraining you undertook to become a qualified QMT

## Explain the difference between a QMT and QMA

## Share the training agenda for the day (Participant Agenda)

## Context for Training/Retraining

## Play the *Introduction* to MELA-O training video.

## Discuss the requirements for ELL student assessment, and the need to retrain and requalify those who will continue to assess these students for MEPA.

## Review of Language Components

## Play the video section that introduces the questions *What is language?* and *What do we learn when we learn a language?*

* Ask participants to break into small groups and briefly discuss answers to these questions.
* Elicit (and record, if desired) comments from the groups.
* Play the remainder of the video section on language that discusses semantics, syntax, phonology, morphology and pragmatics.

## Review of the MELA-O Scoring Matrix

* Distribute copies of the **MELA-O Scoring Matrix** and **Expanded Matrix**
* Play the video sections that provide the general overview of the matrix and the details of each matrix component. Stop the video periodically for discussion.
* Direct participants to make notations on their copies of the **Expanded Matrix**, in response to the video narration.
* Emphasize key words at each rating level and the differences between levels.

## Social vs. Academic Language

* Discuss the differences between social and academic language. Draw attention to the fact that, beginning at level 3, the student’s language begins to reflect more competent communication using academic language.
* Play the section of the video that discusses social and academic language.
* Distribute copies of the **Social Versus Academic Language** chart from Appendix B.
* Ask participants to break into small groups to discuss how they might assess for differences between social and academic language in the classroom.
* Have each small group report back to the large group.

## Practice Ratings

* Distribute copies of the **Practice Scoring Worksheets for Training Video Samples**.Play the first practice scoring video (Gulbahar), but pause the video before listening to the actual scores. Participants should take notes and record their ratings in each matrix dimension on their scoring sheet.
* Ask participants to give their ratings for Gulbahar in each matrix dimension and justify each rating.
* Play the video following Gulbahar’s sample that provides the official ratings and the rationale for each.
* Follow the same procedure for each of the remaining student samples.
* You may provide participants with a copy of the scoring rationales after each sample is played, or discuss the rationales after all eight samples have been viewed and rated.

**NOTE:** Encourage QMAs who are retraining on their own to rate all student samples before listening to the official ratings on the training video, and before reviewing the printed scoring rationales.

## MELA-O Qualifying Test

Refer to “Administering the MELA-O Qualifying Test” (p. 19) for information on administering the MELA-O Qualifying Test. A brief summary follows:

* Provide the following materials to each test participant:
  + One blank **QMT/QMA Qualifying Test Answer Sheet** (provided by contractor)
  + One complete set of **Scoring Worksheets for Qualifying Video Samples** (pp. 38-40)
  + One **MELA-O Scoring Matrix** and **Expanded Matrix**
* Request that each participant complete all required information on the front side of the **QMT/QMA Qualifying Test Answer Sheet**
* Have participants read the instructions on the reverse side of the **QMT/QMA Qualifying Test Answer Sheet.**
* When participants are ready to begin, start the MELA-O Qualifying Test DVD or VHS tape.
* Play each video sample once and allow participants two minutes to assess the student.
* Play the sample a second time and give participants another minute to review their assessment and then bubble in the scores on the **QMT/QMA Qualifying Test Answer Sheet** before viewing the next student sample.
* Follow this procedure until participants have viewed and scored all ten student samples.

## Evaluation

* Ask participants to complete a **QMA Training Evaluation Form**. QMTs may keep these forms for their own use.

Administering the MELA-O Qualifying Test

### PRIOR TO Administering the MELA-O Qualifying Test to QMAs:

* Be sure that all prospective QMAs have fulfilled all training requirements, including viewing the entire MELA-O training video.
  + **Existing QMAs** may either view the MELA-O Training Video individually without supervision from a QMT or participate in a face-to-face training session led by a QMT.
  + **Prospective QMAs** must participate in a face-to-face training led by a QMT, and must informally observe and rate students in the classroom using the MELA-O Scoring Matrix for at least one hour prior to taking the MELA-O Qualifying Test.

**NOTE: Regardless of whether a QMA is being trained for the first time, or retrained, the entire MELA-O training video must be viewed prior to taking the MELA-O Qualifying Test.**

* Be sure that you have a working DVD player or VCR and monitor on which to view the MELA-O Qualifying Test Video.
* Provide one of the following to each test participant:
  + #2 pencil
  + Blank **QMT/QMA Qualifying Test Answer Sheet**
  + Complete set of **Scoring Worksheets for Qualifying Test**
  + **MELA-O Scoring Matrix** and **Expanded Matrix**
  + **QMA Training Evaluation Form**
* Request that each participant complete all required information on the front side of theQMT/QMA Qualifying Test Answer Sheet, including:
  + **District and School Codes:** These can be found on the Department’s Web site at http://profiles.doe.mass.edu/districts.asp
  + **Type of Training:** Fill in the first bubble (e.g., “QMA training supervised by a local QMT”).
  + **QMT Educator License Number:** Participants will bubble in the Educator License Number of the QMT.
  + **Date of Training:** Fill in the date on which the QMA training concluded.

Note: Training may have been conducted either individually (for a QMA who was retraining him- or herself) or in a group setting (for a new QMA)

* + **Date of Qualifying Test:** Fill in the date on which the Qualifying Test was given.
  + **Current Teaching/Professional Experience:** Participants should bubble all that apply.
  + **Your Educator License Number:** Participant should bubble his or her Massachusetts Educator License Number.
* Have participants read the instructions on the reverse side of the **QMT/QMA Qualifying Test Answer Sheet.**
* When participants are ready to begin, start the MELA-O Qualifying Test Video.

#### DURING the Qualifying Test:

* Play each video sample once and tell participants that they will have approximately two minutes to rate the student in the sample. Play the same video sample a second time and give them another minute to review and edit their responses.
  + Participants may take notes either on the **Scoring Worksheet for Qualifying Test** or on blank paper.
  + Final scores must be bubbled using a #2 pencil on the **QMT/QMA Qualifying Test Answer Sheet.**
* Follow this procedure until participants have viewed and scored all ten student samples.

#### AFTER the Qualifying Test:

* Have participants check that their answers are bubbled in correctly on their **QMT/QMA Qualifying Test Answer Sheet** and that all required information has been completed on the form.
* Have participants complete **Evaluation Forms**.
* Make sure you collect the following completed forms before participants leave the room: **QMT/QMA Qualifying Test Answer Sheets, Scoring Worksheets for Qualifying Test,** and **Evaluation Forms.**
* Check each **QMT/QMA Qualifying Test Answer Sheet** to make sure that all required information is completed on both sides of the form.
* Complete a **QMT Certification of Proper Test Administration** form and keep a photocopy for your records.
* Place the original copy of the completed **QMT Certification of Proper Test Administration** on top of the completed **QMT/QMA Qualifying Test Answer Sheets** and place them in an 8-1/2 x 11 envelope. **DO NOT FOLD** the documents before placing them in the envelope.
* Clip together all **Scoring Worksheets for Qualifying Test** and include these in your envelope.Mail the envelope to the test contractor.
* You may keep the completed **QMA Training Evaluation Forms** for your records in order to review the comments and improve future trainings.

#### Minimum Score Needed to Qualify:

* **QMT (if you attended a QMT training/retraining session):** 35 correct scores (out of 50 possible), with no more than 2 discrepant scores; or 31-34 correct scores with no more than 1 discrepant score
* **QMA:** 30 correct scores (out of 50 possible), with no more than 2 discrepant scores; or 26-29 correct scores, with no more than 1 discrepant score

(Note: a discrepant score is a rating that is **two or more** score points from the correct score.)

##### Viewing Guide to the

##### MELA-O Training Video

All prospective and existing QMAs must view the entire MELA-O training video, whether participating in a face-to-face training provided by a QMT, or retraining on their own. The following information is provided in the MELA-O Training Video:

Introduction

Dan Wiener, Administrator of Inclusive Assessment at the Massachusetts Department of Elementary and Secondary Education, provides background for the MELA-O and explains federal and state assessment requirements for LEP students. He outlines the rationale, plan, and timeline for retraining existing QMTs and QMAs.

**Training Video**

Narrated by Raynel Shepard, Ed. D., Master MELA-O Trainer, and English Language Learner (ELL) Curriculum Specialist, Boston Public Schools

##### Components of Language

Questions are posed for discussion, such as: *What is language?* *What do you learn when you learn a language?*  The five components/domains of language are discussed, as described below:

* **Semantics** refers to the meaning of words, phrases and sentences.
* **Syntax** refers to the rules for combining words into sentences in order to produce meaning.
* **Phonology** refers to how the sounds of a language make meaning, including pitch, pronunciation, intonation, emphasis, and juncture (pauses within and between words).
* **Morphology** refers to the structure of words (e.g., ‘-s’ added to create plurals to common nouns), and how words are created and enter the language, including the use of plural endings, prefixes, and suffixes. “Morphemes” are also described, using the following examples:
  + **Morphemes** arethe smallest unit of meaning in a word.
    - **un•lady•like – 3 morphemes**
    - **dog•s – 2 morphemes**
    - **technique – 1 morpheme**
* **Pragmatics** – refers to the appropriate use of language in social and/or cultural contexts. For example, the language used by a student to speak with a peer might differ from language used with a teacher.

## Overview of the MELA-O Scoring Matrix

An overview is provided of each of the five dimensions of the Scoring Matrix and for each of the 0-5 rating descriptors. The MELA-O Scoring Matrix is shown on page 7 of the QMT Training Manual, followed by an explanation of each scoring dimension.

**Scoring Dimensions of the MELA-O Scoring Matrix**

* **Comprehension** - The process by which a person understands the meaning of spoken or written language.
* **Production** - The process of communicating through speech. The MELA-O Scoring Matrix focuses on four specific areas of speech production:
  + **Fluency** - The ability to produce continuous speech without pause or hesitation in the “flow” of the conversation or spoken communication. In the context of MELA-O, fluency should not be confused with “accuracy.”
  + **Vocabulary -** Units of language used to convey meaning in the language system. Also known as “lexical” items, these include idioms and proverbs as well as root words and their inflections.
  + **Pronunciation -** The way certain sounds in a language are produced. Pronunciation includes intonation, rhythm, emphasis, and juncture (pauses).
  + **Grammar** - The structural arrangement and relationship of words to one another. For the purpose of scoring MELA-O, grammar also includes syntax (sentence structure) and word order.

**Key Features of *Comprehension* (Listening) and *Production* (Speaking)**

An analysis is provided of each scoring dimension of the MELA-O Scoring Matrix*,* including the highlighting of key words and differentiating between the rating levels.

Distinguishing between a student rated at level “0” and one who is rated at level “5” is relatively easy for each matrix dimension. Determining levels “1” through “4” is more challenging. For each scoring dimension, it is important to read the description of each scoring level carefully. Focus on the key words and terminology at each level, and also on the qualifiers that indicate the intensity, degree, and frequency of the observed behavior. Understanding the important differences, for example, between “sometimes,” “usually,” and “always” in the Pronunciation section will help determine the correct score.

Note also that levels “0” through “2” generally describe social language proficiency (BICS) while levels “3” through “5” describe not only social proficiency, but also academic proficiency (CALP). These differences are most noticeable in the areas of Comprehension and Vocabulary.

**Differences Between Social Language(BICS) and Academic Language (CALP)**

Although the narrator does not specifically use the terms BICS and CALP, the terms refer respectively to social and academic language as defined below. In the training video, this section appears between the detailed explanations of *Comprehension* and *Production*.

* **BICS (Basic Interpersonal Communications Skills)**: BICS refers to language used for interpersonal communication that is social, rather than academic, and is usually learned by English language learners more quickly and easily than academic language.
* **CALP (Cognitive Academic Language Proficiency)**: CALP refers to language that is used more appropriately for learning in a school-based setting, where language is contextual (i.e., specific to each content area)and the vocabulary is more theoretical and abstract, rather than concrete or functional. This level of language proficiency generally takes several years longer to acquire than social language.

**Student Samples - Practice Ratings**

Eight video samples of actual students are shown in the video, followed by their ratings in each dimension of the MELA-O Scoring Matrix and the rationale for each rating.

**MELA-O Scores and Scoring Rationales**

**for the MELA-O Training Video Samples**

# Gulbahar—Grade 3

***(Turkish)***

**COMPREHENSION**

**Score: 2**

* Gulbahar understands interpersonal conversation when her teacher speaks slowly and uses frequent repetition and rephrasing. [Teacher asks "Are there a lot of flowers in Turkey?" At first Gulbahar answers "Flowers, no." The teacher then rephrases with "No? No pink flowers in Turkey?" and Gulbahar replies "Yes."]
* Gulbahar responds to questions using either brief verbal or non-verbal responses. [She draws a picture of a rose when the teacher asks "What kind of flowers are there in Turkey?" and then says "Pink, yellow, white."] [Teacher asks “Are there a lot of flowers in Turkey?” She responds “No, flower, no.”]

**PRODUCTION**

**Fluency**

**Score: 1**

* Gulbahar’s speech is limited to an exchange of fixed verbal formulae (i.e., commonly used sentences and phrases) or single word utterances [Answers only “yes” to many teacher questions: “Yes, white is good.”] [“This one is my house now.”]

**Vocabulary**

**Score: 1**

* Gulbahar has limited command of isolated vocabulary for common objects and activities, and comprehensibility is often difficult.
* Vocabulary: can name colors (pink, yellow, white), flower, house, love, eraser, water, tomorrow

**Pronunciation**

**Score: 2**

* Gulbahar is sometimes intelligible, is frequently influenced by the primary language, and must repeat utterances to be understood. [Says “z” for “s” in the word “eraser”] [Says “gut” for “good”] [Says “tank” for “thank”]

**Grammar**

**Score: 1**

* Gulbahar produces only memorized grammar and word order forms. [“Yes, white is good.”] [“No, not like”] [“This one is tomorrow, water, this one is big.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***David—Grade 2***

***(Vietnamese)***

**COMPREHENSION**

**Score: 5**

* David understands interpersonal conversations and classroom discussions.
* David answers teacher’s questions about math and science. [“I have 36 bugs in my jar, then 17 came out. How many bugs do I have in my jar right now?”] He is able to retell the life cycle of the milkweed bug.

**PRODUCTION**

**Fluency**

**Score: 4**

* David’s speech in interpersonal and classroom discussion is generally fluent with occasional lapses while he searches for the correct manner of expression. [“First, at first, they were eggs…then they grow…the color of the milkweed bug is black… They were red, orange, then they hatch, they’re…they are black.”]

**Vocabulary**

**Score: 4**

* David’s flow of speech is rarely interrupted by inadequate vocabulary; he is capable of rephrasing ideas and thoughts to express meaning.
* Examples of content vocabulary that he uses are: *eggs, milkweed bug, hatch, nymphs, adult, separating problem, molt*, and *jar*.

**Pronunciation**

**Score: 4**

* David’s pronunciation is intelligible, but he has occasional inappropriate intonation patterns. There is also evidence of some slight influence of his primary language. For example, he says “da” for “the” and “den” for “then.”

**Grammar**

**Score: 4**

* David makes limited minor grammar errors, but they do not obscure meaning. [“They are a adult.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Kethila—Grade 7***

***(Portuguese)***

**COMPREHENSION**

**Score: 3**

* Kethila is capable of responding to most interpersonal and classroom discussion and interactions when frequent clarifications are given. For example, during a science lesson, Kethila’s teacher questions her about living vs. non-living characteristics. Kethila answers several questions with a simple “yes” response. Often, her teacher has to rephrase the question in order for her to understand.

**PRODUCTION**

**Fluency**

**Score: 3**

* Kethila is beginning to create more novel sentences; speech in interpersonal and classroom discussion is frequently interrupted by a search for correct manner or expression. [“’Cause the baby do movements and he grows, it grows, and it drink and the movements.] [“When the baby grow up it can have, produce another baby.”] [“’Cause when you take it off the ground, it’s non-living. I think it doesn’t live anymore.”]

**Vocabulary**

**Score: 3**

* Kethila has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics, and is usually comprehensible. She uses the following classroom vocabulary:*movements, non-living, produce, mistake, and oxygen.*

**Pronunciation**

**Score: 3**

* Kethila usually speaks intelligibly, with some sounds still influenced by her primary language [Says “eat” for “it”]. She frequently uses non-native intonation patterns [Says “produce” with stress on the first syllable].

**Grammar**

**Score: 3**

* Kethila uses basic grammar correctly, but complex language structures are often incorrect. [“He grows, it grows, it dies, and it drink.”] [“When the baby grow up, it can have produce another baby.”] [“’Cause when take it off the ground, it’s no-living; I think it doesn’t live anymore.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Olivier—Grade 1***

***(Haitian Creole)***

**COMPREHENSION**

**Score: 4**

* Olivier understands nearly all interpersonal and classroom discussions, although occasional repetition may be necessary.
* Answers the teacher’s questions about the book and playground/classroom rules. [“That’s a king, is that you had. A king is something that you do and everybody do it too.”] [“You’re strong and you’re not scared.”] [“Don’t break a law.”] [“Do not trash something that is not for you…same on the playground and the class.”]

**PRODUCTION**

**Fluency**

**Score: 3**

* Olivier begins to create more novel sentences, although his speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner or expression. [“Something that hit you and judge you and steal something from you and say and not telling the truth.”] [“They hit their head” (provided answer in Haitian Creole first, then English after teacher requested English)]

**Vocabulary Score: 3**

* Olivier has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics, and is usually comprehensible.
* Vocabulary: *king, strong, scared, break a law, trash, steal, truth*

**Pronunciation**

**Score: 3**

* Olivier usually speaks intelligibly, with some sounds still influenced by his primary language. For example, he says “dat” for “that.”

**Grammar Score: 3**

* Olivier uses basic grammar correctly, but his complex language structures are often incorrect: [“That’s a king…is that you had, a king is something that you do and everybody do it too.”] [“Do not trash something that is not for you…same on the playground and the class.”] [“They hit their head.”] [“Don’t break a law.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Edson—Grade 9***

***(Cape Verdean/Creole/Portuguese)***

**COMPREHENSION**

**Score: 4**

* Edson understands nearly all interpersonal and classroom discussions although occasional repetitions are needed. His teacher restates some questions to clarify, but he is able to respond to questions about the book and successfully retell elements of the story.

**PRODUCTION**

**Fluency**

**Score: 4**

* Edson’s speech in interpersonal and classroom discussions is generally fluent with occasional lapses while he searches for the correct manner of expression. [“He was in Mexico… Javier, then he came to the United States. Then they (pause) put him in bilingual class.”] [“Your sister tell me about you too have a strange name.”] [“He have to buy a car because he wanna drive.”]

**Vocabulary Score: 3**

* Edson has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics, and is usually comprehensible. [Retells the story with details.] Examples of the vocabulary that Edson uses are *tattoo, gangster, continent, problem, pay attention*.

**Pronunciation**

**Score: 2**

* Edson is sometimes intelligible but his primary language frequently influences his pronunciation. He often must repeat to be understood. [Says “quantinent” for “continent”] [Says “broder” instead of “brother”] [Needs to repeat “Michigan” to be understood] [Says “ganga” for “gang”]

**Grammar**

**Score: 3**

* Edson uses basic grammar correctly, but his complex language structures are often incorrect. [“Javier, he go to school, then he wasn’t pay attention what the teacher say… He was look at the car…the car’s picture.”] [“Javier, what’s you doing?”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Luisa—Grade 7***

***(Spanish)***

**COMPREHENSION**

**Score: 4**

* Luisa understands nearly all interpersonal and classroom discussion. She needs only occasional repetition or clarification from her teacher.
* Luisa accurately answers the teacher’s questions about the article and paragraphs, can provide examples of biological controls, and is able to defend her answers by explaining her thinking.

**PRODUCTION**

**Fluency**

**Score: 4**

* Luisa’s speech in interpersonal and classroom discussions is generally fluent with occasional lapses while she searches for the correct manner of expression. [“They put traps and, oh, and do inspections to the people when in the airports and try to not let them pass.”] [“I think it’s ‘B’ because in paragraph two and t’ree provide information that is going to happen in the article.”] [“I think ‘A’ is not the answer because in paragraph two and t’ree, it no have any question.”]

**Vocabulary**

**Score: 3**

* Luisa has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics, and is usually comprehensible.
* Luisa uses the following vocabulary: *control, inspections, contribute, paragraph, information, preview, article.*

**Pronunciation**

**Score: 3**

* Luisa usually speaks intelligibly although some sounds are still influenced by her primary language. She frequently uses non-native intonation patterns. [Says “tramps” for “traps”] [Pronounces “contribute” as “con-tree-bute”] [Pronounces “alien” as “ah-lee-an”] [Pronounces “development” as “develoment”]

**Grammar**

**Score: 3**

* Luisa uses basic grammar correctly, but complex language structures are often incorrect. [“I think ‘A’ is not the answer because in paragraph two and t’ree, it no have any question.”] [“Is not the answer because did not say how to stop the alien invaders.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Ngichen—Grade 10***

***(Vietnamese)***

**COMPREHENSION**

**Score: 3**

* Ngichen understands and is capable of responding to most interpersonal and classroom discussions and interactions when frequent clarifications are given.
* Ngichen is able to answer teacher’s questions about the two different stories.
* She answers yes/no questions from the teacher.
* Ngichen talks about tuna casserole.

**PRODUCTION**

**Fluency**

**Score: 3**

* Ngichen begins to create more novel sentences, but her speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner of speech. [“She have to work morning to night, like work…that the work, hard works.”] [“Cinderedna, she likes funny--always she sings, oh…when she work, but she, um…they said here, they said she look ugly, like she ugly.”]

**Vocabulary**

**Score: 3**

* Ngichen has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics, and is usually comprehensible.
* Ngichen uses the following vocabulary: *act, ugly, dirty, lay-away, ball, sway, recipes, casserole, perfect*

**Pronunciation**

**Score: 2**

* Ngichen is sometimes intelligible; her pronunciation is frequently influenced by her primary language; and she must repeat to be understood. She pronounces “recipes” as “receepies,” and says “carol” for “casserole.”

**Grammar**

**Score: 2**

* Ngichen often uses basic grammar patterns correctly in simple, familiar phrases and sentences. [“Yes, and he asked the Ma, how many recipes do you know about tuna casserole, but no one can answer them.”] [“They just say, um, like tuna casserole with the Peking sauce and add a quick name tuna casserole with cream and rice. That’s it and they can’t say it perfect.”]

**MELA-O Scores and Scoring Rationales for the MELA-O Training Video Samples *(continued)***

***Mariam—Grade 3***

***(Urdu)***

**COMPREHENSION**

**Score: 5**

* Mariam’s understanding of interpersonal and classroom discussion is comparable to that of a native English-speaking student in the third grade. She responds accurately to her teacher’s questions about a story/book: [“Oh, so do you remember the day she gave it to you?”] [“Where did the friendship necklace come from? Where did she get it?”]
* Mariam also clarifies to her teacher what she means by “last year.”

**PRODUCTION**

**Fluency**

**Score: 4**

* Mariam’s speech in interpersonal and classroom discussions is generally fluent with occasional lapses while she searches for the correct manner of expression. [“First is the new moon. We see nothing, then it’s, there’s only a little bit of light and we see only a little bit of the moon. Then we see only half, half of it, and it’s called the first quarter.”] [“Um…we, I read when we read and we met when we called and I’m thinking, um…when, when she got the, when she gave me the friendship necklace.”]

## Vocabulary

## Score: 4

* Mariam’s flow of speech is rarely interrupted by inadequate vocabulary, and she is capable of rephrasing ideas and thoughts to express meaning.
* Some of the vocabulary she uses: *first quarter (moon), friendship, necklace, book orders,* and *surprise.*

**Pronunciation**

**Score: 4**

* Mariam is always intelligible, with occasional inappropriate intonation patterns; a slight influence of her primary language is still observed. [“pat” for “past”]. She uses “d” sound instead of “th” sound. [“den dere’s”] [“December dat passing”].

**Grammar**

**Score: 4**

* Mariam makes limited minor grammatical errors, but they do not obscure meaning. [“It was December something.”] [“She gave me the friendship necklace, then we started calling so we can do the friendship book.”] [“We got it from… She got it from the book order.”]

**Appendix A:**

**MELA-O Forms**

**Notes on Student’s Performance in Each Area**

**Name of Student**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension Notes/Evidence:**

**Production Notes/Evidence:**

**Fluency:**

**Vocabulary:**

**Pronunciation:**

**Grammar:**

**Scoring Worksheet for Qualifying Video Samples**

**Summary of Student’s MELA-O Rating**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_\_\_ Age \_\_\_\_\_\_

SASID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QMA/QMT Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension (Circle One Rating Below)**

0 1 2 3 4 5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Production (Circle One Rating in Each of the Following Dimensions)**

**Fluency**

0 1 2 3 4 5

**Vocabulary**

0 1 2 3 4 5

**Pronunciation**

0 1 2 3 4 5

**Grammar**

0 1 2 3 4 5

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MELA-O Classroom Scoring Summary Sheet**

**District/School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**QMT/QMA Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Student’s Name** | **Comprehension**  **Score** | **Production Scores** | | | |
| **Fluency** | **Vocabulary** | **Pronunciation** | **Grammar** |
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**Practice Scoring Worksheet for Training Video Samples**

View the training samples and use the MELA-O Scoring Matrix to assess the students’ levels of comprehension and production.

**Video Sample #1: Gulbahar**

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| **Comprehension Score** | **Production Scores** | | | |
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**Video Sample #2: David**

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**Video Sample #3: Kethila**

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**Practice Scoring Worksheet for Training Video Samples (continued)**

View the training samples and use the MELA-O Scoring Matrix to assess the students’ levels of comprehension and production.

**Video Sample #4: Olivier**

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| **Comprehension Score** | **Production Scores** | | | |
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**Video Sample #5: Edson**

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| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
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**Video Sample #6: Luisa**

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**Practice Scoring Worksheet for Training Video Samples (continued)**

View the training samples and use the MELA-O Scoring Matrix to assess the students’ levels of comprehension and production.

**Video Sample #7: Ngichen**

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**Video Sample #8: Mariam**

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**Scoring Worksheet for Qualifying Test**

**Use this worksheet for note-taking purposes only** as you view the video samples for the Qualifying Test. Rate each student in each dimension of the MELA-O Scoring Matrix.

**Submit final scores on the** **QMT/QMA Qualifying Test Answer Sheet.**

**Video Sample #1: Alfredo**

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**Video Sample #2: Willene**

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**Video Sample #3: Yuri**

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**Scoring Worksheet for Qualifying Test (continued)**

**Video Sample #4: Florence**

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| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
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**Video Sample #5: Herick**

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| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
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**Video Sample #6: Anh**

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| Fluency | Vocabulary | Pronunciation | Grammar |
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**Scoring Worksheet for Qualifying Test (continued)**

**Video Sample #7: Jose**

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| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
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**Video Sample #8: Larissa**

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| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
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Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Video Sample #9: Klysmann**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
|  |  |  |  |  |

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Video Sample #10: Kariny**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Comprehension Score** | **Production Scores** | | | |
| Fluency | Vocabulary | Pronunciation | Grammar |
|  |  |  |  |  |

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QMT Certification of Proper Test Administration**

(QMTs must complete and submit this form to the test contractor with allcompleted

QMT/QMA Qualifying Test Answer Sheets.)

Date Qualifying Test was administered:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the grid below, please **list all participants** in this MELA-O Qualifying Test administration (attach additional sheets, if needed).

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant Name** | **School Name** | **If new QMA, has fulfilled minimum 1-hour classroom observation requirement**  **(Yes/No)** | **Took Qualifying Test**  **(Yes/No)** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |
| 11. |  |  |  |
| 12. |  |  |  |
| 13. |  |  |  |
| 14. |  |  |  |

I certify that each participant listed above has participated in the required training using the 2007 MELA-O Training Video, and that I have supervised the administration of the 2007 MELA-O Qualifying Test.

QMT Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QMT Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please mail this certification together with completed **QMT/QMA Qualifying Test Answer Sheets** for the above participants to the test contractor, as instructed by the Department of Elementary and Secondary Education.

**Qualified MELA-O Administrator (QMA)**

## TRAINING EVALUATION FORM

# \_\_\_\_ I am a new QMA being trained for the first time.

# \_\_\_\_ I am an existing QMA who is retraining and requalifying.

\_\_\_\_ I retrained on my own using the MELA-O Training Video.

\_\_\_\_ I retrained at a session led by a QMT.

# Please circle your answers to the following questions/comments about your MELA-O training experience with “1” being the least positive and “4” the most.

Low……………………………High

1. **This MELA-O training helped me to:**
   1. Review and understand all areas of the 1 2 3 4

MELA-O Scoring Matrix

* 1. Accurately rate the videotaped student samples 1 2 3 4
  2. Identify classroom tasks and activities that will 1 2 3 4

elicit both social and academic language

1. **During this MELA-O training session:**
   1. I was able to have my questions answered and 1 2 3 4

my concerns addressed

* 1. The trainer(s) communicated the content effectively 1 2 3 4

1. **The MELA-O Training Video sufficiently prepared** 1 2 3 4

**me to take the qualifying test**

**Please provide your responses to the following questions:**

What was the most effective part of your training?

What would have made your training more effective?

**Appendix B:**

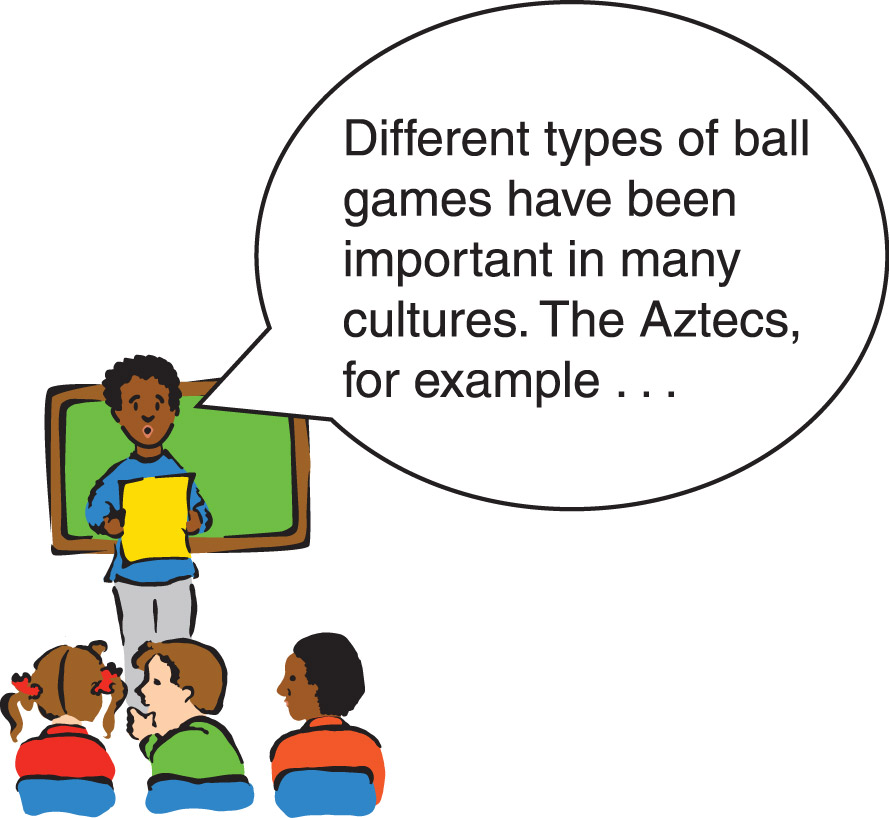
**Resources**

**Suggested Activities and Materials to Elicit Language**

**The instructional activities listed below will stimulate oral language in order to facilitate the rating of LEP students on MELA-O:**

* Morning calendar presentation and discussion
* Group discussion of a reading assignment in which students:
* Predict the outcome of a story
* Respond to open-ended questions
* Answer questions requiring discussion and elaboration
* Role-playing or skits in which students assume the language and behavior of an assigned character
* One-to one peer tutoring
* Small group discussion: two or more students discuss content in order to determine or clarify a response
* Cooperative group activities
* Interactive, hands-on (experiential) activities (e.g., science experiments) with oral follow-up
* Playing language and vocabulary games, like *Pictionary*©
* Describing and discussing pictures
* Making up a story to accompany a picture book
* Giving oral reports
* Oral interviews and summaries
* Giving multi-media presentations
* Having a telephone conversation
* Conducting literacy circles
* Using puppets with students acting and speaking for their puppet character
* Webbing or K-W-L (**K**now, **W**ant to Know, **L**earned) charts and other pre-writing activities involving oral explanation
* Problem-solving tasks
* Discussing personal life experiences
* Explaining how to do or make something

**Social Versus Academic Language**





|  |  |
| --- | --- |
| **Social Language** | **Academic Language** |
| **Simpler language, vocabulary, and grammar, shorter sentences** | **Technical vocabulary; longer sentences and more complex grammar** |
| **Usually small number of people, informal setting** | **Often larger groups, including lecture-style communication or reading a textbook** |
| **Precise understanding is seldom required** | **Precise understanding and description/explanation is required; higher-order thinking** |
| **Usually simple, familiar topics (movies, friends, daily life)** | **Topics may be new and more difficult to understand** |
| **Concrete ideas expressed in a social context** | **Ideas are more abstract and cognitively complex; student often has less background knowledge on which to build** |
| **Social context (face-to-face, telephone)** | **Academic context (little or no situational context)** |

(Adapted from: Chamot, A. and O’Malley, M.J. (1994). *The CALLA handbook: Implementing the cognitive academic language approach.* Reading, MA. Addison-Wesley)

**Differentiating a Student with a Language Learning Disability from One Who Is Learning a Language**

Observers often confuse oral language errors by students who are acquiring a second language with the language characteristics of students who may have a language-based disability. The following chart shows some differences between typical language development in a student who is acquiring a new language and a student who may have a language disability.

|  |  |
| --- | --- |
| **Students Learning a New Language** | **Students Who May Have a Language-Based Learning Disability** |
| **Language performance is similar to other students who have had comparable cultural and linguistic experiences.** | **Language patterns are unique to the student and unlike others in the student’s cultural community.** |
| **Limited vocabulary in the active (new) language is due to limited opportunities to hear and use the native language.** | **Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.** |
| **Communication may be impeded by an accent or dialect.** | **Student exhibits deficits in expressive and receptive language, which impede communication.** |
| **Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate.** | **Student demonstrates difficulty using and interpreting nonverbal language, often leading to inappropriate behaviors.** |

(Adapted from: Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The S.I.O.P. [Sheltered Instruction Observation Protocol] Model.* Boston, MA. Pearson)

**Common Acronyms Used in the Instruction and Assessment of English Language Learners in Massachusetts**

|  |  |
| --- | --- |
| **Acronym** | **Definition** |
| MCAS | Massachusetts Comprehensive Assessment System |
| MEPA | Massachusetts English Proficiency Assessment |
| MEPA-R/W | Massachusetts English Proficiency Assessment-Reading/Writing |
| MELA-O | Massachusetts English Language Assessment-Oral |
| QMT | Qualified MELA-O Trainer |
| QMA | Qualified MELA-O Administrator |
| SEI | Sheltered English Immersion |
| MATSOL | Massachusetts Association of Teachers of Speakers of Other Languages |
| MABE | Massachusetts Association of Bilingual Educators |
| ELL | English Language Learner |
| ESL | English as a Second Language |
| LEP | Limited English Proficient |
| NCLB | No Child Left Behind |
| ELBPO | English Language Proficiency Benchmarks and Outcomes for English Language Learners |

**Glossary**

**Academic language**: Spoken and written language used in formal contexts for academic subjects. The aspect of language connected with literacy and academic achievement.

**Authentic assessment**: Procedures for evaluating student achievement within the setting in which the achievement occurs. Assessment using activities that represent classroom goals, curricula, and instruction or real-life performance.

**Basic Interpersonal Communication Skills (BICS)**: Face-to-face conversational fluency, including mastery of pronunciation, vocabulary, and grammar. English language learners typically acquire conversational language used in everyday activities before they develop more complex, conceptual language proficiency.

**Cognitive Academic Language Proficiency (CALP)**: Language proficiency associated

with school-based instruction and learning, and those abstract language abilities required for academic performance. A more complex, conceptual, linguistic ability that includes analysis, synthesis and evaluation.

**Communicative competence**: The combination of grammatical, discourse, strategic and sociolinguistic competency that allows the recognition and production of fluent and appropriate language in all settings involving interpersonal communication.

**Comprehension**: The process by which a person understands the meaning of spoken or written language. Comprehension is measured for MELA-O by the levels of proficiency shown on the MELA-O Scoring Matrix.

**Discourse**: Formal, extended spoken or written expression of thought on a subject.

**English language learner**: A student who is in the process of acquiring English and whose native language is not English. This term may apply to learners across various levels of proficiency in English.

**Fluency**: The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. Fluency is one element of *Production* in the MELA-O Scoring Matrix.

**Grammar**: The structure of a language and the way in which linguistic units, such as words and phrases, are combined to produce sentences in the language. Grammar is one element of *Production* on the MELA-O Scoring Matrix.

**Idiom**: A phrase or expression that functions as a single unit and which means something different from the words’ literal meaning; for example, “over his head,” meaning “doesn’t understand.”

**Inflections**: The smallest unit of a language used to mark grammatical categories such as plurality, tense (past or continuous present), adverbs (quick–ly), and comparatives (tall-er).

**Language function**: The purpose that language serves in oral or written form; for example, describing, persuading.

**Limited English proficient:** The designation used in federal law (Title III of No Child Left Behind) for a student who is an English language learner.

**Morphology**: The structure of words (e.g., ‘-s’ added to create plurals to common nouns), and how words are created and enter the language, including the use of plural endings, prefixes, and suffixes.

**Observational assessment:** A measure of achievement during which students are observed in the course of routine academic activities**.** Typically, criteria are established beforehand in order to rate the student’s performance, such as the criteria on the MELA-O Scoring Matrix.

**Paraphrase**: To orally rephrase one’s own oral or written discourse, or the discourse of another.

Massachusetts English Language Assessment–Oral (MELA-O)

**Participant observation**: A research procedure in which the researcher or observer takes part in the situation he or she is studying as a way of collecting data for further study. It is claimed that an observer who is also a participant can understand a situation more fully than can an outside observer. Participant observation can be fundamental to the MELA-O assessment process when the rater is the student’s teacher, rather than someone from outside the classroom.

**Performance assessment**: A measure of academic achievement during which students produce a response, create a product, or apply knowledge as a result of a prescribed set of tasks or activities. Typically, criteria are established beforehand, for example on a scoring rubric, in order to rate the student’s performance.

**Phonology**: The study of sounds in a language and how they convey meaning. In English, such “sounds” include vowels and consonants (both in isolation and in combination), and also intonation, emphasis, pitch, and juncture (pauses).

**Pragmatics**: The social and cultural contexts that determine the “appropriateness” of language use.

**Production**: The act of communicating through speech or written text. The MELA-O Scoring Matrix presents four specific areas of production through oral speech: fluency, vocabulary, pronunciation and grammar.

**Pronunciation**: The way in which certain oral sounds are produced. Pronunciation is one element of *Production* on the MELA-O Scoring Matrix. Pronunciation assesses the degree to which meaning of the sounds is either conveyed or restricted as a result of the perception of the sound by the trained observer.

**Reliability**: The measure of the degree to which a test gives consistent results when used on multiple occasions and/or by different assessors. The MELA-O training and qualification process is intended to yield reliable and consistent results with the same student, regardless of who administers the assessment.

**Rubric**: A measurement scale, also called a scoring matrix, used to evaluate a student’s performance of a specific task and/or activity. Rubrics consist of a list of fixed characteristics that are being measured and that clearly describe each characteristic across a range of score points that will be used to rate a student’s achievement or performance.

**Scoring matrix**: See *Rubric*

**Semantics**: The study of the meaning conveyed by symbols, words, phrases, and sentences.

**Slang**: A variation of language used by a subculture (e.g., students) in informal situations that is usually not acceptable in academic or other formal contexts.

**Social language**: Oral language used in social or peer settings.

**Syntax**: the rules for combining words into sentences in order to produce meaning.

**Validity**: A statistical measure of an assessment’s match between the information collected and its stated purpose (i.e., whether the assessment measures what it purports to measure); and whether the assessment includes adequate information to make dependable decisions regarding what the student has actually learned and his/her educational needs.

**Vocabulary**: Units, also known as lexical items (lexemes), that constitute the meaning system of a particular language, and that include words, groups of words, and idioms that can be distinguished from other similar units.

RESOURCES on Second Language Teaching and Learning

(Adapted from *Trainer’s Manual: Introduction to Second Language Learning and Teaching.* The Education Alliance at Brown University and the Massachusetts Department of Elementary and Secondary Education, 2005)

# Organizations

## Center for Applied Linguistics

CAL uses linguistics and related research to identify and address language-related problems. CAL conducts activities such as research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

4646 40th Street, NW

Washington, DC 20016-1859

202-362-0700

202-362-3740

<http://www.cal.org/>

**Center for Research on Education, Diversity & Excellence**

CREDE is a research and development center focusing on improving the education of students whose academic abilities are challenged by barriers of language, culture, race, and/or geographic location.

University of California, Santa Cruz

1156 High Street

Santa Cruz, CA 95064

831-459-3500

<http://crede.org/>

**National Association for Bilingual Education**

NABE promotes educational excellence and equity for English language learners and represents the professional educators who serve them. NABE members are teachers, administrators, college instructors and students, researchers, parents, policymakers, and other advocates for language-minority children.

1030 15th Street, NW, Suite 470

Washington, DC 20005

(p) 202-898-1829 (f) 202-789-2866

<http://www.nabe.org/>

**National Clearinghouse for English Language Acquisition**

NCELA collects, analyzes, and disseminates information about language instruction educational programs for ELLs and related programs. Priority is given to information on academic content and English proficiency assessments and accountability systems.

**NCELA**

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

2121 K Street, NW, Suite 260

Washington, DC 20037

800-321-6223 / 202-467-0867

<http://www.ncela.gwu.edu/>

**Northeast and Islands Regional Laboratory at Brown University (LAB)**

The Northeast and Islands Regional Educational laboratory (LAB) is one of ten educational laboratories funded by the U.S. Department of Elementary and Secondary Education’s Institute of Education Sciences. Its goals are to improve teaching and learning, advance school improvement, build capacity for reform, and develop strategic alliances with key members of the region’s education and policymaking community. The LAB develops educational products and services for school administrators, policymakers, teachers, and parents in New England, New York, Puerto Rico, and the Virgin Islands. Central to its efforts is a commitment to equity and excellence.

Northeast and Islands Regional Laboratory at Brown University

222 Richmond Street, Suite 300

Providence, RI 02903-4226

401-276-9548

<http://www.lab.brown.edu/>

**Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students**

OELA identifies major issues affecting the education of ELLs and assists and supports state and local systemic reform efforts that emphasize high academic standards, school accountability, professional training, and parent involvement.

Mary E. Switzer Building, Room 5086

330 C Street, SW

Washington, DC 20202

202-205-5463

<http://www.ed.gov/about/offices/list/oela/index.html?scr=mr>

**Teaching Diverse Learners**

The Teaching Diverse Learners Web site is a teacher’s resource for research-based information from national organizations and experts on equity in the classroom and resources that enhance education for all students. Some topics from this site are: teaching and learning strategies, assessment, policy, families and communities, organizations, and grants.

<http://www.lab.brown.edu/tdl>

**The Knowledge Loom**

The Knowledge Loom is a site at which educators can: review research that identifies promising practices; read about and learn to replicate effective and successful practices in actual schools and districts; add stories, knowledge, and questions to the collection; participate in online events and discussions; and discover resources, including annotated web links.

The Education Alliance at Brown University

222 Richmond Street, Suite 300

Providence, RI 02903-4226

800-521-9550 / 401-274-9548

<http://knowledgeloom.org/>

**The New England Equity Assistance Center**

NEEAC helps schools and districts prepare, adopt, and implement plans and practices for equal access to high-quality public school education. NEEAC provides training, technical assistance, support, and resources to close the achievement gap and address educational issues that might prevent students from reaching high standards, regardless of their race, gender, or national origin.

**The New England Equity Assistance Center (NEEAC)**

222 Richmond Street, Suite 300

Providence, RI 02903-4226

401-274-9548

<http://www.alliance.brown.edu/>

**Articles**

Reed, B. & Railsback, J. (2003). *Strategies and resources for mainstream teachers of ELLs.*

Portland, OR: Northwest Regional Educational Laboratory. Available online at:

http://www.nwrel.org/request/2003may/ell.pdf

A publication that provides an excellent overview of instructional methods

and program models, second language acquisition theory, general principles

for teaching ELLs, and the implications of No Child Left Behind for ELLs

and their teachers.

De Houwer, A. (1999).  *Two or more languages in early childhood: Some general points and practical recommendations.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics (ERIC Document No. ED433697).

Dispels some of the myths surrounding second language acquisition, e.g., that

second languages are easily picked up by children, that bilingual education is

harmful, etc. The article is directed towards parents but can be used by teachers.

Garcia, G. (2000). *Lessons from research: What is the length of time it takes limited English proficient students to acquire English and succeed in an all-English classroom?* (Issue Brief No. 5).

Washington, DC: National Clearinghouse for Bilingual Education.

A summary of research on the process of second language acquisition for ELLs: how long it takes, the effects of bilingual education, and how programs should be structured

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics (ERIC Document No. ED 350885).

Available online at: http://www.ericdigests.org/1992-1/myths.htm

The author describes and dispels common myths about second language acquisition (e.g., children acquire languages more easily than adults, acquiring a language is more complex than simply speaking it, all children learn a language the same way).

Walqui, A. (2000). *Strategies for success: Engaging immigrant students in secondary schools.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics (ERIC Document No. ED442300).

The author outlines ten principles of successful teaching for ELLs and recent

immigrants, and then goes on to describe a case study of a high school that

has been restructured successfully to address these students.

Walqui, A. (2000). *Contextual factors in second language acquisition.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics (ERIC Document No. ED444381).

Walqui discusses factors that can affect second language acquisition. She

divides the article up into three main factors: Language (native language

proficiency, status of native language in the community, knowledge of the

second language), the Learner, and the Learning Process (learning styles,

classroom interaction).

Zehler, A. (1994, Summer). *Working with English language learners: Strategies for elementary and middle school teachers.* NCELA Program Information Guide Series, 19. Washington, DC: National Clearinghouse for English Language Acquisition.

This article is directed at mainstream teachers with little experience teaching English language learners. Zehler briefly profiles the ELL population and describes their linguistic and cultural diversity, then makes practice recommendations for teachers.

**Videos**

Northeast and Islands Regional Educational Laboratory at Brown University (2001). *Student voices: English language learners* [Video and Discussion Guide]. Available from the Northeast and Islands Regional Educational Laboratory at Brown University, 222 Richmond Street, Providence, RI 02903-4226 or online at <http://www.alliance.brown.edu>

This 30-minute video shows secondary English language learners speaking about their classroom experiences, including a discussion guide.

**General ELL Web Sites**

**http://www.doe.mass.edu/ell**

The Massachusetts Department of Elementary and Secondary Education Web site for the Office of Language Acquisition and Academic Achievement.

**http://www.doe.mass.edu/mcas/mepa**

The Massachusetts Department of Elementary and Secondary Education Web site for the Massachusetts English Proficiency Assessment (MEPA).

**http://www.alliance.brown.edu/tdl/tl-strategies/index.shtml**

This Web site has links to helpful information about teacher resources and current research on ELLs in the following topics:

* Culturally Responsive Teaching
* Mainstream Classrooms
* Bilingual/ESL Classrooms
* Bilingual Learners & Special Education

**http://www.cal.org/eslstandards**

These ESL standards for Pre-K-12 students were developed by teachers of English to speakers of other languages (TESOL) in conjunction with the Center for Applied Linguistics (CAL).

**http://www.cal.org/resources/ncbe/esldirectory**

An online directory of ESL-related Web sites compiled by NCELA and CAL with links to Web sites for lesson plans, articles, resources for students, assessments, and standards.

**http://a4esl.org**

Hundreds of activities presented by the Internet TESL Journal, including crossword puzzles, self-study quizzes, and more offered for ESL students.

**http://www.everythingESL.net**

Judi Haynes, an ESL teacher, offers a variety of lesson plans, teaching strategies, and other resources for elementary ESL teachers.

**http://www.iteachilearn.com**

Iteachilearn.com offers a wealth of educational resources regarding cultural and linguistic diversity, including Jim Cummins’ ESL and Second Language Learning Web.

**http://www.eslcafe.com/ideas/sefer.cgi**

Dave’s ESL Café includes an Idea Cookbook with many practical suggestions to help support English language acquisition.

**http://www.m-w.com/**

The Merriam-Webster Online Dictionary includes an audio tool for pronunciation.

**http://www.google.com/**

An Internet image search can be interesting and interactive way for English language learners to explore difficult concepts. Type a subject (such as “microbe”) in the text box and click on the Images tab above.

**Web Sites Pertaining to Culture**

**http://www.csun.edu/~hcedu013/eslsp.html**

A collection of lesson plans, strategies, and resources for teachers by California State University at Northridge.

**http://teacher.scholastic.com/activities/immigration/tguide/index.htm**

An activity guide for teachers about immigration, for grades 3-8

**http://www.peacecorps.gov/wws/educators/lessons.html**

A series of lesson plans on cultural awareness designed by the Peace Corps for varying grade levels that can be used to raise awareness of other cultures.

**http://retanet.unm.edu/index.pl?section=1996LPs**

Lesson plans from RetaNet: Resources for Teaching About the Americas. The site includes lesson plans on varying aspects of certain Latin American cultures.

**http://www.nwrel.org/sky**

The Northwest Regional Laboratory’s Library in the Sky Web site lists Web sites pertaining to education; search by subject matter to find information and lesson plans.

**http://www.mcps.k12.md.us/curriculum/socialstd/MBD/Lessons\_index.html**

Making Multicultural Connections Through Trade Books: contains a list of children’s books. Click on the title of a book to find a related multicultural lesson plan.

**http://www.edchange.org/multicultural/teachers.html**

The EdChange Multicultural Pavilion Teacher’s Corner Web site outlines information about the philosophy and research behind multicultural education, resource links, and classroom resources, including activities and links to historic documents.

**http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessonindex.htm**

A list of multicultural lesson plans designed by the Colorado Association of Multicultural Educators.

**http://www.educationplanet.com**

A Web site with links to over 100,000 Web sites and lesson plans. Teachers can search for lesson plans on culture.

**Appendix C:**

**Masters for Overheads**

**of the**

**MELA-O Scoring Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| ComprehensioN | | No demonstrated proficiency | Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses | Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgment may be either non-verbal, or in the native language or target language | Understands and is capable of responding to most interpersonal and classroom discussions and interaction when frequent clarifications or repetitions are given | Understands nearly all interpersonal and classroom discussions, although occasional clarifications or repetitions may be necessary | Understands interpersonal conversations and classroom discussions |
| **Production** | Fluency | No demonstrated proficiency | Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances | Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning | Begins to create more novel sentences; speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner or expression | Speech in interpersonal and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression | Speech in interpersonal conversation and in classroom discussions is approximately that of a native speaker of the same age |
| Vocabulary | No demonstrated proficiency | Has limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult | Has command of words for common objects/activities but choice of words is often inappropriate for the situation/context; comprehensibility remains difficult | Has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics; usually comprehensible | Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning | Use of vocabulary and idioms approximates that of a native speaker of the same age |
| Pronunciation | No demonstrated proficiency | Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must repeat to be understood | Sometimes intelligible; is frequently influenced by the primary language and must repeat utterances to be understood | Usually speaks intelligibly, with some sounds still influenced by the primary language; frequently uses non-native intonation patterns | Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be noticeable | Pronunciation and intonation approximate those of a native speaker of the same age |
| Grammar | No demonstrated proficiency | Produces only memorized grammar and word order forms | Often uses basic grammar patterns correctly in simple, familiar phrases and sentences; rarely or seldom attempts complex sentences | Uses basic grammar correctly; attempts complex sentences, but complex language structures are often incorrect | May make limited, minor grammatical errors, but they do not obscure meaning | Grammatical usage approximates that of a native speaker of the same age |

**The MELA-O Scoring Matrix**

**COMPREHENSION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| No demonstrated proficiency | | Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses | Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgment may be either non-verbal, or in the native language or target language | Understands and is capable of responding to most interpersonal and classroom discussions and interaction when frequent clarifications or repetitions are given | Understands nearly all interpersonal and classroom discussions, although occasional clarifications or repetitions may be necessary | Understands interpersonal conversations and classroom discussions |

**FLUENCY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| No demonstrated proficiency | Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances | Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning | Begins to create more novel sentences; speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner or expression | Speech in interpersonal and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression | Speech in interpersonal conversation and in classroom discussions is approximately that of a native speaker of the same age |

**VOCABULARY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| No demonstrated proficiency | Has limited command of isolated vocabulary for common objects and activities but comprehensi-bility is often difficult | Has command of words for common objects/ activities but choice of words is often inappropriate for the situation/ context; comprehensi- bility remains difficult | Has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics; usually comprehen- sible | Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning | Use of vocabulary and idioms approximates that of a native speaker of the same age |

**PRONUNCIATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| No demonstrated proficiency | Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must repeat to be understood | Sometimes intelligible; is frequently influenced by the primary language and must repeat utterances to be understood | Usually speaks intelligibly, with some sounds still influenced by the primary language; frequently uses non-native intonation patterns | Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be noticeable | Pronunciation and intonation approximate those of a native speaker of the same age |

**GRAMMAR**

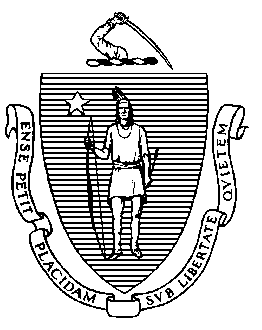
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEVEL 0** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** |
| No demonstrated proficiency | Produces only memorized grammar and word order forms | Often uses basic grammar patterns correctly in simple, familiar phrases and sentences; rarely or seldom attempts complex sentences | Uses basic grammar correctly; attempts complex sentences, but complex language structures are often incorrect | May make limited, minor grammatical errors, but they do not obscure meaning | Grammatical usage approximates that of a native speaker of the same age |

**Appendix D:**

**Commissioner’s Memo on**

**Retraining Existing MELA-O Trainers (QMTs)**

**and Administrators (QMAs)**

**

#### *The Commonwealth of Massachusetts*

***Department of Education***

*350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000*

*TTY: N.E.T. Relay 1-800-439-2370*

*David P. Driscoll*

## *Commissioner of Education*

## MEMORANDUM

**To:** Superintendents, Principals, and Directors of Charter Schools, Educational Collaboratives, and Approved Special Education Private Schools

**Copy:** English Language Learner Program Directors

**From:**  David P. Driscoll, Commissioner of Education

**Date:** April 2, 2007

**Re:** Important Information on English Proficiency Testing for LEP Students:

Retraining Existing Massachusetts English Language Assessment-Oral **(MELA-O)** Administrators and Trainers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of this memo is to provide you with information on the Department’s plans for retraining and requalifying current MELA-O Trainers (QMTs) and Administrators (QMAs) over the next three years.

Retraining and Requalifying Existing QMTs and QMAs

The Department has produced new student videotape samples and a narrated training video that will be used to retrain and requalify existing QMTs and QMAs over the next three years, if these individuals will be submitting student MELA-O scores for the Massachusetts English Proficiency Assessment (MEPA). This process will ensure that the training and qualification process is standardized for those who conduct MELA-O, and that QMTs and QMAs, many of whom were qualified ten or more years ago, maintain a uniformly high level of accuracy and precision in assessing the oral language skills of LEP students.

In the meantime, districts should continue to train QMAs as needed, using the existing student videos and training materials. Current QMTs and QMAs may continue to administer the MELA-O until January 31, 2010, at which time they must have been retrained and requalified in order to conduct the MELA-O for MEPA.

I encourage you to share this information with staff who are responsible for the instruction and assessment of English language learners. Details are provided in the attachment.

Changing Use of the MELA-O

The MELA-O was introduced in 1992 to assess LEP students for their English language proficiency in order to provide them with appropriate English language programs and services. In 2004, the MELA-O was included in the statewide MEPA, and is now also used to report listening and speaking scores to the Department for all LEP students in grades K-12.

**The Massachusetts English Proficiency Assessment (MEPA)**

As you are aware, districts are required to assess the progress of all LEP students in learning English language skills by having these students participate in the MEPA-Reading and Writing (MEPA-R/W) assessment and the Massachusetts English Language Assessment-Oral (MELA-O). The MELA-O is based on the observation and evaluation of LEP students by qualified MELA-O trainers (QMTs) and administrators (QMAs) who rate each student’s oral English language proficiency using a scoring matrix. The Department has trained at least one QMT per district who is responsible for training a sufficient number of QMAs to annually assess every LEP student.

Retraining and Requalification Procedure

Retraining and requalification will be accomplished according to the following plan:

* QMTs will be retrained at a one-day regional session sponsored by the Department of Education. The Department will invite districts to send participants to attend the sessions, beginning with districts that have the highest LEP enrollment. Sessions will be offered beginning in spring 2007, and will continue through January 2010. Only those QMTs who will be retraining QMAs need attend.
* Once QMTs have been retrained and requalified, they will be provided with new materials (including a revised training manual, training DVDs, and a qualifying DVD) to be used to retrain QMAs in their districts. Only QMAs who will be using the MELA-O to rate LEP students for MEPA need to be retrained.
* Current QMAs may retrain either alone, by using the training DVD provided by a QMT in their districts, or by participating in a face-to-face training session with a QMT, at their discretion. Retraining of current QMAs is anticipated to take about two hours.
* Once a current QMA has reviewed all new training materials, he or she must take a qualifying test under the direct supervision of a requalified QMT. The QMT must return all completed score forms for QMAs to the Department’s contractor for scoring. There will be multiple opportunities for each QMA to requalify in the event that he or she is unable to qualify on the first attempt.
* Requalified QMTs may also train prospective QMAs in traditional 1½-day training sessions using the new training materials.

Qualifications for Teachers of LEP Students

Many teachers have been trained as QMAs as part of their qualification to provide content instruction in Sheltered English Immersion (SEI) classrooms. These teachers will not need to be retrained in Category 3 unless they plan to rate students on MELA-O for MEPA.

**Online List of QMTs and QMAs**

The Department will continue to maintain an online database of QMTs and QMAs, including a list of those who have been requalified. The current list of QMTs and QMAs has recently been updated, and should be verified by each district for accuracy. Please visit the Department’s Web site at www.doe.mass.edu/mcas/mepa/melao\_lep.html to check the list. Report any inaccuracies to Lydia Smith in Student Assessment Services at 781-338-3625 or by e-mail at lsmith@doe.mass.edu.

I thank you and your staff for your assistance in participating in this important training effort. If you have questions or need assistance, please contact Student Assessment Services at 781-338-3625.