ELL K-12 Resource Guide

Daleville Community Schools

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INTRODUCTION

Daleville Community Schools (DCS) is committed to providing educational experiences that meet the unique and diverse needs of our students. English Language Learners (ELL) engage in differentiated and immersive learning opportunities that foster the development of the English language through instruction and support in an ELL program as well as in the general education setting. Through early assessment, placement, services, and progress monitoring, ELL students acquire the English language skills necessary to attain academic success and become lifelong learners.

SECOND LANGUAGE LEARNING CONSIDERATIONS

Limited English proficiency refers to a student whose native language is other than English and is limited in listening, speaking, reading and writing English. Fluent English proficiency refers to a student whose native language is other than English and listens, speaks, reads, and writes with near English fluency.

Basic Interpersonal Communications Skills (BICS) is the social dimension of language that demonstrates a student's ability to converse socially with teachers, peers, and others. It is a very concrete aspect of language and takes less than three years to demonstrate near-native- like proficiency with BICS.

Cognitive Academic Language Proficiency (CALP) is the more abstract dimension of language that includes being able to read, write, and perform within a content-area classroom at grade level. Often, it is assumed that proficiency in BICS is equated with performance in CALP. Oral production in English does not always equate with academic production in English.

> Language Domains

> **Listening** – The ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which the teachers provide information.

> **Speaking** – The ability to use oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.

> **Reading** – The ability to comprehend and interpret content-area text at the age- and grade- appropriate level.

> **Writing** – The ability to produce written text with content and format, fulfilling classroom assignments at the age- and grade- appropriate level

PERSONNEL

Students receive instruction from one of two ENL-certified teachers who act as the "EL Teacher of Record." Classroom teachers work in collaboration with ENL-certified teachers to provide

appropriate immersive educational opportunities.

REFERRAL/NEW STUDENT PROCEDURES AND PLACEMENT

The Home Language Survey is collected at the time of enrollment for all students of the Daleville Community Schools. This survey elicits information regarding a student's native language, the language spoken most often by the student, and the language spoken in the student's home. This information is used to initially identify students for the ELL program. The Home Language Survey is maintained in each student's permanent file.

The WIDA Screener test is used to assess the listening, speaking, reading, and writing abilities of newly-enrolled students within the first 30 days at the beginning of the year or within 10 days of enrollment. Results from WIDA determine whether a student is Fluent English Proficient (FEP) or Limited-English Proficient (LEP). *Oral language skills shall not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered.*

<u>Language Proficiency Levels</u>

Level 1
(Entering)
- *Listening* – understand brief messages and short commands
- *Speaking* – communicate using familiar words, gestures, or body language
- *Reading* – identify meaning or messages in drawings, symbols, or other visual representations
- *Writing* – communicate messages using drawings, symbols, or other visual representations

Level 2
(Emerging)
- *Listening* – understand messages or directions involving language related to routines and familiar experiences
- *Speaking* – communicate ideas using words and phrases related to everyday routines or situations
- *Reading* – identify language represented visually in illustrated text
- *Writing* – communicate messages using visual and written language related to everyday routines and situations

Level 3
(Developing)
- *Listening* – understand ideas and some details in language that is related to school
- *Speaking* – communicate ideas using short sentences related to routines and familiar situations
- *Reading* – identify familiar repetitive language in illustrated text
- *Writing* – communicate ideas and information using language related to familiar topics

Level 4
- *Listening* – understand main ideas and details in stories, messages,

(Expanding)	or directions, including language specific to particular topics or situations
	• *Speaking* – communicate ideas using a series of sentences related to the topic
	• *Reading* – identify main ideas about familiar topics and some details in illustrated text
	• *Writing* – communicate ideas and information with some details using language related to familiar topics and situations
Level 5 (Bridging)	• *Listening* – understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
	• *Speaking* – communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
	• *Reading* – identify new information and some details in illustrated text
	• *Writing* – communicate ideas and information using language related to specific topics and situations
Level 6 Reaching	• *Listening* – understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
	• *Speaking* – communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative way
	• *Reading* – identify new information and details for a variety of purposes in illustrated text
	• *Writing* – communicate details about ideas or stories for a variety of purposes and situations

Newly enrolled students testing at Level 6 on the initial placement assessment do not enter the language instruction program and are not subject to exiting criteria.

Students will be placed age appropriately and a review of previous educational records will be used to determine the grade level attained in previous schools. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of formal schooling for more than one academic year. If fluent, placement will be in the regular instructional program. If limited-English, placement will be made into an appropriate instructional program that provides English language development.

Language minority students should be informed that they must meet graduation requirements if they intend to receive a high school diploma.

Parental notification of student placement will address requirements of Title III, student

performance on the proficiency assessment, and the recommended placement for students in the ELL program.

An Individual Learning Plan (ILP) will be developed by the ENL-certified teacher for each student based upon the proficiency levels and the unique learning needs of the student. A copy of the ILP will be shared and discussed with all teachers responsible for the academic growth of the student. ILP's will be revised annually to address the academic growth and development needs of each student. A copy of the ILP will be maintained in a student's permanent file.

Each spring, all LEP students will participate in the WIDA English Proficiency Assessment. WIDA assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

The ELP Proficiency Standards reflect the abilities and skills that students are capable of demonstrating at each level of proficiency. The standards are intended to provide guidance and support to teachers through English/Language Arts instruction for LEP students.

ASSESSMENT

The use of "authentic assessments" (multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities) should be used with LEP students. These assessments should:

1. Emphasize what the student knows
2. Require students to develop responses instead of selecting them from predetermined options
3. Directly evaluate holistic projects
4. Use samples of student work collected over time
5. Stem from clear criteria made know to the student and parent
6. Elicit higher-order thinking
7. Relate more closely to classroom learning
8. Consider differences in learning style

Types of Authentic Assessment
- ✓ Oral Interview
- ✓ Story or Test Retelling
- ✓ Writing Samples
- ✓ Projects/Exhibitions
- ✓ Experiments/Demonstrations
- ✓ Constructed-Response Items
- ✓ Teacher Observation Portfolios

GRADING LEP STUDENT'S PERFORMANCE

Grades for LEP students should be based on their exposure to curricula and methods, as well as on cooperation, effort, and participation in classroom assignments to the degree the student's English language proficiency allows. The best approach to grading LEP students is through improvement and/or progress. Therefore alternative forms of assessment and grading may be appropriate. Content area teachers should utilize assessments that allow students to demonstrate their knowledge of the content and not their level of English proficiency.

Alternatives for grading at the classroom level are as follows:
- ✓ Provide grades based on mastery/knowledge of concepts. Focus on essential skills and concepts form the content area; develop a contract with the student (e.g., "To get an A, B, C etc. you must…).
- ✓ Give grades based on what the student can demonstrate in the classroom according to the student's level of proficiency.
- ✓ Use portfolios of LEP student's work to measure progress. Design checklists that link student's portfolio work with criteria that you consider essential to the content you are teaching.
- ✓ Assign a grade and follow it with explanatory comments. Designate on the report card that the student is LEP followed by a description of the student's language proficiency. Assign a grade for a pair- or groups work completed through cooperative learning. (LEP students should be paired with native English-speaking peers.)
- ✓ Give an achievement grade in subjects where the student is able to perform the skills and an effort/meaningful participation grade in subjects where the student is not able to perform the skills due to low English proficiency.
- ✓ Use a narrative report in lieu of letter grades when appropriate.
- ✓ Use scoring rubrics/descriptors in evaluating student performance and achievement.

RETENTION

Retention of language minority students shall **not** be based solely upon English language proficiency. The following points should be addressed in considering retention:
- ✓ Has the student's level of English language proficiency been assessed?
- ✓ Has the student been enrolled in the school district for more than on full academic year?
- ✓ To ensure meaningful participation, are classroom modifications being made in the areas of teacher lesson delivery; assignments; homework; and formal assessments? Has an ILP been implemented to document classroom modifications and student progress?
- ✓ How much individual English language development instruction is the student receiving via pullout or an ENL course during the school day?
- ✓ Has an alternative grading strategy been implemented?

STANDARDIZED ASSESSMENTS

WIDA – Each spring, all LEP students will participate in the WIDA English Proficiency Assessment.

WIDA assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.

ILEARN – All students in grades 3-8 are required to participate in the spring ILEARN assessments covering English/Language Arts, Math, Science, and Social Studies. Students in Biology are also required to participate in the spring Biology ILEARN assessment. LEP students that are in their first year of enrollment in a U.S. school are required to participate in the Math and Science assessments, but have the one-time option of substituting the WIDA English Language Proficiency Assessment. If newly enrolled students do not have an existing WIDA score, a WIDA Placement Test score of "Entering" or "Emerging" qualifies them for this option provided they take the WIDA English Proficiency Assessment in the spring.

SAT – All juniors are required to take the SAT assessment. SAT assesses high school Mathematics, Reading, and Writing standards in grade 11.

Testing accommodations are permitted for LEP students. Decisions about test accommodations are made on an individual basis and must be documented on each LEP student's Individual Learning Plan (ILP). Translation or interpretation of test directions or content into a language other than English **is not** permissible. Word-to-word bilingual dictionaries may be used for LEP students identified as "below proficient" (below 5.0).

SPECIAL EDUCATION

Pre-referral of exceptional language minority students will include an assessment in the native language, to the extent possible, and in English to help determine that learning difficulties exist in both languages. Referrals for special education should be made only after all other interventions have been explored and it is determined that the child's needs cannot be met in the regular education program.

COUNSELING SERVICES

Counseling services may be provided to language minority students in the following areas:
- ✓ Social, emotional adjustment to United States culture
- ✓ Drop-out prevention
- ✓ Technical vocational training
- ✓ College preparatory coursework
- ✓ Substance abuse
- ✓ Teenage pregnancy and prevention

COMMUNICATION

Communication between the school and the home regarding the language minority student progress or school activities will be conducted, to the extent possible, in the native/preferred language of the home. Every attempt will be made to provide translation services for all oral

communications, to the extent possible.

EXITING FROM SERVICES

Indiana's exit criteria is an Overall Composite Proficiency Level of 5.0 or above on a WIDA ACCESS annual assessment. Students who meet Indiana's exit criteria are reclassified as Fluent and exit EL services. These students enter a two-year, formal monitoring period, as required by ESSA, following their reclassification. Although they may still receive EL support services, fluent students do not participate in annual WIDA ACCESS testing during the monitoring period.

MONITORING THE ACADEMIC SUCCESS OF FORMER LEP STUDENTS

Exiting from English language development services must ensure that former LEP students who have been reclassified as fluent English proficient will have full access to mainstream curriculum. Decisions regarding exit from the program will be based upon the student's level of academic achievement and ability to handle material in the content areas; the student's English language proficiency sufficient to function in an English only environment; student's English reading abilities are on grade-level; collectively determined by a committee consisting of the ESL teacher, regular classroom teacher and the principal.

Monitoring of students' academic progress will occur for two years. During this two-year period, exited students are still entitled to access all services provided through the district's language development program.

The ENL-certified teacher, in collaboration with the regular education teachers, must formally monitor the student's academic performance at the end of each semester using the Monitoring Forms. The monitoring forms must be maintained in the student's permanent record. Information collected will include:
- ✓ Records on length of time from transition to exit from program
- ✓ Performance on standardized achievement tests
- ✓ Grades in content area classes
- ✓ Teacher observations

If the student is falling behind in academic performance and/or English skills, arrangements should be made to provide appropriate assistance.

TERMS

BICS	Basic Interpersonal Communication Skills – These are the language skills needed for everyday personal and social communication. Second language learners must have BICS in order to interact. It usually takes 1-3 years to completely develop this social language. BICS are not necessarily related to academic success.
Bilingual	Students who speak more than one language.

CALP	Cognitive Academic Language Proficiency – The language associated with native language literacy and cognitive development. These are the language skills needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary. It may take 5-7 years to develop CALP skills. CALP developed in the first language contribute to the development of CALP in the second language.
ELL	English Language Learners.
ENL	English is a New Language.
ESL	English as a Second Language.
FEP	Fluent English Proficient (Level 5 or above)
Home Language Survey	Survey of all enrolled students used to identify the first language, language spoken most often, and language spoken in the home. The survey is used to identify students in need of English language development.
LEP	Limited English Proficiency (Levels 1-4 Proficiency)
WIDA English Proficiency Assessment	LAS Links assesses progress in listening, speaking, reading, and writing. The overall proficiency results will be used to monitor each student's progress and determine continuation in the ELL program.