TERMS RELATED TO THE EDUCATION OF ENGLISH LEARNERS (SERC, January 2015)

EL or ELL	English Learner or English Language Learner
LEP	Limited English Proficiency (describes proficiency; sometimes used to describe a learner)
Terms/Theories in Second Language Acquisition	
SLA	Second Language Acquisition (a process)
BICS	Basic Interpersonal Communication Skills (conversational language) [Cummins]
CALP	Cognitive Academic Language Proficiency (academic language) [Cummins]
Context-embedded	Quadrant B (contextual clues) [Cummins]
Context-reduced	Quadrant D (no or very few contextual clues) [Cummins]
CUP	Common Underlying Proficiency (vs. Separate Underlying Proficiency)
Affective Filter	One of Krashen's 5 Hypotheses built on SLA processes/needs [Krashen]
Comprehensible Input	One of Krashen's 5 Hypotheses built on SLA processes/needs [Krashen]
Acronyms describing Programs or Methodologies for ELs	
ESL	English as a Second Language (a program/class; sometimes used to describe a learner)
ESOL	English to Speakers of Other Languages (a program/class; sometimes used to describe a learner)
TESL	Teaching English as a Second Language (field of study/practice)
TESOL	Teaching English to Speakers of Other Languages (field of study/practice/certification)
ELD	English Language Development (a program or class; a process)
ELP	English Language Proficiency
SI	Sheltered Instruction (methodology/model of instruction; not a separate program)
SIOP	Sheltered Instruction Observation Protocol (an observation protocol for SI) [Echevarria, Short, Vogt]
SDAIE	Specially Designed Academic Instruction in English (methodology/model of instruction)
CBI	Content-Based Instruction (methodology/model of instruction)
LTSS	Language Transition Support Services (must be provided in CT to ELs who have not met the EL exit criteria at the end of 30 months in a Bilingual Program)
Designated Language Proficiency Test for Annual Measurement of Progress & Proficiency in CT	
LAS Links	Language Assessment Scales (LAS) Links (language proficiency test in CT, annual measure)
Names/Labels for ELs per Proficiency Level in CT	
Beginning EL	Beginning English Language Learner (Overall Level 1 on the LAS Links test)
Early Intermediate EL	Early Intermediate English Language Learner (Overall Level 2 on the LAS Links test)
Intermediate EL	Intermediate English Language Learner (Overall Level 3 on the LAS Links test)
Proficient EL	Proficient English Language Learner (Overall Level 4 on the LAS Links test)
Above Proficient EL	Above Proficient English Language Learner (Overall Level 5 on the LAS Links test)
NNS	Non-Native Speaker (a learner)
NES	Non-English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
LES	Limited English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
FES	Fluent English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
Acronyms Referring to Language(s)	
NL	Native Language (a learner's home, first, or original dominant language)
TL	Target Language (the language to be acquired/learned)
L1	First Language (a learner's home, first, or original dominant language)
L2	Second Language (used to describe a learner's second language/language to be acquired/ the target language)

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Organizations	
(National) TESOL	Teachers of English to Speakers of Other Languages (national organization)
ConnTESOL	Connecticut TESOL (state organization; local affiliate of National TESOL)
CAPELL	Connecticut Administrators of Programs for English Learners (statewide organization of school administrators, coordinators, & teachers)
ELPA 21 Consortium (find description)	ELPA21 (English Language Proficiency Assessment for the 21st Century) is a group of states designing and developing an assessment system for English language learners. The system is based on the new English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. http://www.elpa21.org/
WIDA Consortium	World-class Instructional Design and Assessment Consortium, includes 22 states & Washington, D.C.; Consortium-developed ELP Standards (includes content areas); Consortium-developed language proficiency test – ACCESS for ELs [WIDA]
Legislation, Legislative Requirements, and Related Offices	
CSDE ELL Framework	CT's ELL Framework (State Board approved 11/05, separate from content area frameworks)
OELA	Office of English Language Acquisition (U.S. Dept. of Education)
NCLB	No Child Left Behind (2001)
AYP	Adequate Yearly Progress (under NCLB)
Title III	Title III of NCLB - sets requirements for the identification, reporting, and assessment of ELs
AMAOs	Annual Measurable Achievement Objectives for ELs (to be set by states, under Title III)
OCR	Office for Civil Rights (U.S. Dept. of Education)
Title VI of the Civil Rights Act of 1964	Equal Access Law; prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.
Professional Development	
DI	Differentiated Instruction
ETS	Effective Teaching Strategies, from Classrooms that Work (Marzano et. al. 2001).
CITWELL	*Classroom Instruction That Works for English Learners* training (based on book)
Best Practices for ELLs	Best Practices for English Learners, professional development training module offered through RESC Alliance & SERC
SIOP Institute	Sheltered Instruction Observation Protocol professional development training offered by Pearson; institutes, virtual seminars, and in-district training are available options.
TAT	Training for All Teachers (a program/curriculum that teaches Second Language Acquisition and Sheltered Instruction principles and strategies to all teachers, in particular general education teachers) [TAT (offered by Southern Connecticut State University) is funded by a federal grant from the Office of English Language Acquisition.]
Project Ex-CELL	Excellence for Connecticut's English Learners (a program/curriculum that teaches about English Language Development and SDAIE principles and strategies to all teachers, in particular general education teachers) [Project Ex-CELL (offered by UCLA-SMP) is funded by a federal grant from the Office of English Language Acquisition.]