

Webinar Q & A: Effective Literacy Instruction for Multilingual Learners [\[Link to Vimeo\]](#)

The following questions were submitted by audience members during the live webinar, and the responses were contributed by presenters and panelists.

How many states give the NAEP?

All states give the [National Assessment of Educational Progress](#) (NAEP).

Do the ELs in the NAEP chart only include students currently identified as ELs or does it also include students who have exited English Learner programs?

The chart is based on the currently identified EL, but NAEP does include EL status which includes former EL. You can look at the results. Search the [NAEP Data Explorer](#) which includes all NAEP data and variables collected from the study.

What accounts for the significant increase in EL performance from 2000 to 2003?

Availability of Accommodations and changes in participation policy are some of the factors. You can find more information about these two factors and examine your state specific data to explore other factors: <https://www.nationsreportcard.gov/>

Disclaimer: This resource is intended to share information that can be of use to educators, parents, learners, leaders, and other stakeholders in their efforts to ensure that every student, including English learners, is provided with the highest quality education and expanded opportunities to succeed. The information and materials presented in this resource do not necessarily constitute or imply its endorsement, recommendation, or favoring by the National Clearinghouse for English Language Acquisition (NCELA), the Office of English Language Acquisition (OELA), or the U.S. Department of Education.

For NAEP Data, are reclassified/former students counted in the EL cohort or the non-EL cohort?

In the chart we examined today, reclassified/former students were included in the non-EL line. You can examine NAEP data for Former English Learners on the [NAEP Data](#)

Is it possible to see performance results for ELs who participated in native language literacy through dual language programs in students' native language, i.e., native Spanish speakers participating in Spanish DLI?

NAEP surveys collect information about instructional programs, teacher strategies and much more. This data is available when the response rates are sufficient for the data to be valid. Please visit the [NAEP Data Explorer](#) to examine these factors for your state.

Question for Dr. Park: How did you account for EL status in your longitudinal analysis? My experience is that EL status often fluctuates (i.e., students exit EL services, enter EL services later on).

Good question! For this study, EL is defined as students who are receiving additional instruction for their English proficiency. For the EL chart, EL includes students who were identified as EL in kindergarten and remained as EL at 3rd grade.

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What can families do at home to help their bilingual learners learn English literacy effectively?

In addition to the resources and strategies shared in the webinar today, see this resource from the Department of Education: [Helping Young English Learners at Home: Simple and Fun Activities to Strengthen Language Development](#)

Biliterate pedagogy is sound — but it's impractical for those of us with Multilingual populations who come to us with languages other than Spanish. What L1 assessments are available to us in Urdu, Polish, Arabic, Dari, Ukrainian, Serbo-Croatian, and so on?

You are correct - there are not commercial-based assessments in multiple languages, but there are translanguaging strategies that can be used to assess children's knowledge of two languages that enable us to understand what children know and can do in English and their native languages.

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