Introduction to the Multilingual Literacy SIFE Screener (MLS) for the Identification of SIFE

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Agenda

1. To review the SIFE Identification Process
2. To provide an overview of the Multilingual Literacy SIFE Screener (MLS)
3. Tips on administering the MLS
SIFE Identification
Guiding Principles

1. Identify SIFE in a timely manner
2. Collect and disaggregate data, including:
   - Age upon arrival
   - Mobility
   - Years of schooling at time of entry
   - Type and scope of content learned in native country and in the USA
3. Carefully document the ID process
4. One instrument by itself is not sufficient
SIFE Identification [Per CR Part 154-2.3(a)]

SIFE identification:
For a student to be identified as a SIFE, he/she first has to be identified as an English Language Learner.

NYC RBERN at Fordham
The Six Steps of SIFE Identification

1. Administer HLQ
2. Conduct Individual Interview
3. Administer NYSITELL
4. Administer SIFE Oral Interview Questionnaire
5. Administer Multilingual Literacy SIFE Screener
6. Administer Writing Screening Tools
Purpose of the MLS

- To determine what resources students bring upon arrival to the US.
- To measure academic literacy skills in students’ home languages which are transferable to L2.
- To provide teachers with specific information about students’ strengths and weaknesses.
- Support teachers in knowing which SIFE students are at, above or below grade level.
Overview of the Multilingual Literacy SIFE Screener

Who administers the MLS? - Trained, qualified personnel administer the Multilingual Literacy SIFE Screener (MLS)

What is the MLS? The MLS is a multilingual reading comprehension module with additional literacy sections available used to inform teachers and administrators of the home language literacy skills their students bring with them when they begin schooling in New York State.

The MLS is a semi-adaptive online assessment that reflects current literature-based curricula and didactic principles from students’ home countries for grades three through nine.
Characteristics of the MLS

- It is computer adaptive: the student keeps taking test as long as she/he is able to answer questions in his/her home language. This can mean a 5-minute or 45-minute assessment time frame.
- THE MLS tests Reading Comprehension, Vocabulary, Early Literacy - NOT a Writing test
- Research-based and created by a university team at CUNY Graduate Center
- Culturally competent assessment that supports more nuanced understanding of multilingual students’ language competencies by drawing on home language and content knowledge
- The reports can be a valuable introductory tool to plan instruction for students above 3rd grade and also to distinguish levels among a mixed group of SIFE students at, above and/or below 3rd grade
## Languages of the MLS

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Reading Comprehension Module

- Passages include various types: literary, informational, functional, and persuasive
- Students answer both Initial Understanding and Interpretation questions.
- Culturally- and age-appropriate reading passages are authentic, original texts written by native speaker experts which avoid region-specific vocabulary.
- The text types differ by language.
- Text types and topics were selected according to popular home language literary traditions and genres newcomers would have previously been exposed to in their home classrooms.
- Question types differ by language to match home country testing conventions.
Structure of the Exam

1. Reading Comprehension
   - Practice passage read aloud to the student in home language
   - Practice questions must be answered correctly to advance
   - Practice section includes instructions on how to answer correctly

2. Computer adaptive and guided

3. No more audio after the practice section
圆明园

圆明园位于中国北京市区西北的海淀区，是清代的大型皇家园林。圆明园规模宏伟，融合了各式园林风格，运用了各种造园技巧，被大多数中国园林学家认为是中国园林艺术史上的顶峰作品。清朝时一些在中国的外国传教士参观圆明园之后将其称作“万园之园”。然而，圆明园在1860年第二次鸦片战争中被英法联军焚毁（fén huǐ），大火连烧了三天三夜，将这座中国园林艺术的精华烧成了灰烬。1988年，圆明园遗址被中华人民共和国公布为重点文物保护单位之一。
Sisters

"It's not fair!" shouted Ashley.

She buried her head into her pillow to muffle her sobs. Kiley was so annoying!

"Ashley, now I know you are angry that Kiley took your dress without asking," her mother told her. "But that is no reason to hit your sister. She is younger than you. You must be the role model. Now go to your room to cool down."

"What about Kiley? Is she being punished? I was mad, so I hit her. She's only a year younger! Why does she get away with everything?"

Ashley felt this was always happening - it was so predictable.

2. The word predictable means

- know in advance
- blame others
- do wrong
Vocabulary Module

- The vocabulary module tests students’ knowledge of words in context and synonyms when not already included as a part of the reading comprehension.

- Vocabulary section - Compound words - Multiple meaning

- A separate vocabulary section is available in Chinese, English, Spanish and Urdu.
Early Literacy Module

The purpose of this section is to support teachers in understanding basic student foundational literacy skills in Spanish and English

- sound discrimination at the beginning of word
- final sounds at the end of the word
- rhymes
- sound letter correspondence
- letter identification
- word reading
- sentence matching to pictures (syntax)
Reports

- Identifies grade levels & skills with chart of performance by question type

- Reading Comprehension
  - Grades 3-9
- Vocabulary
  - Grades 3-9
- Early Literacy
  - By skill
MLS Support

- Guidebook: MLS User Guide
- Review: NYSED Online webinar resource
- Troubleshooting: Please email mls.email.server@gmail.com
- Resources can be found at www.p12.nysed.gov/biling/bilinged/SIFE.html