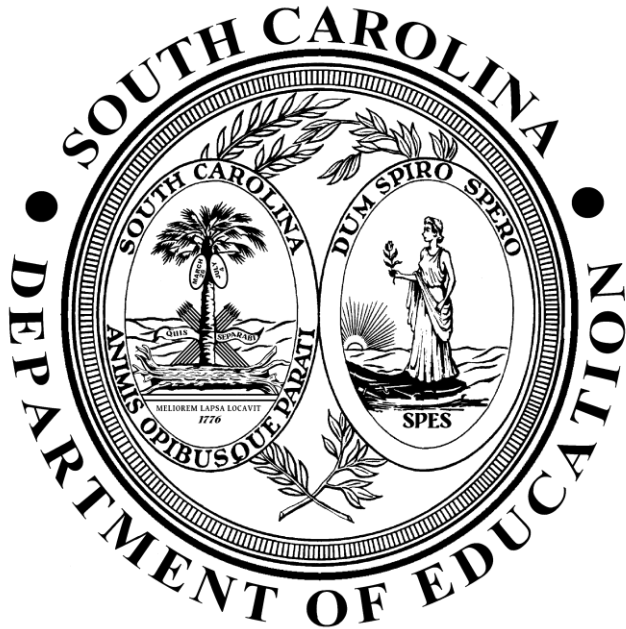


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION



Multilingual Learner Insights for the *2025 South
Carolina College- and Career-Ready
Mathematics Standards*

June 2024

Contents

Contents	1
Considerations for Students Identified as Multilingual Learners	2
WIDA Guiding Principles of Language Development	3
References	4

Considerations for Students Identified as Multilingual Learners

Multilingual Learners (MLs) should effectively participate in all educational and special programs within a school district. MLs may need language development and other types of support that must be included in everyday classroom instruction. For students enrolled in English language development programs for MLs, instruction must be individualized to the student's English language proficiency. It is important to remember that many MLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in an additional language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and classrooms. Teachers should build on skills and talents and provide those students who need them with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the math standards to assist MLs in becoming proficient in all four domains (Reading, Writing, Listening, and Speaking) of academic English.

The role of an individualized language acquisition plan (ILAP) is to provide multilingual learners access grade-level standards to the maximum extent possible. Local education agencies achieve this goal through individualized specialized instruction and support as outlined in a student's ILAP. The ILAP is a legally binding document similar in importance to an IEP or a 504 plan. The Supreme Court case *Lau v. Nichols* (1974) and subsequent legislation from the Equal Education Opportunity Act (1974) obligate school districts to provide MLs with meaningful and equal access to the curriculum. ILAPs contain pertinent information about each ML and the specific accommodations to meet their needs. All teachers that serve the student must follow the specifications outlined in the ILAP.

For MLs, the ILAP may consist of accommodations to the instructional activities, tasks, and assessments in content classes. Accommodations must be considered carefully for each student for instructional and assessment purposes. As MLs attain fluency in English, however, fewer accommodations may be necessary. An accommodation changes how information and concepts are presented or practiced ensuring that each student has the opportunities and support needed to learn. Accommodations do not reduce the learning expectations and should be chosen based on the student's individual needs and not applied arbitrarily to all MLs. Accommodations are not to be viewed as an advantage to the student; accommodations provide access to the content for the student.

Specific accommodations are allowable for district and state assessments. If allowable per the Test Administrator Manual (TAM), an accommodation listed on an ML's ILAP should also be applicable for the district and state assessment.

WIDA Guiding Principles of Language Development

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2018; Perley, 2011).
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use (Arellano, Liu, Stoker, & Slama, 2018; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figuroa, & Escamilla, 2013; Genesee, n.d.; Potowski, 2007).
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities (Engeström, 2009; Larsen-Freeman, 2018; van Lier, 2008; Wen, 2008).
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018).
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency (Gibbons, 2002; Swain, Kinnear, & Steinman, 2015; TESOL International Association, 2018; Vygotsky, 1978).
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication (Choi & Yi, 2015; Jewitt, 2008; van Lier, 2006; Zwiers & Crawford, 2011).
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts (Ajayi, 2009; Cope & Kalantzis, 2009; Jewitt, 2009; Kervin & Derewianka, 2011).
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use (Bialystok & Barac, 2012; Casey & Ridgeway-Gillis, 2011; Gottlieb & Castro, 2017; Jung, 2013).
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning (García, Johnson, & Seltzer, 2017; Hornberger & Link, 2012; Wei, 2018).
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2013; Nieto, 2010).

References

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