

3.8 Examples of learning expectations and standards of performance.

See 3.1

Curriculum Guides and Curriculum Frameworks

ENGLISH AS A SECOND LANGUAGE PROGRAM

At A Glance

What does ESL stand for?

ESL:	English as a Second Language
LEP:	Limited English Proficient
ELs:	English Learners
Migrant:	Students have made a <u>qualifying move with their parent/guardian within the past 36 months to find work in fishing or agriculture</u> . <i>Many Migrant students in MCPSS are not ELs.</i>
Immigrant:	any individual ages 3-21 <u>that has been in this country less than 3 years</u> . <i>May or may not qualify for ESL services.</i>

How do you identify an ESL student?

Home Language Survey

How does a student qualify for EL services?

*A student must score **below 4.0** on the initial WIDA Model Screener.*

What documentation must an EL have to enroll?

All language minority children must be allowed to attend school, regardless of ability to produce birth certificate, social security number, or immigration documentation.

Children may not be excluded from school because they do not have a social security number. Plyler v. Doe (457 U.S. 202: 1982.

What grade should an EL be placed in?

- High School: assigned based on transcripts from home country
- Elementary/Middle School: age-grade placed

How do you determine the amount and type of ESL services that an EL will receive?

Determined by the results of the *WIDA Model Screener*

How do I communicate with the parents of my ELs?

- Bilingual Interpreters: provided by the ESL office, via *Request for Interpreter*
- TransACT: online translation library of commonly used school documents
- Translations of MCPSS parent information on the MCPSS Homepage
- TALK Systems, a radio-operated simultaneous translation system for translating oral presentations to EL audiences (available for checkout from ESL Department)

Do ELs receive accommodations in the State Student Assessment Program?

- All ELs take all state assessments.
- LEP-1 scores are pulled from the State's accountability calculations.
- Specific testing accommodations can be made for any qualifying ELs.
- Only those accommodations specified in student's IELP may be implemented.

Do ELs receive accommodations on EQTs?

No; however, the EQT score for LEP 1 and LEP 2 students will not count if it lowers the student's subject grade.

How do we grade ELs?

- Appropriately accommodate ELs by referring to students' IELPs and attending training provided by the ESL Program.
- Focus on the EL student's meaning, instead of grammatical errors.
- Grade a variety of performances, such as: participation, projects, cooperative activities, portfolios, and oral explanations.
- Adapt tests and test administration. (Ex. extra time, or have the test read aloud)

ELs who are enrolled in the ESL Program may not be failed solely on the basis of their lack of English proficiency. ELs must receive accommodation of content work when needed, and grading should be based on accommodated work. If an EL student is currently receiving ESL services, the content-area teacher may indicate that the student has received ESL accommodations by selecting comment #79 on the computerized grade report. This indicates that the grade reflects the student's mastery of the subject matter at his or her level of English proficiency. (translated comments and procedures for grading EL's sent to parents by ESL teacher)

How do we assess the EL status of students?

All students enrolled in the ESL program are retested annually, with the *ACCESS for ELLs*, to assess progress in English and reevaluate placement.

How are AMD's calculated for the EL program?

Annual Meaningful Differentiation Objectives (Title III)

- **AMD-A:** % of ELs who made a .5 gain on the *ACCESS*, (APLA)
- **AMD-B:** % of ELs who exited *ESL Program* with a 4.8+ on the *ACCESS*
- **AMD-C:** Has not been determined by the SDE yet

What is the core language acquisition program for EL students?

A SDAIE (*sah-dye*) model of language acquisition is used. The core language acquisition program of MCPSS is the effective implementation of Tier I instruction utilizing the Cycle of Instruction Model. Every teacher in the District is required to use this model daily, and incorporate the WIDA standards for EL instruction.

What are WIDA standards and how are they incorporated into the core language acquisition program?

The state of Alabama is a member of the World-Class Instructional Design Assessment Consortium (WIDA) which is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for ELLs. By joining the consortium, Alabama adopted the WIDA English Language (ELP) Standards, designed to assess progress of children in attaining English proficiency in the *four recognized domains of speaking, listening, reading, and writing*.

WIDA Standards

English language learners communicate:

1. For *Social and Instructional* purposes within the school setting
2. Information, ideas and concepts necessary for academic success in the *content area of Language Arts*
3. Information, ideas and concepts necessary for academic success in the *content area of Mathematics*
4. Information, ideas and concepts necessary for academic success in the *content area of Science*
5. Information, ideas and concepts necessary for academic success in the *content area of Social Studies*

What does this look like in the classroom?

During the Cycle of Instruction teachers adjust instruction, activities and assessments to the proficiency levels of the students using accommodations outlined in the IELP. We use SDAIE (*sah-dye*) strategies such as scaffolding, building background knowledge, pre-teaching vocabulary, and retesting when necessary, in addition to other differentiation strategies, as needed, based on language levels. The WIDA Standards, social and instructional language and content language, are incorporated into these classroom activities.

How are students exited from the ESL program?

Student scores **4.8 or above** on the ACCESS test.

Student is monitored for 4 years.

Student is designated a Former LEP (FLEP) in I-NOW.

If a student is not successful and a language issue is determined to be the cause, the student can be readmitted into the ESL program.

For more information regarding services to English Language Learners, please contact:

Tracy H. Jay at
221-5189 or tjay@mcpss.com.



Parent Report for sample student

Printed Thursday, April 13, 2017 2:33:02 PM

School: sample
Teacher: Class:
Patronas - 601

Test Date: January 17, 2017 1:35 PM

Dear Parent or Guardian of student:

Student has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Below Average	Average 50	Above Average	NCE
629	14	9-20				27.2

National Norm Scores

Percentile Rank (PR): 14

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 14, Landon's math skills are greater than 14% of students nationally in the same grade. This score is below average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of his scores would likely have fallen between 9 and 20.

I will be using these STAR Math test scores to help Landon further develop his math skills through the selection of materials for math practice at school. At home, you can help Landon develop his math skills as well. At this stage, he needs to work with larger numbers such as hundred thousands and millions and practice whole number operations.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Comments:



Parent Report for sample student

Printed Thursday, April 13, 2017 2:31:40 PM

School:
Teacher:
Class:

Test Date: January 19, 2017 8:04 AM

Dear Parent or Guardian of student

Student has taken a STAR Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average 50	Above Average	IRL	ZPD
13	8-19	◆			3.9	3.1-4.7

National Norm Scores:

Percentile Rank (PR): 13

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 13, Landon reads at a level greater than 13% of other students nationally in the same grade. This score is below-average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 8 and 19.

Instructional Reading Level (IRL): 3.9

The Instructional Reading Level (IRL) is the grade level at which student is at least 80% proficient at recognizing words and comprehending reading material. Landon achieved an IRL score of 3.9. This means that he is at least 80% proficient at reading third grade words and books.

Zone of Proximal Development (ZPD): 3.1 - 4.7

The Zone of Proximal Development (ZPD) is the reading level range from which student should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these STAR Reading test scores to help student further develop his reading skills through the selection of books for reading practice at school. Landon should also practice reading unfamiliar and more challenging material, read silently every day, and select a variety of books to improve reading rate and vocabulary at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Comments:



Informe para los Padres de sample student

Impreso: Thursday, April 13, 2017 2:46:34 PM

Escuela: Alba Middle School
Maestro(a): P. Pittman
Clase: Pittman - 801

Fecha de la prueba: January 18, 2017 1:32 PM

Estimados padres o tutores de sample student:

student presentó la prueba computarizada de matemáticas llamada STAR Math. En este informe le ofrecemos un resumen del puntaje que su hijo(a) obtuvo en la prueba. Como en cualquier evaluación, hay muchos factores que pueden influir en el puntaje de un estudiante. Es importante entender que los resultados de estas pruebas sólo muestran un aspecto del progreso de los estudiantes en la escuela.

SS	PR	Rango del PR	Por debajo del promedio	Promedio 50	Por encima del promedio	NCE
830	60	49-69		—◆—		55.3

Puntaje con respecto al promedio nacional:

Valor percentil (PR, por Percentile Rank): 60

El Valor percentil compara el rendimiento que tuvo su hijo(a) en la prueba con el de otros estudiantes de todo el país en el mismo grado. El PR de Aydan es 60. Esto indica que tiene más habilidad en matemáticas que el 60% de los estudiantes del mismo grado. Este puntaje está en el nivel promedio. El rango del PR indica que, si Aydan hubiera presentado varias veces la prueba STAR Math, su nivel habría estado entre 49 y 69.

Para que Aydan siga desarrollando sus habilidades matemáticas, tendré en cuenta estos resultados de la prueba STAR Math al seleccionar el material con el que practicará matemáticas en clase. En casa, usted también puede ayudar a Aydan a desarrollar sus habilidades matemáticas. En esta etapa, Aydan necesita practicar conceptos numéricos avanzados y temas de matemáticas de cursos avanzados.

Si tiene alguna pregunta sobre las puntuaciones obtenidas o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____ Fecha: _____

Firma del padre o de la madre: _____ Fecha: _____

Comentarios:



Informe para los Padres de sample student

Impreso: Thursday, April 13, 2017 2:44:31 PM

Escuela: Alba Middle School
Maestro(a): P. Pittman
Clase: Pittman - 801

Fecha de la prueba: January 23, 2017 10:35 AM

Estimados padres o tutores de student :

Aydan presentó una prueba computarizada de lectura llamada STAR Reading. En este informe les ofrecemos un resumen de las puntuaciones que Aydan obtuvo en la prueba. Como en cualquier prueba, hay muchos factores que pueden influir en las puntuaciones de un estudiante. Es importante entender que estos resultados sólo muestran un aspecto del progreso de su hijo(a) en la escuela.

PR	Rango del PR	Por debajo del promedio	Promedio 50	Por encima del promedio	IRL	ZPD
24	16-34	—◆—			5.8	4.1-6.3

Puntuaciones con respecto al promedio nacional:

Valor percentil (PR, por Percentile Rank): 24

El Valor percentil compara el rendimiento de su hijo(a) en la prueba con el de otros estudiantes del mismo grado. El PR de Aydan es 24. Esto indica que lee a un nivel más alto que el 24% de los estudiantes del mismo grado. Esta puntuación está por debajo del promedio. El rango del PR indica que, si Aydan hubiera presentado varias veces la prueba STAR Reading, su nivel habría estado entre 16 y 34.

Nivel de lectura de instrucción (IRL, por Instructional Reading Level): 5.8

El IRL es el nivel correspondiente al grado en el cual Aydan tiene por lo menos un 80% de habilidad para reconocer palabras y comprender materiales de lectura. Aydan logró una puntuación de 5.8, es decir, quinto grado. Esto significa que tiene, al menos, un 80% de habilidad para leer palabras y libros correspondientes a este nivel.

Zona de desarrollo próximo (ZPD, por Zone of Proximal Development): 4.1 - 6.3

La Zona de desarrollo próximo es el rango de niveles de lectura dentro del cual Aydan debe seleccionar los libros para progresar al máximo. Abarca los niveles que representan un reto adecuado para su práctica de la lectura. Este rango es aproximado, pues el éxito en cualquier nivel de lectura dependerá del interés del estudiante y de lo que ya sepa sobre el contenido del libro.

Para que Aydan pueda seguir desarrollando sus destrezas en lectura, yo tendré en cuenta estos resultados de la prueba STAR Reading al seleccionar libros para que practique la lectura en clase. En su casa, Aydan también debe seleccionar libros de ficción para leer por placer y revisar u hojear libros que sean de no-ficción.

Si tiene alguna pregunta sobre las puntuaciones que obtuvo su niño o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____

Fecha: _____

Firma del padre o de la madre: _____

Fecha: _____

Comentarios: