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PCSST ESL CURRICULUM AND HANDBOOK

MISSION

The mission of the PCSST ESL program is to a provide rigorous education that will foster Multilingual Learners(MLs) linguistic and academic development as well as nurture their social, emotional, and personal growth through a meaningful authentic instruction provided in an inclusive and safe environment where each student feels valued and respected.

OUR BELIEFS

We believe that...

- Multilingual Learners bring diverse cultural knowledge and experiences that contribute positively to the classroom and school environment.
- Multilingual Learners need to feel accepted and respected and that both their native language and their native culture should be valued.
- High expectations should be maintained for Multilingual Learners in regards to their English language proficiency levels.
- Multilingual Learners require accommodations and modifications according to their English language proficiency level in order to be successful.
- Multilingual Learners are entitled to having access to all programs and services in the school as appropriate and necessary.

Supporting Multilingual Learners (MLs) in the Mainstream Classroom

Our ESL program allows Mls to gain long-term personal, social and academic success. Our program is designed to offer instruction in a low anxiety and sympathetic setting that is critical to alleviating the cultural shock experienced by Mls.

The education of the M L s is considered to be the responsibility of everyone in the building. MLs spend most of their time in the general education classrooms with the general education teachers, therefore all teachers and staff are responsible for their learning and achievement. With the help of ESL teachers and mainstream classroom teachers, students receive comprehensible input while they are in the general education class. Teachers have been trained in differentiating instruction and on how to modify materials for MLs.

ESL teachers share with general education teachers important student information such as: ML students ELP levels, Can Do Descriptors, list of accommodations/modifications, and grading recommendations .The accommodations/modifications list and the grading recommendations might be different for each student or groups of students based on their English Language Proficiency level as measured by the ACCESS for ELLs test

Some strategies that are recommended to support MLs in the mainstream classroom are as following:

- **Scaffolding Content**: Use videos, realia, visuals, modeling and demonstrating, doing picture walks or "text walks"(look at headings-subheadings, captions) before reading, and levelled text when possible.
- **Comprehensible Input**(use appropriate speech/volume, speak clearly and concisely, paraphrase, repeat, write directions on board.)
- Allow for **bilingual translators** such as google translator or bilingual dictionary, especially students with a low language proficiency level.
- Provide **graphic organizers**
- Provide **sentence frames**/starters for speaking and writing(e.g My opinion is that.., on the other hand… some people argue that.., In addition.., I agree and also think.. There are a number of reasons why I believe this….)and teach them how to use transition words.
- Show **models/samples** of completed assignments/projects/essays to give students a clear goal.
- Provide opportunities for **partner reading**, **re-reading, read-alouds.**
- Provide a **summary of the lesson** with key points presented.
- Teach summarizing and paraphrasing strategies(also helps to avoid plagiarism)
- **Modify c**lass/homework assignments and/or tests as needed using students ELP as per "can do descriptors" (ask ESL teachers for assistance if needed)

- Provide **extended time** for assignments and/or tests

- Provide **opportunities for oral interactions**, encourage elaborated responses, and provide sufficient wait time for responses.

- Provide a **low-anxiety environment**- a setting where students feel nurtured and supported by their teacher and peers, and in turn, they feel safe to take risks without the fear of being laughed at or made fun of.

- One way to reduce anxiety and **encourage students to experiment with language**, is to allow students to read, practice, and discuss their responses with partners and in small groups before sharing out to the entire group.(**Think-Pair-Share**)

- Every content teacher is also a language teacher for their subject. In each content area students are learning **academic language** in addition to content.

- **Pre-teach and discuss key words/terms/phrases** before lesson begins or before diving into text.

- Some useful techniques for vocabulary development are: 1-**say the word** so that they hear the pronunciation, 2-have students **repeat the word**, 3-**write the words** on the board, 4-**explain the word** in context, 5-create **word walls** or **vocabulary anchor charts** with definitions and pictures,6--engage students in activities to practice such vocabulary words.

AFFECTIVE FILTER

Although comprehensible input is necessary to language acquisition, it is not sufficient in and by itself. The emotional state of the learner can interfere with the acquisition of a new language because it involves public practice and speaking in front of others. This requires that the learner take a risk. This risk can produce
anxiety and embarrassment that can block the learner's ability to process new information. ESL teacher along with classroom teachers create an effective learning environment for MLs -- set a classroom atmosphere that promotes the rapid integration of newly arrived students into the life of the school. They provide a milieu that is non-threatening and demonstrate a good understanding of the needs of their newcomers. The key is to make MLs feel welcome and comfortable in the classroom so that their affective filter does not impede learning.

Social Language vs Academic Language:

Researcher Jim Cummins (Cummins, 1981, 1996) calls this language BICS (Basic Interpersonal Communication Skills). This is the oral communication that newcomers learn in order to function socially in the hallway, classroom, on the school bus and playground.

Academic language on the other hand is the language learn in school needed by students to do the work in schools. It includes, for example, domain-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue).

Our English Language Learner program is a program that uses only English as the instructional language for eligible students. The program support our Language Art and enables such students to achieve English proficiency and academic mastery of subject matter content and higher order. The skills learned in the program include critical thinking so as to meet appropriate grade promotion and graduation requirements. Our students are exposed to a learning environment in which they participate actively. Instruction is always presented in a meaningful context.

PCSST ESL PROGRAM MODELS: HIGH INTENSITY ESL

PCSST implement a high intensity ESL program where students are provided with a minimum of two periods of ESL instruction per day. The ESL instruction is offered in the form of pull-out services from Language arts/writing and push- in in core content areas.

The goal of ESL program at PCSST is to gradually transition from a Pull -Out to Push- in. Those students who require a concentrated pull-out ESL approach to acquire English skills will continue to be served via “Pull-Out” classes. At PCSST we try to minimize Pull-Out as much as possible and focus on an inclusionary model through an “integration of services model.” All teachers share the responsibility of educating our ML student population. Teachers accept the fact that the inclusionary model (push-in), requires grouping ML students in certain sections. In order to implement this models, PCSST provides professional development in the area of second language acquisition for all teachers.

CURRICULUM GUIDE

The purpose of Paterson Charter School's English as a Second Language (ESL) curriculum guide is to provide an overview of skills and strategies. This document is intended to serve as a curriculum guide for ESL teachers as well as a resource for content area teachers. The implementation of this curriculum guide is to ensure that ESL students receive instruction based on their language proficiency and/or grade level.

Curriculum Alignment to the WIDA English Language Proficiency Standards

https://wida.wisc.edu/teach/standards/eld

ESL teachers at PCSST will refer to the WIDA Standards and grade level clusters depending on the grade levels they are teaching. The ESL teachers will also connect the content of their lessons to the five WIDA content standards written below:

WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

The WIDA Standards will support the PCSST ESL teachers in the development of ongoing formal and informal assessments.

The WIDA CAN DO Descriptors will provide PCSST ESL teachers with a starting point and a baseline to work with ELLs, as well as to help guide content area teachers in their expectations for student performance and are designed for the entire K-12 spectrum.

The CAN DO Descriptors for WIDA's Levels of English Language Proficiency

For teachers unfamiliar with the ELP standards, the CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning. As teachers become comfortable with the Descriptors, the standards' matrices can be introduced. The CAN DO Descriptors are also general enough to be appropriate to share with students' family members to help them understand the continuum of English language development.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs® scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain the Speaking and Writing Rubrics associated with the ELP test. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELP level 4, to facilitate ELLs' access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of MPIs, the Descriptors do not scaffold from one ELP level to the next. Rather, each ELP level is to be viewed independently.

Currently, the CAN DO Descriptors are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences. Due to maturation, expectations of young ELLs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2008, WIDA will release new grade level cluster-specific CAN DO Descriptors at www.wida.us.

Presented as an oral language and literacy matrix, similar to the format of the ELP standards, the Descriptors should facilitate educators' examination of the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students whose oral and written English is comparable to their English-proficient peers. Figure 5M presents the CAN DO Descriptors of English oral language and literacy development across the levels of English language proficiency.

In Figure 5N, the CAN DO Descriptors for English language proficiency have been translated into Spanish. This version may be shared with parents literate in Spanish, perhaps at parent-teacher conferences, or to set goals for an individual student's English language development.

Figure SM: CAN DO Descriptorsfor the Levels of English Language Proficiency, PreK-12

Fo,rhe given levd of English language proficiency, **with support,** English language learners can:

	Levell	Level 2	Levell	.....	LewlS	
	• **Point to stated piaurcs.** word,. phrascs • Follow one-srep oral **direcbons** Match oral smremcntS ıo objects. 6gum or lllusmrioru •	• Son pietu=, objcas according to oral **irucrv Pictvrv** • Follow two-step oral Match information directions from **pictvrcrlptions** ro **objcas, illusrralions**	• Locate, sdoct, order **information from oral descripcions** • Follow muhi-sttp or•I **directions** • **Categorize or .sequence oral Information u ing picmres, objea.s** •	• Compare/con= functions, relationship, **from oral informarion** Analyie and npply oral ldcnt;fy cause **and** effect **information** fmm oral di,course •	• **Draw conclusions from oral in(ormuion** • Consiuct models based **on or:al discourse** • Make connections from oral disoourse	i. J
	Name objects, people, **pjautt'S** • Aruwi,r WH-(who, whar, whm, wheri,, which) **qua:tions** •	Ask WH- questions • Dcsa!be pictures, cvcnu, objcru, people • Rcs111to fact> •	• Formulate hypotheses, **m:tkt prttik'rions** • Describe processes, procedu,cs • **Rttcl1noriesor events** •	Discuss stories, issues. **conccpr1** • Give spceche<, oral report! • Offer crcarivesolutions to **iuuc:s,** problems •	Engage in debates • Explain phcnomroa, giveexamples and justify **responses** • Expr<SS and defend pointsof view •	
0	Match icons and symbols cowords, phrn.= or **environmern: 1prim** Identify concepts about **print and ,ext fcarurcs** •	Loca1e and tlassify **informarion** • Idenrify fom and cxplici1 **mess.ages** • Sdcct language patterns ._.,ocfared wirh facu •	**uc-no: piaurcs.** n"Cnrs. **pmcesse1** Idenrify main ideas • **Use context dues co determine mcaning of** words	**Interpret infonn:uion or** d:ta • Find details ,Im support **main ideas** • Identify word families. figures ofspeech •	Conduct racarch to glean information from multiple soun:es • **Draw conclusions from** **explicit and implici, text** •	
	Label *objcc,s,* pictures, diagrams • **Dn.w in response to :a** pmmpt Produce icons, ')'fflbols, **woRU, phrases coconvey** mmagcs	Makclisu • Produce drawinss, **phnses1 shon scncenccs. notes** • **Givr information** reque.s,,d from oral or **wrin-cn directions**	• **Proclua batt..bonrs expository or narraTT,:,** ICXU • Compare/coocnst **infornucion** • O.,scribe events, people, processes, pro«dures	**Summ:ub.c informarion** from graphics or notes • **Edi,:ind revise writing** •Crca,e original ideas or dcailcd n:sporu<S	Apply inf0<maiion ro **newcontc:xo** • React 10 multiple genres and discourses • Au1hor 1nuhiple forms/ genres of writing	

Variability ofsrudcnts'cognitive de>dopmcnt due10 ngc, grnde le.el spans,1h<irdiversi1y ofeducational uperiences and diag11osed loaming disabilities (if applic•ble). **ari,**10**b< considered in u$ing thas information.**

Key Components of ESL Lesson Planning

K-12 Standards	**Student Learning Objective**	**Content Objective vs Language Objective**	**Resources and Supports**
NJSLS along with WIDA Standards 1,2,3,4,5.	These objectives involve the four language skills (speaking, listening, reading, and writing), but they can also include: the language functions related to the topic of the lesson (e.g., justify, hypothesize) Vocabulary essential to a student being able to fully participate in the lesson.	**Content Objective** identifies what students should know and be able to do at the end of the lesson and leads to assessment. It is linked to engaging activities and to the learning outcomes. **Language Objectives** are "how" the students will show what they are learning. They are focused on the four domains of Speaking, Listening, Reading, and Writing.	Story Map Pictures/flash card Photographs Sentence Frames Word Wall, Flow Charts Diagram (semi-completed by teacher) Picture wall We use different resources (e.g., charts, photographs, technology etc.) English Grammar Activities. Vocabulary Games. Reading, Writing, & Spelling Games. Speaking, Pronunciation & Listening Activities and strategies to support the skills learning in the main stream class.

ESL Methods and Techniques

The ESL teachers align the lesson plans with the regular class teacher's lesson plans. As an expert in the ESL methods and approaches, the ESL teacher selects the specific methods or techniques best suited to teach a particular objective. The ESL teacher is aware of what the MLs should be taught and what they already know about the topic and make sure the lessons are designed based on each student's individual English language proficiency needs. The ESL teacher recommends accommodations/and or modifications that MLs must receive in order to be successful.

FABRIC

PCSST utilizes the FABRIC paradigm to teach MLS. The FABRIC paradigm allows teachers to provide diverse groups of MLs with access to classroom content while they acclimate to an English learning environment. The six learning threads in the FABRIC paradigm provide a structure that teachers can use to address the needs of

MLs. The threads are:
Foundational Skills

Students learn by building their understanding of foundational content, phonics, vocabulary, language structures, comprehension skills, and technology so

that they are able to access grade level material.

Academic Discussions

Students acquire academic language skills by interacting frequently in real-world discussions that enable them to use content vocabulary and language structures.

Background Knowledge

Students learn new content by using their existing knowledge, academic competencies, and prior experiences.

Resources

Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom.

Individualized Assessment

Students learn through instruction that is informed by formative and summative assessments. For assessments to provide the most useful information, they need to be in the students' dominant language and/or at the students' level of proficiency in

reading, writing, listening, and speaking.

Culture

Students learn in school environments that value the richness of diverse perspectives and cultivate cross cultural knowledge and awareness.

Below is the link from the NJDOE that has the complete FABRIC document

https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Technology:

Technology plays an integral part in providing MLs with valuable language experiences as they learn a new language. The ESL teacher offers Multilingual Learners a language-rich environment in which students are constantly engaged in language activities. The computer acts as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students are exposed to language learning software and websites, which may be utilized at home. Some of those websites/programs are **Imagine Learning** and **NewsELA**

ML PARENT INVOLVEMENT

Involving parents is an integral part of a successful ESL program. The ESL teacher should serve as a resource for classroom teachers and administrators since they are the professionals with training in multicultural awareness. ESL parents should be valued as an important addition to the cultural heritage of the school.

The ESL teachers should endeavor to provide resources and information that will help parents understand how their children can improve their skill and meet class expectations. The parents of our linguistically and culturally diverse students can be invited to visit the ESL classroom so they can see and understand what is involved in developing their children's English language and academic skills.

Parents of ESL students shall receive the following correspondence over the school year. This correspondence will be translated into home languages when possible.
Copies of parent correspondence will be kept in the students' ESL file.

• **Initial Placement Notification Letter**: An entry letter will be sent to parents of students who are eligible and enrolled in ESL class.

• **Continuation Letter:** This letter will be mailed to parents to advise that their child will be continUing in the ESL program.

• **Exit Letter:** This letter will be mailed to parents when a student meets the criteria to exit ESL.

PCSST will hold ESL Parent Nights and utilize resources from the Latino Family Literacy project such as bilingual reading books, phonics, activities for parents during these nights.

ML IDENTIFICATION PROCESS

All students entering PCSST are evaluated using the ML identification process articulated below. The three-step process includes the multiple indicators:

1) New Jersey Home-Language Survey;
2) The Records Review Process
3) Testing for Identification.

Multiple Indicators for Identification

Step	Entrance Steps	Who can complete step/assessment
Step 1	Home Language Survey	Registrar and the parent/guardian: HLS is part of the enrollment packet and is filled out by the parent or guardian.
Step 2	Records Review	ESL teacher and ESL administrator
Step 3	Testing	ESL teacher

ML EXIT PROCESS

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment and criteria included in the English Language Observation Form.

Step	Exit Steps	Exit Criteria
Step 1	NJ Standard on English Language Proficiency (ELP) Test	4.5 on ACCESS or MODEL A3 on Alternate ACCESS
Step 2	English Language Observation Form	Multiple Indicators (e.g. classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests). Led by Certified ESL/Bilingual teacher

Considerations for Students with Disabilities

Students' overall composite scores of four domains (listening, speaking, reading and writing) on their English language proficiency assessments can be used to create an indicator that meets federal requirements under the Every Student Succeeds Act (ESSA) of 2015. However, if a student is exempt from part of an assessment because of a disability, reporting student progress can be challenging.

There is an exception for an ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain; such an ML can be exited from ML status based on the student's score on the remaining domains in which the student was assessed.[2] Some MLs with disabilities cannot take all four ACCESS domains; thus an overall composite score cannot be easily calculated (and thereby a proficiency level cannot be derived). The lack of such an indicator may affect whether an ML is reclassified as a former or non-EL and influence other decisions schools and districts make about such students.

In accordance with 34 C.F.R. § 200.16(c), when no appropriate accommodations are available for **one or more of the language** domain(s), MLs with a disability that precludes assessment of a domain can be exited using a composite of the remaining domains that are able to be assessed. **The composite cut score is 4.5** [2] See 34 C.F.R. § 200.6 (h)(4)(ii).

Monitoring Newly Exited Students and Re-entry

Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:

1. After a minimum of one-half an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the principal.

2. A waiver of the minimum time limitation may be approved by the executive county superintendent upon request of the chief school administrator if the student is experiencing extreme difficulty in adjusting to the mainstream program.

3. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.

4. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.

5. If the student scores below the State-established standard on the language proficiency test, the student shall be reenrolled into the bilingual or ESL program.

ACCESS for ELLs

Students take the online ACCESS for ELLs 2.0 Test every year in spring. The ACCESS results are used to take decisions about students' English academic language and to facilitate their language development.

Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).

Test scores are e used:

- For accountability purposes
- As benchmarks against which teachers can measure future performance
- As a measure to make decisions about whether a student can exit the ESL program
- To support decisions about placing students into appropriate ESL classes or groups for instruction, instructional planning
- To show the progress students have made

ESL Textbooks and Software

K-12: Team Toolkits

TEAM Toolkits are designed for flexibility of use and support instruction in the mainstream classroom and specialized ESL programs. Ideal for:

- push-in or pull-out models of instruction
- academic classes during small groups and mainstream settings
- tutoring sessions
- mini-units based on specific skills that address gaps in learning

TEAM Toolkits: Teaching ELs for Academic Language

Mastery feature structured activities in listening, reading,

writing, and speaking to help English learners develop

grade-level academic language needed for classroom

success.

Interactive eBooks are also available.

Kits available:

Kit for levels AA–B (grades K–2)

Kit for levels C–E (grades 3–5)

Kit for levels F–H (grades 6–8)

Kit for high school (grades 9–12)

Each kit includes:

Student Books, *5 per level/grade*

Themed units include topics aligned to grade-level content. Lessons feature 5 parts: (1) Before We Read, (2) Let's Read, (3) Listen and Discuss, (4) Learning About Language, and (5) Write About It. Activities support the communicative purposes in WIDA's Can Do Descriptors, Key Uses Edition.

Annotated Teacher's Editions and Audio, *1 per level/grade*

Teacher's editions include a detailed *TEAM* program overview and connections to the ELP assessment practice in *Finish Line for ELLs 2.0*. Support for each lesson:

9-12: Edge leveled program

Edge is a leveled core reading/language arts program designed for striving readers and ESL students in grades 9-12. Edge is designed to help prepare all students for college and career success with dynamic National Geographic content and authentic and multicultural literature. Edge was built around relevant and motivating content, preparation for success on the new CCSS tests, and systematic and focused teaching materials, all while incorporating and covering the Common Core State Standards. The reading selections in Edge were specifically chosen to engage adolescent striving readers, get students excited about reading, and create a context for discussion and learning.

Imagine Language & Literacy

Imagine Language & Literacy is an adaptive learning software that accelerates reading and language proficiency for students in grades PreK–6. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Imagine Learning Language Advantage™

Development of both oral and academic language are essential to literacy. Through a systematic

approach to vocabulary, grammar, and language conventions, Imagine Language & Literacy explicitly teaches students the skills that are critical to reading comprehension and language proficiency, empowering them to unlock learning across all subject areas.

ESL FORMS

Home Language Survey (Parent Version)

Student Information

Student Name:

Date of Birth (MM/DD/YYYY):

Current Address:

Survey Questions

1. List all languages used in the student's home:

2. Was the first language used by the student a language other than English?
   - No
   - Yes
3. Does the student speak or understand a language other than English?
   - No
   - Yes
4. When interacting with others at home (example: parents, guardians, siblings), does the student understand or use a language other than English *most of the time*?
   - No
   - Yes
5. When interacting with others outside the home (example: friends, caregivers), does the student understand or use a language other than English *most of the time*?
   - No
   - Yes

Home Language Survey: (Internal/ESL Department Use)

Directions

Start with 'Question 1' and continue until the HLS is complete. Select the answer for each question and follow the directions. When you arrive at a decision, the HLS is complete. Proceed to *Step 2: Records Review Process* if the Home Language Survey indicates additional information is needed.

Note: The parent/family version is in the previous page. The skip pattern and result determination on this page are for internal use only.

Student Information

Student Name: Date of Birth (MM/DD/YYYY):

Current Address:

Survey Questions

Question 1: List all languages used in the student's home and go to #2:

Question 2: Was the first language used by the student a language other than English?

- No (Go to #3)
- Yes (Go to #3)

Question 3: Does the student speak or understand a language other than English?

- No (Go to *Result C*)
- Yes (Go to #4)

Question 4: When interacting with others at home (example: parents, guardians, siblings), does the student understand or use a language other than English most of the time?

- No (Go to #5)
- Yes (Go to #5)

Question 5: When interacting with others outside the home (example: friends, caregivers), does the student understand or use a language other than English most of the time?

- No (Go to *Result A*)
- Yes (Go to *Result B*)

Results [For Internal Use Only]:

Did they answer "Yes" to either Question #4 or Question #5?

- No (Go to *Result C*)
- Yes (Go to *Result B*)

Result B:
The student is a *possible* ML. Reviewer should proceed to Step 2 of Identification Process: Conduct Records Review Process.

Result C

The student is ***not*** an ML. Reviewer should not proceed to Step 2: Identification Process is complete.

Notification of Continuing Placement in ESL Program

Name of Student: [enter name of student] Date:
[enter date of notification]
District/charter school: [enter District or Charter School Name] School: [enter school name]
Current Grade Level: [enter current grade level] Dear

parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school's ESL Program . The goal of the school PCSSTs ESL program is to help your child learn English and meet age-appropriate academic standards.
Although you may request to have your child removed from the ESL Program, students normally participate for a period of 3 to 5 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include**: Access for Ells test scores, academic achievement data, and teacher input.**
Your child's level of English was measured using the following test: Access for ELLs Test,

Level of English proficiency: (**enter test score here)**

Your child's level of academic achievement was measured during a records review process upon entrance.

Level of academic achievement based on the above assessment: (**enter a description of academic achievement based on grades, benchmarks, etc..)**

If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program
The method of instruction used in your child's language assistance program is:
English as a Second Language (ESL)
Program Description:
ELL student will receive ESL pull-out and/or push in for ELA and in-class support in other core subjects as needed from an ESL certified teacher.
Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.
Name:
Title:
Phone:
Email:

Sincerely:

Notification of Initial Placement in ESL Program

Name of Student: [enter name of student] Date:
[enter date of notification]
District/charter school: [enter District or Charter School Name] School: [enter school name]
Current Grade Level: [enter current grade level] Dear

parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school's ESL Program . The goal of the school PCSSTs ESL program is to help your child learn English and meet age-appropriate academic standards.
Although you may request to have your child removed from the ESL Program, students normally participate for a period of 3 to 5 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include**: Access for Ells test scores, academic achievement data, and teacher input.**

Your child's level of English was measured using the following test: (**choose one)**
WIDA Screener or W-APT (Kindergarten only)

Level of English proficiency: (**enter test score here)**

Your child's level of academic achievement was measured during a records review process upon entrance.
Level of academic achievement based on the above assessment: (**enter a description of academic achievement based on grades, benchmarks, etc..)**

If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program
The method of instruction used in your child's language assistance program is:
English as a Second Language (ESL)
Program Description:
ELL student will receive ESL pull-out and/or push in for ELA and in-class support in other core subjects as needed from an ESL certified teacher.
Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.
Name:
Title:
Phone:
Email:

Sincerely:

English Language Observation Form

This step verifies that students can successfully achieve in classrooms where the language of instruction is English and the student has the opportunity to participate fully in society, where the language is English. As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.10, the form takes classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests into account.

Purpose

This form determines whether an ELL is ready for exit from ELL status**.**

Directions

This form must be completed collaboratively based on observations of an ELL in content classes in which English is the medium of instruction. Complete only if Exit Step 1 Decision is "Yes".

Student name: Student State ID: Grade:

Student Birth Date:

Certificated ESL and/or Bilingual Staff in attendance:

Additional staff members in attendance (Names and titles) :

Meeting date:

Other teachers present (at least one):

☐ English Language Arts ☐ Math ☐
Other:

Listening used in the information:

- ☐ Listens and follows along ☐ Responds to teacher questions ☐ Interprets oral information to complete content-related tasks
- ☐ Responds to unexpected/spontaneous questions appropriately
- ☐ Asks for clarification, if necessary
- ☐ Provides clarification, if necessary
- ☐ Clears up misunderstandings (by backtracking, restating, etc.) ☐ Other:

classroom Notes and other

Speaking used in the classroom

Teachers elicit student responses that are mostly:

☐ Word/phrases ☐ A Sentence ☐ Connected Sentences

Non-ELLs use mostly:

☐ Word/phrases ☐ A Sentence ☐ Connected Sentences

The observed student uses mostly

☐ Word/phrases ☐ A Sentence ☐ Connected Sentences

To what extent does the observed students use the English language in the ways expected for the task?

☐ Most of the time ☐ Some of the time ☐ Rarely

Notes and other information: Performance on achievement tests (e.g. local benchmark tests) and reading level in English demonstrate that the student has the ability to achieve at levels similar to his/her non-ELL peers in the classrooms where the language is English.

Most of the time ☐ Some of the time ☐ Rarely

Notification of Bilingual/ESL/ELS Program Exit

Name of Student: **[enter name of student]** Date: **[enter date of notification]**

District/charter school: **[enter District or Charter School Name]**

School: **[enter school name]**

Current Grade Level: **[enter current grade level]**

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

Your child's level of English was measured using the following test: **[enter**

name of test used: WIDA ACCESS for WIDA Model] Level of English

proficiency: **[enter level of English proficiency]**

For more information about your child's score, see the attached score report.

Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

Name: **[enter name of staff member]**

Title: **[enter title of staff member]**

Phone: **[enter phone number of staff member]**

Email: **[enter email of staff member]**

Sincerely,

[enter name]

NOTIFICATION TO DECLINE EL PROGRAMS OR PARTICULAR EL SERVICES

Date:

Dear Parent,

We understand that you would like to decline the English Learner (EL) program proposed for your child (insert child's name). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services. If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

____I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.
_____I am familiar with the EL programs and services the school has available for my child.
_____I have had the opportunity to discuss the available EL programs and services with the school.
_____I understand that the school believes its recommendation is the most academically beneficial for my child.
_____I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.
____All of this information has been presented to me in a language I fully understand.
You can access Tools and Resources for Serving English Learners Who Opt Out of EL Programs at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.
I,_____(parent name), with a full understanding of the above information, wish to:
_____decline **all** of the EL programs and EL services offered to my child.
____ decline **some** of the EL programs and/or particular EL services offered to my child. I wish to decline (list program/services):

_____
_____
_____
_____

_____ _____
_____

Parent’s Signature Child’s Name

ESL Department

mL Accommodation / Modification Plan

Student Name Grade
ESL Teacher

Overall Proficiency

Level Reading

Listening
Speaking

Writing

Accommodations / Modifications

- Use gestures and body language to increase understanding
- Use simple conversations (words and phrases)
- Use visuals and/or verbal cues to reinforce spoken and or written words
- Pre-teach and highlight key vocabulary
- Use single words or short sentences
- Provide word phrases or sentence frames for writing and speaking
- Provide frames/structure for essay writing
- Provide wait time while speaking
- Speak clearly and slowly
- Rephrase questions, directions, and explanations
- Provide extra time for complex materials and/or assignments
- Provide adapted/ differentiated/alternative text based on reading level
- Adapt/modify homework and classwork that reflects student's language proficiency
- Allow use of translations and bilingual dictionaries
- Scaffold or chunk long reading and writing assignments
- Provide alternative assessments (e.g. oral assessment, fill in the blank, reduce multiple choices to three, drawing, illustration, etc.)
- Provide extended time for tests and projects
- Provide notes, outlines, summaries of text, or study guides of particular chapters/lessons
- Provide videos on the subject to enhance understanding
- Assign a peer tutor, same language or English
- Use modified grading(assign a passing or failing grade or score based on effort if student is a beginner and knows no English)

Resources https://www.state.nj.us/education/bilingual/

https://www.colorincolorado.org/ https://www.latinoliteracy.com/

https://newsela.com/ https://wida.wisc.edu/teach/standards/eld