

*It is the policy of the Melbourne School District to provide language acquisition services and other appropriate academic and social support services to students indentified as English Language Learners based on identified needs and requirements of laws and the Arkansas Department o Education rules and regulations.*

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### VISION

Our program vision is for English language learners to develop proficiency in English (listening –speaking – reading – writing) and meet the same academic content and academic achievement standards that are established for all children.

### MISSION

Our mission is to:

- Accurately identify, place, and assess progress of students,
- Provide training for staff to serve students,
- Utilize scientifically validated instruction,
- Maintain high expectations and standards for students,
- Provide multicultural responsive curriculum and instruction for students,
- Assure equitable access to all school programs and services,
- Include parents and family in their child’s education, and
- Evaluate program effectiveness.

### TERMINOLOGY

ACSIP - Arkansas Comprehensive School Improvement Plan

AMAO - Annual Measurable Academic Objectives

CLD - Culturally and Linguistically Diverse

ELDA - English Language Development Assessment

ELL - English Language Learners

EOC - End of Course

ERF - Exit/Reclassified Form

FEP - Fluent English Proficient

HLS - Home Language Survey

IEF - Initial Enrollment Form

Immigrant Status - Not born in US, attended US schools fewer than three full (cumulative) yrs.

LAS - Language Assessment Scale (English Proficiency Test)

L1 - Primary or First Language

L2 - Second Language

LEP - Limited English Proficient

LMS - Language Minority Student

LPAC - Language Placement and Assessment Committee

LT - Long-term ELs (six plus years)

OCR - Office of Civil Rights

SI - Sheltered Instruction

SIOP - Sheltered Instruction Observation Protocol

TESOL - Teachers of English to Speakers of Other Languages

M1 - Monitor Year 1

M2 - Monitor Year 2

## PERTINENT CIVIL RIGHTS LAWS

The following are respective laws, court cases, and policy documents that provide an understanding regarding the education of language minority students who are limited English proficient.

### **Title VI of the Civil Rights Act of 1964**

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Title VI is the focal point and center to all interpretations of any legal challenges regarding the provision of equal opportunity to all groups that are in a protected class. The triggering mechanism for Title VI is the receipt of financial assistance from the Federal Government. Consequently, nearly all public schools in the United States receive some federal funds. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive.

Some of the prohibited actions under Title VI include:

1. Providing services, financial aid, or other benefits that are different or provided in a different manner;

2. Restricting an individual's enjoyment of an advantage or privilege enjoyed by others;
3. Denying an individual the right to participate in federally assisted programs; and
4. Defeating or substantially impairing the objective of federally assisted programs.

Additionally, Title VI has been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. This means that language minority students who are limited in their English language skills such that they are unable to participate in or benefit from regular or special education school instructional programs are protected under Title VI.

### **OCR's May 25, 1970 Memorandum**

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

This memorandum provided school districts with guidance and clarification on the responsibilities of education for LEP/ELL students. A school district is required to develop an LEP child's English language proficiency. Further violations of Title VI were delineated:

1. Students are excluded from effective participation in school because of the inability to speak and understand the language of instruction;
2. National origin minority students who are LEP/ELL are misassigned to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills;
3. School districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.
4. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead-end track (tracking); or
5. Parents whose English is limited are not adequately notified of school activities which are called to the attention of other parents.

The memorandum further required districts to establish an identification process that would identify LEP/ELL students who need assistance and then provide such assistance.

### **Lau v. Nichols**

Equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum; [because] students who do not understand English are effectively foreclosed from any meaningful education.

In one of the key ELL rulings, not only did the Supreme Court state that standard teacher training, methods, and curriculum are not sufficient for ELL students, but they also, through this ruling, designated the Office of Civil Rights (OCR) as the authority to establish regulations for compliance with the 1964 Civil Rights Act to prohibit “discrimination which has the effect even though no purposeful design is present”. *Lau v. Nichols* did not specifically require a particular method for teaching LEP students.

### **Equal Educational Opportunities Act of 1974**

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs...[schools must] rectify appropriately a limited English proficient student’s English opportunities.

This was the congressional response to *Lau v. Nichols* and codified Lau remedies:

1. Identifying and evaluating the English language skills of language minority students;
2. Determining appropriate instructional treatments;
3. Deciding when LEP/ELL children were ready for mainstream classrooms; and
4. Determining the professional standards to be met by teachers of language minority children.

### ***Cintron v. Brentwood Union Free School District* *Rios v. Read***

While the district’s goals of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student’s right to a meaningful education before proficiency in English is obtained.

These cases followed after *Lau* with the need for further clarification. The first case dealt with pull-out and bilingual education programs keeping students separated and apart from English-speaking students in music and art, and the district’s program did not provide for exiting students once language proficiency is reached. Both cases provided for the establishment of alternative language programs that provide the full range of support in teacher instruction, assessment, materials, and program procedures. The cases state that ELL students should be provided with a program that would effectively assist them in achieving English proficiency.

### ***Castañeda v. Pickard***

This is the second most important Supreme Court case concerning ELL students. The Court developed a three-part test to evaluate ELL program adequacy. OCR determined that the standards set by the Court were appropriate in determining whether programs for language minority students meet the requirements of Title VI. The three parts/questions are:

1. Whether the school system is pursuing a program informed by an educational theory

- recognized as sound by some experts in the field or at least deemed to be a legitimate experimental strategy? (select a research-based educational model)
2. Whether the program and practices actually used by the school system are effectively implementing the education theory adopted by the school? (resources and personnel reasonably calculated to implement the theory)
  3. If the program fails to produce results indicating that language barriers are being overcome, that program may no longer constitute appropriate action as far as that school is concerned. (evaluate program and make adjustments when needed to ensure language barriers are actually being overcome)

### **Plyer v. Doe**

This case dealt with children who are not in the US under legal immigration status. The Court ruled that schools are required to provide full access to its instructional programs, irrespective of the student's immigration status. Undocumented immigrant students attending public schools could not be excluded from the provisions and protections of Title VI. Schools are not to serve as enforcers of immigration law. Specifically, schools may not:

1. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
2. Treat a student differently to verify residency;
3. Engage in any practices that "chill" or hinder the right of access to school;
4. Require students or parents to disclose or document their immigration status;
5. Make inquiries of students or parents that may expose their undocumented status;
6. Require Social Security numbers as a requirement for admission to school as this may expose undocumented status (adults with a SS number who are applying for a free/reduced meal program need only state on the application that they do not have a SS number);
7. Provide any outside agency, including the Immigration and Naturalization Service, with any information from a child's school file that would expose the student's undocumented status without first getting permission from the student's parents.

### **OCR's December 3, 1985, Memorandum**

This memorandum reinforced the standards set out in the Castaneda case and stated that a district must follow the May 25th Memorandum even if the district has only one LEP student.

Two key points were included:

1. Whether there is a need for the district to provide a special language service program to meet the educational needs of all language minority students (determined by whether students are participating effectively in the regular instructional program or whether an alternative language program is needed); and
2. Whether the district's alternative language program is likely to be effective in meeting the educational needs of its language minority students (districts have some choice in

delivery of services).

### **OCR's September 27, 1991, Memorandum**

This policy update targeted the adequacy of an alternative language program including provisions for staffing, exit criteria (standards that demonstrate English proficiency in reading, writing, speaking, and listening at the level to participate meaningfully in the regular classroom), and access to the full range of programs found at the school (e.g., honors, gifted and talented). LEP students may not be relegated to "second-class status" due to being taught by teachers without formal qualifications. Not only must teachers be licensed, but they must also be trained in methods and theories related to the needs of ELLs. Paraprofessionals working with students must have the appropriate level of language skill in English and a second language (if appropriate) and work under the direct supervision of a certified teacher in providing instruction.

### **No Child Left Behind Act of 2001/ESEA**

All children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. In the area of ELL, the Act requires that:

1. Core content knowledge is attained in addition to English proficiency; states must establish standards and benchmarks for LEP students aligned with State standards);
2. States must establish annual achievement objectives for demonstrating adequate yearly progress of LEP students;
3. School district plans will contain descriptions of the program, measurement of progress for LEPs in English and core content, and the promotion of parental involvement;
4. Teachers must be fluent in English (both written and oral communication skills);
5. Instructional methods are based on sound and scientific principles for the limited English students;
6. All students identified as LEP will be assessed in reading and English language arts after they have attended schools in the US for a period of three consecutive years;
7. Parents are notified that their child needs ELL instruction based on limited English Proficiency

## **IDENTIFICATION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

### **Student Identification**

All students enrolling in the Melbourne School District will complete a Home Language Survey (HLS) form to identify students who are speakers of other languages than English (ESOL). The registrars at each building are responsible for the completion of the HLS and assuring that EVERY student enrolled has a copy of the HLS in his/her permanent file. A Caregiver will complete the HLS only one time at the initial time of enrollment into the district.

## **English Language Proficiency Assessment**

If any one of the questions on the HLS indicates a language other than English is spoken in the student's home environment, the student must be administered the district's English language proficiency assessment as a placement tool. This guidance applies to foreign exchange students; American Sign Language is not considered a language other than English for purposes of designating ELL status.

The language proficiency assessment will be one approved by the ADE and include all four language areas of listening, speaking, reading, and writing. All staff members who administer the English proficiency assessment are trained and follow publisher's guidelines on administration.

Language minority students must be assessed and placement determined by the LPAC within 20 school days of enrollment. Parents will be notified within 30 days of enrollment of the student's language proficiency scores, placement and accommodation decisions, and program description. Parents will sign a permission form for services.

If a student identified in another district enrolls, ELL documents (including initial placement or annual language development assessment scores) will be requested from the prior district. The LPAC will meet to determine FSPS placement and accommodations. If scores are older than one year or unavailable, a language proficiency assessment will be administered.

If a student entering from another district or returning after an absence with the district meets grade and standardized test exit criteria but does not have current ELDA scores, the student cannot be exited based on the English language proficiency assessment. The student must be in the program at least one year (including new ELDA scores) before exit consideration.

## **PROGRAM SERVICES**

### **Placement of Students**

All ELL identified will have an education plan conducted annually by the LPAC to decide on appropriate placement and assessment. These decisions will be designed to provide the ELL with opportunities to participate in content classes while learning English. Criteria for making decisions will include the most current ELPA results, classroom performance, teacher observation and achievement tests. Participation opportunities will be equitable with non-ELL..



Grade level placement: When grade level placement is unclear, it is recommended that students be placed at a grade level which is age appropriate and/or based on credits earned toward graduation.

Within the ELL program:

- An LPAC will be established at each school; membership will, at a minimum, be composed of the ELL coordinator, a classroom teacher, a counselor, and a principal. The LPAC will review pertinent LEP students' information and make placement determinations into the district's alternative language program.
- Each school will adhere to the objective assessment criteria for determining a student's LEP status. Level 5 overall (grades 1-12) or Level 5 oral (K). In isolated cases where subjective criteria override objective criteria, the LPAC will provide a written explanation detailing the reason(s) for deviating from the objective criteria.
- The district will provide language development to students whose parents have refused services by providing language support and monitoring of the student's academic progress; these students will continue to take the ELDA annually until they achieve exit criteria.
- No change may be made on an ELL student's placement or accommodations without approval of the LPAC.
- Student English language proficiency and academic progress will be reviewed annually LPAC.
- Students placed in the ELL program will remain in the program until they meet all exit criteria (listed below). Caregivers will be notified of the program exit. Following exit, the students' academic achievement will be monitored for two years.
  - a. Level 5 on all areas of the ELDA,
  - b. Classroom performance in all four core content courses is a C or better,
  - c. Proficient in literacy and math on the state standards test or score at least the 40th percentile in total reading, language, and math on the national test,
  - d. Recommendations for exit from two general education teachers.
- A student who has been exited from the program can be readmitted if the student is not succeeding academically due to lack of appropriate English language development. Lack of academic success due to other factors will be addressed through standard district interventions.

Within other district programs:

- Prior to a decision to refer an ELL student for special education testing, there should be evidence that the student has learning difficulties beyond the scope of learning another language and the acculturation process.
- ELL students who qualify for special education services may receive both special education and supplemental English development services according to the student's IEP (Individual Education Plan) unless the LPAC determines and documents that such alternative language services are clearly inconsistent with the student's identified needs. When an ELL student also has an IEP, a special education staff member should be part of the LPAC.



- All assessments used for special education placement of an ELL will be administered in a form or language that will produce valid results.
- All ELL shall have equal access to Gifted and Talented and Advanced Placement programs and not be denied access to these programs due to a failure of the district to develop English language skills.
- All ELL students shall have equal opportunity to participate in extra-curricular and nonacademic activities.

## **Professional Development**

The district will support initial and ongoing professional development to teachers, interventionists, instructional facilitators, and administrators in the affective needs of immigrant children, process of second language acquisition, and instructional strategies for English language development within the academic content through such methods as:

- Information on applications to the ESL Academy,
- Classroom observations with feedback on implementation of SIOP by ELL Program staff,
- Dissemination of information on resources and research texts, and
- Attendance at state and/or national conferences or trainings.

Ongoing trainings for paraprofessionals working with ELL will be provided in instructional strategies for English language development through meetings, observations with feedback, and modeling by ELL staff.

## **Curriculum and Instruction**

The curriculum will be the Arkansas Department of Education English Language Proficiency Framework, aligned with the Common Core State Standards, and supplemented with language acquisition materials approved by the ADE.

Instruction will be delivered in English.

Differentiation of instruction will be based on the student's ELDA and demonstrated academic proficiency levels.

Assessment accommodations and recommended classroom modifications (as noted on the Individual English Language Acquisition Plan) will be implemented throughout the school year with ELL students.

Sufficient supplemental resources (comparable in quality, availability, and grade appropriateness to that of non-ELL instruction) will be provided by the district for ELL students to participate meaningfully in the core content and develop English language.

Resource materials will align with the goals of the ELL Program and be appropriate to

the needs of ELL students.

Students will be taught in a regular classroom; they may receive additional services through intensive academic learning and language support with an interventionist working in small groups.

### **Parent Engagement**

To the extent practicable, forms sent to all parents will be translated in a manner understandable to the parents. Translations will be performed using [www.freetranslation.com](http://www.freetranslation.com).

Parents may bring their own interpreter to meetings or conferences. Community volunteers may be used for interpretation providing that the volunteer has been informed about the need for confidentiality.

Parents will be informed of their child's progress in English language development as well as their academic performance. Additional information on the educational system, assisting their child to succeed in school, learning English themselves, and community resources will be provided through such venues as parent meetings and/or print materials.

### **Program Evaluation**

The ELL Program will be evaluated annually, informally, and ongoing throughout the year to determine effectiveness. The evaluation process by the ELL Program staff will include multiple considerations such as:

- CRT, NRT, and i-ready performance of ELL students,
- Achievement toward meeting AMAOs (especially growth in language levels and number of students reaching full English proficiency),
- Degree of participation in Advanced Placement and STEM courses by ELL and former ELL students,
- Graduation rate of ELL students,
- Discipline referrals on ELL students,
- Percentage of ELL students qualifying for special education or gifted and talented education,
- Process of student placement and assessment,
- Classroom observations,
- Results of teacher/administrator questionnaires and input/requests by teachers/administrators,
- Evaluations on trainings provided by the ELL Program,
- Degree of participation of parents at school events and ELL Program offerings

The district shall utilize the special needs funding it receives for identified English Language Learners on activities and materials listed in the ADE rules Governing the Distribution of Student Needs Funding. The expenditures of ELL funding shall be evaluated annually to determine their overall effectiveness. This evaluation shall specifically address how the use of ELL funds is aligned with the district's ACSIP in addressing identified achievement gaps and student performance deficiencies.

## MAINTENANCE OF RECORDS

Records on ELL will be maintained in two locations: the original testing documentation for English proficiency will be kept in the ESOL Coordinator's office and copies will be maintained in each student's permanent file at the respective schools.

### Documentation Process

#### New Students

1. Registrars check Home Language Surveys to determine who needs testing.
2. ELL staff tests students for language proficiency.
3. Student information and testing results are recorded by the ELL staff on the Initial Placement form; *elementary*: form is given to the principal; *secondary*: counselor checks student transcripts and makes grade and course recommendations on the form and then it is given to the principal.
4. Principal convenes LPAC to make decisions on placement and assessment accommodations; these are recorded on the Initial Placement form (front) and Individual English Language Acquisition Plan (back).
5. Copies of forms are made and placed in the student's permanent file; originals are kept on file by the ESOL coordinator. A copy of the Individual English Language Acquisition Plan is made and given to each classroom teacher and the school counselor; originals are filed by ELL Coordinator;
6. Meet with parents and provide Description of English Language Learner Program, Suggestions for Parents to Assure Your Child's School Success, and Notice of Eligibility. Answer any questions and secure parent signature; copy is made and placed in permanent file, while original is sent to the ELL Coordinator.
7. If a parent wishes to waive ELL services, additional conversations with the parent may be conducted (documented on the Contact with Parent Who Wants to Waive ELL Services) to address concerns. Parents may change their response on the Notice of Eligibility. All parties should initial and date that change.

#### Continuing Students

1. Counselor provides Annual Review with as much information completed as is available (ELL staff may need to complete data)
2. Principal convenes LPAC to make decisions on placement and assessment accommodations; these are recorded on the Annual Review (front) and Individual English Language Acquisition Plan (back).

3. Copies of forms are made and placed in student's permanent file; originals are kept on file by the ESOL Coordinator. A copy of the Individual English Language Acquisition Plan is made and given to each classroom teacher and the school counselor; originals are taken by ELL Coordinator.
4. Parents are sent a copy of the ELDA report by the school.

#### Monitored Students

1. Counselor provides Annual Review with as much information completed as is available (ELL staff may need to complete data)
2. Principal convenes LPAC; decisions on placement status are recorded.
3. Copy of form is made and placed in student's permanent file; originals are kept on file by the ESOL Coordinator.
4. Counselor monitors student grades and any standardized test scores at the end of first semester.

#### Students Being Exited

1. Counselor provides Annual Review with as much information completed as is available (ELL staff may need to complete data)
2. Principal convenes LPAC; decisions on placement are recorded.
3. Copy of form is made and placed in student's permanent file; originals are kept on file by the ESOL Coordinator.
4. Exit Notification, prepared by the counselor, is sent to the parents by the school.

## APPENDIX

**Home language survey** (included in enrollment questionnaire):

Does the student use a language other than English?

Is a language other than English used in the home?

Melbourne School District  
**English Language Learner Program**  
***ELL Referral***

ELL or Classroom Teachers, School Counselors, Administrators, and other school personnel who suspect that a student may be an English Language Learner and in need of language assessment should use this form to identify those students. **To refer a student for English Proficiency Testing, the school personnel member must have observed a language other than English being used by a member of the student's household** (i.e., parent, sibling, student, etc.), either orally or in print.

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**Please complete the following information:**

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Enrollment

Date: \_\_\_\_\_

(Elementary or High School) Grade: \_\_\_\_\_ Student's State ID

#: \_\_\_\_\_

**Please indicate the reason(s) this student is being referred for English Language Proficiency Assessment:**

\_\_\_\_\_ Heard parent or other adult in home speaking a language other than English

\_\_\_\_\_ Heard student speaking a language other than English

\_\_\_\_\_ Heard sibling speaking a language other than English

\_\_\_\_\_ Parent requested something interpreted/translated

\_\_\_\_\_ Observed parent, student, or sibling reading material in a language other than English

\_\_\_\_\_  
(Name of person completing form)

\_\_\_\_\_  
(Position)

Please attach a copy of the student's Home Language Survey. Send this form to the ELL Coordinator.

**English Language Learner Program  
Initial placement: elementary**

Student's name: \_\_\_\_\_ Birth date: \_\_\_\_\_  
\_\_\_\_\_

Grade: \_\_\_\_\_ Date entered US schools: \_\_\_\_\_

**Language Proficiency Assessment Committee Decisions**

**Placement:**

- \_\_\_\_ Student demonstrates a need for services  
 \_\_\_\_ Student does not demonstrate a need for services

**Placement Criteria**  
**LAS Links** – any score *less* than:  
 Level **5 overall** (grades 1-12) **or**  
 Level **5 oral** (K)

**LPAC Signatures:**

Required Signatures	Optional Signatures:
Principal	Additional classroom teacher
Classroom teacher	
Counselor	
ELL coordinator	

Date: \_\_\_\_\_



**English Language Learner Program**  
**Initial placement: secondary**

Student's name: \_\_\_\_\_ Birth date: \_\_\_\_\_  
\_\_\_\_\_

Grade: \_\_\_\_\_ Date entered US schools: \_\_\_\_\_

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**Language Proficiency Assessment**

LAS Links Level:

Listening	Speaking	Reading	Writing	Oral	Compreh.	Overall

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**Language Proficiency Assessment Committee Decisions**

**Placement:**

- \_\_\_\_ Student demonstrates a need for services
- \_\_\_\_ Student does not demonstrate a need for services

**Placement Criteria**

**LAS Links – any score less than:  
Level 5 overall**

Recommended grade level: \_\_\_\_\_

Recommended courses:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LPAC Signatures:

Required Signatures	Optional Signatures:
Principal	Additional classroom teacher
Classroom teacher	
Counselor	
ELL coordinator	

**Date:** \_\_\_\_\_

### ELL STUDENT GRADE PLACEMENT

Students across the nation and in other parts of the world begin their schooling at different ages and at different times of the year. Melbourne Public Schools will honor the former school's age placement and start date with the exception of kindergarten.\*

Some students may have experienced interrupted schooling due to a variety of circumstances. The student should be placed in an age-appropriate grade level. Grade placement for new students is determined by several factors:

- Last grade attended and promotion to the next grade,
- Age appropriateness,
- Credits earned in former school (for grades 9-11 as determined by school records and transcript).

Each student has his/her own set of qualities and circumstances. We want to ensure every possibility for success for each student. We will honor a parent's request for placement in unusual circumstances if the request follows the age range in the following table. However, our ELL Program is designed to assist students in English language and content development at every grade level. It is our aim to keep students moving forward as if they were in their former school. We understand that students bring much knowledge learned in their former school even if they cannot express that understanding fully in English. It is not necessary for students to repeat a grade due to not knowing English. It is our goal to teach students English and content at every grade level regardless if they are a beginner in learning English.

\*Some schools begin kindergarten when students are 4 years old. Arkansas requires students to be 5 years old by August 1 before they start kindergarten. We will not place a 5 year old ELL student in first grade even though the student may have completed kindergarten at age 4. If a 6 year old student completed kindergarten and is a newcomer to the US, the parent may request that their child repeat kindergarten.

Grade Placement	Age Range
Kindergarten	5-6
First	6-7
Second	7-8
Third	8-9

Fourth	9-10
Fifth	10-11
Sixth	11-12
Seventh	12-13
Eighth	13-14
Ninth	14-15
Tenth	15-16
Eleventh	16-17
Twelfth	17-18

\_\_\_\_\_ School Year

**English Language Learner Program  
Annual Review**

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student's State ID #:** \_\_\_\_\_ **ELL Entry Date:** \_\_\_\_\_

**Achievement Data**

ELPA 21 Scores/Level: (shaded boxes are prior year's results)

Listening	Speaking	Reading	Writing	Comprehension

Semester Grades

Language Arts	Social Studies	Math	Science

CRT Literacy:

NRT Reading (National Percentile):

NRT Language (National Percentile):

CRT Math:

NRT Math (National Percentile):

**Language Proficiency Assessment Committee Decisions**

**Placement:**

\_\_\_\_\_ Student should remain in the program

\_\_\_\_\_ Student should exit the program (no accommodation)

Exit Criteria (ALL Criteria must be met to exit)

- Level 5 scores in all five areas of ELDA
- Classroom performance in all four core content courses is a C or better
- Proficient in literacy and math on the CRT or score at least 40<sup>th</sup> percentile in total reading, language, and math on NRT

**LPAC Signatures:**

Required Signatures	Optional Signatures:
Principal	Additional classroom teacher
Classroom teacher	

Counselor	
ELL coordinator	

**Date:** \_\_\_\_\_

# STAGES OF SECOND LANGUAGE ACQUISITION SUMMARY

A tool for adapting lesson plans to effectively include the English language learner (ELL)

	Stage 1 Production or Pre-Production Pre-Emergence BICS	Stage 2 Early Production Pre-Emergence BICS	Stage 3 Low Intermediate Speech Emergence BICS/CALP (some)	Stage 4 High Intermediate Intermediate Fluency BICS/CALP (some)	Stage 5 Advanced Advanced Fluency BICS/CALP (some)
<b>Linguistic Attributes and Needs of Students</b>	<ul style="list-style-type: none"> <li>• Silent Period</li> <li>• Getting ready to produce language</li> <li>• Most time spent listening</li> <li>• Dependent on context</li> <li>• Minimal vocabulary</li> <li>• Understands key words when made comprehensible</li> <li>• Most responses are non-verbal: Gestures, pointing, nodding, drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension limited to simple sentences</li> <li>• Uses repetitive language patterns</li> <li>• Participates using key words</li> <li>• Uses present tense verbs</li> <li>• Responds with one or two words or familiar, short phrases</li> <li>• Comprehension demonstrated non-verbally</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension is good</li> <li>• Speaks in short phrases and full simple sentences</li> <li>• Beginning to use dialogue and converse</li> <li>• Grammar mistakes are common</li> <li>• Vocabulary used is limited but growing</li> <li>• Academic vocabulary is starting to emerge</li> <li>• Simple questions can be asked and answered</li> <li>• Can function on a social level</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complex statements</li> <li>• Shares thoughts and opinions</li> <li>• Comprehension is excellent</li> <li>• Asks for clarification</li> <li>• Grammatical errors are in complex context</li> <li>• Participates in conversation</li> <li>• Performs somewhat on an academic level</li> </ul>	<ul style="list-style-type: none"> <li>• Content vocabulary has developed</li> <li>• Participates fully in classroom activities</li> <li>• Occasional extra support needed</li> <li>• Cognitive and academic language skills are advanced</li> <li>• Carries on two-way conversations with comfort</li> <li>• Occasional support needed in complex speech</li> <li>• Uses enriched vocabulary</li> <li>• Continuing to grow</li> </ul>
<b>Strategies and Practices</b>	<ul style="list-style-type: none"> <li>• Use manipulatives, visuals, props</li> <li>• Cooperative learning</li> <li>• Kinesthetic responses</li> <li>• Match print to oral language</li> <li>• Assign buddies</li> <li>• Body language, gestures</li> <li>• Decrease rate of speech</li> <li>• Teach necessary vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Continue all Stage 1 strategies plus ...</li> <li>• Simplify language</li> <li>• Modify content to allow Stage 2 student to experience success</li> <li>• Encourage student dialogue regarding content</li> <li>• Direct questions that require one or two word responses</li> <li>• Build simple comprehensible content vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Continue all Stage 1-2 strategies plus ...</li> <li>• Use graphic organizers within groups</li> <li>• Write step-by-step instructions</li> <li>• Identify and build on student's background knowledge</li> <li>• Integrate more writing and reading into the curriculum</li> <li>• Allow students to brainstorm</li> <li>• Provide opportunities to describe, retell, compare, contrast, summarize, use charts, diagrams, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue all Stage 1-3 strategies plus ...</li> <li>• Build both oral and written academic language</li> <li>• Use graphic organizers individually and in groups</li> <li>• Promote expression of explanations provide opportunities to make judgments</li> <li>• Ask questions to draw out opinions</li> <li>• Include figurative language in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teach note-taking skills</li> <li>• Integrate study skills and test taking skills</li> <li>• Verify answers independently, both oral and written</li> <li>• Develop broader figurative language including idioms</li> </ul>
<b>Questioning Techniques</b>	<p><b>QUESTIONS FOR LEVEL 1</b></p> <ul style="list-style-type: none"> <li>• Point to ...</li> <li>• Find the ...</li> <li>• Put the ___ next to the ___.</li> <li>• Do you have the ___?</li> <li>• Is this a ___?</li> <li>• Who wants the ___?</li> <li>• Who has the ___?</li> </ul>	<p><b>QUESTIONS FOR LEVEL 2</b></p> <ul style="list-style-type: none"> <li>• Yes/No</li> <li>• Either/Or</li> <li>• One-word response</li> <li>• Two-word response</li> <li>• General response is a LIST of words</li> </ul>	<p><b>QUESTIONS FOR LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• Why?</li> <li>• How?</li> <li>• How is this like that?</li> <li>• Tell me about ...</li> <li>• Tell about ...</li> <li>• Describe ...</li> <li>• How would you change this part?</li> </ul>	<p><b>QUESTIONS FOR LEVEL 4</b></p> <ul style="list-style-type: none"> <li>• What would you recommend/suggest?</li> <li>• How do you think this story will end?</li> <li>• What is the story mainly about?</li> <li>• What is your opinion?</li> <li>• How are these similar/different?</li> <li>• Which do you prefer? Why?</li> </ul>	<p><b>QUESTIONS FOR LEVEL 5</b></p> <ul style="list-style-type: none"> <li>• Regular classroom questions</li> </ul>

**English Language Learner Program  
Individual English Language Acquisition Plan**

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student's English language proficiency levels:**

Listening	Speaking	Reading	Writing	Oral	Comprehension

**Assessment Accommodations:**

The accommodations listed below are in addition to those available to all students.

Type	Explanation	✓ if needed
Extended time	All testing scheduled for a given day must be completed by the conclusion of that school day.	
Scribe or speech-to-text	Student dictates responses to math test items either to a human scribe or using speech-to-text technology. Student must be tested in a separate setting.	
Word – to – word dictionary	Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is a part of the student's IELA plan as decided by the LPAC.	
Waiver from literacy exam	Only allowed for first year in the U.S.	
Reading of the math/writing/science test in English	<b>Important:</b> No portion of the reading test may be read to any student!	

**Classroom Modifications:**

- \_\_\_\_ extended time on assignments
- \_\_\_\_ tests read aloud
- \_\_\_\_ use manipulatives, lab activities, demonstration, models, sequencing events, props, graphic organizers
- \_\_\_\_ English/native language word-to-word dictionary
- \_\_\_\_ student illustrates comprehension through various formats

**English Language Learner Program  
Notification of Eligibility**

Date: \_\_\_\_\_

Grade level: \_\_\_\_\_

\_\_\_\_\_  
To the Caregiver of  
\_\_\_\_\_

After a review of the current educational data by the Language Placement and Assessment Committee, they recommend that your child participate in the Melbourne Public School's English Language Learner (ELL) Program.

**Please indicate your choice below and sign the form.**

\_\_\_\_ I consent to my child's participation in the Melbourne ELL program. I understand that my child's proficiency level and need for services will be reviewed each year. I also understand that I may waive special services at any time by written request with explanation for reasons.

\_\_\_\_ I waive special services for my child. I understand that, by federal law, the district is still required to test my child's language proficiency each year.

\_\_\_\_\_  
Signature of Caregiver

\_\_\_\_\_  
Date

**English Language Learner Program  
Contact with Parent Who Wants to Waive ELL Services**

**Student Name:** \_\_\_\_\_

**Date of Conversation:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Conversation conducted with staff member (name):**  
\_\_\_\_\_

**The ELL Program has been explained to me so that I understand the services and method of providing those services.**

Me han explicado el Programa de Estudiantes del Idioma Inglés (ELL por sus siglas en inglés) para que entienda los servicios y el método de la prestación de dichos servicios.



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(signature of caregiver)

**Comments:**

**Description of English Language Learner Program**

Students qualify for the English Language Learner Program (ELL) and services based on another language spoken in the home and lack of full proficiency in the English language as determined by a placement test. Regular classroom instruction will include language support for your child based on his/her level of English language proficiency. Your child will be working on the same state academic standards as native English-speaking students while learning English.

Students may also receive supplemental services through intensive academic learning with an interventionist. The interventionist pulls small groups of students to work on targeted skills in language, literacy, or math. Bilingual ELL paraprofessionals also work in the elementary schools providing language assistance.

All students identified as ELL are required to take an annual language proficiency assessment in the spring. You will receive notice each fall of your child's progress in English language proficiency. Once all criteria for full proficiency are reached, your child will be exited from the program. His/her continued achievement will be monitored for two years with an option of re-entering the program if the student fails to meet academic standards.

Arkansas Department of Education Exit Criteria:

- Level 5 scores on all five areas of English Language Development Assessment
- Classroom performance in all four core content courses is a C or better
- Proficient in literacy and math on the state standards test or score at least 40th percentile in total reading, language, and math on the national test
- Recommendations for exit from two general education teachers

Unless a disability has been previously diagnosed or is severe, an ELL child will not be referred for special education testing until language learning and cultural issues have been considered by a team of educators at the school.

## **ELDA score interpretation Performance Level Definitions Listening**

### **Entry into Level 5 (Fully English Proficient)**

Students at this level understand a significant amount of grade-level appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and often subtle nuances of meaning of extended discussions or presentations on a range of familiar and unfamiliar topics comparable to a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school-social environments.

### **Entry into Level 4 (Advanced)**

Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multistep directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret text on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic language forms of spoken English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

### **Entry into Level 3 (Intermediate)**

Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. They understand single-step and some multistep directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

### **Entry into Level 2 (Beginning)**

Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings, and usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may identify and understand only key words, phrases, and cognates in content-area settings. They begin to understand straightforward, single-step directions and speaker's purpose. They have limited understanding of details and only of those that are explicitly stated and that support simple, straightforward messages or presentations. They are unable to extrapolate from text unless related to

very basic ideas. They understand simple, basic grammatical structures and simple, basic, everyday vocabulary of spoken English in the school environment and common everyday activities.

### **Level 1 (Pre-functional)**

Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again, when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.

## **Speaking**

### **Entry into Level 5 (Fully English Proficient)**

Students who are ready to enter level 5, Fully English Proficient, can supply coherent, unified, and appropriately sequenced responses to an interlocutor. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures, as appropriate for topic and type of discourse. Their grammar and vocabulary is comparable to that of a minimally proficient native English speaker—grammar errors very seldom impede communication and their range of school-social and technical vocabulary allows a precision of speech comparable to a minimally proficient native English speaker. They infrequently but effectively use circumlocution. They can understand and use a variety of idiomatic phrases. They can effectively engage in non-interactive speech. They can use language effectively to connect, tell, expand, and reason. They show flexibility, creativity, and spontaneity in speech in a variety of contexts. Their pronunciation patterns (including stress and intonation) may be influenced by L1 but seldom interfere with communication.

### **Entry into Level 4 (Advanced)**

Students entering proficiency level 4, the Advanced level, can supply mostly coherent, unified, and appropriately sequenced responses to an interlocutor. They use some devices to connect ideas logically and they use a range of grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections, but these errors usually do not interfere with communication. Students have sufficient vocabulary to communicate in non-academic situations and some academic and technical vocabulary. They use circumlocutions and can appropriately use some idiomatic phrases. They can engage in extended discussions. They can often use language to connect, tell, and expand; and can begin to use it to reason. Their flexibility, creativity, and spontaneity are sometimes adequate for the communicative situation. Their pronunciation occasionally interferes with communication.

### **Entry into Level 3 (Intermediate)**

Students entering proficiency level 3, the Intermediate level, display some use of discourse features but mainly rely on familiar, discrete utterances. They rely on simple transitional markers and use common, straightforward grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences, but do interfere in complex constructions or when talking about academic issues. Intermediate level students are limited in vocabulary—especially academic and technical vocabulary. They use repetition; everyday, imprecise words; and code-switching to sustain conversations. They begin to use idiomatic expressions. They can retell, describe, narrate, question, and give simple, concrete instructions. They can often use language to connect and tell and sometimes to expand. They have some creativity and flexibility

but often repeat themselves and hesitate. Their pronunciation patterns frequently interfere with communication.

### **Entry into Level 2 (Beginning)**

Students who are just entering proficiency level 2, the Beginning level, use predominantly formulaic patterns in speech without regard to their connectivity. They may use some very simple transitional markers. They predominantly use formulaic patterns and memorized phrases, relying on schemata in L1. Their word order is frequently frequent grammatical mistakes impede communication. Their school-social vocabulary is limited to key words; they have little or no technical vocabulary. They rely on survival vocabulary (needs and wants) and vocabulary provided by interlocutors. They may be able to name or list and can sometimes use language to connect or tell. Their limited vocabulary and knowledge of English structures impede flexibility.

### **Level 1 (Pre-functional)**

Students in proficiency level 1 are not yet at a functional level in English. They may repeat common phrases with very simple structures; be able to say a few, common, everyday words; and may be able to provide some basic information in response to requests.

## **Reading**

### **Entry into Level 5 (Fully English Proficient)**

Students at this level understand the range of texts available to minimally proficient native English speakers, including literary and academic genres and texts from school-social settings. They understand main ideas and can extract precise and detailed information from a range of texts on familiar and unfamiliar topics in a number of genres comparable to a minimally proficient native English reader at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They often successfully understand and can evaluate multiple perspectives of meaning. They understand complex structures of written English and have a broad range of vocabulary and idioms relating to both content areas and school-social environments.

### **Entry into Level 4 (Advanced)**

Students at this level understand most nonacademic and nontechnical texts appropriate for grade level. They understand many content-area texts, mostly on familiar topics and approaching grade level. They understand excerpts from literature. They understand most written directions. They understand main ideas of a broad range of texts especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand significant relevant details and can make subtle extrapolations, narratives or presentations on familiar academic topics. They understand sophisticated writer perspectives. They understand most of the basic language forms of written English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

### **Entry into Level 3 (Intermediate)**

Students at this level understand many authentic narrative and descriptive texts, especially when below grade level but with less complete comprehension for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand excerpts from literature especially when below grade level. They understand simple written directions as well as some more complexly expressed directions. They understand main ideas of narrative and descriptive texts and some of the main points of expository and persuasive texts when they deal with areas of personal interest or topic familiarity. They begin to understand text purpose. They can understand some supporting ideas of expository and persuasive texts when dealing with areas of special interest. They understand some explicitly expressed points of view of writer and are able to draw simple conclusions. They understand

frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

### **Entry into Level 2 (Beginning)**

Students at this level understand short and simple authentic texts for informative or social purposes (e.g., general public statements, environmental texts, formulaic messages). They have some understanding of short narrative texts or trade books, mostly when below grade level. They begin to understand some straightforward written directions. They understand main ideas and can identify a few explicit supporting ideas of simple authentic informative and narrative materials when they contain simple language structures or rely heavily on visual cues or some prior experience with topic. They have some limited understanding of text purpose. They are unable to extrapolate from text unless related to very basic ideas. They understand simple basic grammatical structures of written English in the school-social environment. They understand simple, basic everyday vocabulary of the school environment and common everyday activities.

### **Level 1 (Pre-functional)**

Students at this level may identify isolated words and key phrases and cognates, especially when highly contextualized. They may understand some high-frequency, simple written directions, especially when highly contextualized. They are unable to identify any ideas intended by writer of text or to use limited knowledge of vocabulary and structural patterns to identify communicative intent of text or part of text. They do not understand how words, morphemes, and word order convey meaning in English.

## **Writing**

### **Entry into Level 5 (Fully English Proficient)**

Students at this level demonstrate almost completely appropriate use of discourse features such as transition phrases and word order. They can revise for content, organization, and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of technical and nonacademic vocabulary that allows for precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions with some circumlocutions and errors that do not affect comprehensibility. Finally, they can successfully compose narrative, descriptive, expository, and persuasive texts.

### **Entry into Level 4 (Advanced)**

Students at this level demonstrate mostly successful use of discourse features such as transition words and sentence order. They can revise for content, organization, and vocabulary and show good control of the most frequently used grammatical structures, with errors. They can edit for sentence-level structure. They have sufficient vocabulary to express themselves with some circumlocutions, which are more frequent in academic contexts. Their tone indicates some awareness of audience. They can use appropriate writing conventions, with circumlocutions and errors that infrequently affect comprehensibility. Finally, they can successfully compose narrative and descriptive texts and they may be successful writing expository and persuasive texts.

### **Entry into Level 3 (Intermediate)**

Students at this level demonstrate some use of discourse features such as transition words and sentence order. They begin to revise for content, organization, and vocabulary. They demonstrate comprehensible use of basic sentence structures, with errors, and can begin to edit for sentence-level structure. They use everyday vocabulary but know very few content-specific words. There is some variation in their register, voice, and tone. They may make frequent mechanical errors, particularly when expressing complex thoughts or technical ideas. Finally, students can compose narrative and some descriptive texts and can begin to write expository and persuasive texts.

### **Entry into Level 2 (Beginning)**

Students at this level may or may not use some basic rhetorical features such as ordering sentences appropriately and using simple cohesive devices. They are unlikely to revise their writing spontaneously. Their writing is limited present-tense, subject-verb-object sentences or phrases and is likely to be repetitive. They edit only with explicit support and direction and have a limited vocabulary. They make frequent errors in mechanics, which is characteristic and expected. Their text range is limited to narrative or simple descriptive.

### **Level 1 (Pre-functional)**

Students at this level are not yet functional in English. They might be able to copy letters or form them from memory and might be able to write words; however, their text does not transmit a coherent message. They do not use discourse features in their writing. There is no evidence of appropriate text structure and sentence-level structure is predominantly inappropriate. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

## **Comprehension**

### **Entry into Level 5 (Fully English Proficient)**

Students at this level understand the range of texts available to minimally proficient native English speakers on content-area and non-content-area topics. They understand main ideas, relevant details, and often subtle nuances of meaning of a range of texts on familiar and unfamiliar topics, comparable to a minimally proficient native English speaker at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They understand and can evaluate multiple writer or speaker perspectives. They understand complex structures of English and have a broad range of vocabulary relating to both content-area and school-social environments.

### **Entry into Level 4 (Advanced)**

Students at this level understand most non-academic and non-technical texts appropriate for grade level. They understand main ideas and some key supporting ideas in content-area texts, mostly on familiar topics and approaching grade level. They understand most multistep directions. They understand main ideas and significant relevant details of a broad range of texts on familiar and relevant academic topics, especially when below grade level but grade level. They can begin to interpret text on the basis of understanding its purpose. They understand and are able to make subtle extrapolations from sophisticated writer and speaker perspectives. They understand most of the basic language forms of English and are beginning to develop understanding of more complex structures.

### **Entry into Level 3 (Intermediate)**

Students at this level understand short simple texts on general school-related topics, especially when below grade level, but their comprehension is less complete for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand single-step and some multistep directions. They understand main ideas and some supporting ideas of short simple texts when they deal with areas of personal interest in familiar communicative situations and academic content areas. They begin to understand text purpose. They can understand some complex text types, especially when dealing with areas of special interest. They understand some explicitly expressed points of view and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand short simple text on familiar topics, especially when containing formulaic language.

### **Entry into Level 2 (Beginning)**

Students at this level may only identify and understand key words, phrases, and cognates in content-area settings. They can begin to follow straightforward, single-step directions. They usually understand main ideas of simple texts when these texts contain simple language structures and/or they rely heavily on visual cues and/or some prior experience with topic. They have some limited understanding of purpose of text. They have limited understanding of details and only of those that are explicitly stated. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures of English in the school environment and understand simple, basic, everyday vocabulary of the school environment and common everyday activities.

**Level 1 (Pre-functional)**

Students at this level may recognize some common words or key phrases, especially when they are highly contextualized or when they are cognates. They may understand some high-frequency, single-word or phrase directions, again, when highly contextualized. They are unable to identify any ideas or use their limited knowledge of simple structural patterns or vocabulary to identify writer or speaker communicative intent.



**English Language Learner Program  
Exit Notification**

Date \_\_\_\_\_ School \_\_\_\_\_

Dear Parents:

We are pleased to inform you that \_\_\_\_\_ has met the state-determined criteria to exit from the English Language Learner Program:

\_\_\_\_\_ Level 5 on all sections (listening, reading, writing, speaking, comprehension on the state English Language Development Assessment (ELDA))

\_\_\_\_\_ Grades of C or higher in all four core content courses (English, math, science, social studies)

\_\_\_\_\_ Proficient score in literacy and math on the state benchmark exam OR score of at least the 40<sup>th</sup> percentile in reading, language, and math on a nationally norm-referenced test,

\_\_\_\_\_ Recommendations from two regular classroom teachers that the student is ready to exit.

Your child's continued academic success will be monitored for two years. Should your child's achievement decline, we will discuss intervention options including re-entering the ELL program.

\_\_\_\_\_  
\_\_\_\_\_  
ELL Coordinator

Principal

\_\_\_\_\_ School Year

**English Language Learner Program  
Annual review: monitored students**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's State ID #: \_\_\_\_\_ Previous Year Monitor Status: M1 \_\_\_\_\_  
M2 \_\_\_\_\_

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**Achievement Data**

Semester Grades

Language Arts	Social Studies	Math	Science

CRT Literacy:

NRT Reading (National Percentile):

NRT Language (National Percentile):

CRT Math:

NRT Math (National Percentile):

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**Language Proficiency Assessment Committee Decisions**

**Placement:**

\_\_\_\_\_ Student should continue on monitor status

\_\_\_\_\_ Student has maintained achievement for two years of monitoring

\_\_\_\_\_ Student should re-enter the ELL program (if checked, consult ELL Coordinator)

**LPAC Signatures:**

Required Signatures	Optional Signatures:
Principal	Additional classroom teacher
Classroom teacher	
Counselor	

ELL coordinator	
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Date: \_\_\_\_\_

### INTERPRETER'S CODE OF ETHICS

Based on those established by the National Council on Interpreting in Health Care

**Interpret everything that is said, just as it is said:**

- Add nothing,**
- Omit nothing,**
- Change nothing.**

A. Confidentiality: Interpreters may not disclose any information that they learn during the course of an interpreting assignment.

B. Accuracy and completeness: The interpreter must convey exactly what was said, even if the message is uncomfortable or embarrassing for the service provider, the client, or the interpreter.

C. Communicating cultural information (as necessary): Where lack of cultural knowledge interferes with communication, the interpreter can (and should) provide information to clarify a cultural issue. Both client and provider should be aware that the interpreter is no longer interpreting the message, but interrupting to inquire.

D. Attitude: The interpreter must show respect, courtesy, and nonjudgmental expression. It may be important to convey qualities such as a caring, attentive attitude in order to establish trust.

E. Impartiality: The interpreter must avoid conflict of interest. At no time may the interpreter insert personal opinions or advice. The interpreter is required to avoid personal involvement with clients, even if invited to do so.

F. Compensation: The interpreter will accept no gifts. The interpreter is paid (as a staff member or interpreter) OR works as a volunteer. In neither case are gifts or cash to be accepted from clients.

G. Acceptance of assignment: Any assignment for which the interpreter feels unqualified or inappropriate (including conflicts with the parents) should be turned down. The interpreter should not interpret for friends or others with whom s/he maintains a

personal relationship. The interpreter must also assess conflicts of interest before accepting. If, upon performing an assignment, the interpreter perceives a conflict of interest, it must be reported at once to the appropriate authority.

### **WHEN CONSIDERING AN ELL STUDENT FOR SPED REFERRAL...**

1. Consider the learning context when asking why a child is not succeeding. Behaviors that appear to be LD might be normal for a child's cultural background or be the result of the acculturation process.

2. Consider the child's ELDA level in determining pace of progress. The typical immigrant schooled using English-only in the United States requires 7-10 years to reach the 50th percentile on nationally normed tests. A native-English child has several years to understand the language before entering school and learning literacy skills (reading/writing). ELLs must both learn to understand English along with applying it on grade-level curriculum in often complex ways.

3. Standardized tests often underestimate what ELLs know and can do. Because these tests are in English (and have probably been neither assessed for reliability and validity considering linguistic demands for ELLs nor normed with ELLs), they do not reflect the level of learning in the student's native language, and the curriculum standards and skills of their native country may be far different from those in the US. For example, a student may not have progressed to the level of math skills expected on a US test, or the instruction in the home country focused on rote learning rather than collaborative investigations.

#### **Questions to Ask First:**

- How long has the child been in the country and in US schools? Have there been interruptions in schooling or significant missed attendance?
- How might the child's personality and/or culture account for slower academic development (willingness to take risks, shyness, reluctance to ask for assistance)?

- Has the child been provided with sufficient core instruction specifically designed for the needs of ELLs and sufficient scaffolding to access the language and content appropriate to his/her ELDA level?
- Have targeted interventions been provided which also target language acquisition and employ strategies specific to ELLs?
- What information has been gleaned from the parents about the child's ability to learn in his/her first language?

## EII Data Summary

**Student name:** \_\_\_\_\_ **State ID#:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date student entered US School:** \_\_\_\_\_ **Date of observation request:**

\_\_\_\_\_

**Time: in** \_\_\_\_\_ **out:** \_\_\_\_\_

**Language placement or ELDA levels**

\_\_\_\_\_

**Check:**

\_\_\_\_\_ Tier I interventions in place:

\_\_\_\_\_

\_\_\_\_\_ Tier II intervention in place:

\_\_\_\_\_

\_\_\_\_\_ i-Ready report, *Parent Interview*, and *Individual English Language Acquisition Plan* are attached.

<b>Criteria: Performing to Expectations Based on English Language Level</b>				
<b>Aspects</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Observation Notes</b>
<b>Follows directions</b>				
<b>Sustains focus</b>				

<b>on task</b>				
<b>Understands information</b>				
<b>Retains and applies information</b>				
<b>Requires assistance</b>				
<b>Sensory issues</b>				
<b>Social interaction</b>				

## ELL Data Summary

Appropriate classroom accommodations/modifications observed:    \_\_\_ yes    \_\_\_ no

	Student's academic difficulties appear to involve more than English language acquisition.
	Child appears to perform at functioning English language level description.
	Child appear to be making adequate progress based on functioning English language level.
	Allowing more time for English language acquisition may resolve academic difficulties.
	Child would benefit from targeted English language support.
	Child's difficulties may be related to ancillary issues (attendance, discipline, mobility, etc.)

**Additional comments:**

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**Print Name**

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**Signature  
observation**

**Date of**

**Date shared with building administration and SPED teacher(s):**