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2022 – 2023 ESL Guidelines Handbook Recommended Changes

p. 3: Changed the number of students in the district from 2,765 to 2,893.

p. 3: Changed the breakdown of Ethnicity
  Hispanic – from 28% to 30%
  Native Hawaiian or Other Pacific Islander – from 0.7% to 1%
  White – from 44% to 41%
  Two or more Races – from 2.3% to 3%

p. 3: Changed 13 to 21 (countries represented) Added Vietnam, Cambodia, Guam, India, Malaysia, Myanmar, Palau, Philippines, Tanzania

p. 9: Replace SBAC with SD-ELA

p. 10: Added new additional exit criteria: "or an overall composite score of 4.0 on ACCESS for ELLs 2.0 AND 3 or 4 on the SD-ELA."

p. 14: Addition of Certificate of Eligibility to Registration Checklist

p. 16: Added a place for the SD-ELA score, if necessary

English as a Second Language Program

RESPECT • PRIDE • EXCELLENCE FOR ALL

HURON

HANDBOOK
2022-2023

Table of Contents

Registration Checklist
Home Language Survey
Monitoring Form
Language Acquisition Plan Sample

The Huron School District serves approximately 2,893 students. English Language Learners comprise 33% of the Huron School District population. The following is a break down by Ethnicity:

Hispanic / Latino	30%
American Indian or Alaska Native	2%
Asian	22%
Black or African American	1%
Native Hawaiian or Other Pacific Islander	1%
White	41%
Two or more races	3%

Huron School District's ELL's represent over 21 countries, including the United States, Thailand, Vietnam, Cambodia, India, Burma, Myanmar, Puerto Rico, Mexico, Guam, Guatemala, El Salvador, Micronesia, Palau, Philippines, Tanzania, Belize, Malaysia, Honduras, Peru, and the Dominican Republic. They come from 3 basic groups of people:
- Refugees: People who have been forced from their country and cannot return
- Immigrants: People who are choosing to settle in the United States
- Children who are born in the U.S. to parents whose first language is not English

Refugees
Refugees are people outside the United States who seek protection on the grounds that they fear persecution in their homeland. To obtain refugee status, people must prove that they have a "well-founded fear of persecution" because of race, religion, membership in a social group, political opinion, and national origin. South Dakota has welcomed refugees from countries around the world.
The refugee students coming into the Huron School District come from a variety of cultural and academic experiences. Some children have been able to attend school but many have had their education interrupted due to violent and unstable conditions Many fled for weeks and months to refugee camps where they lived in dangerous conditions. Some have been in refugee camps for years, where the skills needed to survive are radically different than the skills needed to succeed in an American classroom.

Immigrants
Immigrants are different from refugees in several ways. Immigrants are people who choose to come to the United States, but who may return to their home country. Immigrants choose to come for a variety of reasons, most for the opportunity to experience health, safety, and the prosperity of the Unites States. These individuals come at their own expense and do not have the support offered by the caseworkers in the refugee settlement program. Students from these families need both language and cultural acculturation.

U.S. Born ELLs
There are a growing number of ELL students who were born in the United States, but whose home language is not English. Before entering school, many of these children have limited experiences with the English language. These students may speak English, and even sound as if they are fluent in English, but they may not have the academic English or background knowledge needed to succeed in content area classrooms without language support.

🐾 Legislation on Educating and Assessing English Language Learners 🐾

Title VI of the Civil Rights Act of 1964 was the first piece of legislation to address the needs and rights of speakers of other languages in public education, asserting that school districts are responsible for providing equal educational opportunities to national origin minority students with limited English proficiency (LEP). The No Child Left Behind Act of 2002 (NCLB) is additional legislation to further clarify the funding and the responsibilities of educators in addressing the education of LEP students.

Title VI, Civil Rights Act of 1964
"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Lau v. Nichols
The U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

Title I and Title III -Accountability through Assessment
NCLB also calls for accountability in meeting State standards through high quality assessments. Schools must not only demonstrate improvements in students' English proficiency each school year, but also demonstrate that English learners are making the same "adequate yearly progress" as other students. As a result, ELLs must participate in annual State assessments.
- ELLs must take annual standardized tests assessing English language proficiency.
- ELLs are required to take the same State tests as all other students.

School districts must also assess annually the LEP students in speaking, reading, writing, and listening.

Mission Statement
Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

Vision Statement
Respect ~ Pride ~ Excellence for All

English as a Second Language Program Mission Statement
The purpose of the English as a Second Language (ESL) program is to provide experiences that promote individual and social well-being and to provide equal educational access for students whose primary language is not English. It is an interdisciplinary program that helps students acquire essential skills for learning a new language and adjusting to a new culture. Recognizing that each student is unique, the aim of the program is to be responsive to the initial and changing needs of the student and to maintain flexibility within the program.

The ESL program emphasizes instructional assistance in the four skill areas of language development: listening, speaking, reading, and writing. The program assists non or limited English-speaking students to develop English language skills at a level which will enable them to perform successfully in mainstream classes, graduate and function successfully in our culture.

The ESL program is committed to encouraging a positive self-concept, maintaining a healthy attitude toward individual differences, and creating a school wide climate of understanding, empathy, and interaction between students and staff.

English as a Second Language Vision Statement
The primary goal of the Huron School District is to support the intellectual development of students. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families, and the community. These goals apply equally to all students.

ESL services allow students whose primary language or languages of the home are other than English to develop their potential within the Huron School District.

☙ Program Models ☙

Mainstream Classroom: The Huron School District uses an integrated ESL program that provides language services in the mainstream classroom as much as possible. The ESL teachers collaborate with classroom teacher to develop instructional plans for students who are limited in their English Language Proficiency. Classroom teachers modify materials. Additional support is provided as needed.

ESL Pull-Out / Class Period: The focus of ESL is to help students develop English language proficiency. The ESL teacher focuses in instruction using ELD standards to teach English.

Push-in ESL: The focus of this model is to develop English language proficiency. The ESL teacher focuses instruction in English using co-teaching and planning to make the lesson comprehensible, as well as provide additional language support within the classroom related to the mainstream lesson.

Newcomer Program: The focus of this model is to develop beginning English Language skills, introduce core academic skills, and provide support for acculturation to the United States and school. Students in this program are new to the U.S. educational system with an entry level of English language proficiency or ELL students with severely interrupted formal education. The ESL teacher focuses instruction delivery in English with native support from bilingual staff and peers when possible. This program is designed for students to succeed in U.S. schools and transition to a regular classroom within one year.

Sheltered Classroom Instruction: The focus of this model is to develop English language proficiency while learning academic content knowledge. The teacher focuses on rigorous content standards, English Language Development, and specific strategies and techniques to teach English and content together.

☙ Instructional Program ☙

Elementary Attendance Centers: Buchanan K/1 Center, Madison 2/3 Center, Washington 4/5 Center
- English Language Learners spend the majority of their day in classrooms with English-speaking peers. ESL services at the elementary level are provided by an ENL endorsed teacher who uses the pull-out or push-in model or a combination of the two. Instruction focuses on vocabulary development, speaking, reading, listening, and writing. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model. ESL teachers help students build background knowledge and make connections with skills and concepts that are being taught in their classrooms. ESL teachers collaborate with the regular classroom teachers to identify instructional strategies and accommodations to meet the needs of ELL students to help them achieve success in the classroom.

Huron Middle School
- Middle school students receive language acquisition services provided by an ENL endorsed teacher who uses the pull-out / class period model and/or sheltered instruction model. Depending on the level of proficiency, a student is placed into appropriate classes, which may include Newcomer, ESL Basic, ESL Intermediate, ESL Advanced, or Sheltered Classroom instruction. Instruction focuses on reading, writing, listening, and speaking as well as vocabulary development. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model. The number of sheltered courses a student is enrolled in is based on but not limited to the results of the annual WIDA ACCESS test.

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Huron High School
- High school students receive language acquisition services provided by an ENL endorsed teacher. Depending on the level of proficiency, a student is placed into appropriate classes, which may include Highly Intensive Language Learning Newcomer (HILL), ESL Emergent, ESL Basic, ESL Intermediate, ESL Advanced, Applied Language Development, or Sheltered Classroom instruction. Instruction focuses on reading, writing, listening, and speaking, as well as vocabulary development. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model.

The purpose of the ESL Program is to increase the English language proficiency of the identified LEP students as quickly as possible by implementing the design as described above.

English Language Proficiency Standards

South Dakota has adopted as the WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. The WIDA English Language Proficiency Standards are:
- English Language Proficiency Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at: https://wida.wisc.edu/teach/standards/eld

Responsibilities and Certification of ESL Staff

The ESL teacher is expected to:
- Provide direct, language acquisition instruction for ELL students in reading, writing, listening, and speaking
- Maintain student cumulative records (LAP, Home Language Survey, Monitoring forms, Assessment data)
- Review Home Language Surveys to indicate ESL screening assessment
- Administer assessments (Screeners & ACCESS) to all participating ELLs
- Develop a Language Acquisition Plan (LAP in cooperation with classroom teachers and principals.
- Coordinate instruction and student needs with classroom teachers
- Provide input and attend meetings concerning ELL students.
- Attend all ESL staff/department meetings and district Diversity Committee meetings.

Certification for ELL Teacher:
- South Dakota State Law requires teachers who teach ELs to have an English as a New Language (ENL) Endorsement to provide the ENL program services.

Identification & Screening Process

The standardized identification screening process is based on the results of the Home-Language Survey, which is given to all students. A copy is placed in the student's cumulative record. If a response indicates a language other than English, the ESL Welcome Center will be notified. Then, the screening process begins.

Standardized Identification Screening Process:
- If another language is present the screener will be given, unless there is an abundance of evidence of academic success at the time the student enrolled in the school district. This may be based on prior student grades, GPA, and assessment scores from prior schools.
- The WIDA Screener for Kindergarten or the WIDA Screener for grades 1-12 will be administered. A copy of the screening results is placed in the student's cumulative record.
- At the beginning of the school year, identification, screening, and parental notification of eligible students must be given within 30 days of enrollment. Once the school year is underway, the window for identification, screening, and parental notification of eligibility is with 14 days of enrollment.

Student Language Acquisition Plans (LAP) will be written for all identified ELL students. The ESL teacher is required to update the LAP on a yearly basis.

🐾 Student Placement 🐾

Students will be place appropriately according to age. Any variation will be determined by looking at a variety of materials and conferencing with parents and administration.

Students enrolling with current information indicating participation in an ESL program are eligible for placement in an ESL program in the Huron School District. It is not necessary to re-determine eligibility. Upon receipt of the records, the ESL teacher will review the information and determine the degree or level of services.

If a student arrives as a transfer student from another high school or another country, he/she shall be enrolled at that time. If the student enrolls with transcripts, the counselors will evaluate the transcript for transfer credit and the student will be placed in a grade level based on the number of credits transferred.

🐾 Parental Participation, Notification, & Consent 🐾

Parents/guardians have the right to either accept or decline ESL services. Families also have the right to change their decision at any time during the student's career in the Huron School District.

Parents of second-language students are welcome to join the district Diversity Committee.

The school district provides two parent hotlines as a point of contact for parents who do not speak English as their first language. The Spanish hotline number is 605-353-8565 and the Karen hotline number is 605-353-8576.

🐾 Assessment 🐾

Identified ELL students in grades K-12 must be given the ACCESS for ELLs 2.0 each February. This large-scale test addresses the academic English language proficiency standards that help with instructing and evaluation the progress of English learners.

All identified English learner students in grades 3–8 and 11 must participate in the SD ELA, Math, and Science Assessments. If a student is considered to be in his/her first year in the U.S. and have participated in ACCESS for ELLs 2.0, the ELA portion of the SD-ELA is not required. However, they must participate in the math and science portions and will only count as participation. After the first year in the country, all ELs take the same content and state assessment that is required of all students.

If the student arrives after the ACCESS for ELLs 2.0 testing window, the student will then need to have participated in the WIDA Screener in order to be exempted from the ELA portion of SD-ELA for that year.

The school district receives annual ACCESS scores in late May or early June. The ESL Welcome Center staff mail a parent notification letter and student report to each student's parent/guardian.

⬛ Exiting & Monitoring of English Language Learners ⬛

All English learners will be assessed annually with the state's English language proficiency (ELP) assessment – ACCESS for ELLs 2.0. In order for an English learner student to be deemed proficient on South Dakota's ELP assessment, he or she must achieve an overall composite score of 5.0 on ACCESS for ELLs 2.0 or an overall composite score of 4.0 on ACCESS for ELLs 2.0 AND 3 or 4 on the SD-ELA.

Students that have exited from their EL program will be monitored for the next two consecutive years. Progress will be evaluated, and such things as a teacher referral, a parent referral, test scores, and mainstream classroom success will be monitored. After the two year monitoring period, students will be reclassified as fully English proficient or data may indicate a need to discuss if a student needs to be re-integrated into the EL program.

⬛ Language Acquisition Plan (LAP) ⬛

The Language Acquisition Plan (LAP) is completed annually in the Fall. The LAP includes student and parent information, academic history, screener information, ACCESS & NWEA data, and ESL services. It also outlines goals, along with any accommodations, modifications, and services for each ELL in the district. The services provided are based on the student's proficiency score. The LAP will be completed in "Ellevation", an online data management system that tracks a student's proficiency level and accommodations.

⬛ Interpreters & Translators ⬛

The goal of the Huron School District is to facilitate communication access to non-English speaking students and their families. All requests for an interpreter must be through the ESL Welcome Center. Translation requests must be in written form, emailed to the ESL Welcome Center, Dianne.tapken@k12.sd.us. Documents for translation must be attached as a Microsoft Word document.

For more information on Policy GC-20, please go to https://www.huron.k12.sd.us/files/5614/4968/3480/GC-20_Interpreter_Policy.pdf.

⬛ Program Evaluation ⬛

The ESL Program is evaluated annually by analyzing ACCESS scores to see progress toward proficiency and student growth in language development. Results are shared with building leadership teams.

ACCESS for ELLs 2.0: This is the annual assessment used in South Dakota schools to measure progress of English skills.

AQS: Acculturation Quick Screen, a survey used to determine student's stage of adaptation to the new culture.

BICS: *Basic Interpersonal Communication Skills*. These are the language skills needed in social situations which usually develop within six months to two years after arrival in the U.S.

CALP: *Cognitive Academic Language Proficiency*. The language ability required for academic achievement, which is usually acquired within five to seven years after arrival in the U. S.

Code Switching: The use of two languages interchangeably in speech and in writing often due to lack of fluency in L1 and L2, or in both languages.

Content-Based ESL (English as a Second Language): This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

English Learner-EL (refers to the student): English Learner; this term is replacing LEP (Limited English Proficient) because it highlights accomplishments rather than deficits.

English as a Second Language - ESL (refers to the program): A program of techniques, methodology and special curriculum designed to support EL students academically while they are becoming proficient in English.

HLS: Home Language Survey, a language questionnaire on the registration form used to identify potential EL students.

Immersion: Approach to teaching language in which the target language is used exclusively to provide all instruction.

L1: Primary language
L2: New language; second language

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not simply lack of proficiency in another language.

Lau v. Nichols: A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district [414 U.S. 563 (1974].

NES: Non-English Speaker

Pull-Out ESL: A program in which ESL students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

Redesignation/Reclassification: A process, based on reaching certain criteria of proficiency, that changes an ELs status and triggers program changes that may remove the student from an ESL program and place him/her in the mainstream classroom.

Sink or Swim: Programs where the course material is taught only in the dominant language of the country, e.g., English in the United States, without special concern for student comprehension. This approach violates the civil rights of limited English proficient children which are protected under the 1974 Supreme Court decision in **Lau v. Nichols**. This concept is sometimes referred to as language submersion.

W-APT: This is the name of the test used in South Dakota to identify ESL students.

Appendices

Registration Checklist

Home Language Survey

Monitoring Form

Language Acquisition Plan Sample

Huron School District
ESL Welcome Center
Registration Checklist

Student Name: _____   Date: _____

_____	District blue registration form
_____	Home Language Survey
_____	Birth certificate/I-94/Social Security Card
_____	Immunization records
_____	Previous school records
_____	Bussing information / Z-Pass Information
_____	Request for interpreter/translation
_____	Free and Reduced Price Meals Application / Disclosure Consent
_____	Certificate of Eligibility
_____	Computer/Internet Usage Agreement
_____	Photo Release Permission
_____	Backpack Program
_____	ESL Program information

- Pamphlet
- Entrance/Exit Criteria
- Programming
- Parental Rights

I have received information about the Huron School District ESL Program. I understand that my student will be screened to determine if he/she qualifies for ESL services. The program exit criteria have been explained to me. I understand that I have the right to deny ESL services for my child after the initial screening test is scored.

_____   _____

(Parent signature)   (Date)

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Huron School District Migrant & Home Language Survey

ESL

Child's Name	GRADE	Date of Birth	Place of Birth	# of years of formal education outside US	# of years in US Schools	Is English the 1st Language?		Gender	
						Yes	No	M	F

The child is: (Please check any that apply)

US Citizen	US Resident	Immigrant	Refugee	Date entered the United States:

Family Information Section:

Father/Guardian:_____Employer:_____

Mother/Guardian:_____Employer:_____

Address:_____

Home Phone:_____Work:_____Cell:_____

Language Section: (ESL Determination)

What is the language most frequently spoken at home?_____

What language did your child learn when he/she began to talk?_____

What language does your child most frequently speak at home?_____

Which language do you most frequently speak to your child?_____

Have the children been in an English as a Second Language Program at their previous school?_____

Work History Section: (Migrant Education Determination)

When did you move to Huron (date)?_____

Where did you move from?_____

What is your reason for moving to Huron?_____

Title III & English Language Learner (ELL) Program

Monitoring Worksheet for Exited (Former) ELL Students

Student Name: _____   ESL Program Exit Date:_____

ACCESS Exit Scores: L _____   S_____   R_____   W_____   Composite _____

SD-ELA Score: _____(if necessary)

Monitor Year 1:   School year 20____

School Name: _____   Grade: _____

Complete the following for items in which the student participates (use a different color for each assessment period):

NWEA		SD ELA & MATH		Grades		Other
Reading	Fall: Winter: Spring:	**Reading**	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Language Usage	Fall: Winter: Spring:	**Math**	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Math	Fall: Winter: Spring:	**Science (4 & 8 only)**	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Science	Fall: Winter: Spring:					

Concerns:

_____

_____

☐ **After 1 year of monitoring, student is performing successfully in the mainstream classroom.**
☐ **After 1 year of monitoring, student is having difficulty in the following area(s):** _____

_____

It is recommended that student:
   ☐ Is reclassified back into the ELL program
   ☐ Continues to be monitored for the second year
   ☐ Other (specify):_____

	Name (printed)	Signature
Classroom Teacher		
ESL Teacher		
Administrator		
Parent		
Student		

<u>Monitor Year 2:</u> School year 20_____

School Name: _____   Grade: _____

Complete the following for items in which the student participates:

NWEA		SD ELA & Math		Grades		Other
Reading	Fall: Winter: Spring:	Reading	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Language Usage	Fall: Winter: Spring:	Math	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Math	Fall: Winter: Spring:	Science	☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4			
Science	Fall: Winter: Spring:					

Concerns:

_____

_____

_____

☐ **After 2 years of monitoring, _____ is performing successfully in the mainstream classroom.**
☐ **After 2 years of monitoring, _____ is having difficulty in the following area(s):**

_____

_____

It is recommended that student:
    ☐ Is reclassified back into the ELL program
    ☐ Continues to be monitored for an additional year
    ☐ Will no longer require monitoring from the ELL program
    ☐ Other (specify):_____

	Name (printed)	Signature
Classroom Teacher		
ESL Teacher		
Administrator		
Parent		
Student		

Language Acquisition Plan

Student Information

Student	■■■■	Grade Level	■■■■	School	Huron High - 01
Student ID	■■■■	ELP Designation	LEP	LEP Status	LEP
Home Language	Spanish	Native Language	Spanish	date entered US school	4/3/2019
Years in US Schools	2	Birth Country	El Salvador	City/Town of Birth	
Date of Birth	■■■■				

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date

Results

ACCESS for ELLs 2.0
2/24/2020

Composite	Listening	Speaking	Oral
1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6
2.3	1.8	1.8	1.8
(324)	(296)	(266)	(281)

Reading	Writing	Comprehension	Literacy
1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6	1 | 2 | 3 | 4 | 5 | 6
4.7	1.9	3	2.9
(399)	(287)	(368)	(343)

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	**1.8: Entering** Students at this level: • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	**2: Emerging** Students at this level: • Match or classify oral descriptions to real-life experiences or visually represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions
Speaking	**1.8: Entering** Students at this level: • Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary	**2: Emerging** Students at this level: • Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods)

	• Repeat words, short phrases, memorized chunks of language	• Characterize issues, situations, regions shown in illustrations

Reading

4.7: Expanding
Students at this level:
• Compare/contrast authors' points of view, characters, information, or events
• Interpret visually- or graphically-supported information
• Infer meaning from text
• Match cause to effect
• Evaluate usefulness of data or information supported visually or graphically

5: Bridging
Students at this level:
• Interpret grade-level literature
• Synthesize grade-level expository text
• Draw conclusions from different sources of informational text
• Infer significance of data or information in grade-level material
• Identify evidence of bias and credibility of source

Writing

1.9: Entering
Students at this level:
• Label content-related diagrams, pictures from word/phrase banks
• Provide personal information on forms read orally
• Produce short answer responses to oral questions with visual support
• Supply missing words in short sentences

2: Emerging
Students at this level:
• Make content-related lists of words, phrases, or expressions
• Take notes using graphic organizers or models
• Formulate yes/no, choice and WH- questions from models
• Correspond for social purposes (e.g., memos, e-mails, notes)

Literacy	No Descriptors available	No Descriptors available
Composite	No Descriptors available	No Descriptors available
Oral	No Descriptors available	No Descriptors available
Comprehension	No Descriptors available	No Descriptors available

LEP Services

Academic Period	Service	Provider	Schedule
2020/2021 - Year	HS Basic ESL	Amy Kaufman	

Goals

Academic Period	Domain	Goal	Progress
2020/2021 - Year	Listening	**Key Uses - Grades 9-12 - Student moving to Level 3** Student will move to a Level 3 (Developing) by demonstrating mastery of the following Can Do Descriptors: **Process recounts by** • Identifying main ideas from short content-related oral presentation • Classifying examples of genres read aloud (e.g., types of narration) **Process explanations by** • Recognizing relationships in a series of oral statements • Identifying causes for particular events or phenomena in short oral presentations **Process arguments by** • Organizing information related to different perspectives presented orally • Identifying language choice that represent specific point of view from a series of oral statements	No status
2020/2021 - Year	Speaking	**Key Uses - Grades 9-12 - Student moving to Level 3** Student will move to a Level 3 (Developing) by demonstrating mastery of the following Can Do Descriptors: **Recount by** • Posing and responding to questions in small group discussions	No status

		• Describing the sequence of processes, cycles, procedures, or events with details **Explain by** • Connecting causes to effects in a series of statements • Sequencing processes, cycles, or procedures in a short extended discourse **Argues by** • Stating claims matched to evidence using a series of related sentences • Suggesting details or reasons to reinforce a point of view	
2020/2021 - Year	Reading	**Key Uses - Grades 9-12 - Student moving to Level 3** Student will move to a Level 3 (Developing) by demonstrating mastery of the following Can Do Descriptors: **Process recounts by** • Recognizing lexical chains that show how characters and ideas are label across the text • Identifying detailed descriptions, procedures, information in paragraphs **Process explanations by** • Identifying how language provides clarity and precision in describing the topic or phenomena • Summarizing key information with diagrams, models, flow charts, or illustrations **Process arguments by** • Identifying the purpose and the audience • Evaluating the strength of evidence statements	No status
2020/2021 - Year	Writing	**Key Uses - Grades 9-12 - Student moving to Level 3** Student will move to a Level 3 (Developing) by demonstrating mastery of the following Can Do Descriptors: **Recount by** • Summarizing content-related material • Including important information and related details **Explain by** • Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures • Integrating headings, introductory statements and other features to organize the text **Argues by** • Justifying reasons or opinions with textual evidence • Summarizing opposing positions and evidence	No status

Modifications

The following Modifications are to be used throughout the year in the regular classroom for this student.

- Help student build academic (content) vocabulary
- Provide language experiences
- Provide visuals/pictures
- Pre-teach key vocabulary
- Use graphic organizers/Provide outlines
- Use manipulative and realia
- No penalty for spelling/grammar
- Read to the student
- Encourage student to underline key words or important facts
- Check often for understanding
- English/Native language dictionary or electronic translator

Accommodations

The next section shows the testing situation for this particular student. Based on each LEP student's ELP scores, the State has created a cut score chart which gives LEAs guidance into what Accommodations they can make for the student's testing. The Accommodations listed below will be used by the student during standardized testing. All Accommodations must be implemented in the classroom.

Test Period	Test Name	Accommodations
2020/2021 - Year	SBAC	• Regular Testing without Testing Accommodations
2020/2021 - Year	NWEA	• Regular Testing without Testing Accommodations
2020/2021 - Year	ACT	• Extended Time • Native Language Dictionary
2020/2021 - Year	Accuplacer	• Read Aloud Items • Extended Time • Native Language Dictionary
2020/2021 - Year	Classroom Assessments	• Read Aloud Items • Extended Time • Provide word banks, sentence starters, outlines or study guides • Pictures/Visuals • Provide alternate methods of assessment (oral, portfolio, etc.) • Highlight (underline) key vocabulary within test items

Parent/Guardian Signature: Date: Phone Number: