Wyalusing Area School District

English Language Development Program

Grades K-12

(edited and revised June 2020)

Philosophy of ELD Program

The Wyalusing Area School District provides an ELD instructional program to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English.

We value the knowledge, culture, and language that each student brings to school. We strive to partner with families by engaging them as an active partner in their child's development. To this end, we will communicate with parents/guardians in the mode and language of communication preferred by the parents/guardians. This includes providing necessary translations of district communication and documents such as this handbook.

ELD instruction is aligned with Pennsylvania's English Language Development Standards for English Learners (ELDS for ELs) which have been developed to meet compliance with federal requirements by providing a framework for standards-based instructional and assessment planning for ELs so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging academic content standards that all children are expected to meet.

ELD is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL teachers and non-ESL teachers.

ESL teachers create an atmosphere of acceptance and support for the language learner. Students are given access to the same classes and extra-curricular opportunities that are provided in the district to all students regardless of their language proficiency. Positive attitudes and approaches to instruction are such that students will find a freedom to experiment with language and not be afraid to make mistakes.

Entrance Procedures

At the time of registration into school, all parents will complete a Home Language Survey informing the school of the dominant language spoken by the student. Home Language Surveys for all students will be placed into each student's permanent record upon registration. If the survey indicates a student's dominant language is other than English, the student will be referred to the ESL teacher for further screening. At the high school level, guidance personnel will be asked to develop an initial schedule for the student. At the elementary level, a student will be placed in an age appropriate as well as grade appropriate classroom.

A family interview will always be conducted by district-trained personnel to determine if the student is potentially an EL. The district recognizes the need to create a welcoming environment for all families, and so enrollment personnel who are trained in diversity and culturally responsive practices will conduct the interview for immigrant families. An interpreter will be provided if necessary. The results will be reviewed by an ESL teacher. Next, if available, a review of the student's academic records from previous schooling is conducted to determine if the student has demonstrated adequate English proficiency to benefit from instruction in English without supports and accommodations. After reviewing this data, if it is felt that the student may benefit from ELD instruction, a screener test (KW-APT or WIDA Screener) will be provided by a trained ESL teacher. Additional date to consider native language proficiency and if the student has had limited or interrupted formal education (LIFE). Based upon the assessment results and available data, the ESL teacher will determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. The district will follow these criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

It is important to know the student's skills in math and language arts because help the district make recommendations regarding placement and instruction. If there are no test scores, the AEDY can request the LEA to submit scores and if necessary, the AEDY can use available assessments to assess students' skills in math and language arts. If the student has an IEP, the certified ESL Specialist and Sp. Ed. teacher must collaborate to determine the appropriate program and academic placement for the student.

Parents /guardians will be provided with notification of placement within 30 days of the start of the school year, or 14 days of enrollment during the school year. Parents/guardians will also receive a description of the ELD program an explanation of the identification and placement decision, and information that they have the right to refuse placement in a specialized, separate LIEP.

Curriculum and Instruction

This curriculum is designed to be used in all grades K-12. It is aligned with the state academic content standards and PA English language development standards (ELDS), is delivered daily by certified ESL teachers or ones who are working in collaboration with such teachers, it provides equitable access to content for ELs at all language proficiencies, and it does not limit access to content or programs due to language proficiency. Thus, ELs will have the same opportunity to participate in advanced classes, career and technical schooling, electives, after school programs, extra-curricular activities, and clubs as other students in the district.

The curriculum follows a pattern that comprehension precedes language production, placing a great deal of emphasis on listening skills and comprehensible input by the instructor. Audiovisual aids, body language, and realistic settings are encouraged in order to make language understandable by the students.

Reading and writing skills are integrated into the curriculum. Reading materials are selected according to the student's readiness. Writing activities are taught using a whole language approach. Oral discussion, brainstorming, and group-writing projects are commonly used at prewriting levels.

Instruction is designed to meet the specific needs of the students given their age and proficiency level. Students at a newcomer level receive instruction through Mixed classes with native language support in their general content classes, and EL-Specific Transitional instruction in a pull-out class designed for ELs only. Intermediate level students also receive pull-out instruction using an EL-specific English only model, as well as support in their general content classes, but using mixed class with English-only support. Students who are nearing English proficiency receive instruction and support in their general content classes only using a mixed class with English only support model.

ESL and content teachers are provided professional development and collaborative planning time to ensure ELD best practices, scaffolds and materials are in place for ELs in order to provide access to the academic content. These practices include oral language instruction, sheltered instruction practices, peer supports, small groups, collaborative learning opportunities, modeling, reduced linguistic load in, and explicit teaching of subject vocabulary, background knowledge and comprehension strategies. Materials and scaffolds include graphic organizers, sentence and paragraph starters, visual aids, outlines, and word banks.

Assessment and Progress Monitoring

Students will be assessed for achievement throughout the program. Assessments will reflect the academic standards and instruction. Assessments will be both formal and informal and will include curriculum-based assessments, portfolios, observations, and standardized tests that the district utilizes such as Dibels, iReady, Fountas and Pinnell, and IXL. Adaptations and accommodations for ELs are used as necessary for content classes. These include extra time on tests, allowed editing and revision before grading, simplified language, word banks, visuals, and sentence/paragraph starters.

Participation in the PSSA and any other standardized assessments given in the district is required for all students with limited English proficiency. However, those students who have been in the district for less than one year will follow the PSSA guidelines.

In addition, all ELs will complete the state-mandated annual assessment: WIDA Access for ELLs. Time will be provided for the ESL teacher in order to complete necessary training to administer the tests.

The ESL teacher will be provided feedback on the student's performance in the classroom through the attached rubrics (see appendix B), collaborative meetings and access to students' grades. The system for reporting student progress includes progress reports, report cards for grades kindergarten through twelfth, and parent conferences when appropriate or as needed with staff. These documents will be provided to the families quarterly in their preferred language and translation services will be provided at parent conferences if requested by the families.

Data will be reviewed quarterly by the ESL and content teachers to ensure adequate progress. If students are not progressing in the desired manner changes to their instructional plan will be made. An <u>annual program evaluation</u> will be conducted that includes ESL and AEDY staff to evaluate program effectiveness and make any necessary changes. Evaluators will consider data such as scores on state (PSSA and Keystones), local and annual English Language Proficiency assessments (Access for ELLs), grades, Reclassification/exit rates, grade retention, graduation and dropout rates, enrollment rates in special education, participation in gifted/advanced courses and extracurricular programs and other indicators of college and career readiness.

Reclassification, Monitoring and Re-designation

Reclassification

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language

proficiency assessment, ACCESS for ELLs, and gathered by teachers using standardized language use inventories.

Using the following system, the ACCESS for ELLs and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Monitoring

If a student is reclassified, they will enter an active monitoring period for at least two years, and are designated as former ELs (FELs). During the monitoring period, students' progress in core academic classes will be tracked and feedback will be received from core academic teachers at the end of each marking period (four times a year) to ensure that the students do not struggle academically as a result of persistent language barriers.

Re-designating former ELs

If during the active monitoring phase FEL demonstrates that they are struggling academically (evidenced by the completed monitoring form or concerns from classroom teacher), an investigation should be conducted to determine if it is a result of language barriers. This will be done through analysis of grades, state and local assessments and language inventories conducted by the ESL and classroom teachers. If it is determined that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions, then the FEL should be re-designated as an EL and receive appropriate supports and accommodations. Students must then meet the same requirements and monitoring process listed above to meet a second reclassification.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date: Phone:

Name of Student: PASID:

Students Date of Birth: Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin: Student Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?   ☐ YES ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

   ☐ YES ☐ NO

3. When at home, how often does this student hear a language other than English? ☐ Always ☐ Occasionally ☐Never

4. When at home, how often does this student speak a language other than English?

   ☐ Always ☐ Occasionally ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Always ☐ Occasionally ☐ Never

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____

2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental Waiver Form

Student Name: Click here to enter text.   School: Click here to enter text.

Opt-out Date: Click here to enter a date.   Grade: Click here to enter text.

Student ID#: Click here to enter text.

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs.   This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✔) each item below, I acknowledge that I have read and understand each statement.

☐   I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

☐   My decision to decline or opt-out of specialized ELD instruction is voluntary.

☐   The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.

☐   Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.

☐   The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

☐   The school district will continue to inform me of my child's progress in attaining English proficiency.

☐   I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, _Click here to enter text._ (parent/guardian name) with a full understanding of the above information, wish to

☐   Decline **all** of the specialized ELD programs and services offered to my child.

☐   Decline **some** of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____   _____

Wyalusing Area School District

11450 Wyalusing - New Albany Rd
Wyalusing, PA 18853
570-746-1206

Parent Notification of English as a Second Language Program Placement

Dear Parent/Guardian,

In accordance with district educational guidelines and in compliance with the Office for Civil Rights, the Wyalusing Area School District provides English Language Development (ELD) program for children with limited English proficiency. The goal of the program is to enable English Language Learners (ELLs) to become proficient and show achievement in the PA academic standards in reading, writing, speaking, and listening.

Assessment results indicate that your child,

Name: _____ School: _____Grade:__
will benefit from enrollment in the ELD Program.

Assessment results are:
Test: <u>WIDA Screener</u> Score: _____Date: _____

This letter serves to notify you that your child is enrolled in the ELD program. A certified, K-12 English as a Second Language Program Specialist will instruct your child in mastering the English Language Development Standards required by the Pennsylvania Department of Education.

At the Elementary and Middle Level (K-8), all ELLs receive English Language instruction in core content classes; Language Arts, Math, Science, and Social Studies using the Collaborative Teaching Model (Push-in). Collaboration occurs in grade level/content classes; both ESL Program Specialist and grade level teachers provide individualized direct instruction and identification of students' strengths and weaknesses. Level 1-3 ELLs are pulled-out for additional language services.

At the High School level (9-12), all ELLs receive English Language instruction in core content classes. Content area teachers are responsible for modifying and adapting instruction and assessment. Content knowledge skills are taught within the departmentalized classrooms of English Language Arts, Mathematics, Science, and Social Studies. English Language Learners at levels 1.0-3.9; Entering through Developing, receive English Language Arts instruction through a Sheltered English Program Model.

Your child will participate in the ELD program until he/she meets the established exit criteria, unless you decline these services (please see attached form). If you have questions or require further information, please contact the ESL teacher listed below.

Sincerely,

ESLTeacher

Telephone Number

Appendix B (Assessment/Progress Monitoring Forms)
Teacher Observation Form

Student Oral Language Observation Matrix

Student's Name_____ Grade___

Date_____ Marking Period ___   Administered by (signature below)

_____

Language observed_____

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversational English	Hass great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower than normal speed with repetitions	Understands nearly everything at normal speed, although occasional repetition may be necessary	Understands everyday conversation and normal classroom discussions without difficulty
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible	Usually hesitant: often forced into silence by language limitations	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression	Speech in everyday conversation and classroom discussions fluent and effortless: approximating that of a native speaker
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible	Misuse of words and very limited vocabulary make comprehension quite difficult	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/her understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns	Pronunciation and intonation approximate that of a native speaker. Has few traces of foreign accent
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns	Makes frequent errors of grammar and word order that occasionally obscure meaning	Occasionally makes grammatical and/or word order errors that do not obscure meaning	Makes few if any errors-Grammar and word order approximate that of a native speaker.

Wyalusing Valley Junior Senior High School
Wyalusing, PA 18853

ELD (English Language Development) 7-12 Progress Monitoring Form

School Year _____ to _____ ESL Instructor_____

Student: _____ **School Grade** _____

English Level	1st Beginner Intermediate Advanced	2nd Beginner Intermediate Advanced	3rd Beginner Intermediate Advanced	4th Beginner Intermediate Advanced
1. English Listening Comprehension				
2. Use of English Vocabulary				
3. Oral Use of Sentence Patterns				
4. Oral Reading in English				
5. Understands What She/He Reads				
6. Writing Skills				
7. Study Skills				
8. Maintains Proper Conduct				
9. Attitude Towards Learning				
10. Participates in Class				
11. Completes Homework				

O=Outstanding S=Satisfactory I=Needs Improvement U=Unsatisfactory N/A=Not Applicable

Comments Marking Period 1

Comments Marking Period 2

Comments Marking Period 3

Comments Marking Period 4

Rubric for Use with ELD Progress Monitoring Form

English Listening Comprehension

Beginner   Can understand and respond to simple conversational English

Intermediate   Understands most of what is said at slower-than-normal speed: repetition is often necessary

Advanced   Understands nearly everything at normal speed although occasional repetition is needed

Use of English Vocabulary

Beginner   Limited vocabulary and misuse of words make comprehension quite difficult

Intermediate   Frequently uses the wrong words; conversation somewhat limited due to inadequate vocabulary

Advanced   Sometimes uses inappropriate terms and/or must rephrase ideas due to lexical inadequacies

Oral Use of English Sentence Patterns

Beginner   Errors in grammar and word order are so severe as to make speech virtually unintelligible

Intermediate   Makes frequent errors of grammar and/or word order that occasionally obscure meaning

Advanced   Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning

Oral Reading in English

Beginner   Recognizes speech/print relationship; uses pictures to help with meaning; understands concept of letters/words; knows where story begins

Intermediate   Recognizes and uses vocabulary words; applies decoding strategies; takes risks in attacking unknown words; self-corrects

Advanced   Demonstrates desire to read independently; reads with expression; reads fluently with little hesitation

Understands What He/She Reads

Beginner
Draws pictures to illustrate a story; able to point to a dictated word; can sequence events using pictures

Intermediate
Able to orally summarize a story in simple language; can sequence story events using brief, simple sentences; can predict story ending

Advanced
Can orally retell a story using complex sentences; uses context clues to help with meaning; can sequence events in paragraph form; able to create a new story ending and justify its content

Writing Skills

Beginner
Can copy words and simple sentences; uses correct word spacing; uses correct capitalization and punctuation

Intermediate
Able to write simple sentences using correct word order; uses knowledge of letter sounds to spell words phonetically; can put sentences into sequential order to facilitate meaning

Advanced
Writes uses conventional spelling; uses correct details and grammar in written samples; write stores with a distinct beginning, middle and end

Study Skills

All Levels
Comes prepared to work with necessary materials; completes class work assignments; applies skills previously taught; works neatly and accurately.

Student Performance Outcomes

Students will demonstrate the following skills:

A. <u>Listening Comprehension</u>

To identify functional vocabulary and to develop listening comprehension skills which include the ability to follow directions; understand basic structures, expressions, and vocabulary; understand and respond to oral questions; and match spoken words and descriptions to pictures.

B. <u>Oral Production</u>

To use correct pronunciation, stress, and intonation; to accurately produce functional vocabulary; to develop oral skills; to greet and identify people; to ask for and give information; to ask for and give directions; to express opinions; and to express personal situations.

C. <u>Reading</u>

To develop basic reading skills which include visual perception; sequential order, identification of alphabet letters and the sounds they represent; left to right progression; identification of rhyming words: acquisition of comprehension skills; and development of critical thinking skills.

D. <u>Writing</u>

To develop basic writing skills that include following directions; preparing for standardized test formats: tracing and writing letters and numbers: left to right progression; writing own names; writing own words and sentences; illustrating sentences and stories; creating own books.

Reclassification Cover Sheet

Student Name: PASID:
DATE:
Grade:

School District: School:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points meet or exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

If the student's score is equal to or exceeds the threshold of 10.5, but the student is not recommended for reclassification, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Wyalusing Area School District ELD Reclassification Notification

Date: _____

Dear Parent/Guardian of_____

Your child has been receiving help in ELD (English Language Development). He/she has shown satisfactory progress in all language skills.

I recently retested your child using the _____ I am pleased to report that he/she passed the test in all Listening, Speaking, Reading, and Writing skills. As a result, the needs of your child can be met in the regular classroom and no longer require direct language instruction through the ELD program.

However, to ensure your child will be able to successfully meet all grade level requirements in core academic classes, your child will be actively monitored for a period of two years. Their grades will be monitored and regular conferences with the core academic teachers will take place to make sure that your child does not struggle in class due to any language barriers.

It has been my pleasure working with your child and if I can be of any further help, please let me know.
Sincerely,

ESL Teacher
Wyalusing Area School District

Please sign your name below and return this letter to your child's teacher.

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature _____

Date_____

Thank you

Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

Student Name	

Grade in 1st year of monitoring		Academic Year	

Name of classroom teacher (1st year of monitoring)		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of classroom teacher (2nd year of monitoring)		
Name of ESL/Bilingual Ed teacher (1st year of monitoring)		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Name of ESL/Bilingual Ed teacher (2nd year of monitoring)		
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

	Reading	Mathematics	Writing
1st Year of monitoring			
2nd year of monitoring			

	1st year of monitoring		2nd year of monitoring	
Is the student receiving any special services? (any academic services/programs in addition to the standard academic program)	NO	YES ↓	NO	YES ↓
If yes, describe the services (1st year):				
If yes, describe the services (2nd year):				

Report Card Results:

	1st year of monitoring				2nd year of monitoring			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
LA								
Math								
Science								
Social Studies								

Student Name: _____

1st Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____		Quarter		

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1st	2nd	3rd	4th
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects.- -				
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - -				
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____		Quarter		

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1st	2nd	3rd	4th
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects.- -				
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - -				
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - - - -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2

Student Name: _____

1st year of monitoring	1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

1st	Yes No	Comments:
2nd	Yes No	Comments:
3rd	Yes No	Comments:
4th	Yes No	Comments: requirement

NOTE: *A student may <u>not</u> be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.				

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

2nd year of monitoring	1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

1st	Yes No	Comments:
2nd	Yes No	Comments:
3rd	Yes No	Comments:
4th	Yes No	Comments:

NOTE: *A student may <u>not</u> be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.				

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

Post-Exit ELL Monitoring Form (Middle/Secondary)

				Monitoring Year (circle):
Student Name				**1st year | 2nd year**
Grade		**Academic Year**		
Name of <u>Language</u> Arts teacher				
Name of <u>Mathematics</u> teacher				*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of <u>Science</u> teacher				
Name of <u>Social Studies</u> teacher				
Name of ESL/Bilingual Ed teacher				*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	NO	YES
If so, describe the services:		

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

Science	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____		Quarter		

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1ˢᵗ	2ⁿᵈ	3ʳᵈ	4ᵗʰ
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects. -				
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - -				
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - - - - - - - -				

	1ˢᵗ	2ⁿᵈ	3ʳᵈ	4ᵗʰ
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____		Quarter		

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1ˢᵗ	2ⁿᵈ	3ʳᵈ	4ᵗʰ
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects. -				
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - -				
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - - -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - - - - - - - -				

	1ˢᵗ	2ⁿᵈ	3ʳᵈ	4ᵗʰ
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____	Monitoring Year (circle): **1st year** | **2nd year**

	1st	2nd	3rd	4th
I received and reviewed this completed form.	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

		Comments:
1st	Yes No	
2nd	Yes No	Comments:
3rd	Yes No	Comments:
4th	Yes No	Comments:

NOTE: *A student may <u>not</u> be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name		Monitoring Year (circle):
Grade	Academic Year	**1st year	2nd year**

Name of <u>Language</u> Arts teacher		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of <u>Mathematics</u> teacher		
Name of <u>Science</u> teacher		
Name of <u>Social Studies</u> teacher		
Name of ESL/Bilingual Ed teacher		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	NO	YES
If so, describe the services:		

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

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Alternative Assessments for ELD

Nonverbal Assessment Strategies

1. **Physical Demonstrations:**
   • Students can point or use other gestures or perform hands-on tasks or act out vocabulary, concepts, or events.

   An example would be the use of thumbs up, thumbs down, or other nonverbal signs to true or false statements.

2. **Pictorial Products:**
   • Teachers can ask students to produce and manipulate drawings, dioramas, models, graphs or charts. They can ask students to illustrate, rather than explain, their understanding of concepts and contents. Pictorial journals work well here.

3. **K-W-L Charts (What I know, What I want to know, What I learned)**
   • For students with limited English proficiency, the KWL chart can be completed in the first language or with illustrations.

4. **Oral Performance or Presentations**
   • Performance-based assessments would include interviews, oral reports, and role-plays that describe, explain, summarize, retell, paraphrase, etc. When conducting interviews in English with students in the early stages of language development to determine English proficiency and content knowledge, teachers are advised to use visual cues as much as possible and allow for a minimal amount of English in the responses.

5. **Oral and Written Products**
   • Content area thinking and learning logs, reading response journals, writing assignments (both structured and creative) dialogue journals, and audio and visual cassettes work well for assessing ESL students' progress. Computer generated products such as a power point presentation could accompany an oral presentation (use CD or other devices)

6. **Portfolios**
   • The following types of materials can be included: audio and video taped recordings of readings or oral presentations, writing samples, art work, conference or interview notes, checklists (by teachers, peers, or the student), tests and quizzes.

Appendix E

Standards for English Language Development
PDE - 2017

Standards

The framework was modeled after WIDA's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment developed by the WIDA consortium of states. The framework retains the five overarching standards previously adopted by Pennsylvania.

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS**.**

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.