

# The Mimir for English Learners in New York

## Executive Overview

How The Mimir Supports NYSESLAT / NYSITELL-Informed Instruction

This packet explains how The Mimir helps New York schools connect English learner proficiency information, mixed-level differentiation, and practical progress monitoring in one consistent instructional workflow.

## At a glance

Priority	What The Mimir provides
<b>New York-informed pathways</b>	Schools can use existing New York English learner proficiency information to guide where students begin in The Mimir and how much support they receive.
<b>Consistent five-step lesson design</b>	Every lesson follows the same structure: Watch, Core, Read, Speak, and Game.
<b>Mixed-level flexibility</b>	Teachers can personalize by adjusting where students start, how many steps they complete, how much support they receive, and what kind of output they are expected to produce.
<b>Progress monitoring</b>	Teachers can review lesson progress, completion patterns, game performance, speaking preview, pronunciation signals, and transcript excerpts.
<b>Immediate teacher action</b>	The data is designed to help teachers decide what to do now and what to assign next, not simply to show activity.

## Why New York schools may value this

- It helps teachers translate proficiency information into daily instructional pathways.
- It supports mixed-level classrooms and intervention groups without requiring separate lessons for every learner.
- It gives school leaders a practical way to talk about implementation, differentiation, and progress monitoring together.

# 1. NYSESLAT / NYSITELL-Informed Instructional Pathways

New York uses two key English language proficiency assessments in its statewide system: **NYSITELL** for identification and placement, and **NYSESLAT** for annual measurement of English language proficiency. The Mimir is not a replacement for either assessment. Instead, it is designed to work alongside a school's existing New York English learner data and help educators turn that information into practical, daily instruction.

## How The Mimir aligns

- 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

Lesson phase	How students engage
<b>Watch</b>	Video-based entry into the topic.
<b>Core</b>	Vocabulary, Sentences, Grammar, and Review to build language foundation.
<b>Read</b>	Main lesson experience, including Listen, Notice, Read, Define, Flipcards, Reflect, Record, Quiz, and Finish.
<b>Speak</b>	Speaking and writing application through tasks such as Director, Characters, Dialogue, Polish, and Celebrate.
<b>Game</b>	Skill-based reinforcement in listening, reading, speaking, and writing.

## Pathway guide at a glance

New York proficiency level	Recommended emphasis in The Mimir	Teacher focus	Recommended next step
<b>Entering</b>	Watch, Vocabulary, Sentences, guided Read/Record, simple Game	Build access and confidence	Add supported reading and short speaking
<b>Emerging</b>	Watch, full Core, Read, Record, Quiz, selected Speak	Strengthen supported comprehension and response	Increase independent reading and output
<b>Transitioning</b>	Full Core and Read, stronger Speak, fuller lesson flow	Build independence and transfer	Extend discussion and production
<b>Expanding</b>	Full five-step sequence, stronger Speak and Production	Deepen fluency and precision	Add richer extension and independent production

New York proficiency level	Recommended emphasis in The Mimir	Teacher focus	Recommended next step
<b>Commanding</b>	Full sequence, deeper discussion, more independent application	Support advanced expression and consistency	Extend complexity and academic language use

## Entering

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

**Recommended emphasis in The Mimir:**

- Watch
- Core: Vocabulary and Sentences
- Selected listening and noticing tasks in Read
- Short guided speaking or recording
- One simple Game for reinforcement

**What teachers should do now:**

- Model the task first
- Read directions aloud
- Pause and replay as needed
- Keep the pathway short
- 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
- 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.

## Emerging

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

**Recommended emphasis in The Mimir:**

- Watch
- Full Core sequence
- 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
- 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
- More accurate quiz performance

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

## Transitioning

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

**Recommended emphasis in The Mimir:**

- Watch
- Full Core sequence
- 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
- 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
- Stronger transfer into discussion and writing

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

## Expanding

**Instructional focus:** Promote stronger fluency, more precise language, more independent reading, and fuller speaking and writing production.

**Recommended emphasis in The Mimir:**

- 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 detail and precision
- Ask follow-up questions
- Encourage elaboration and clearer organization
- Support stronger academic language and expression

**What progress may look like:**

- Deeper comprehension

- Stronger organization in speaking
- More precise language use
- Fuller written and oral responses
- Greater consistency and independence

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

## Commanding

**Instructional focus:** Support advanced expression, strong independence, and more sustained academic speaking and writing.

**Recommended emphasis in The Mimir:**

- Full sequence with increased independence
- Richer discussion and reflection
- Fuller speaking and writing production
- Extension and challenge work

**What teachers should do now:**

- Emphasize depth, precision, and flexibility of expression
- Encourage independent justification, comparison, and explanation
- Use extension tasks to strengthen academic language

**What progress may look like:**

- Strong independent completion
- Richer speaking and writing
- More precise and sustained language use
- Greater confidence in discussion and production tasks

**Recommended next step:** Use The Mimir for deeper language application, refinement, and extension.

## Age-band guidance

Age band	Recommended implementation
K-2	Best used in a more teacher-led or facilitator-led format: whole-group screen use, oral response and repetition, songs, movement, listening, noticing, guided vocabulary and sentence work, and teacher-managed recording or response support.
Grades 3-5	A strong blended model: some independent navigation, teacher guidance for transitions and output, and strong fit for mixed-level groups and intervention settings.
Grades 6-12	Well suited for more independent use with teacher guidance: fuller lesson completion, stronger reading, speaking, and production tasks, and use across school day, intervention, and after-school implementation.

## 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. Some students may focus on access, vocabulary, and oral response. Others may complete reading, reflection, and quiz tasks. More advanced students may complete fuller speaking and writing production. This gives educators a structured way to differentiate instruction without having to create separate lessons for every learner.

### What teachers can do right now

- **Adjust the starting point.** Not every student needs to start 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 may need modeling and guided response, while others 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

Model	How it works
<b>Whole group, different response levels</b>	All students work on the same topic, but respond at different depths. This works especially well in classroom, intervention, and after-school settings.
<b>Same lesson, different stopping points</b>	All students begin together, but not all students complete the full lesson. This works well when time is limited or when students need different levels of support.
<b>Small-group rotation</b>	Students are grouped loosely by support level, with each group completing a different portion of the pathway. This works especially well when there is more than one adult or when students already know the routine.

### Recommended teacher actions by student need

#### Students who need strong support

- Watch
- Vocabulary
- Sentences
- Guided oral response
- One simple Game

#### Students who are developing independence

- Full Core
- Supported Read tasks
- Record
- Quiz
- Selected Speak tasks

**Students who are ready for greater independence**

- The full five-step sequence
- Fuller speaking and writing
- Richer production tasks
- Extension and reflection

**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

The Mimir gives teachers visibility in two ways: core progress data 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

Core Progress Data	Lightweight Performance Signals
<ul style="list-style-type: none"> <li>• StudentName</li> <li>• ClassCode</li> <li>• Language</li> <li>• Level</li> <li>• Unit</li> <li>• Lesson</li> <li>• Module</li> <li>• CurrentStep</li> <li>• Status</li> <li>• LastActiveAt</li> <li>• CompletedAt</li> </ul>	<ul style="list-style-type: none"> <li>• CompletionPercent</li> <li>• EstimatedTimeSpent</li> <li>• GameScore</li> <li>• SpeakPreview</li> <li>• PronunciationScore</li> <li>• PronunciationSummary</li> <li>• AnalysisCompletedAt</li> <li>• TranscriptExcerpt</li> </ul>

#### What progress means

- stronger lesson completion
- greater independence
- increased participation
- stronger vocabulary and sentence control
- better reading comprehension
- more complete speaking output
- stronger pronunciation over repeated attempts
- 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, current proficiency information, age band, and level of support.

#### How teachers should read the data

If teachers see...	What teachers should do now	Recommended next step
Stops in Watch/Core	Shorten 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 key vocabulary, use repeated listening, and read in smaller chunks.	Assign supported Read, Flipcards, or Review before moving back 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.

If teachers see...	What teachers should do now	Recommended next step
Quiz strong, Speak or Production weak	Keep the comprehension work in place and add more guided speaking and writing.	Use Director, Characters, Dialogue, and Polish to move from structured output into fuller production.
Completion strong, Pronunciation low	Review the Pronunciation Summary and choose one or two target areas for practice.	Have the student re-record after modeling and compare growth over time.
Pronunciation improving	Continue short speaking cycles.	Gradually increase response length and independence.
Game strong, lesson weak	Use the game as motivation and connect it directly back to Core, Read, or Record.	Assign one short lesson task before or after the game to strengthen transfer.
Time high, completion low	Shorten the pathway and identify the point where the student slows down.	Provide a clearer success target and more direct support at that point.
Completion high and consistent	Continue the full pathway.	Increase complexity, discussion, and richer speaking or writing tasks.

## How this supports school leadership

- **Alignment to existing EL systems.** Schools can use New York proficiency information 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.

The Mimir is designed to help schools turn English learner support into a practical, visible, and differentiated instructional process. By connecting New York-informed pathways, consistent lesson structure, and teacher-facing progress signals, schools can support mixed-level learners more effectively across classroom, intervention, and after-school settings.