Pocono Mountain School District English as a Second Language Program

The ESL Handbook for Professional Staff

August 3, 2023

Pocono Mountain School District

PO Box 200 • Swiftwater, Pa 18370 •570-839-7121

Please sign this form to verify that you have **received and read** your ESL Handbook and also **read and familiarized yourself** with the Guidelines and Policies.

I have received and read my ESL Handbook and also have read and familiarized myself with the Guidelines and Policies.

_____ _____

PRINT – Faculty Member Date

_____ _____

Signature – Faculty Member Date

_____ _____

Signature – Principal Date

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It's The Law

Basic Education Circular (BEC)

Educating English Learners (ELs)

22 Pa. Code §4.26
DATE OF ISSUE: July 1, 2001
DATE OF REVIEW: July 1, 2017

PURPOSE

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students who are English learners (ELs).The information included should be used in designing, staffing, and evaluating effective programs for ELs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

State regulation, 22 Pa. Code § 4.26, declares:
Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.
As used here, the term "program" refers to:
1) planned English language development instruction by a qualified ESL/Bilingual Education teacher, and
2) adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every EL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on related issues.

DEFINITION OF ENGLISH LANGUAGE DEVELOPMENT (ELD)

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

ELD delivered by ESL teachers

English language development instruction, otherwise known as English as a second language, delivered by a licensed ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards. ELD instruction provides systematic, explicit, and
sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may also be embedded within other courses with the direct support of an ESL program specialist as appropriate based on the program design and needs of the students.

ELD delivered by non-ESL teachers

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

IDENTIFICATION AND PLACEMENT OF ELs

Screening, identification, and placement

Local education agencies (LEAs) are required to identify ELs at the time of enrollment, notify parents of the identification and programming options, and appropriately place the ELs into a language instruction educational program (LIEP). This requirement extends to pre-K students in public LEA-funded programs. This process must be completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

The specific requirements for carrying out this process for pre-K through 12th grade students are outlined in the "Screening, Identification, and Placement" document.

General enrollment procedures to which LEAs must adhere are contained in the Enrollment of Students BEC located on the Department's Basic Education Circular website.

Parent permission to identify students as ELs, including screening for English language proficiency, is NOT required.

LEAs are required to notify parents in a timely manner of the process for identifying their children as ELs, the results of that process, and the recommended program placement. LEAs must also provide the parents with a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness.

See the Communication With Parents section of this document for more information regarding parent notification requirements and the manner in which LEAs are required to communicate with parents.

Parent right to refuse specialized programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. The LEA may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision.

Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. LEAs should proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the information outlined above.

A detailed description of the parent refusal policy including all LEA obligations for students whose parents have refused services is contained in the "Parent Refusal of LIEP Programs and Services" guidance document.

See the USED FAQ page for the federal guidance regarding parental refusal of services. **THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)**

LEAs are required to thoughtfully and deliberately plan, resource, and evaluate their LIEP. The plan and evaluation results must be made available to all staff working with ELs as well as parents of ELs.

Program models and program design

ELs must have equitable access to academic content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The foregoing minimum requirements must be incorporated into the entirety of the student's daily instructional time.

A LEA may design its LIEP in many ways, but it must ensure that the program design meets the needs of its EL population and is based on research and/or a sound educational theory recognized by at least some experts in the field as legitimate.

Regardless of how the LEA chooses to organize its program, the Department requires that it be identified by one of six categories:

- Mixed Class Bilingual
- EL Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Support

For assistance in choosing the appropriate category for their LIEPs, LEAs may reference the "Classifying Language Instruction Educational Programs" guidance document.

ELD Replacement for English Language Arts

In general, ELD instruction taught by an ESL licensed teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).

Appropriate resourcing of the LIEP

LEAs are required to provide adequate resources calculated to effectively implement the LIEP chosen. A LEA is not taking appropriate action to remedy language barriers in accordance with federal and state laws and regulations if, despite the adoption of a promising or recognized LIEP, it fails to follow through with practices, resources and personnel necessary to implement the program or transform the theory into reality.

Appropriate resourcing of the program includes, but is not limited to:

- Employing an adequate number of properly licensed ESL teachers to ensure that English language development (ELD) instruction is delivered to ELs based on their needs. (see the EDUCATORS OF ELs section of this document for more information)
- Ensuring that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes.
- Purchasing and maintaining specialized materials to support ELs (native language literature, translations dictionaries, reference materials, etc.).

• Ensuring that the LIEP is provided with the same resources as other academic programs in the district/school (comparable technology, classroom spaces, consumables, a planned ELD curriculum, etc.).
• Providing for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

Evaluating the effectiveness of the LIEP

The LEA is not free to persist in an LIEP which, although it may have been "appropriate" when adopted, in the sense that there were sound expectations for success and bona fide efforts to make the program work, has, in practice, proved ineffective. To this end, LEAs must employ a method to evaluate their LIEPs for effectiveness and make any changes necessary based on the evaluation.

Evaluations of LIEPs must be conducted at least annually and the results documented and reported to the state through the English Learner Reporting System (ELRS). Determinations to make changes to an LIEP based on program evaluations may be made annually, although a LEA may allow more time for a program to produce positive results before taking action as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation may **not** be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support. A program evaluation should include evidence of student growth toward proficiency in English and academic achievement.

Implementation of the English Language Development Standards

The Pennsylvania English Language Development Standards (PA ELDS) Framework must be utilized for planning instruction and assessment by all teachers of ELs. It is highly recommended that teachers also utilize the WIDA English Language Development Standards (ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework for these purposes.

Grading of ELs

LEAs should have a section included in their local grading policy that specifically addresses grading procedures for ELs.

LEAs must utilize the same grading system for ELs in content courses as they do for all students (e.g. pass/fail is inappropriate for ELs if other students receive a letter grade).

For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

In addition to the information that is provided to all students, LEAs must communicate information related to English language proficiency and/or progress to parents at least annually.

Report Cards/Progress Reports

LEAs may utilize the report card/progress report to communicate English language development information to parents of ELs or they may utilize a separate communication mechanism. If a LEA chooses to include English language development information on the report card, then it must ensure that the information provided is understandable and useful to engage parents in the education of their children. High School Transcripts

The English learner designation and/or English language development information must not appear on an EL's high school transcript unless it is part of a course title or code.

Retention of ELs

An EL may not be retained in a grade based solely on his/her lack of English proficiency.

LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

Area Vocational-Technical Schools (AVTSs)/ Career and Technical Centers (CTCs)

ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency.

ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level.

Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

Annual assessment of ELs

The annual state English language proficiency (ELP) assessment, ACCESS for ELLs®, is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/understanding). The LEA must maintain these score results in the student's permanent record folder.

There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual state-required assessments (e.g. PSSA, Keystone exams) according to those testing guidelines. **Testing Accommodations**

The testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs® are published annually by the WIDA Consortium.

Visit the PDE Assessment and Accountability webpage for information on testing and testing accommodations.

Visit the WIDA Assessment webpage for information on testing and testing accommodations for the ACCESS for ELLs®.

RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELs

LEAs must include in their LIEP uniform procedures in accordance with state requirements for:

- reclassifying ELs as former ELs (FELs) when they attain proficiency,
- actively monitoring the progress of FELs for a period of two years after reclassification and reporting students to the state in a monitor status for an additional two years, and
- re-designating FELs as active ELs if they struggle academically as a result of persistent language barriers. This procedure must include steps to ensure that the nature of the challenge for the former EL is language-based and not academic.

For detailed requirements and procedures, see the "Reclassification, Monitoring, and Re-designation of ELs" guidance document.

EDUCATORS OF ELs

Qualifications

A teacher who provides specialized English language development instruction (also known as English as a second language) and who provides a grade for the ELD instruction either in a content class setting or a separate setting must hold a PA Instructional I or II certificate AND the ESL Program Specialist Certificate.

Any teacher who provides instruction and a grade for any non-ELD course or class must be appropriately certified in accordance with Department requirements. More information regarding certification staffing policies can be found in the Certification and Staffing Policy Guidelines (CSPGs) located on the Department website.

Example: a teacher who holds an instructional certificate in English Language Arts (ELA) and an ESL Program Specialist Certificate may provide either ELD/ESL or ELA instruction to, and a grade for, an EL, but may not provide instruction in, or a grade for, any other subject. That teacher may, however, provide support or instruction in the *language* of another content area (e.g. mathematics, social studies, science, etc.), but may not provide a grade for that content. Furthermore, the language instruction may not supplant that content in the student's schedule.

Professional Development

All LEAs in which ELs are enrolled must offer annual professional development related to ELD/ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

PARENT, FAMILY, AND COMMMUNITY ENGAGEMENT

Communication with Parents

LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally.

To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the

communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality.
Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages.
See the U.S. Department of Justice and U.S. Department of Education Office for Civil Rights fact sheet, Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them, for more information.
The following list identifies essential information that must be provided to parents:
• school registration and enrollment instructions
• a description of the EL identification process and the reason that their child was identified as an EL
• their child's current English proficiency level and a description of what that means
• a description of the LIEP as outlined in this document
• information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming section)
• a description of the criteria for reclassification and an expected timeline for achieving proficiency
• notices required by special education laws and regulations
• grievance procedures and notices of non-discrimination
• student discipline policies and procedures
• report cards and progress reports
• notices of parent-teacher conferences
• information regarding gifted and talented programs
• results of the annual English proficiency assessment, ACCESS for ELLs®
• requests for parent permission for student participation in school activities
• other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks
The PDE offers some resources for LEAs related to translation of information. For more information, visit the PDE English as a Second Language webpage.

Annual notification requirements

Parents of currently enrolled ELs must be provided with the following information within 30 days of the start of *each* school year:
• A notification of their child's continued participation in the LIEP
• A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
• A notification of their right to refuse services as outlined in this document
• A description of any Title III supplemental services being offered by the LEA (if applicable)
• A notification of their right to refuse Title III supplemental services (if applicable)

Required outreach activities

LEAs are required to implement an effective means of outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

ELs SUSPECTED OF OR HAVING A DISABILITY

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or at some point during the school year.
All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.
This section only describes those aspects of policy for ELs with disabilities that are not contained in special education regulations, policies, and guidance.

See the Department's Bureau of Special Education website for access to all related regulations, policies, guidance, and FAQs.

Right to dual services

LIEP and special education programming are not mutually exclusive. Special education services do not replace English language development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an ELs.

Identification

There is no waiting period for making a disability determination for an EL.
A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming considerations

English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher. The IEP team, which must include an ESL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

Reclassification

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a former EL. This definition and the provisions for reclassification can be found in the "Reclassification, Monitoring, and Re-designation of ELs" guidance document.

AEDY

An EL who has a change of placement under AEDY will have a specific EL individual plan. A designated certified PMSD EL teacher is assigned to any PMSD AEDY student. Delivery of services will be determined in accordance to Attachment #17. More information, including specific requirements and guidance about AEDY can be found at:
https://www.education.pa.gov/K-12/Alternative%20Education%20for%20Disruptive%20Youth/Pages/default.aspx

TITLE III SUBGGRANTS AND REQUIREMENTS

Title III funding may be used by LEAs to enhance existing ESL/Bilingual programs. It may be used only to supplement, not supplant, existing programs and sources of funding.
Parents may refuse Title III services that support an LEA 's ESL/Bilingual education program. Parents may also request reenrollment of their children in Title III services at any time after initially refusing.
Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such programs.
More information, including specific requirements and guidance about Title III can be found at:
The PDE Federal Programs Webpage for Title III
The U.S. Department of Education Laws and Regulations webpage

Eligibility for a subgrant under Title III

Individual LEAs that enroll a sufficient number of ELs to reach the minimum subgrant threshold of $10,000 are eligible to apply for a subgrant under Title III. LEAs that do not enroll a sufficient number of ELs to reach this threshold can form or join a consortium of LEAs to reach the threshold. Consortia can be composed of many LEAs with one LEA acting as the fiscal lead. Intermediate Units (IUs) can also act as fiscal leads for Title III consortia.
The Federal Programs Office at the PDE notifies all eligible entities in the Commonwealth each year of their eligibility and the process for applying to receive a grant under Title III.

Applying for a subgrant

To apply for Title III Funding, LEAs must complete the Consolidated Application on the eGrants system according to the due dates established by the Department.

Title III required and recommended activities

There are three required activities for the use of Title III funds:
1. Provide a high-quality LIEP

2. Provide professional development to teachers, administrators, and other school-based personnel who work with ELs
3. provide and implement other effective activities and strategies that enhance or supplement LIEPs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs
There are also a number of permissible activities for the use of Title III funds that include, but are not limited to:
• providing community participation programs, family literacy services, and parent outreach and training to ELs and their families,
• improving the instruction of ELs, which may include English learners with disabilities, by acquiring or developing educational technology and accessing electronic networks,
• uses related to developing or implementing LIEPs in preschools that are coordinated with other relevant programs and services, or
• offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education

Immigrant subgrants

Title III provides additional supplemental funding for LEAs that experience a significant increase in the number of immigrant children and youth (ICY).
The term "immigrant children and youth" means individuals who—
(A) are aged 3 through 21;
(B) were not born in any State; and
(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.
NOTE: Students from Puerto Rico are not considered "immigrants" under Title III.
Pennsylvania defines a "significant increase" as an increase of 10% and at least 20 students from the average of the past 2 years.
Immigrant grant funding must be held separately from other Title III funding. The two must not be comingled.
An LEA must use the immigrant subgrant to provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115(e)). **DATA COLLECTION AND REPORTING REQUIREMENTS**

LEAs are required to collect certain data elements related to ELs and report that data to the PDE. Each LEA employs its own student data system, but the system must be able to export the data and report it to the Department based on uniform Department requirements and timelines.
LEAs are required to complete the Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS) annually. PIMS and the ELRS provide data and information on student numbers, teachers, 22 Pa. Code §4.26 compliance, and Title III.
For more information about PIMS, see the PDE PIMS webpage.
For more information about the ELRS, see the information contained on the ESL Portal.

REFERENCES: State Regulation

22 Pa. Code §4.4
22 Pa. Code § 11.11
22 Pa. Code § 11.12
22 Pa. Code §4.26
22 Pa. Code §4.14

Federal Statutes

Civil Rights Act of 1964, Title VI
Equal Educational Opportunities Act of 1974
The Elementary and Secondary Education Act (ESEA)
The Every Student Succeeds Act (ESSA)

Other

Castañeda v. Pickard, 648 F.2d 989 (1981)
Lau v Nichols, 414 U.S. 563 (1974)
Plyler v Doe, 457 U.S. 202 (1982)
Certification and Staffing Policies and Guidelines (CSPG) No. 68

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ESL – Policy and Practices K-12

Philosophy of the Program

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

The Pocono Mountain School District values the knowledge, culture, and language that students bring to school. The variety of cultural backgrounds provides experiences that relate the students' foundation of prior learning to the acquisition of English, making the transition into the new culture a comfortable one.

Second language instruction incorporates the domains of listening, speaking, reading, and writing. All modalities of cognition and learning styles are included to make instruction relevant and comprehensible.

Language instruction strives to accommodate individual proficiencies by presenting learning activities at appropriate levels of difficulty. ESL instruction varies in scope and incorporates content areas into lessons when appropriate.

ESL teachers create an atmosphere of acceptance and support for the language learners. Positive attitudes and approaches to instruction are such that students will find the freedom to experiment with language.

Program Description

English language development instruction, otherwise known as English as a second language, delivered by a licensed ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be coded in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards.

ELD instruction provides systemic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may be embedded within other courses with the district support of an ESL

program specialist as appropriate based on the program design and needs of students.

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

The Pocono Mountain School District utilizes the English Immersion Instructional Philosophy instead of the Bilingual Approach to instruction. English as a Second Language is an academic discipline that is designed to teach language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language.

English Learner (EL) Services in AEDY Programs

ELs cannot be placed in an AEDY program that fails to provide English Language Development (ELD) services and English as a Second Language (ESL) services delivered by licensed ESL teachers. Such evidence is required as a part of the initial application and program approval process. AEDY programs accepting ELs must provide ESL services that utilize teachers who hold ESL teaching credentials and use materials that are appropriate for the ELs' ages and levels of English proficiency based on the student's assessment. Sending LEAs must ensure that an individualized assessment is conducted for every EL to ensure that the proposed AEDY placement can meet the individual student's needs and will provide all services and supports to the student. AEDY programs accepting ELs must ensure that parents with Limited English Proficiency (LEP) are provided adequate translation and interpretation services. AEDY programs must provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. AEDY programs accepting ELs must utilize teachers that hold ESL certification and use appropriate educational materials. LEAs referring ELs to AEDY programs must establish an EL service plan to ensure that ELs are provided adequate and appropriate ESL services. LEAs must submit their EL Service Plans to PDE. AEDY programs must have the faculty and materials necessary to provide adequate and appropriate language instruction and language assistance services that teach ELs English in all four language domains (reading, writing, speaking, and listening) and provide meaningful access to their grade-level core content instruction.

ESL Curriculum

Students entering the Pocono Mountain School District come from varied backgrounds, circumstances, and educational experiences. Some are immigrants while others are native-born Americans with a language other than English spoken in the home. Some have participated in extensive formal education in their native countries, while others have had their education interrupted, delayed, or have not had any formal education. As a result, these students come to school possessing a wide range of language competencies both in their native language and in English.

The curriculum has been developed according to the Pennsylvania Standards for English Language Development which has recently been aligned to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject area. The PA ELDS framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

Implementation of the English Language Development Standards

The Pennsylvania English Language Development Standards (PA ELDS) Framework must be utilized for planning instruction and assessment by all teachers of ELs. It is highly recommended that teachers also utilize the WIDA English Language Development Standards (ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework for these purposes.

Can-Do Descriptors

The Can Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in teaching and learning in academic contexts

Please review the Can Do Descriptors via the link below:

http://wida.us/standards/CAN_DOs/

The Pocono Mountain School District accelerates English language learning through the use and application of the following principles: thematic units, balanced skills, and the cognitive academic language proficiency learning approach (CALP skills in the academic classroom). It also includes problem solving, inferring, analyzing, synthesizing, predicting, applying learning strategies, learning cooperatively, integrating curriculum, establishing home/school connections, understanding multicultural diversity, reading authentic literature, performing successfully on authentic assessments, and promoting the development of positive self-esteem. ESL instruction follows the regular education scope and sequence English Language Arts curriculum, differentiating instruction for ELs based upon proficiency levels of students.

Goals of the Program

The goals of the ESL program are:

- To develop survival and academic language skills so new language learners may function in society as rapidly as possible.
- To develop listening skills for comprehending English in conversations and academic settings.
- To develop English speaking skills in conversation and grade appropriate academic settings.
- To develop the ability to read in English for a variety of purposes: information, pleasure, and academic development.
- To develop the ability to write in English with unity, coherence, and appropriate structures.
- To develop understanding and appreciation of the cultural heritage of the other students and to maintain a growing appreciation of their own cultural traditions and values.
- To develop the ability to participate in society with awareness and understanding of basic concepts of government, customs, and traditions.

And, in accordance with the district mission statement: To provide diverse opportunities for all students to become responsible members of the global community.

Identification and Assessment of English Learners (ELs)

At the time of school registration, all students will be given a Home Language Survey to be completed by the parents or guardians (See attachment #1). The ESL teachers will be informed if the Home Language Survey indicates that the child speaks, has spoken, or has family members communicating in a language other than English. The original student surveys will be kept in the students' cumulative folders.

Once a student's Home Language Survey indicates a home language other than English, PDE's English

Learner Identification Procedure will be conducted and the ESL teacher will screen the student for English language proficiency using the K W-APT, K MODEL, WIDA screener (online or paper),or WIDA MODEL screener. The language assessment will determine English proficiency in the reading, writing, listening, and speaking domains (See attachment #2).

According to the results of the English Learner Identification Procedure (K W-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener), the student will be identified as one of the following proficiency levels: Entering, Beginning, Developing, Expanding, Bridging and Reaching. A letter will inform the parents/guardians of their children's eligibility for services, placement in the ESL program, level of English proficiency, method of instruction, and reclassification criteria (See attachments #3a,b,c).

The ESL teacher will complete an ESL Information for New Students or Changes to Current Information form properly identifying the student for computer updates and will submit future forms for any status changes (See attachment #3d).

The PA Department of Education requires that ELs are identified by one of six categories:

- Mixed Class Bilingual
- EL Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Instruction
- Mixed Classes with English Only Support

*Provisional K-12 English Learner Identification Procedure for Remote Circumstances
The provisional procedure provides a means of provisionally identifying English learners (ELs) when continuity of education services are being provided virtually and face-to-face screening is not possible.
This process may not replace the formal identification process when face-to-face screening is possible. A formal screening must be conducted as soon as possible once face-to-face learning is resumed for any student who has been given a provisional status. No part of the formal process already completed must be repeated once face-to-face learning resumes.
***All EL students will continue to receive services whether instruction is held virtually, hybrid or in physical building. (See Attachment #16)

LIEP Classifications

Classifications are from the point of view of services provided for each individual EL.

New LIEPs	Definition
EL Bilingual	**Language Focus:** Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. **Class Composition:** ELs share the same native language
Mixed Bilingual	**Language Focus:** Approximately equal focus to English and a partner language, including content instruction in the partner language **Class Composition:** ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	**Language Focus:** The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal **Class Composition:** ELs only

Mixed Classes with Native Language Support	**Language Focus:** The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. **Class Composition:** ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support **Class Composition:** ELs only
Mixed Classes with English-only Support	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.

For elementary/secondary students, the ESL and classroom teachers will establish a schedule for students to receive services through a push in and or pullout program. Push in or pullout should occur during English Language Arts instruction; however, the building principal may approve alternative scheduling.

Secondary students receive services as a core English Language Arts subject.

The ESL and content classroom teachers will collaborate regularly to incorporate strategies and accommodations for use in the content area classes.

ESL services must begin within 30 days of registration at the start of the school year. Services must begin within 14 days if the child is enrolled after the start of the school year.

The ESL teachers will maintain the students' ESL files. Documentation of the students' proficiency levels will be maintained in the students' ESL files until they have been successfully monitored for two consecutive years. In addition, copies of the WIDA Access test will be maintained in the students' permanent record files. Students who receive services will be evaluated to determine yearly progress in language acquisition.

The state's annual English language proficiency assessment must be administered yearly. Other measures may include, but are not limited to: curriculum-based assessments, teacher observations, portfolios, and/or standardized tests. Assessments will reflect the academic standards and will consider listening, speaking, reading, and writing proficiency as well as academic progress.

Parent Right to Refuse Specialized Programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. The LEA may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. LEAs should proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the information outlined above.

The Language Instructional Educational Program (LIEP)

LEAs are required to thoughtfully and deliberately plan, resource, and evaluate their LIEP. The plan and evaluation results must be made available to all staff working with ELs as well as parents of ELs. Program models and program design ELs must have equitable access to academic

content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible. The foregoing minimum requirements must be incorporated into the entirety of the student's daily instructional time. A LEA may design its LIEP in many ways, but it must ensure that the program design meets the needs of its EL population and is based on research and/or a sound educational theory recognized by at least some experts in the field as legitimate.

Districts should plan their language instruction educational program (LIEP) thoughtfully to ensure that it is responsive to the needs of the local EL population. For example, ELs at lower proficiency may require more direct English language developmental instruction than students at high proficiency levels who may benefit more from a embedded ELD delivered in a collaborative teaching (co-planning and or/co-teaching) model.

ELD instruction taught by an ESL licensed teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or to the content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result. (See attachment #8).

Scheduling

An ELs program or schedule of classes should not be based solely on a single test score whenever additional information is available. A program placement or schedule of courses should be based on all available information related to language and academic needs.

English language acquisition is not linear. In order to be responsive to the needs of the individual ELs, programs should be flexible, allowing for instructional/schedule/program adjustments and changes as needed annually and throughout the school year based on input from ESL and other teachers.

Appropriate Resourcing of the LIEP

Appropriate resourcing of the program includes, but is not limited to:

- Employing an adequate number of properly licensed ESL teachers to ensure that English language development (ELD) instruction is delivered to ELs based on their needs.
- Ensuring that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes.
- Purchasing and maintaining specialized materials to support ELs (native language literature, translation dictionaries, reference materials, etc.).
- Ensuring that the LIEP is provided with the same resources as other academic programs in

the district/school (comparable technology, classroom spaces, consumables, a planned ELD curriculum, etc.).
- Providing for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

Staffing and Professional Development

All LEAs in which ELs are enrolled must offer annual professional development related to ELD/ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

All ESL teachers are highly qualified, Pennsylvania certified teachers with ESL Program Specialist certifications. Staff development opportunities will be provided and encouraged by the district. All new district teachers will receive ESL training as a part of the induction process.

Communication with Parents

LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practical for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally. To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality. Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages (Pocono Mountain School District utilizes the services of TransPerfect.

The Pocono Mountain School District will ensure that parents are aware of the options, programs, policies, and procedures of the ESL program. School related documents may be provided by TransACT, a document translation service provided by PDE. Communication with the parents of English Learners, who may also be learning English, will be clear and presented in a mode and/or language they understand.

The Pocono Mountain School District will maintain a list of all community contacts that are able to act as translators or interpreters. The school district will need sufficient notice to arrange for communication assistance.

Grading of ELs

LEAs must utilize the same grading system for ELs in content courses as they do for all students (e.g. pass/fail is inappropriate for ELs if other students receive a letter grade). For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

In addition to the information that is provided to all students, LEAs must communicate information related to English language proficiency and/or progress to parents at least annually.

Elementary Grading (K – 2)

The classroom teachers will be responsible for entering the grades for the ELs. Grades K-2 will receive a

developmental report card.

Elementary Grading (Grades 3-6)

The BEC (July 2017) stipulates that ELs must be graded using the same grading system as all other students. Related Arts teachers will not assign a grade of "N" or "U" without consulting the ESL teacher.

Grading for ELs will be accomplished with a high degree of collaboration between the ESL teachers and the classroom teachers. Grades will reflect the students' performances on a variety of assessments. If there is a concern that an EL should receive an unsatisfactory grade, the classroom teacher, ESL teacher, and building administrator will meet to determine the final grade.

Secondary Grading (Grades 7–12)

All ELs will receive numeric grades. Students' grades should reflect their achievements after appropriate accommodations have been made by the content teacher. Grades will reflect the students' performances on a variety of assessments. See district Student Handbook for other grading guidelines. Concerns by the content area teacher regarding an EL should be directed to the building ESL teacher. No EL should fail due to a language barrier. If there is a concern that an EL should receive an unsatisfactory grade, a grade less than 65, the content teacher and ESL teacher will meet to determine the final grade. Any concerns should be reviewed with the administrator.

Retention of ELs

An EL may not be retained in a grade based solely on his/her lack of English proficiency. LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

ELs participating in the ESL program will be evaluated for retention by the principal in consultation with the ESL teacher, classroom teachers, and parents. Consultations will determine if students have made insufficient progress in English proficiency and/or academic development. If lack of English proficiency is what delays the mastery of academic objectives, then placement will be age appropriate.

Reporting Progress

Report Cards/Progress Reports:
LEAs may utilize the report card/progress report to communicate English language development information to parents of ELs or they may utilize a separate communication mechanism. If a LEA chooses to include English language development information on the report card, then it must ensure that the information provided is understandable and useful to engage parents in the education of their children.

High School Transcripts:
The English learner designation and/or English language development information must not appear on an EL's high school transcript unless it is part of a course title or code.

The system for reporting progress will include written reports, parent conferences, report cards, progress reports, and assessments. The documentation will reflect progress within the ESL class and the content area classes (See attachment #4a, b). Records of progress will be kept in the students' ESL files.

Area Vocational-Technical Schools (AVTSs)/ Career and

Technical Centers (CTCs)

ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency. ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level. Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

Annual Assessment of ELs

The annual state English language proficiency (ELP) assessment, ACCESS for ELs, is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/understanding). The LEA must maintain these score results in the student's permanent record folder.

There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual state-required assessments (e.g. PSSA, Keystone exams) according to those testing guidelines.

Testing Accommodations

The testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs are published annually by the WIDA Consortium.

In order to achieve academic standards, ELs will be scheduled in content area classes with the understanding that they may not be able to comprehend all of the instruction. Content area instruction will be aligned with the corresponding standards and adapted to meet the needs of the ELs. ESL teachers will be able to provide examples of appropriate accommodations as needed (See attachment #16).

RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELs

- LEAs must include in their LIEP uniform procedures in accordance with state requirements for:
- reclassifying ELs as former ELs (FELs) when they attain proficiency
- actively monitoring the progress of FELs for a period of two years after reclassification and reporting students to the state in a monitor status for an additional two years, and
- re-designating FELs as active ELs if they struggle academically as a result of persistent language barriers. This procedure must include steps to ensure that the nature of the challenge for the former EL is language-based and not academic.

Child Study Team/Instructional Support Team

Every effort will be made to accommodate the learning needs of ELs. If ELs are not demonstrating progress in ESL and/or core subjects, they will be referred to the Child Study Team (CST), at the secondary level, or the Instructional Support Team (IST), at the elementary level, for further diagnostic assessments and/or evaluation.

In addition, ESL specialists will attend data analysis team meetings to ensure research-based interventions will be used to meet the needs of their learners. If necessary, ELs will be progress monitored and careful

data analysis will be maintained. To assist with the accuracy of referring ELs, the ESL teachers will provide information to document the students' ESL assessment data & history.

Speech

It is extremely important that students are not misidentified as having speech/language impairments when unresolved bilingual issues may be the cause. Children who have been exposed to multiple languages or have learned other languages may need extended time to master English. They should not be compared to children who have only been exposed to English (See attachments #6 & 7).

The ESL teacher and the speech/language specialist will need to consult to determine the appropriateness of services.

Wilson

ELs language level must be 4.5 or higher and reclassified to be considered for Wilson. In addition, ELs must be in 1st to 15th percentiles on the WIST or WADE and the Word Attack sub-test of the Woodcock or have dyslexia or other language-based disability. EL would be M1.

Just Words

ESL language level must be 4.5 or higher and reclassified to be considered for Just Words. In addition, ELs below- average decoding spelling scores who do not require intensive intervention and score a Fundamental Literacy Ability Score between the 15th and 50th percentile on the WIST. EL would be M1.

ELs Suspected of or Having a Disability

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or at some point during the school year.

The Pocono Mountain School District will not place students in a special education program based on their limited English proficiencies. The guidelines and timeframes for special education will be the same for both EL and non-EL students in accordance with the Individuals with Disabilities Education Act. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

District psychologists will conduct an evaluation when appropriate. Bilingual psychologists may be necessary to administer the evaluation in the student's native language to determine the child's eligibility for special education services. Student referrals will be made in collaboration with the ESL teacher and the regular classroom teachers. The special education process will be explained or translated to the parent in their native language if necessary to ensure awareness of the process and parental rights.
Parents will be notified of the results of the Evaluation Report (ER) through translation in their native language if necessary. Based on the results, if an EL has been identified as needing special education instruction, an IEP will be written for that student. The team developing the IEP, may include the following people: an ESL teacher, a special education teacher, parents/guardians, a counselor, regular education teacher, a psychologist, and Local Education Authority (LEA). At the meeting, a translator may be needed to assist the parents in understanding the process as well as enable the parent to have input in the IEP decision process. The learning support case manager is responsible to ascertain if translation is required. The learning support caseworker will contact the Special Education Supervisor to arrange translation via TransPerfect Remote Interpreting.

ELs identified as needing special education services may continue to receive ESL services as determined

by the IEPs. ESL services will be noted in the section of 'specially designed instruction' in the IEPs. Copies of the Home Language Surveys will be attached in the IEP folders. The ESL teacher will provide ESL instruction, and the appropriately qualified special education teachers will give special education services. Special needs may override the need for ESL services.

Right to Dual Services

LIEP and special education programming are not mutually exclusive. Special education services do not replace English language development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an ELs.

Identification

There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming Considerations

English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher. The IEP team, which must include an ESL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

Reclassification

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a former EL. This definition and the provisions for reclassification can be found in the "Reclassification, Monitoring, and Re-designation of ELs" guidance document (See attachment #9a,b,c).

Reclassification ELs

Districts must employ uniform procedures in accordance with state requirements for reclassifying ELs as former ELs (FELs) when they attain proficiency. Reclassification of current ELs to former ELs takes place annually between June and September.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLS, and gathered by teachers using standardized language use inventories (See attachment #9a,b,c).

When students meet the reclassification criteria, the ESL teachers will complete FEL forms which will be placed in the students' ESL files (See attachment #10).

The ESL teachers will notify the parents/guardians of the change in status from serviced to monitor (FEL) in writing (See attachment #11).

Active Monitoring Period-first Two Years After Reclassification

Districts must ensure that ELs in the first two years after reclassification do no struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports. Student monitoring will occur formally at the end of each marking period and informally throughout the school year (See attachment #12).

Monitoring will consist of the following measures of student progress: grades, test scores, student performance, and teacher observations. The monitoring form will be distributed and reviewed by the ESL teacher and maintained in the student's ESL file.

RE-Designating Former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

The ESL teacher will meet with the classroom teachers and re-evaluate the student's needs. A plan of action will be formulated that may include remaining in the mainstream classroom with additional adaptations and modifications, receiving additional academic support services, or returning to daily ESL services. This information will be maintained in the ELs ESL file.

Additional Monitoring Period-Third and Fourth Years After Reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are no longer required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs-no longer monitored for the remainder of time in their school.

Progress Monitoring/ELs

The Pocono Mountain School District is a part of a Pennsylvania statewide consortium, through the Lincoln Intermediate Unit 12, for language proficiency with the LAS Links program. The program is aligned with the WIDA standards and is utilized twice during the school year. The LAS Links performance is linked to ACCESS testing and allows the data obtained to gauge how students will potentially perform on the ACCESS test.

Other content-based resources are used for progress monitoring as well.

ESL and Tier Interventions

- ELs in Tier 2 and Tier 3 can/will be progress monitored as long as they scored 2.0 proficiency level or higher on the reading domain of the WIDA screener (online or paper) or for new

students the W-APT or MODEL.

- ELs scoring 1.0 proficiency Level in the Reading domain will not be progress monitored no matter what their tier placement.
- ELs in Tier 2 or Tier 3 will be progress monitored by their intervention teacher.
    - If the ESL instruction is push in/co-teach and the student receives a different pull out intervention during WIN, the intervention teacher will progress monitor the EL not the ESL teacher.

Identification of PHLOTE Students

PHLOTE (Primary Home Language Other Than English) students may have completed an ESL program or have never been serviced in ESL. Records on these students will be kept in the district computer system. PHLOTE information will be shared using the ESL Information For New Students or Changes to Current Information form.

Foreign Exchange Students

Foreign exchange students come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural values of these programs and encourages Local Education Agencies (LEAs) to participate and support these cultural enriching programs.

Districts are required to screen foreign exchange students using the state EL identification procedure. If foreign exchange students are identified as ELs, then they must:

- Be placed with the districts language instruction educational program(LIEP) as appropriate based on their language proficiency,
- Be included in the PIMS or LEP SYSTEM data collection as ELs,
- Participate in the annual state English language proficiency assessment ACCESS testing, and
- Participate in the PSSA/Keystone Exams. Their results are attributed to the host family's district of residence and to the state.

Attachment #1

HOME LANGUAGE SURVEY

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

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

Child's first name: Click here to enter text.

Child's family name: Click here to enter text.

Child's Date of Birth: Click here to enter a date.(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) Click here to enter text.
2. Does your child communicate in a language other than English? ☐No ☐Yes (language) Click here to enter text.
3. What is the language that your child first learned to speak? Click here to enter text.

Parent/Guardian Signature:_____Date:_____ Interpreter Provided ☐No ☐Yes

Revised February 2017

Attachment #2
Revised February 2023

English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

☐ **STEP 1:** Review the Home Language Survey.

- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia or Cameroon) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

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

Interviewed:

Date: Phone:

Name of Student: PASID:

Students Date of Birth: Age:

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

Parent Country of Origin: Student Country of Origin:

Parents' Primary Country of Education:

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

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

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

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   ☐ YES ☐ NO

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

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

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

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

☐ Always ☐ Occasionally ☐ Never

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

☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature. Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS cannot be completed again at a later date. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3.**

Comments:

☐ **STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A before proceeding.**

☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5**.

NOTE:

A newly enrolling student who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened for the purpose of identification. In this case, ***skip to STEP 6.*** *If a student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

If a newly enrolling student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old (i.e. two or more years prior to the current year), then ***proceed to step 5*** *(screening) to determine the EL status. If the student exceeds the cut score for identification as an EL, then the student may be coded as never-EL and the identification process is complete.*

☐ **STEP 5:** Screen the student for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	*1st semester K:* ***Assess oral language*** Oral language composite below **5.0** *2nd semester K:* ***Assess all 4 domains*** Oral language proficiency level below **5.0** **OR** Literacy Composite below **4.2**
Kindergarten	K Screener	*1st semester K:* ***Assess Oral Language*** Oral language composite below **5.0** *2nd semester K:* ***Assess all 4 domains*** Oral language proficiency level below **5.0** **OR** Literacy Composite below **4.2**
1st semester 1st grade	K MODEL	***Assess all 4 domains*** Overall composite proficiency level below **5.0**
1st semester 1st grade	K Screener	***Assess all 4 domains*** Overall composite proficiency level below **5.0**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

☐ **STEP 6: OPTIONAL -** Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7**.

Name of screener	Score(s)	Score descriptor

☐ **STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

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

Does this student have limited or interrupted formal education?
☐ YES (the student should be coded as 06 in PIMS)
☐ NO

Proceed to STEP 8.

☐ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

☐ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See PDE guidance concerning parental right to refuse services. **Proceed to STEP 10**.

☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11**.

☐ **STEP 11**: If your district participates in Title III, explain the services offered and their right to opt out of all of some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Tile III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service of which parents may opt out.

☐ **STEP 12:** Notify the receiving school of student's identification and placement. **Proceed to STEP 13**.

☐ **STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III. *NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.* **Proceed to STEP 14**.

☐ **STEP 14:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. This includes general education teachers.

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability
If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure. *NOTE: The identification process must be completed within the timelines prescribed in this procedure.*

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

If a student cannot complete all domains of the screener due to a disability:

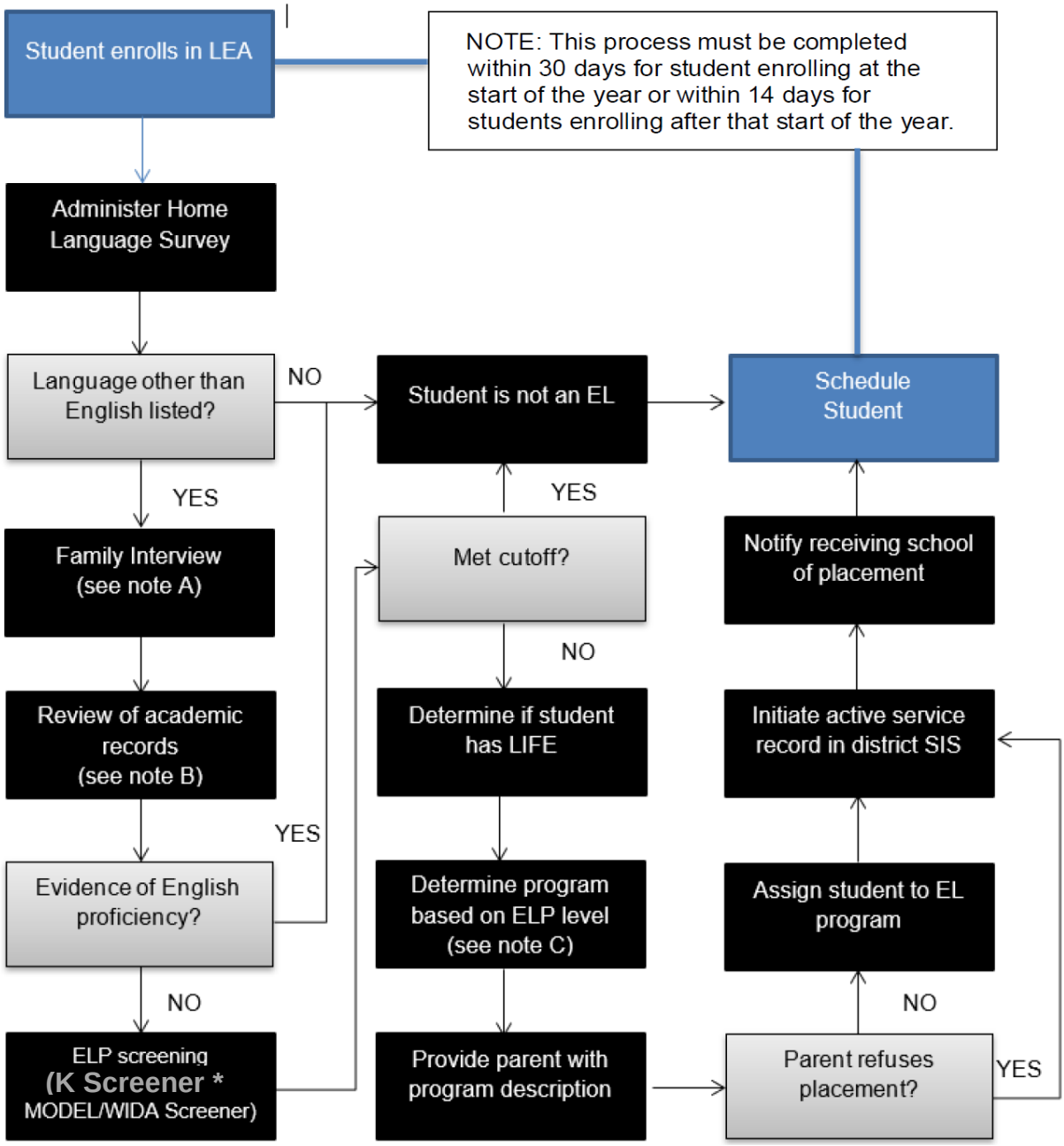
The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

If a student cannot complete any domains of the screener due to a disability:

The identification decision must be based on the available evidence gathered from the home language survey, the family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

Appendix B

English Learner (EL) Identification Procedure Flowchart



** For second semester kindergarten students and first grade students who take the kindergarten screener, BOTH oral language domains must meet or exceed 5.0 AND literacy domains must meet or exceed 4.2.*

Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

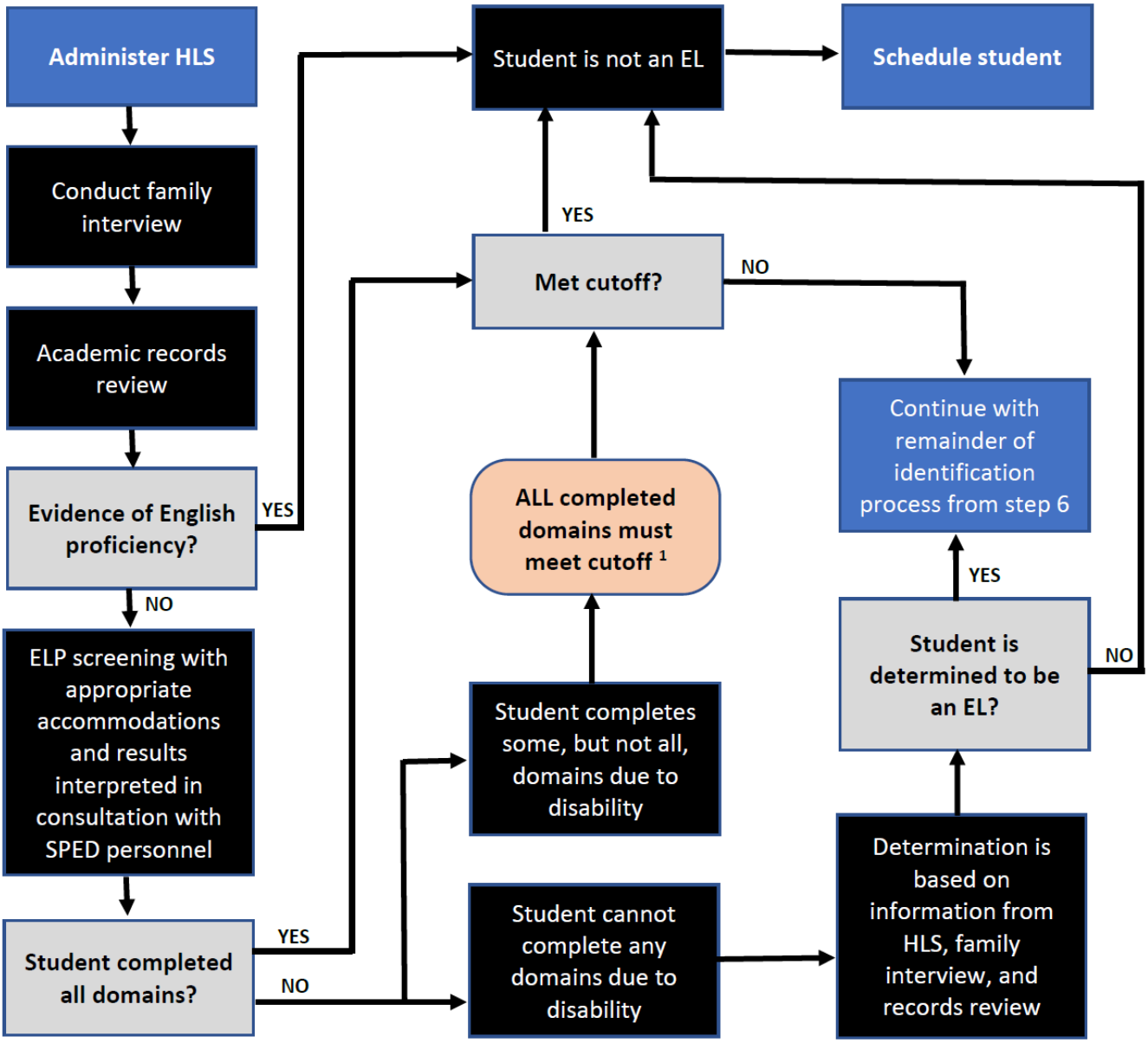
NOTE: A determination of English proficiency for the purpose of precluding screening MUST be based on compelling and robust evidence.

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement. The process must be completed within 30 days for students enrolling at the start of the school year or within 14 days for students who enroll after the start of school.

Appendix C

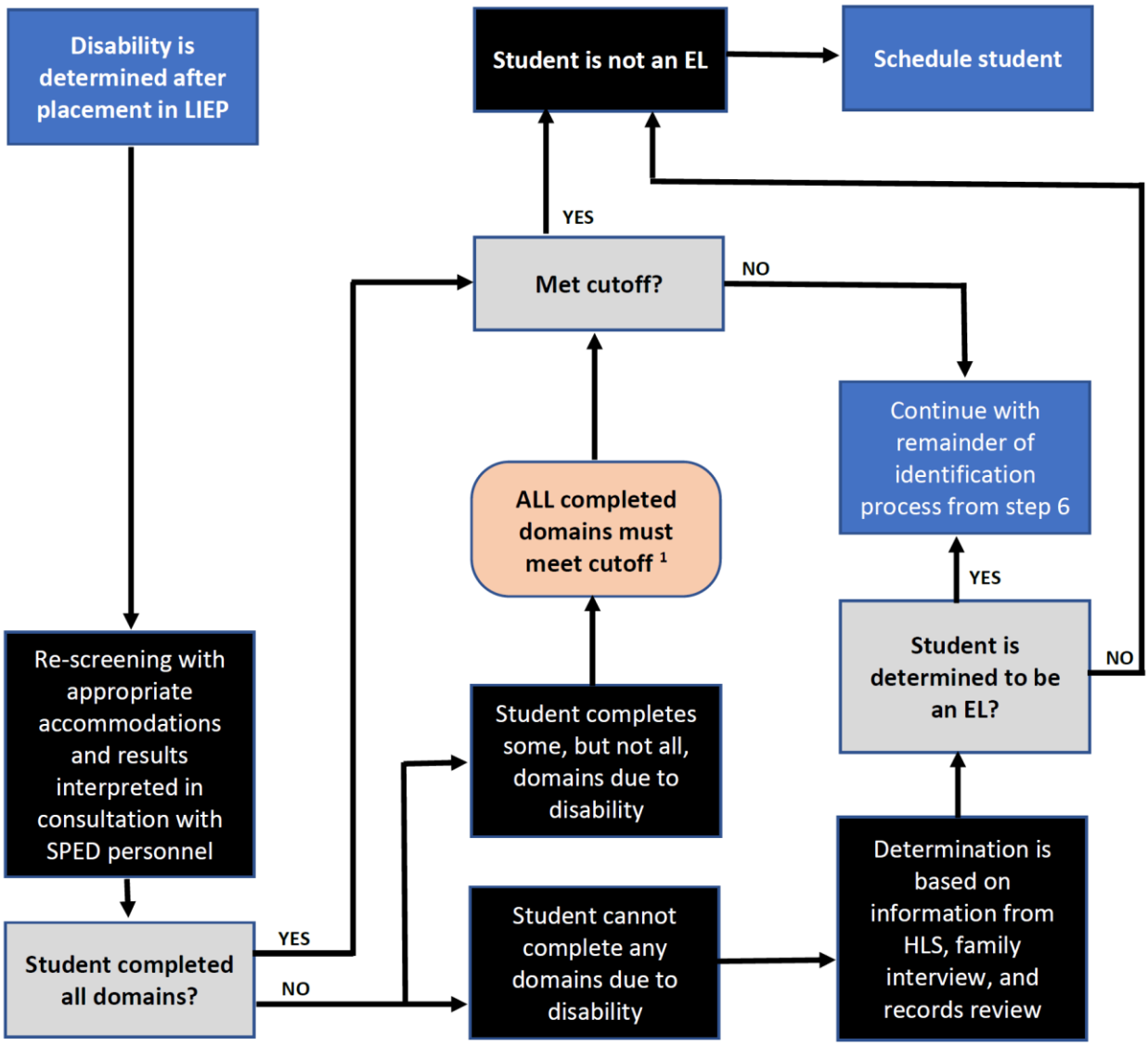
EL Identification for students who have or are suspected of having a disability at the time of enrollment



[1] *ALL completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.*

Appendix C (cont.)

EL Identification for students who are determined to have a disability after being placed in the LIEP



[1] *All completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.*

Appendix D

Selection of appropriate grade-level cluster test forms
See the tables below for selection of the appropriate screener to use for each grade.

WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test						Grades 9–12 Test							

* Districts have the option of using the grade 1 WIDA Screener, the Kindergarten MODEL, or K Screener for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener		Grades 1-2 Screener				Grades 3-5 Screener						Grades 6-8 Screener						Grades 9-12 Screener							

WIDA K Screener

GRADE	K		1	
Semester	1	2	1	2
Grade - Cluster Form	K Screener			

English Learner Program Placement
Initial Placement

Name of Student: _____

Date: _____

School Location: _____

Dear Parent or Guardian:
Your child has been identified as an English learner. This letter provides information about your child's proficiency in English and the services that the school will provide to help your child become proficient in English and succeed academically This letter provides information about how we determined that your child is an English learner and other important information.

Education law requires that we provide you with this information and that you understand it. If you need assistance understanding this letter, please contact:

Name: _____

Title: _____

Email: _____

Phone: _____

If you need an interpreter, please tell us and we will make one available to you.

Your child will receive instruction in our school district's language instruction educational program (LIEP), which is designed to overcome language barriers, making content comprehensible, and to help him/her develop their English language proficiency.

When you completed the home language survey at the time of enrollment, you indicated that your child speaks or is/was exposed to a language other than English. We also verified this during the parent interview. Because of this, we gave your child an English proficiency test. Based on the results of this test, your child is eligible to participate in the LIEP. The specific supports and services that your child will receive in the LIEP will be based on the results from this test (initially), how well your child is doing in school, and other educational information about your child that teachers will compile throughout the course of the year.

The LIEP is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and eventually graduate from high school. If your child has a disability and an Individualized Education Program (IEP), personnel in the LIEP will work closely with the special education staff to ensure that all supports and services are provided and that they complement each other.

The name of the English proficiency test your child took is:

_____WIDA Screener for Kindergarten

_____WIDA Screener

_____WIDA Kindergarten MODEL Screener

_____WIDA MODEL Screener

Your student's overall level of English Proficiency is: _____

The highest score possible is 6.0. The level needed to be eligible to exit the LIEP is 4.5 overall composite, along with qualifying scores from teacher observations at the time of exit.

The overall approach to instruction used in your child's LIEP is:

_____ Bilingual education
This includes Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs: Instruction in all or most content areas is provided in both English and your child's home language.

_____ English instruction with native language support
This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English with some support in your child's native language and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____ English-only instruction
This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____ Other: _____

_____

_____

All program categories listed above include supports to make content comprehensible for your child in all classes while helping him/her to develop their English skills.
You have a right to refuse your child's participation in certain specialized and separate components of the LIEP. This right is explained on another form that will be provided to you by the district at the time of enrollment.

Title III Participation (complete only if the district receives Title III funding)
Our district receives funding from the United States Department of Education under a program called Title III. This program provides funding for supplemental services that enhance the existing LIEP in the district. The district uses Title III funds for the following activities:

_____

_____

_____

_____

You may elect to opt your child out of any Title III activities that are not integrated into the academic program at the school. For example, you may opt out of after school programs, summer programs, field trips, or tutoring. However, you may not, for example, opt your child out of receiving the benefits of professional development in which all staff participate.

If you wish to opt out of any of the Title III-funded activities listed above that you may opt out of, you may request to do so, and you will be required to complete an opt out form.

Please contact the person below if you would like to request more information about the LIEP or the Title III supplemental programs available.

Name: _____

Title: _____

Email: _____

Phone: _____

English Learner Program Placement

Continuing Placement

Name of Student: _____

Date: _____

School Location: _____

Dear Parent or Guardian:
Your child will continue to be identified as an English learner for the _____ school year. This letter provides information about your child's proficiency in English and the services that the school will provide to help your child become proficient in English and succeed academically.

Education law requires that we provide you with this information and that you understand it. If you need assistance understanding this letter, please contact:

Name: _____

Title: _____

Email: _____

Phone: _____

If you need an interpreter, please tell us and we will make sure one is available.

Your child will **continue** to receive instruction in our school district's language instruction educational program (LIEP), which is designed to overcome language barriers, making content comprehensible, and to help him/her develop their English language skills.

Based on the results of the annual English proficiency assessment, ACCESS for ELLs, your child has not yet demonstrated English proficiency and, therefore, continues to be eligible to participate in the LIEP.

Your child will be eligible to exit the LIEP when he/she/they attains an overall score on the annual English assessment of 4.5 along with qualifying scores from teacher observations at the end of the school year.

You should have received a score report from the English assessment that provides your child's English proficiency in reading, writing, speaking, and listening, as well as literacy, oral language, comprehension, and overall proficiency. If you did not, then you may request a copy by contacting the school or your child's ESL teacher.

The specific supports and services that your child will receive in the LIEP will be based on the results from this test (initially), how well your child is doing in school, and other educational information about your child that teachers will compile throughout the course of the year.

The LIEP is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and eventually graduate from high school. If your child has a disability and an Individualized Education Program (IEP), personnel in the LIEP will work closely with the special education staff to ensure that all supports and services are provided and that they complement each other.

The overall approach to instruction used in your child's LIEP is:

_____Bilingual education

This includes Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs: Instruction in all or most content areas is provided in both English and your child's home language.

_____English instruction with native language support

This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English. Instruction is provided in English with some support in your child's native language and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____English-only instruction

This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English. Instruction is provided in English and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____ Other:

_____

_____

_____ All program categories listed above include supports to make content comprehensible for your child in all classes while helping him/her to develop their English skills.

You have a right to refuse your child's participation in certain specialized and separate components of the LIEP. This right is explained on another form that will be provided to you by the district at the time of enrollment.

Title III Participation ***(complete only if the district receives Title III funding)***
Our district receives funding from the United States Department of Education under a program called Title III. This program provides funding for supplemental services that enhance the existing LIEP in the district. The district uses Title III funds for the following activities:

_____

_____

_____

_____

You may elect to opt your child out of any Title III activities that are not integrated into the academic program at the school. For example, you may opt out of after school programs, summer programs, field trips, or tutoring. However, you may not, for example, opt your child out of receiving the benefits of professional development in which all staff participate.

If you wish to opt out of any of the Title III-funded activities listed above that you may opt out of, you may request to do so, and you will be required to complete an opt out form.

Please contact the person below if you would like to request more information about the LIEP or the Title III supplemental programs available.

Name: _____

Title: _____

Email: _____

Phone:_____

ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental Waiver Form

Student Name: _____
School: _____
Opt-out Date: _____
Grade: _____
Student ID#: _____

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

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

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

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

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

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

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

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

_____ I can change my preference at any time by notifying the school district in writing and allow my child to enroll in the ELD program(s) offered by the school.
I, _____ (parent/guardian name) with a full understanding of the above information, wish to

_____ Decline all of the specialized ELD programs and services offered to my child.
_____ Decline some of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____
Date: _____

ESL Information For New Students or Changes to Current Information

Name of person submitting paperwork: Click here to enter text. **Building**: Click here to enter text.

Student: Click here to enter text. **Grade**: Click here to enter text. **Student ID**: Click here to enter text.

ESL: Yes ☐ Student is currently serviced **No ☐ Reclassified**

No ☐ DNQ - tested but did not qualify Click here to enter text. **WIDA SCREENER SCORE**
Click here to enter text. **DATE TESTED**

No ☐ DNQ – Not tested **reason Click here to enter text.

Home Language: Click here to enter text. **(ONE Language only)**

Date Enrolled in Pennsylvania School: Click here to enter text.

Date Enrolled in U.S. School: Click here to enter text.

Immigrant (Yes/No): Click here to enter text. **If YES, Complete below**:
YEARS in US SCHOOLS: 1 yr. = 0-12 months ☐ 2 yrs. = 13-24 months ☐ 3 yrs. = 25-36 months ☐
(An immigrant is any student who was not born in the United States and has not attended any school in any state in the US for more than 3 full academic years)

EL-English Learner Participation: Choose an item.

EL-English Learner Participation Start Date: Click here to enter a date.

***ONLY IF STUDENT IS CURRENTLY LEP 01 – SHOULD THIS BE FILLED OUT.*

English Proficiency: Choose an item. (Based on WISA Screener/K W-APT/Model K testing/ACCESS)

LIEP Classifications: *CHOOSE ONE

Mixed Bilingual (21)	☐
EL Bilingual (22)	☐
EL - Specific Transitional Instruction (23)	☐
Mixed Classes with Native Language Support (24)	☐
EL - Specific English – Only Instruction (25)	☐
Mixed Classes with English - Only Support (26)	☐
Parent Refusal – Mixed Classes with English Support Only (27)	☐

ACCESS FOR EL ☐E-ACCESS for EL precode label ☐A- Alternate ACCESS for EL precode label
☐O-Other LEA requesting precode label

First Year Exempt ☐Yes ☐No PDE wants to know what number of students if any should be exempt from taking the ELA Keystone exams based on the EL Exemption status (student will have been enrolled in US school < or equal to 12 months by the end of the current year ELA/Keystone Literature testing window and was not previously exempted).

Notes: Click here to enter text.

REVISED 3/29/22 feo

PMSD *Serviced Elementary ESL Student* Monthly Update

Student's Name:_____ **Student Grade Level:** _____
Date: _____

Dear_____,

Please provide the following information regarding your serviced English language learner. This information will help me to keep track of his/her progress in content area classes and determine if any additional interventions are needed from the ESL teachers. Include your name next to the subject if the grade level is not self-contained. Please return this form within one week. Thank you in advance for your time.

Please check the statement that applies for each subject area. If the student is struggling, please include pertinent comments/grades:

English Language Arts _____
(Teacher's Signature)

___No accommodations are necessary at this time.
___This student is progressing with accommodations in my class.
___This student is struggling with accommodations in my class.
*Comments:*_____

Math _____
(Teacher's Signature)

___No accommodations are necessary at this time.
___This student is progressing with accommodations in my class.
___This student is struggling with accommodations in my class.
*Comments:*_____

Social Studies _____
(Teacher's Signature)

___No accommodations are necessary at this time.
___This student is progressing with accommodations in my class.
___This student is struggling with accommodations in my class.
*Comments:*_____

Science _____
(Teacher's Signature)

___No accommodations are necessary at this time.
___This student is progressing with accommodations in my class.
___This student is struggling with accommodations in my class.

*Comments:*_____

*ESL Teacher*_____ *Review Date*_____

Pocono Mountain School District

Student Name Click here to enter text. Subject/Class Click here to entertext.
Date Click here to enter a date. semester/school year Teacher's name Click here to entertext.

ESL Accommodation/Modification Checklist

Federal law requires that teachers of second language students provide accommodations and modifications to enable students to succeed in the classroom. Documentation of accommodations/modifications is required.

☐Give tests orally
☐Give instructions/directions in writing and orally
☐Assign a peer tutor, same language or English speaking
☐Allow use of a bilingual dictionary
☐Provide summaries of text or study guides of particular chapters
☐Shorten reading assignments
☐Highlight key vocabulary **(Recommended for all assignments)**
☐Reduce amount of work required
☐Alternate assessments (oral tests, project based, teacher read tests)
☐Allow open book tests
☐For each question, indicate page number in textbook where answer is found
☐Rephrase questions, directions, and explanations
☐Use group projects rather than individual work
☐Reduce multiple choices to two
☐Provide study guides and/ or outlines and word banks
☐Provide video on subject
☐Allow extended time for test/project completion **(Recommended for all assignments)**
☐Use books on tape/CD
☐Use reduced text, so that print is not dense
☐Adapt homework to reflect language proficiency
☐Adapt homework to reflect home support
☐Provide hands-on activities and explanations **(Recommended for all assignments)**
☐Allow extended time to answer questions, and permit drawing, as an explanation
☐Accept participation at any level, even one word
☐Use of translation dictionaries to locate words in the native language
☐Use Graphic organizers **(Recommended for all assignments)**
☐Use story retellings to assess comprehension
☐Use anecdotal records as a form of assessment
☐Keep portfolio of work as a form of assessment
☐Use visuals/pictures throughout lesson (Recommended for all assignments)
☐BYOD classroom with translation apps.
☐Computer used to translate directions

Other accommodations used – Please list: Click here to enter text.

Content Area Teacher Signature: _____

Please return to_____/ ESL Teacher

ENGLISH LEARNER DATA:
Does the student receive English Learner (EL) services:
Does the EL teacher have a Pennsylvania instructional certificate for this area:

ESL TEACHER INPUT FORM
Date:
Student Name: Grade:
Student's Home Language:
Years in PMSD:
Years in ESL:
Years in the country:

Student Overview:

Day & Time Student Attends ESL:
ESL Teacher Name:
Date of Program Entry:

WIDA CONSORTIUM PLACEMENT TEST (WIDA Screener)
The WIDA Screener (WIDA Consortium placement test) is used to identify students who may be candidates for an English as a Second Language Program (ESL). The three main purposes are to determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services, and to accurately assign students identified as ELs to one of the 3 tiers for ACCESS 2.0 for ELs.
The WIDA Screener is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA ELD Standards. In all the grade level clusters for grades 1-12, the test will result in a score for each language domain-listening, speaking, reading, and writing. The Kindergarten W-APT results in an oral proficiency score as well as diagnostic information about a child's reading and writing skills.

Initial EL Level:
Date Test Administered:
Overall Composite Proficiency Level:

Individual Domain Scores
Reading:
Writing:
Listening:
Speaking:
(Reading and Writing are not administered to kindergarten students in the first and second marking periods.)

PENNSYLVANIA STATE ENGLISH LANGUAGE PROFICIENCY EXAM
The exam assesses listening, speaking, reading, writing, writing conventions and comprehension. It also assesses communication skills in social and academic settings. The scores are used to determine performance levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. A Copy of the exam scores will be provided upon request.

Name of Exam: WIDA ACCESS 2.0 PA ESL Annual Assessment

Domain	(Insert year & Tier)	(Insert Year & Tier)	(Insert Year & Tier)
Listening			
Speaking			
Reading			
Writing			
Oral Language			
Literacy			
Comprehension			
Overall Score			
WIDA Level Descriptor			

Rates of Acquisition and Retention (Optional)

	EL	Comparison Student
Acquisition		
Date of Acquisition		
Retention		
Date of Retention		

List of describe subject matter used to complete the Rates of Acquisition and Retention.

ESL Input
List the student's overall strengths and needs that should be considered when planning an intervention program.

Strengths:

Needs:

Include a summary about content area classroom performance related to skills (Information shall be referenced from the classroom teacher ESL monthly reports). Include the student's performance based on the WIDA 'Can Do' Descriptors.

List or describe ESL classroom performance related to skills, including any specific accommodations and/or interventions used with this student. Note which accommodations and/or interventions have been successful or not successful.

List or describe any other pertinent information about the student.

THE FOUR STAGES OF LANGUAGE ACQUISITION

PREPRODUCTION:

Students communicate with gestures and actions.

Lessons focus on listening comprehension.

Lessons build receptive vocabulary.

EARLY PRODUCTION:

Students speak using one or two words or short phrases.

Lessons expand receptive vocabulary.

Activities are designed to motivate students to produce vocabulary which they already understand.

SPEECH EMERGENCE:

Students speak in longer phrases and complete sentences.

Lessons continue to expand receptive vocabulary.

Activities are designed to promote higher levels of language use.

INTERMEDIATE FLUENCY:

Students engage in conversation and produce connected narrative.

Lessons continue to expand receptive vocabulary.

Activities are designed to develop higher levels of language use in content areas.

Reading and writing activities are incorporated into lessons.

Dimensions of Language Proficiency

BICS - Basic Interpersonal Communicative Skills	**CALP** - Cognitive Academic Language Proficiency
- Universal aspects of language proficiency that are normally acquired by all native speakers of any language - Usually by ages 5-6, all children have developed BICS in their first language - Those language skills needed for every day face-to-face communication; personal, social situations - Contexts are clear and generally concrete - Not necessarily related to academic success - May take up to 2 years to develop in a second language	- Those language skills associated with literacy and cognitive development - Language skills required to go beyond ordinary social communication - Cognitive demanding, decontextualized - Language skills needed for reasoning, problem solving, or other cognitive processes required for academic achievement in subject matter - CALP developed in a first language contributes to the development of CALP in a second language - May take 5-7 years to develop in a second language (depending on first language CALP, age and other variables)

At the given level of English language proficiency, English Learners in Pennsylvania will process, understand, produce, or use:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Receptive Skills **Pictorial or graphic** representation of the language of the content areas Words, phrases, or chunks of language when presented with **one-step** commands, directions, WH-questions, or statements with **visual and graphic support**	Receptive Skills **General** language related to the content areas **Phrases** or short sentences	Receptive Skills **General and some specific** language of the content areas **Expanded** sentences in **oral** interaction or **written** paragraphs	Receptive Skills **Specific and some technical** language of the content areas A **variety** of sentence lengths of varying linguistic complexity in **oral** discourse or **multiple, related paragraphs**	Receptive Skills The **technical language** of the content areas A **variety** of sentence lengths of **varying** linguistic complexity in **extended oral** or **written** discourse, including stories essays or reports
Productive Skills	Productive Skills **Oral** or **written** language with phonological, syntactic, or semantic **errors** that **often impede the meaning** of the **communication** when presented with one to multiple-step commands, directions, questions, or a series of statements with **visual and graphic support**	Productive Skills **Oral** or **written** language with phonological, syntactic, or semantic errors that **may impede the communication** but retain much of its meaning when presented with oral or written, narrative or expository descriptions with **occasional visual and graphic support**	Productive Skills **Oral** or **written** language with **minimal** phonological, syntactic, or semantic **errors** that **do not impede** the overall meaning of the **communication** when presented **with** oral or written connected discourse with **occasional visual and graphic support**	Productive Skills **Oral** or **written** language **approaching comparability** to that of English proficient peers when presented **with grade level material**

Page 6 Figure 3. Performance definitions for the Pennsylvania PreK-12 English Language Proficiency Standards Final Form Adapted from the WIDA document 2/2004. Copyright©2005 State of Pennsylvania. All rights reserved. March 17,2005

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

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

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

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

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

If the student's score exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature: ESL

Teacher/Coordinator Printed Name:

pennsylvania
DEPARTMENT OF EDUCATION

State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

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

When the process is completed use Appendix D to record the results.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use hold
- teachers accountable for completing the inventories
-

select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

	Language Use Inventories	ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6
Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

   To calculate the percent difference between scores, use the following formula:

   ∆SS / SS1 (100) = % change

   ∆*SS: Difference between the scale score from year one and year two (or year one and year three) SS1: Scale score from year 1*

   Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is (.2/4.3)100, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Appendix A

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”.	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I …”).	Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because”.	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like “and”, “but”, and “because”.	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I …”).	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Appendix B

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Appendix C

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships Between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Notification of Reclassification

Student Name: _____

PASID: _____

Date: _____

Grade: _____

School District: _____

School: _____

Dear parent/guardian,
Based on teacher observations and the annual English assessment (ACCESS for ELLs), your child has demonstrated proficiency in English. Therefore he/she will be reclassified as a former English learner and removed from the district's language instruction educational program. Your child will be monitored for the next two school years to ensure that he/she does not encounter any challenges resulting from English language acquisition. If it is determined that there are lingering English language acquisition needs, then he/she may be placed back into the language program. The scores from the English assessment and the teacher observations are listed below along with the recommendation to reclassify the student. If you have any question, you may contact:

_____
Name

_____
Title

_____
Phone

_____ e-mail

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

ACCESS for ELLs® Proficiency Level: _____

ACCESS for ELLs® Reclassification Points: _____

Points from language use inventory #1: _____

Points from language use inventory #2: _____

TOTAL Points for Reclassification: _____

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

_____YES

_____NO

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student

_____is recommended for reclassification as a former EL.

_____ is not recommended for reclassification as a former EL.

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

ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

Notification of reclassification
ELs with disabilities

Student Name: _____ PASID: _____

Date: _____ Grade: _____

School District: _____ School: _____

Dear parent/guardian,

Based on teacher observations, the annual English assessment (ACCESS for ELLs), a review of your child's academic and language support program, and the recommendation of a school-based team of which you were a member, your child will be reclassified as a former English learner and removed from the district's language instruction educational program. Your child will be monitored for the next two school years to ensure that he/she does not encounter any challenges resulting from English language acquisition. If it is determined that there are lingering English language acquisition needs, then he/she may be placed back into the language program. The scores from the English assessment and the criteria your child had to meet are listed below along with the reclassification recommendation. If you have any question, you may contact:

_____
Name

_____
Title

_____ _____
Phone E-mail

Reclassification Cover Sheet (*only for ELs with an IEP who take the ACCESS for ELLs)*

Overall composite proficiency level: _____

Listening proficiency level: _____

Speaking proficiency level: _____

Reading proficiency level: _____

Writing proficiency level: _____

Team members present for recommendation discussion:

_____
_____
_____
_____
_____

Required Criteria
The student is only eligible for reclassification if all the answers to the following four questions are YES.

1. Does the student have an IEP?
   _____**YES /** _____**NO**

2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years?
   _____**YES /** _____**NO**

3. Has the student's overall composite proficiency level score on the ACCESS for ELLs **NOT** increased by more than 10% at any point or total over the three most recent testing cycles?
   _____**YES /** _____**NO**

4. List the three most recent ACCESS overall composite proficiency level scores:
   1. _____
   2. _____
   3. _____

5. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP? _____**YES /** _____**NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

_____

_____

_____

_____

If the answer to any of the following questions is "no", then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years?
_____**YES /** _____**NO**

2. Is this student able to effectively communicate in English?
_____**YES /** _____**NO**

3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
_____**YES /** _____**NO**

4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability? _____**YES /** _____**NO**

If yes, explain:

_____

_____

_____

_____

_____

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

Notes:

_____

_____

_____

_____

_____

ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

Attachment #12

Pocono Mountain School District Student *Monitor* Form-ESL Dept.

Name of Monitored Student: Click here to enter text. Student Grade Level: Choose an item.

This update is for the month of Choose an item. ESL Specialist: Click here to enter text.

Today's Date: Click here to enter a date. Subject/Course: Click here to enter text.

Dear Click here to enter text.,

Please provide the following information regarding your English language learner. This information will help me to keep track of his/her progress and determine if any interventions are needed from ESL teachers. Return this form to your school's ESL teacher.

Thank you in advance for your time.

Please check the statement that applies to the above named student:

□ This student is able to function effectively in my class with ***no adaptations*** to the regular curriculum due to second language issues. His/her English language skills are adequate for meaningful participation in my class.

□ This student is able to participate/function effectively in my class with ***minor adaptations*** to the regular curriculum for second language needs.

□ This student is ***unable*** to function effectively in my class due to one or more of the following reasons:

☐ excessive absences

☐student motivation and/or behavior

☐other reasons (Explain) Click here to enter text.

Classroom Teacher Signature:_____

Internet Resources

Name	Description	Web link
Visual Directions	A set of high-res photos of everyday objects to utilize when giving "visual directions" to students.	https://drive.google.com/file/d/0B_12soSZ6uJG_bGpUUHQycVFHUjA/view?usp=sharing
Google translate	Use for vocabulary (not suggested for complicated text).	translate.google.com
Readworks	Leveled text with question sets. K-12	www.readworks.org
Reading Rockets	Resources to help struggling readers build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. K-3	https://www.readingrockets.org/
Starfall	Reading, phonics & math - educational games, movies, books, songs, and more for children K-3.	https://www.starfall.com/h/
PBS Kids	Educational games and videos. K-3	https://pbskids.org/
English for Everyone	English worksheets on reading comprehension, parts of speech, spelling, matching, vocabulary, synonyms, antonyms, etc. K-12	https://www.englishforeveryone.org/
EReading Worksheets	Reading, writing and language arts skills worksheets. Grades 2-8	http://www.ereadingworksheets.com/
Merriam-Webster Learner's Dictionary	Simplified definitions.	https://www.learnersdictionary.com/
VocabGrabber: Think Map Visual Thesaurus	VocabGrabber analyzes any text you're interested in, generating lists of the most useful vocabulary words and showing you how those words are used in context	https://www.visualthesaurus.com/vocabgrabber/
ReadTheory	Reading comprehension exercises. K-12	https://readtheory.org/
!Colorin Colorado!	A bilingual site for educators and families.	https://www.colorincolorado.org/
English Club	Free online resources from easy guides to grammar to fun games and quizzes.	https://www.englishclub.com/

Modification of Assessments for ELLs

Instead of having the student…	*Think about having the student…*
Write a paragraph	• Complete a graphic organizer. • Complete a cloze paragraph. • Make a list. • Focus on content, not language. • Accept oral responses rather than written ones.
Write or copy definitions	• Draw or find pictures to illustrate the meaning.
Read the assignment	• Hear a -taped version or listen to a buddy.
Work alone	• Work with a partner or group.
Learn to spell all the words on the list	• Learn some of the words. • Learn words easily illustrated. • Copy the words.
Learn abstract vocabulary	• Learn more concrete or pictured vocabulary. • Illustrations or drawings to show understanding
Summarize the details	• Organize the information into appropriate categories.
Take notes from a teacher's presentation	• Complete at list, guided notes or outline.
Complete the whole assignment	• Complete part of the assignment.
Write the steps in a process or event	• Arrange or label the steps or events in correct sequence.
Complete a multiple choice test	• Use simple language. • Shorten length of test or provide extended time. • Reduce choices. • Allow use of student's notes or textbook. • Oral responses rather than written ones.
Oral Presentation	• Present in front of the teacher rather than the whole class.

KINDERGARTEN
WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes • Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions

- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story

- Describe story events

ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon

- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

GRADE 1

WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes • Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts

- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.1.Inform.Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity

- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

GRADES 2-3

WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning

- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes • Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

ELD-MA.2-3.Argue.Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.2-3.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3.Argue.Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence

- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.2-3.Explain.Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

GRADES 4-5

WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

ELD-MA.4-5.Argue.Interpretive

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.4-5.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results

- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective

- Show relationships between claims with reasons and multiple sources of evidence

GRADES 6-8

WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.6-8.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

ELD-LA.6-8.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance

- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

ELD-LA.6-8.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.6-8.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach strategy

ELD-MA.6-8.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving
- State reasoning used to generate solution

ELD-MA.6-8.Argue.Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases

- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.6-8.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

ELD-SC.6-8.Argue.Interpretive

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s) • Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.6-8.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

ELD-SS.6-8.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

GRADES 9-12

WIDA ELD STANDARD 1 – Social and Instructional Language

Language Expectations: Multilingual learners will …

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects

- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2 –Language for Language Arts

Language Expectations: Multilingual learners will …

ELD-LA.9-12.Narrate.Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

ELD-LA.9-12.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD STANDARD 3 –Language for Mathematics

Language Expectations: Multilingual learners will …

ELD-MA.9-12.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

ELD-MA.9-12.Argue.Interpretive

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

WIDA ELD STANDARD 4 –Language for Science

Language Expectations: Multilingual learners will …

ELD-SC.9-12.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/ or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

ELD-SC.9-12.Argue.Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/ or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

WIDA ELD STANDARD 5 –Language for Social Studies

Language Expectations: Multilingual learners will …

ELD-SS.9-12.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation

- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

ELD-SS.9-12.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

POCONO MOUNTAIN SCHOOL DISTRICT ENGLISH LEARNERS (ELS) PLAN

Attachment #15

REQUIREMENTS	PROGRAM	PLAN
1. Identification of ELs	Follow the PDE English Learner Identification Procedure Grades K-12 ● Home Language Survey ● Train intake staff (pg.2) https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf refers to how often the refresher training takes place **STEP 1:** Review the Home Language Survey (HLS). **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary. **STEP 3:** If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A of the PDE English Learner Identification Procedure Grades K-12 before proceeding. **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. **LEA Administrators** can also read Section 1: Screening, Identification and Placement of ELs (p.6 – 10) of the Administrator Guide on Supporting English Learners' Success.	**PMSD will implement the following:** **Step 1: Grade Level EL Teacher** **Step 2: Grade Level EL teacher.** **Step 3: Student's Case Manager/Special Education Teacher.** **Step 4: School Counselor** **ESL Handbook also identifies the steps, which is located on the PMSD website under the Academic tab.** **PMSD ESL Handbook:** https://www.pmsd.org/Page/867
2. Assessment of ELs ● Determine need for instruction ● Place in appropriate program of instruction	Follow the PDE English Learner Identification Procedure Grades K-12 and identify the process in the plan ● Appropriate state-mandated screening test (Kindergarten W-APT and WIDA Screener for Grades 1-12) ● Multiple criteria for placement/exemption (Step 4, p. 3) ● Identify **family native language proficiency** if applicable (p. 5) ● Investigate prior schooling experience to identify students with limited or interrupted formal education (LIFE) on p.6 **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. See Appendix D of the PDE English Learner Identification Procedure Grades K-12 for information about the appropriate test form to administer. **STEP 6:** OPTIONAL - Screen the student for native language proficiency if a screening instrument is available. **STEP 7:** Determine if the student has limited or interrupted formal education (LIFE) ● Is enrolling after grade two, AND	**Cont.'** **Step 5: Grade Level EL Teacher** **Step 6: Grade Level EL Teacher** **Step 7: Grade Level EL Teacher**

	• Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND • Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND • Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures) **LEA Administrators** can also read Section 1: Screening, Identification and Placement of ELs (p.6 – 10) of the Administrator Guide on Supporting English Learners' Success.	
3. Provide Instruction • Direct, appropriate, sufficient • Designed for students' needs • Based on current practices • Appropriate staffing • Appropriate materials	Develop Instructional Plan Identify the program model (p. 11-13). Refer to the Administrator Guide on Supporting English Learners' Success. • Schedule daily English Language Development (ELD) instruction based on English language proficiency • Hire/Contract teachers with ESL Program Specialist Certificate • Assessment plan • Research-based ELD best practices • Identify what is taught (curriculum) • Identify appropriate instructional materials to scaffold instruction for ELs: https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and • Describe available opportunities (tutoring and afterschool programs, extra-curricular activities, etc.) • Train and support staff (Professional Development Plan) Follow the PDE English Learner Identification Procedure Grades K-12 Refer to the Educating English Learners (ELs) BEC **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. Use all data collected throughout the identification process to determine the most appropriate LIEP based on the student's English language proficiency and native language proficiency, if available. If the student has an IEP, certified ESL and SPED personnel must collaborate to determine the appropriate program and academic placement for the student. Include an assessment plan for ELD and the curriculum (types of assessments used to monitor student progress in ELD and content area classes). Make sure you have identified appropriate materials to scaffold instruction for ELs. Also, include research-based ELD best practices and strategies. Identify Program Model and Program Design https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx Evidenced Based Practices for English Learners https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf	**Cont.'** **PMSD Instructional Plan:** **An EL Teacher(s) with an EL Program Specialist Certificate will be assigned to oversee the program model and its implementation of instruction. Program model will be Mixed Classes with English only support, Mixed Classes with Native Language support or Mixed Classes Bilingual.** **Step 8: The LIEP will be determined by student need based on the recommendation of the IEP team which includes the sending EL teacher and options available within the AEDY placement.**

	Scaffolding Instruction for English Learners https://www.education.com/magazine/article/instruction-assessment-for-english-learners/ Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and ELD program Evaluation https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf **LEA Administrators** can also read the Administrator Guide on Supporting English Learners' Success.	
4. Ensure integration ● Instructional integration ● Social integration	● Describe access to programs and services (Gifted, Extra Curricular, Special Education, Vocational, etc.) ● Ensure scaffolding based on English language proficiency levels ● Integrate ELs with same-age peers ● Collaborate with relevant staff to support ELs' academic and linguistic development ● Communicate with families in preferred mode of communication **LEA Administrators** can also read the Administrator Guide on Supporting English Learners' Success.	**PMSD will ensure integration both instructionally and socially through collaboration and communication among all the AEDY Placement staff, ESL staff, IEP team and General Education staff. Access to programs and services for exceptional students will be determined by the IEP/GIEP/Section 504 teams in collaboration with the staff in the AEDY placement.**
5. Re-Assess ● For progress ● To reclassify (exit) a program ● Monitor exited students	PA Required Reclassification, Monitoring and Redesignation criteria ● Specific multi-criteria reclassification procedures ● Monitoring plan/documentation ● Re-designation of ELs State required Reclassification, Monitoring, and Re-designation of English Learners (ELs) https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Redesignation%20of%20ELs.pdf **LEA Administrators** can also read Section 3: Reclassification, Monitoring, and Redesignation of ELs (p. 13 – 16) of the Administrator Guide on Supporting English Learners' Success.	**PMSD utilized the current ESL Handbook which addresses reclassification, monitoring, and redesignation criteria.** **PMSD ESL Handbook is located on the PMSD website under the Academic tab.** **PMSD ESL Handbook:** https://www.pmsd.org/Page/867

6.Doc ● Instruction ● Student Achievement ● Program Compliance ● Program Effectiveness	● Develop Program Handbook ● Schedule program evaluation and periodic data review ● Develop data and documentation plan ● PDE AEDY Guidelines ● Establish a stakeholder team to evaluate program effectiveness. Refer to Chapter 9. Chapter 9: Tools and Resources for Evaluating the Effectiveness of a District's EL Program https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf **LEA Administrators** can also read the Administrator Guide on Supporting English Learners' Success.	**PMSD ESL Handbook includes the process of program evaluation, periodic data review, and data collection per the PDE Guidelines. Resource used will be the Tools and Resources for Evaluating the Effectiveness of the District's EL Program.** **Stakeholder team will include the following members:** **District Administrator** **Director of Curriculum and Instruction and Federal Programs** **General Education Teacher** **Special Education Teacher** **EL Teacher** **AEDY Coordinator**