

The Mimir for ELPA21 States

A school-facing guide to ELPA21-informed instructional pathways, mixed-level differentiation, and practical progress monitoring.

What's inside

1. ELPA21-informed instructional pathways
2. Mixed-level differentiation guidance
3. Practical progress monitoring and next instructional steps

Executive Overview. How The Mimir Supports ELPA21-Informed Instruction and Progress Monitoring

ELPA21-informed pathways

Schools can use existing ELPA21 proficiency information to guide where students begin in The Mimir.

- **Emerging:** access and guided support
- **Progressing:** fuller lesson completion with support
- **Proficient:** deeper production and independent application

Consistent five-step lesson design

Every lesson follows the same structure: **Watch -> Core -> Read -> Speak -> Game.**

This makes differentiation easier in real classroom and intervention settings.

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.

1. ELPA21-Informed Instructional Pathways in The Mimir

The Mimir is designed to support instruction alongside ELPA21 data and local teacher judgment.

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; and differentiated support based on student proficiency.

The Mimir lesson structure

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 listening, noticing, reading, defining, reflecting, recording, and quiz tasks.
Speak	Apply learning through speaking and writing with Director, Characters, Dialogue, Polish, and Celebrate.
Game	Practice and reinforce listening, reading, speaking, and writing skills.

Recommended instructional pathways by ELPA21 proficiency level

Emerging

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

Recommended emphasis: Watch; Vocabulary; Sentences; guided Read/Record; simple Game.

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

Progressing

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; selected Speak; Game for reinforcement.

Next step: Move toward fuller lesson completion, richer discussion, and more independent production.

Proficient

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

Recommended emphasis: Full five-step sequence; strong Speak and Production work; Game for reinforcement or challenge.

Next step: Increase complexity, discussion, and independent application.

2. Supporting Mixed-Level English Learners with The Mimir

The Mimir allows students to work on the same lesson topic at different levels of depth. This gives educators a practical structure for differentiation without having to create separate lessons for every learner.

Three practical mixed-level models

- Whole-group, different response levels
- Same lesson, different stopping points
- Small-group rotation with flexible grouping

Recommended teacher actions by student need

Needs strong support: Watch, Vocabulary, Sentences, guided oral response, one simple Game.

Developing independence: full Core, supported Read tasks, Record, Quiz, selected Speak tasks.

Ready for greater independence: full five-step sequence, richer Production tasks, extension and reflection.

A simple instructional rule

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

K-2 guidance

Best used in a more teacher-led or facilitator-led format with oral response, repetition, and guided support.

Grades 3-5

Strong fit for a blended model with some independent navigation and teacher support for transitions and output.

Grades 6-12

Well suited for fuller lesson completion, stronger reading and speaking tasks, and more independent use with teacher guidance.

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

The Mimir gives teachers visibility into both lesson progress and lightweight performance signals.

<p>Core progress data</p> <p>StudentName, ClassCode, Language, Level, Unit, Lesson, Module, CurrentStep, Status, LastActiveAt, CompletedAt.</p> <p>These fields help teachers answer: Who has started? Who is active? Where is each student in the lesson? Who has completed the lesson?</p>	<p>Lightweight performance signals</p> <p>CompletionPercent, EstimatedTimeSpent, GameScore, SpeakPreview, PronunciationScore, PronunciationSummary, AnalysisCompletedAt, TranscriptExcerpt.</p> <p>These signals help teachers judge success within the pathway and decide what to emphasize next.</p>
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What progress may look like

Progress 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.

If teachers see ...	What teachers should do now	Recommended next step
Stops in Watch/Core	Shorten the pathway, model first, and focus on Watch, Vocabulary, and Sentences.	Add a simple Record or Game once the student is more confident.
Core complete, Read weak	Revisit vocabulary, use repeated listening, and read in smaller chunks.	Assign supported Read, Flipcards, or Review before moving to Quiz or Production.
Read complete, Speak avoided	Use sentence frames, oral rehearsal, and partner practice.	Return to Record with a shorter, lower-stakes speaking task.
Completion strong, Pronunciation low	Review the PronunciationSummary and choose one or two targets for practice.	Have the student re-record after modeling and compare growth over time.