

# Executive Overview

## How The Mimir Supports ELPAC-Level Differentiation and Progress Monitoring

### ELPAC-informed pathways

Schools can use existing ELPAC levels to guide where students begin in The Mimir and how much support they receive.

**Level 1:** access, repetition, guided support

**Level 2:** supported reading and short response

**Level 3:** fuller lesson completion with growing independence

**Level 4:** deeper production, fluency, and independent use

### Consistent five-step lesson design

Every lesson follows the same structure:

Watch -> Core -> Read -> Speak -> Game

This makes it easier for teachers and facilitators to differentiate without creating separate lessons.

### Mixed-level flexibility

Teachers can personalize by adjusting:

- where students start
- how many steps students complete
- how much support students receive
- what kind of output students produce

### Progress monitoring

The Mimir gives teachers visibility into:

- lesson progress
- completion patterns
- game performance
- speaking preview and pronunciation signals
- transcript excerpts and next-step needs

### What teachers can do now

Shorten or extend pathways based on student need, add support when students stall, increase independence when students show readiness, and use progress data to decide what to emphasize next.

**Why schools value this:** The Mimir helps schools connect ELPAC-informed planning, mixed-level differentiation, and practical progress monitoring in one consistent instructional workflow.

# 1. ELPAC-Informed Instructional Pathways in The Mimir

## How The Mimir aligns with ELPAC

The Mimir is designed to support instruction across the range of English learner development reflected in ELPAC proficiency levels. It is not a replacement for ELPAC and does not serve as a standalone placement assessment. Instead, it helps schools use existing ELPAC levels, teacher observation, and local assessment practices to make practical instructional decisions.

### The core instructional priorities The Mimir supports

- listening and language access
- vocabulary and sentence development
- reading comprehension
- speaking and oral language growth
- writing and language production
- differentiated support based on student proficiency

## The Mimir lesson structure

Each lesson follows the same five-part structure, which makes it easier for teachers and facilitators to guide students consistently.

Lesson part	What students do
Watch	Begin with a video-based entry into the topic.
Core	Build the language foundation through Vocabulary, Sentences, Grammar, and Review.
Read	Work through the main lesson experience with steps such as Listen, Notice, Read, Define, Flipcards, Reflect, Record, Quiz, and Finish.
Speak	Apply learning through speaking and writing using tasks such as Director, Characters, Dialogue, Polish, and Celebrate.
Game	Reinforce learning through skill-based games in listening, reading, speaking, and writing.

ELPAC level	Recommended emphasis	Teacher focus	Recommended next step
Level 1	Watch, Vocabulary, Sentences, guided Read/Record, simple Game	Build access and confidence	Add supported reading and short speaking

<b>ELPAC level</b>	<b>Recommended emphasis</b>	<b>Teacher focus</b>	<b>Recommended next step</b>
Level 2	Watch, full Core, Read, Record, Quiz, selected Speak	Strengthen supported comprehension and response	Increase independent reading and output
Level 3	Full Core and Read, stronger Speak, fuller lesson flow	Build independence and transfer	Extend discussion and production
Level 4	Full five-step sequence, deeper Speak and Production	Deepen precision, fluency, and complexity	Add extension and richer language tasks

# Recommended instructional pathways by ELPAC level

## ELPAC Level 1

**Instructional focus:** Build access to meaning, confidence, listening development, basic vocabulary, and supported oral language.

**Recommended emphasis:** Watch; Core: Vocabulary and Sentences; selected listening and noticing tasks in Read; short guided speaking or recording; one simple Game.

**What teachers should do now:** Model the task first, read directions aloud, pause and replay as needed, keep the pathway short, and encourage oral participation before more independent output.

**What progress may look like:** Greater willingness to participate, improved understanding of lesson vocabulary, more successful repetition and response, completion of short guided tasks, and early speaking attempts with support.

**Recommended next step:** Add more supported reading and short speaking tasks once the student is successful with the shorter pathway.

## ELPAC Level 2

**Instructional focus:** Strengthen vocabulary, sentence-level speaking, supported reading, and short comprehension and response tasks.

**Recommended emphasis:** Watch; full Core; Read with Listen, Notice, Read, Define, Reflect, Record, and Quiz; selected Speak tasks; Game for reinforcement.

**What teachers should do now:** Clarify directions when needed, support reading and recording, encourage complete sentence responses, and use sentence frames when helpful.

**What progress may look like:** More independent completion of lesson steps, stronger comprehension of short texts, better use of vocabulary and sentence patterns, fuller recorded responses, and more accurate quiz performance.

**Recommended next step:** Increase reading complexity gradually and ask for more complete speaking or writing output.

### ELPAC Level 3

**Instructional focus:** Strengthen comprehension, vocabulary in context, speaking fluency, and transfer from reading into speaking and writing.

**Recommended emphasis:** Watch; full Core; most Read tasks; Speak tasks involving explanation, dialogue, and revision; Game for reinforcement or extension.

**What teachers should do now:** Monitor more than direct every step, check for depth of understanding, encourage fuller answers, and support clearer and more precise language use.

**What progress may look like:** Stronger reading comprehension, better speaking fluency and detail, more complete recordings, greater independence across the lesson, and stronger transfer into discussion and writing.

**Recommended next step:** Move students toward fuller lesson completion, richer discussion, and more independent production.

### ELPAC Level 4

**Instructional focus:** Promote deeper comprehension, stronger fluency, more precise academic language, and more extended speaking and writing.

**Recommended emphasis:** Full five-step lesson sequence; independent reading and comprehension; strong Speak and production work; Game-based reinforcement, review, or challenge.

**What teachers should do now:** Push for depth and precision, ask follow-up questions, encourage elaboration and clearer organization, and support stronger academic vocabulary and expression.

**What progress may look like:** Deeper comprehension, stronger organization in speaking, more precise language use, fuller written and oral responses, and greater consistency and independence.

**Recommended next step:** Increase complexity, extend discussion, and use The Mimir for more independent application and reinforcement.

## Age-band guidance

Age band	Recommended implementation
K-2	Best used in a more teacher-led or facilitator-led format with whole-group screen use, oral response and repetition, songs, movement, listening, noticing, and teacher-managed support.
Grades 3-5	A strong blended model with some independent navigation and teacher guidance for transitions and output.
Grades 6-12	Well suited for more independent use with teacher guidance, including fuller lesson completion and stronger reading, speaking, and production tasks.

## 2. Supporting Mixed-Level English Learners with The Mimir

### A practical differentiation model

The Mimir allows students to work on the same lesson topic at different levels of depth. Some students may focus on access, vocabulary, and oral response; others may complete reading, reflection, and quiz tasks; and more advanced students may complete fuller speaking and writing production. This gives educators a structured way to differentiate instruction without creating separate lessons for every learner.

### What teachers can do right now

Teacher move	How it helps differentiation
Adjust the starting point	Not every student needs to begin at the same place in the lesson.
Adjust the number of steps completed	Some students may complete Watch, Core, and a short speaking task, while others complete the full sequence.
Adjust the level of support	Some students need modeling and guided response; others can work more independently.
Adjust the expected output	A beginning student may respond with repetition or a short phrase, while a more advanced student may complete dialogue, explanation, or written production.

### Three practical mixed-level models

- **Whole-group, different response levels.** All students work on the same topic, but respond at different depths.
- **Same lesson, different stopping points.** All students begin together, but not all students complete the full lesson.
- **Small-group rotation.** Students are grouped loosely by support level, with each group completing a different portion of the pathway.

### Recommended teacher actions by student need

Student need	Recommended starting pathway	Teacher move
Needs strong support	Watch, Vocabulary, Sentences, guided oral response, one simple Game	Model, shorten the pathway, and keep language highly supported.

Student need	Recommended starting pathway	Teacher move
Developing independence	Full Core, supported Read tasks, Record, Quiz, selected Speak tasks	Support transitions and provide sentence frames or rehearsal where helpful.
Ready for greater independence	Full five-step sequence, richer Production tasks, extension and reflection	Increase complexity and expect fuller spoken or written output.

### A simple instructional rule

When a student is struggling, reduce the pathway and increase support. When a student is succeeding, increase independence and complexity.

## 3. Measuring Progress in The Mimir and Deciding What to Do Next

### How The Mimir measures progress

The Mimir gives teachers visibility into both lesson progress and lightweight performance signals. Together, these indicators help teachers see where each student is in the lesson, how the student is performing, and what should be emphasized next.

#### Core progress data

StudentName, ClassCode, Language, Level, Unit, Lesson, Module, CurrentStep, Status, LastActiveAt, and CompletedAt.

These fields help teachers answer: Who has started? Who is active? Where is each student in the lesson? Who has completed the lesson?

#### Lightweight performance signals

CompletionPercent, EstimatedTimeSpent, GameScore, SpeakPreview, PronunciationScore, PronunciationSummary, AnalysisCompletedAt, and TranscriptExcerpt.

These signals help teachers judge success within the pathway and decide what to emphasize next.

### What progress may look like

Progress in The Mimir may be visible through stronger lesson completion, greater independence, increased participation, stronger vocabulary and sentence control, better reading comprehension, more complete speaking output, stronger pronunciation over repeated attempts, and stronger transfer from reading into speaking and writing. Students will not all show progress in the same way; progress should be understood relative to the student's starting point, ELPAC level, age band, and level of support.

### How teachers should read the data

#### If a student stops early in Watch or Core

**What it may suggest:** This often suggests the student needs a shorter pathway, stronger teacher support, or more guided entry into the lesson.

**What teachers should do now:** Model the entry, shorten the task load, and focus on Watch, Vocabulary, and Sentences.

**Recommended next step:** Add a simple Record or Game once the student is more confident.

## If a student completes Core but slows down in Read

**What it may suggest:** This often suggests the student is building language foundation but still needs support moving into reading and comprehension.

**What teachers should do now:** Revisit key vocabulary, use repeated listening, and read in smaller chunks.

**Recommended next step:** Assign supported Read, Flipcards, or Review before moving back to Quiz or Production.

## If a student completes Read but avoids Speak or Record

**What it may suggest:** This often suggests comprehension is ahead of spoken output, or that the student needs more confidence and rehearsal before recording.

**What teachers should do now:** Use sentence frames, oral rehearsal, and partner practice.

**Recommended next step:** Return to Record with a shorter, lower-stakes speaking task.

## If a student does well in Quiz but struggles in Speak or Production

**What it may suggest:** This often suggests the student understands the lesson content but still needs support turning that understanding into original language.

**What teachers should do now:** Keep the comprehension work in place and add more guided speaking and writing.

**Recommended next step:** Use Director, Characters, Dialogue, and Polish to move from structured output into fuller production.

# Progress monitoring and next-step decisions

## If a student shows strong completion but low PronunciationScore

**What it may suggest:** This often suggests the student is engaged and attempting the task, but still needs support with oral clarity, sounds, pacing, or intelligibility.

**What teachers should do now:** Review the PronunciationSummary and choose one or two target areas for practice.

**Recommended next step:** Have the student re-record after modeling and compare growth over time.

## If a student's PronunciationScore improves over time

**What it may suggest:** This is a positive sign that repeated oral practice is building clarity, confidence, and control.

**What teachers should do now:** Continue short speaking cycles.

**Recommended next step:** Gradually increase response length and independence.

## If a student has a strong GameScore but weak completion elsewhere

**What it may suggest:** This often suggests the student responds well to reinforcement but may still need help transferring that success into the full lesson.

**What teachers should do now:** Use the game as motivation and connect it directly back to Core, Read, or Record.

**Recommended next step:** Assign one short lesson task before or after the game to strengthen transfer.

## If a student has high EstimatedTimeSpent but low CompletionPercent

**What it may suggest:** This often suggests the student is trying, but the pathway may be too long, too difficult, or too independent.

**What teachers should do now:** Shorten the pathway and identify the point where the student slows down.

**Recommended next step:** Provide a clearer success target and more direct support at that point.

## If a student has high CompletionPercent and consistent completion patterns

**What it may suggest:** This suggests the student is managing the lesson flow successfully and may be ready for greater independence or extension.

**What teachers should do now:** Continue the full pathway.

**Recommended next step:** Increase complexity, discussion, and richer speaking or writing tasks.

## How this supports school leadership

Leadership goal	How The Mimir supports it
Alignment to existing EL systems	Schools can use ELPAC levels to guide instructional pathways without needing a separate placement system inside the platform.
Practical progress monitoring	Teachers can see where students are, how they are progressing, and where additional support is needed.
Actionable next steps	The data does not simply show activity; it helps teachers decide what to do now and what to do next.