

ELlevation & Curriculum Refresher

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Educational Specialists



AGENDA

1. Compliance Updates/Review
2. What's New
3. WIDA Standards and ACCESS for ELLs 2.0
4. Exiting Criteria
5. Reminders

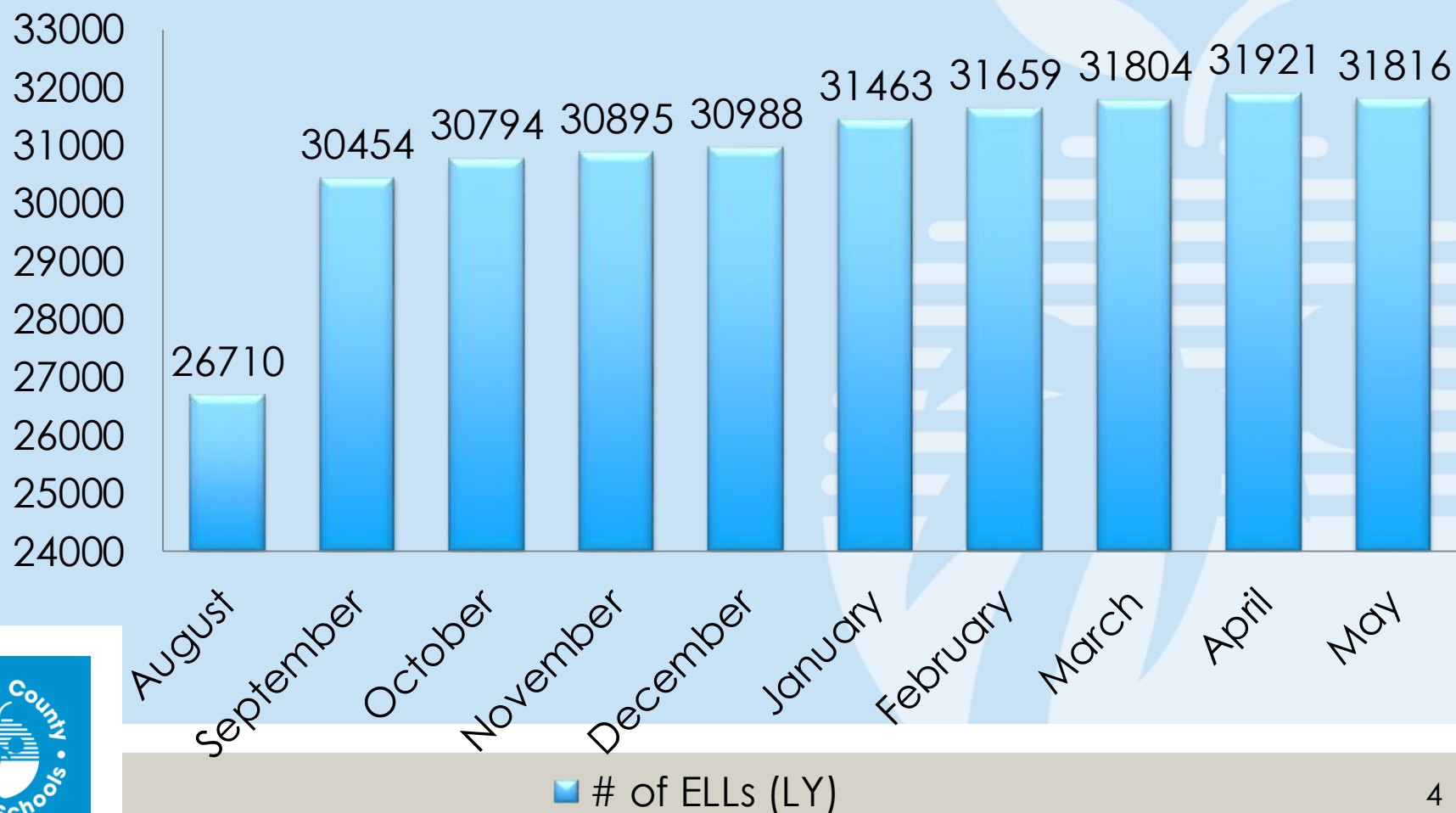
OUTCOMES

- Participants will be prepared to comply with District, State and Federal ESOL Program guidelines
- Participants will be able to meet the needs of English Language Learners (ELLs), their families, and their teachers through accurate record keeping
- Participants will be able to Interpret and analyze Access 2.0 scores in order to impact instruction and student progress.



BROWARD COUNTY PUBLIC SCHOOLS

District Enrollment of ELLs (LY)



NORMS

1. Equity of Voice
2. Active Listening
3. Respect for all perspectives
4. Safety and Confidentiality
5. Self-monitor use of Electronics





Attend all ESOL Curriculum Contact meetings. Participants must sign in with their name, school name and Personnel or MSID number for record keeping.

ELL Wheel Decide...



Shifting Sands



Compliance

Per Florida's authority for the implementation of the Consent Decree found in Section **1003.56**, F.S., English Language Instruction for Limited English Proficient Students and Rules **6A-6.0900** to **6A-6.0909**, F.A.C., Programs for Limited English Proficient Students.

Source: www.fldoe.org/aala/rules.asp



Per the FL State approved District ELL Plan Source: <http://esol.browardschools.com/>

Meta Consent Decree



State of
Florida's
framework
for
compliance
with Federal
& State laws

Civil rights
of English
Language
Learners

Equal
access to
all
educational
programs

Ensures delivery
of
comprehensibl
e instruction

Section 1

Identification & Assessment

Section 2

Equal Access To Appropriate Programming

Section 3

Equal Access to Appropriate Categorical
and other Programs for ELLs

Section 4

Personnel

Section 5

Monitoring Issues

Section 6

Outcome Measures

The process remains the same



Who is an English Language Learner:

Was not born in the U.S.A. and whose native language is a language other than English

OR

Comes from a home environment where a language other than English is spoken

OR

Is American Indian or Alaskan native, who comes from an environment where a language other than English has had a significant impact on his or her level of English language

AND

Has sufficient difficulty speaking, reading, writing, or listening to the English language

As defined by Florida Statute (section 1003.56(2))
<http://flsenate.gov/Laws/Statutes/2011/1003.56>



The term Immigrant children and youth means individual who:

Are ages
3-21

And

Were not born in
any State or U.S.
territory or
possession (PR)

And

Have not been
attending one or
more schools in
any one or more
States for more
than 3 full
academic years.

DATE OF ENTRY IN U.S. SCHOOL (DEUSS)

PREVIOUS SCHOOL EXPERIENCE:

Has the student previously attended a:

Broward Public School?

Yes ☐ No ☐

If yes, indicate name of school.

Florida Private School?

Yes ☐ No ☐

If yes, indicate name of school.

Florida Public School?

Yes ☐ No ☐

If yes, indicate name of school.

US School Outside of Florida?

Yes ☐ No ☐

If yes, indicate name of school.

County ☐ ☐
Public Private

School Outside of The US?

Yes ☐ No ☐

If yes, indicate name of school.

Country ☐ ☐
Public Private

Has the student previously been:

retained (repeated the same grade?)

Yes ☐ No ☐

in a Home Education Program?

Yes ☐ No ☐

in Exceptional Student Education (ESE)?

Yes ☐ No ☐

in a Magnet Program?

Yes ☐ No ☐

expelled from school?

Yes ☐ No ☐

on a 504 plan?

Yes ☐ No ☐

in an ESOL program?

Yes ☐ No ☐

convicted of a felony?

Yes ☐ No ☐

living outside of the USA?

Yes ☐ No ☐

If your child previously lived outside of the United States, state the date your child first entered school in the USA:

Date is entered on the A03 Panel

IMMIGRANT REPORT ON EXPORT WIZARD

The screenshot shows the Ellevation web application interface. At the top, there is a navigation bar with links for Home, Students, Schools, Teachers, Reports, and Resources. The 'Reports' menu is open, showing options like Reports, Parent Letters, Listings, Data Audit, Data Analysis, Export Wizard, and Exports (legacy). The 'Export Wizard' option is highlighted with a blue arrow pointing to the 'Export Wizard' page.

Reports

Enter or select the Report, Listing, or Export parameters and then click the appropriate button to generate the report or export. Click the Data Audit table for a report on Student records.

Step 1: Select Report

Reports | Parent Letters | Listings | Data Audit | Data Analysis | **Export Wizard** | Exports (legacy)

Export Wizard

The Ellevation Export wizard allows you to generate a comma-separated export of your student data. This file can be opened in Excel or similar spreadsheet program. Simply select which student data fields you would like to include in your file and click *Run Export*. Your file will appear at the bottom of this page when it is ready.

Additionally, you may save your export parameters as an Export Template, and generate an updated file from this page at any time.

✔ Your export request has been added to the queue. Please check your [Recent File Requests](#) area to retrieve your export when it is ready.

Saved Export Templates

These are your saved export templates. Select one below to run, edit or schedule an export

Active ELLs [Run Export] [Edit Template]

- Creator: Bustillo, Stephanie (you)
- Description: Active ELLs whom are currently designated as LY in the ESOL Program
- Scheduled: -- (edit schedule)

Once report is run, it will appear on Recent File Exports

SAMPLE IMMIGRANT REPORT

Immigrant
Status

Entry in U.S.
School

Immigrant	Date Entered US Schools
No	8/23/10
No	8/8/11
Yes	8/19/13
Yes	8/18/14
Yes	8/20/12
Yes	8/20/13
No	8/24/09
Yes	8/18/14
Yes	8/22/12
Yes	8/19/13



BROWARD COUNTY PUBLIC SCHOOLS

Sample Report

Immigrant
Status

Entry in U.S.
School

Last Name	Middle Name	First Name	Active	Student #	Birthday	Immigrant	Grade Level	Birth Country	Lang. Clas	Date Entered
					12/8/02	No	7	Jamaica		1/11/16
					10/18/03	No	7	Jamaica		1/6/16
					12/11/03	No	6	Bahamas		1/21/15
					4/1/04	No	6	Haiti		3/16/16
					10/3/04	No	6	Jamaica		3/30/16
					3/15/03	No	7	Jamaica		9/4/15
					3/4/02	No	7	Jamaica		1/13/15
					10/8/02	No	8	Dominican Republic	A1	1/5/16
					2/17/03	No	7	Trinidad and Tobago		3/28/16
					9/14/04	No	6	Colombia		3/28/16
					6/23/04	No	6	Jamaica		8/28/15
					9/28/04	No	6	Saudi Arabia		3/2/16
					5/20/03	No	7	Haiti		1/25/16
					4/6/04	Yes	6	Haiti	C1	7/31/14
					11/8/02	Yes	8	Venezuela	B1	8/24/15
					6/26/04	Yes	6	Peru	A2	8/18/14
					7/15/02	Yes	7	Colombia	B2	8/19/13
					3/4/03	Yes	6	Haiti	C1	10/7/14
					9/18/02	Yes	8	Jamaica		8/18/14
					11/21/03	Yes	6	Jamaica		1/14/14
					8/27/03	Yes	7	Haiti	A1	2/7/14
					3/25/02	Yes	8	Jamaica		1/10/14
					11/14/02	Yes	6	Venezuela	A1	11/5/14
					7/23/03	Yes	7	Peru	A2	8/24/15
					12/20/01	Yes	8	Nigeria	A1	11/12/15
					1/29/03	Yes	7	Bermuda		9/15/13
					4/19/02	Yes	7	Cayman Islands		8/19/13
					8/27/03	Yes	8	Haiti	A1	8/27/14
					10/3/01	Yes	8	Cuba	A1	9/16/15
					8/20/03	Yes	6	Honduras	A1	11/16/15
					4/12/02	Yes	7	Honduras	A1	11/16/15
					12/31/00	Yes	8	Colombia	A1	1/22/15
					2/26/02	Yes	8	Jamaica		2/10/14

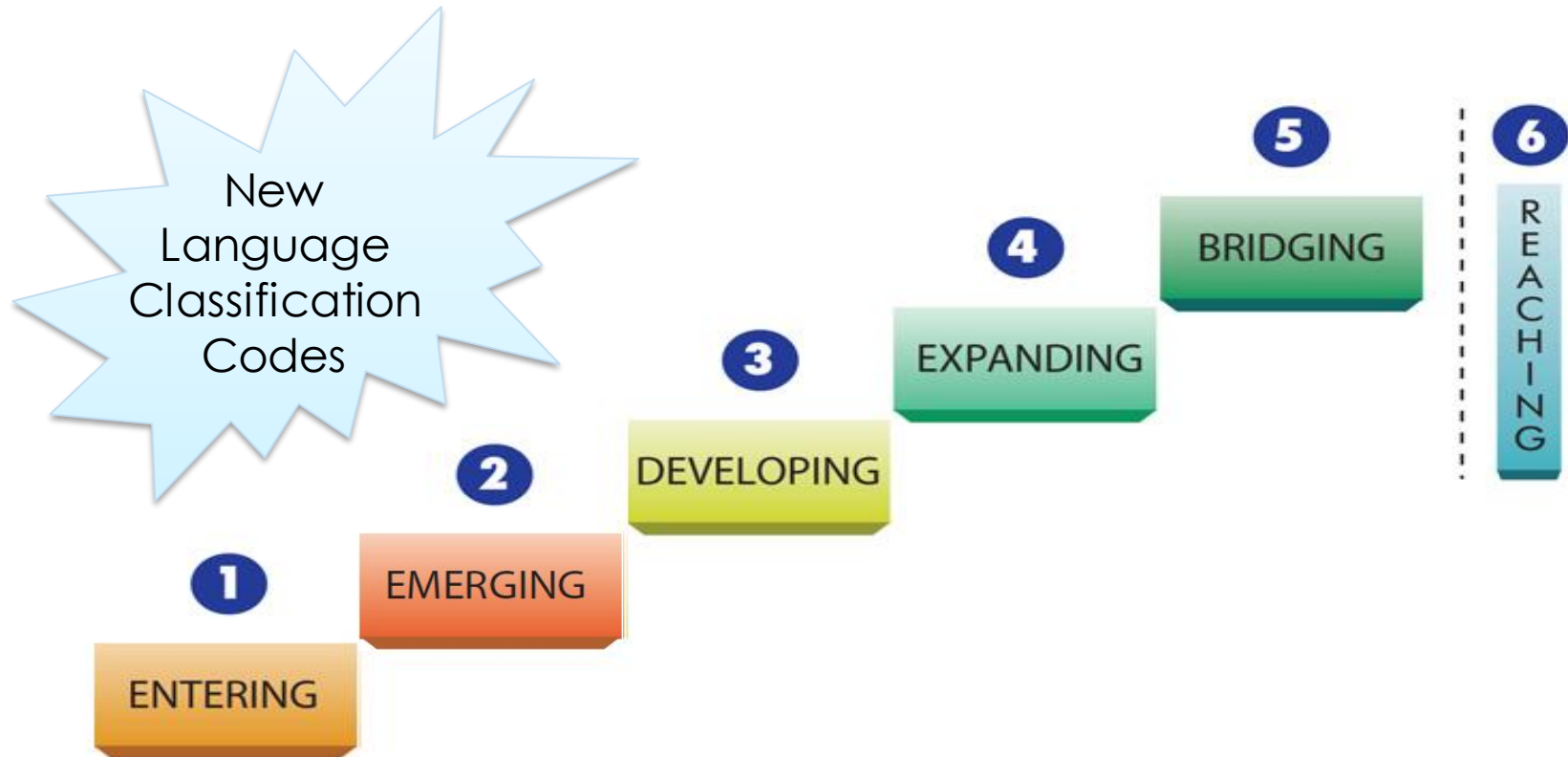


DISCOVERING YOUR WAY "THIS IS MY STORY"

PRESENTED BY THE
BILINGUAL/ESOL DEPARTMENT
(ENGLISH FOR SPEAKERS
OF OTHER LANGUAGES)



English Language Proficiency Levels



Language Classifications-Proficiency Levels

English Language Learner 2016-2017 Classification Codes

LANGUAGE CLASSIFICATION IS A LOCAL ELEMENT. THE CODES ARE AS FOLLOWS:

Previous Language Classification Level			New Language Classification based on ACCESS for ELLS 2.0 Composite (Overall)		
LC Code (TERMS)	LC Definition	LC Full Definition	NEW LC Code (TERMS)	NEW LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	Beginning English Speaker Non-English speaker with minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	Level 1.0 (Ranges from 1.0 to less than 2.0)	ENTERING	ENTERING Pictorial or graphic representation of the language of the content areas; produces words, phrases, or chunks of language; processes single statements or questions.
A2	LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING	Early Intermediate English Speaker Demonstrates limited understanding. Communicates orally in English with one or two word responses.	Level 2.0 (Ranges from 2.0 to less than 3.0)	EMERGING	EMERGING General language related to the content areas; produces phrases or short sentences; processes multiple related simple sentences.
B1	INTERMEDIATE ENGLISH SPEAKER; COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES	Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	Level 3.0 (Ranges from 3.0 to less than 4.0)	DEVELOPING	DEVELOPING General and some specific language of the content areas; produces short and some expanded sentences in oral interaction or written paragraphs; processes discourse with a series of related extended sentences.
B2	INTERMEDIATE ENGLISH SPEAKER; COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY	Early Advanced English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.	Level 4.0 (Ranges from 4.0 to less than 5.0)	EXPANDING	EXPANDING Specific and some technical language of the content areas; produces and processes variety of sentence lengths of varying linguistic complexity in oral discourse.
C1	ADVANCED ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL	Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	Level 5.0 (Ranges from 5.0 to less than 6.0)	BRIDGING	BRIDGING Specialized or technical language of the content areas; oral or written language approaching comparability to that of proficient English peers when presented with grade level material
C2	FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY	Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.	Level 6.0 (6.0)	REACHING	REACHING Specialized or technical language reflective of the content areas at grade level; oral or written communication in English comparable to proficient English peers.
D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker	E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker
U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY	U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY
T	TEMPORARY	TEMPORARY	T	TEMPORARY	TEMPORARY

THE DEUSS IS USED TO MONITOR:

- ELLs to be included in State Accountability System
- Extension of Services also known as REEVALs
- Promotion/Retention--Good Cause Promotion
- Immigrant Information
 - ✓ School personnel in the district will need the DEUSS to determine Immigrant Student eligibility.
 - ✓ The date is necessary to calculate whether a student has attended a U.S. school for 3 full academic years.



Note: remember that Immigrant students may or may not be classified as ELLs.

BROWARD COUNTY PUBLIC SCHOOLS

What's the difference?

Annual Reviews

Recommendations for continued placement for years 2 and 3

- Must be completed within 30 days prior to the anniversary date/**DEUSS date**
- ELL Committee Meeting is **not** required
- Notify parents of Continued Placement
- Update PLAN date on the A23 panel

REEVALS (Extension of Services)

Recommendations for extension of services for years 4, 5, 6 and beyond

- Must be completed within 30 days prior to the anniversary date/**DEUSS date**
- IPT assessment (L/S/R/W) **must** be administered
- An ELL Committee Meeting is required
- Must substantiate 2 out of 5 state approved rationale

Functions of the ELL Committee

Members (minimum of 4)

Administrator or designee

ESOL teacher

Home language teacher (if applicable)

Classroom/subject area teacher(s)

School counselors, school social workers, school psychologists

Other educators as appropriate

Main Function

Resolve any issues that affect instructional program of an ELL

ELL
Committee
Meeting

Parent/Guardian
MUST be invited

May make program
placement
recommendations

3 Headed Monster

- ❑ Standing shoulder to shoulder summarize the topic.
- ❑ Each member says only one word to complete the sentence and include punctuation mark.
- ❑ Include as many details as possible.



ACCESS FOR ELLS 2.0

PURPOSE

Monitor annual progress English language proficiency

Provide criteria for exiting ELLs from ESOL program

Purpose for
ACCESS for ELLs 2.0

Provide valid and reliable information for decision-making and accountability

Inform classroom instruction and assessment



BROWARD COUNTY PUBLIC SCHOOLS

Interpretive Guide Page 3

ACCESS FOR ELLS 2.0 SCORES

Raw

- Total number of correct responses
- Item and Student dependent
- Not reported on ACCESS for ELLs 2.0 score reports

Scale

- Transformed raw scores through statistics
- Range from 100 to 600
- Useful for monitoring student growth over time

Proficiency Level

- Transformed scale scores
- Range from 1.0 to 6.0
- Describe student performance in terms of WIDA proficiency levels

Score Reports

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Individual Student	- Students - Parents/Guardians - Teachers - School Teams	Individual student's scores for each language domain, and four composites: Oral Language, Literacy, Comprehension, and Overall Score. Reported scores: - scale scores - confidence bands - language proficiency levels This report is available in multiple languages on the WIDA website: (www.wida.us)	Share with parents at parent/teacher conferences Share with all teachers who work with ELLs in order to inform classroom instruction and assessment
Parent/ Guardian (Kindergarten only)	- Students - Parents/Guardians - Teachers - School Teams	Proficiency levels for each language domain and composite score. This report is available in multiple languages on the WIDA website: (www.wida.us)	Share with parents at parent/teacher conferences
Kindergarten Individual Student	- Teachers - Administrators - School Teams	Individual student's scores for each language domain and composite score. Reported scores: - scale scores - confidence bands - proficiency level for accountability purposes - proficiency level for instructional purposes	Share with all teachers who work with ELLs in order to inform classroom instruction and assessment

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Student Roster	- Teachers - Program Coordinators/ Directors - Administrators	Scale scores and language proficiency levels for each language domain and composite score by school, grade, student, tier, and grade-level cluster	Share with grade level teams of teachers to inform classroom instruction and assessment
School Frequency	- Program Coordinators/ Directors - Administrators	Number of students and percent of total tested at each proficiency level for each language domain and composite score for a single grade within a school	Share with all building staff, use to inform building level programmatic decisions
District Frequency	- Program Coordinators/ Directors - Administrators - Boards of Education	Number of students and percent of total tested at each proficiency level for each language domain and composite score.	Share with district staff, use to inform district level programmatic decisions

ACCESS for ELLs 2.0
Interpretive Guide
for Score Reports
Pages 16-17

Kindergarten Individual Student Report



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
District ID: sample ID
State ID: sample ID
School: sample school
District: sample district
State: sample state

Kindergarten Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores. Proficiency Level scores are interpreted and reported in two ways: (1) for Accountability Purposes and (2) for Instructional Purposes (see columns below). The Accountability Proficiency Level score is used to monitor student performance from year-to-year. The Instructional Proficiency Level is used to describe how the student is able to use the English language in Kindergarten, where students are developing skills in listening, speaking, reading, and writing.

Language Domain	Proficiency Level		Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
	Accountability (Possible 1.0 - 6.0)	Instructional (Possible K1.0 - K6.0)	
Listening	3.7	4.8	269
Speaking	4.2	5.3	348
Reading	5.3	6.0	280
Writing	2.6	4.1	246
Oral Language 50% Listening + 50% Speaking	3.9	4.9	309
Literacy 50% Reading + 50% Writing	3.4	5.3	263
Comprehension 70% Reading + 30% Listening	4.9	6.0	227
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6	5.2	227

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 – Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

Proficiency Levels and Scale Scores by Domains and Composite

Demographic Information

Description of English Language Proficiency Levels



Grades 1-12 Individual Student Report

Proficiency Levels and Scale Scores by Domains and Composite



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Pwbt: 1-5/6)	Scale Score (Possible 100-400) and Confidence Band See Interpretive Guide for Score Reports for definitions				
		100	200	300	400	400
Listening	4.0					
Speaking	2.2					
Reading	3.4					
Writing	3.5					
Oral Language 50% Listening + 50% Speaking	3.2					
Literacy 50% Reading + 50% Writing	3.5					
Comprehension 70% Reading + 30% Listening	3.7					
Overall* 33% Reading + 33% Writing + 33% Listening + 33% Speaking	3.4					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	- understand oral language in English related to specific topics in school and can participate in class discussions, for example: - Exchange information and ideas with others - Connect people and events based on oral information - Apply key information about processes or concepts presented orally - Identify positions or points of view or issues in oral discussions
Speaking	2	- communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, events - Describe steps in cycles or processes - Express opinions
Reading	3	- understand written language related to common topics in school and can participate in class discussions, for example: - Classify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened - Identify steps in written processes and procedures - Recognize language related to claims and supporting evidence
Writing	3	- communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.usdcoreport.

Demographic Information

Description of English Language Proficiency Levels



Parent Translated Student Report

Proficiency Levels and Scale Scores by Domains and Composite



ACCESS for ELLs 2.0*
Prueba de desempeño lingüístico en inglés

CHARLES, JULIAN

Fecha de nacimiento: 05/03/2007

Grado: 03

Nivel: A

ID del distrito: FL06

ID estatal: XXXXX48923

Escuela: ANNABEL C. PERRY E

Distrito: BROWARD

Estado: FL

Informe individual del estudiante 2016

Este informe brinda información sobre el nivel de desarrollo del alumno en la prueba de desempeño lingüístico en inglés ACCESS for ELLs 2.0. Esta prueba se basa en los estándares de desarrollo del idioma inglés de WIDA y se emplea para medir el progreso de los alumnos en el aprendizaje del inglés. Los resultados se informan como Niveles de desempeño lingüístico del idioma y como Escalas de puntaje.

Forma de lenguaje	Nivel de desempeño lingüístico (Posible 1-6.0)	Escala de puntaje (Puntuación 100-400) e Intervalo de confianza Consulte la Guía de Interpretación de los Informes de puntuaciones y el Anexo de escalas de puntaje
Escuchar	4.0	325
Hablar	5.4	326
Leer	4.0	320
Escribir	2.8	200
Lenguaje oral 30% escuchar + 50% hablar	4.8	331
Capacidad de leer y escribir 50% leer + 50% escribir	3.2	305
Comprender 70% leer + 30% escuchar	4.0	322
Puntaje global* 33% leer + 35% escribir + 15% escuchar + 15% hablar	3.7	319

*El puntaje global se calcula solamente después de evaluar las cuatro formas de lenguaje. NA (por sus siglas en inglés) No disponible

Forma de lenguaje	Nivel de desempeño lingüístico	En este nivel, los alumnos generalmente pueden hacer lo siguiente:
Escuchar	4	Entender el lenguaje oral en inglés relacionado con temas específicos en la escuela y participar en discusiones en clase, por ejemplo: • Intercambiar información e ideas con los demás. • Relacionar personas y acontecimientos basados en información oral. • Aplicar información clave sobre procesos o conceptos presentados de manera oral. • Identificar posturas o puntos de vista sobre temas en discusiones orales.
Hablar	5	Usar el inglés para comunicarse de manera oral y para participar en todas las clases académicas, por ejemplo: • Discutir las causas y las consecuencias de acontecimientos. • Resumir y relacionar información. • Presentar y justificar ideas mostrando cómo y por qué. • Expresar y defender opiniones respaldadas con ejemplos y razones.
Leer	4	Entender el lenguaje escrito relacionado con temas específicos en la escuela, por ejemplo: • Distinguir puntos de vista y justificaciones descritas en artículos y otros textos escritos. • Identificar las ideas y los detalles principales en textos informativos y de ficción. • Reconocer tendencias y diversas perspectivas en textos escritos. • Relacionar afirmaciones, pruebas y ejemplos en varias fuentes escritas.
Escribir	2	Comunicarse en inglés a través de la escritura utilizando el lenguaje relacionado con temas familiares en la escuela, por ejemplo: • Describir ideas o conceptos utilizando frases u oraciones cortas. • Clasificar ilustraciones describiendo qué, cuándo y dónde sucede algo. • Establecer pasos en procesos o procedimientos. • Expresar opiniones sobre temas o situaciones específicas.

Si desea obtener detalles sobre los resultados en este informe, consulte la Guía de Interpretación de los Informes de puntuaciones en www.wida.usd.com/parent

Sum-SEL-SPAN
03/26/2016

Demographic Information

Description of English Language Proficiency Levels



DOMAIN & COMPOSITE SCORES

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 			4.0			
Speaking 		2.2				
Reading 			3.4			
Writing 			3.5			
Oral Language 50% Listening + 50% Speaking		3.2				
Literacy 50% Reading + 50% Writing			3.5			
Comprehension 70% Reading + 30% Listening			3.7			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4			

**Domain
Proficiency Levels**

**Composite
Proficiency Levels**

ACCESS Scores on TERMS



Broward County

PANEL: _____ A21. TEST SCORE YEAR: 10

STDT: _____ SCHL: 0131 GR: 04 ST: A

DATE: 020816 TEST: AFE - - ACCESS SCHL: 0131 GR: 04 US: A
R: -

SUBTEST	SCAL SCOR	PROF LVL
LISTEN	409	.0
SPEAKING	403	.0
READING	373	.0
WRITING	340	.0
COMPR	384	.0
ORAL	406	.0
LITERACY	357	.0
OVERALL	371	.0

SUBTEST	SCAL SCOR	PROF LVL
LISTEN	0	6.0
SPEAKING	0	6.0
READING	0	6.0
WRITING	0	4.0
COMPR	0	6.0
ORAL	0	6.0
LITERACY	0	5.0
OVERALL	0	5.6

PF1=HELP 3=EXIT 7=BKWD 8=FWD 10=DEL 12=ESCAPE
Record is displayed...Next? TERML: QPADEV

Annotations:
Assessment Code (points to AFE)
Tier Assessed (points to -)
Cluster (points to -)

ACCESS Scores on ELLevation



Broward County

ACCESS FOR ELLS 2.0 (GRADE: 5)		DATE: 2/8/2016
	SCALED	PROFICIENCY
Composite	354	Expanding - 4.2
Listening	353	Expanding - 4.2
Speaking	403	Reaching - 6
Reading	331	Developing - 3.1
Writing	356	Expanding - 4.2
Literacy	344	Developing - 3.8
Comprehension	338	Developing - 3.5

Student ELL Plan

Gender: Female

Hispanic/Latino: Yes

Phone/Cell:

Birthplace: FLORIDA

Language: Spanish

Active: Yes

IEP: Yes

Address:

Birth Country: United States

Immigrant: No

Homebound: No

504: No

Student #:

School:

Teacher:

Grade Level:

Homeless: No

Migrant: No

Bilingual: No

Dual Language: No

ELL Plan Date: 8/24/2015

Lang. Classification: 3

ELP Designation: ELL

ESOL Status: LY (ELL Current)

Receiving Svcs: Yes

LP (Pending Proficiency):

Program Participation:

Basis of Entry:

Basis of Exit (First): Z-Not Available

Basis of Exit (Second):

Title III/Immigrant Ser.:

FEFP Code:

Lang. Classification: 3

Diploma Description: N/A

2nd Date Exited ESOL:

Father:

Mother:

Work:

Work:

Home Language: Spanish

Phone:

Phone: 754-244-5598

Interpreting? No

Interpreting? No

Came into US:

Date Entered US Schools: 8/19/2013

District Enrollment: 8/20/2012

ESOL Program Entry Date: 8/19/2013

Years in US School: 3

Graduated:

Withdrawn:

Referred Out:

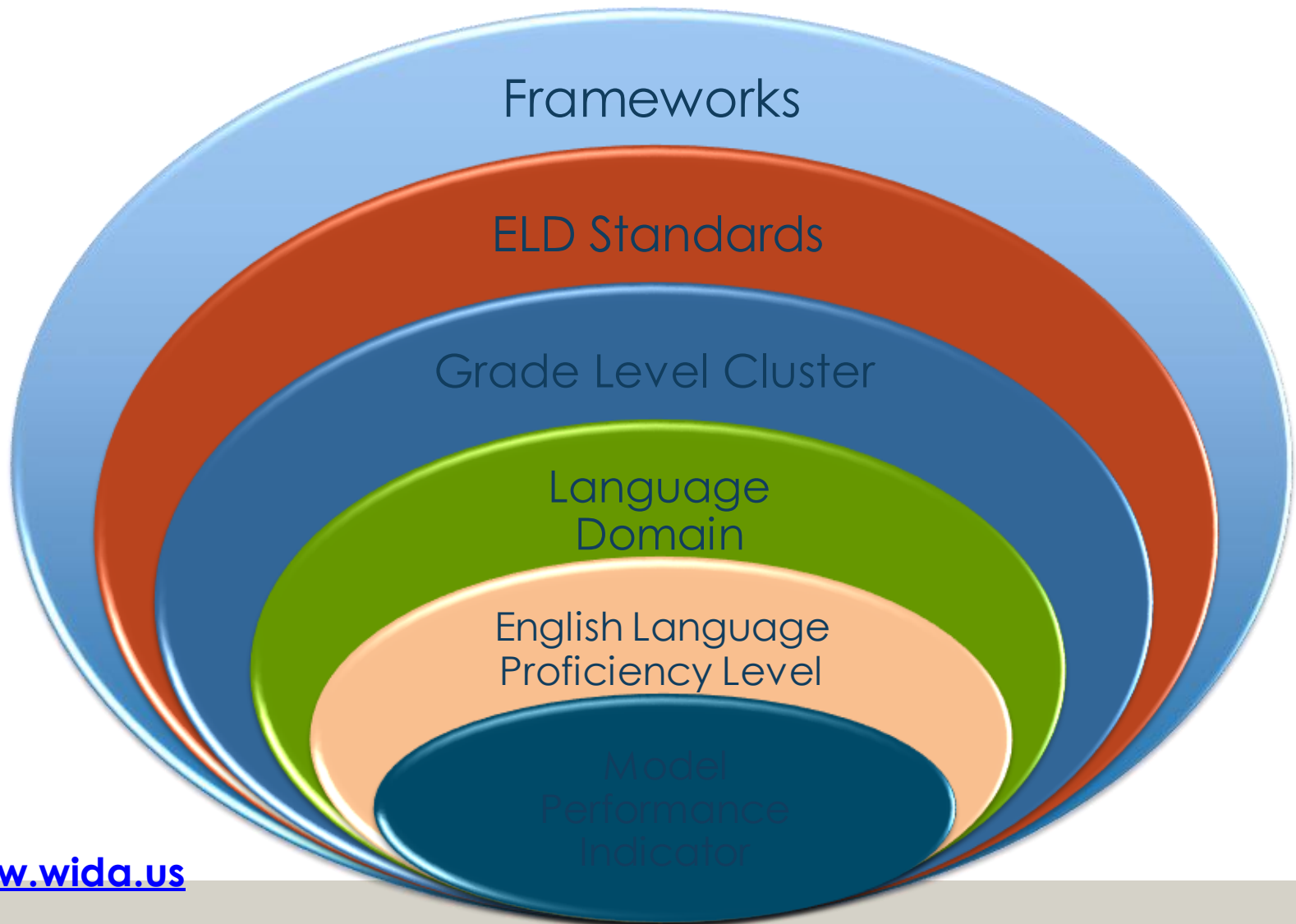
Lunch



WIDA BACKGROUND



Overall Organization of Standards



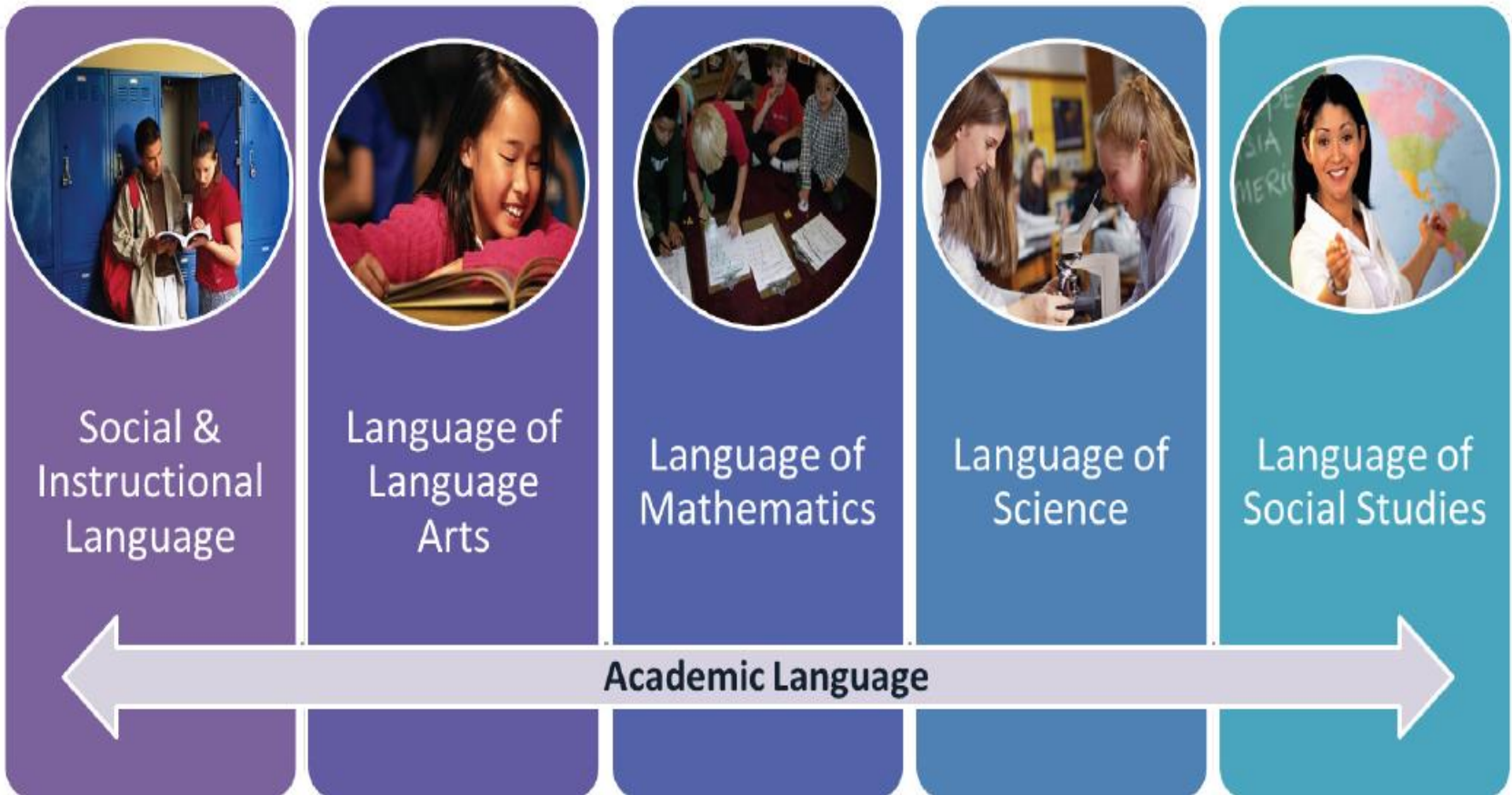
Heart, Mind, and Soul





www.wida.us

World-Class Instructional Design and Assessment (WiDA)



WIDA Pedagogical Focus

What researchers have observed in classroom teaching...

- Teacher talk
- Student silence
- Behavior Management
- Compliance
- Individual work
- Artifacts task
- Following Procedures
- Knowing facts
- Copying and repeating
- Isolated words and Ideas

What researchers discovered is missing from classroom teaching...

- Collaboration
- Sustained language use
- Activation of prior knowledge
- Cognitive challenge
- Teacher-student dialogue
- Teacher assistance in the learning process
- Real world application or Cultural relevance of the curriculum



What it is

- Framework for understanding how to promote English Language Development across academic disciplines.
- Tools for making content and academic language accessible to ELLs for learning.

What it is Not

- State Standards,
- Curriculum
- A pedagogy or an instructional response (not how to teach)

What is WIDA?



5 ELD Standards + **4** Language Domains
Levels of English Proficiency

Can DO Descriptors

FOR STUDENTS TO ACHIEVE ACADEMICALLY AND DEMONSTRATE LEARNING ON A LARGER SCALE, SUCH AS HIGH STAKES ASSESSMENTS, THEY MUST MASTER ACADEMIC LANGUAGE.

WiDA Performance Definitions

WiDA Performance Definitions

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

6- Reaching	- specialized or technical language reflective of the content areas at grade level - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level - oral or written communication in English comparable to English-proficient peers
5- Bridging	- specialized or 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 - oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	- specific and some technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs - 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 sensory, graphic or interactive support
3- Developing	- general and some specific language of the content areas - expanded sentences in oral interaction or written paragraphs - 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 sensory, graphic or interactive support
2- Beginning	- general language related to the content areas - phrases or short sentences - 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 sensory, graphic or interactive support
1- Entering	- 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-, choice or yes/no questions, or statements with sensory, graphic or interactive support - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WHAT ARE THE BUILDING BLOCKS OF THE WIDA FRAMEWORK?

- **CAN DO Descriptors:** Highlight language tasks students can be expected to perform at each English language development level
- **Academic Language Performance Definitions:** Highlights Academic Features (word, sentence and discourse levels) expected for students at each proficiency level
- **Model Performance Indicators (MPIs):** Provide examples of differentiated language expectations for students at different language proficiency levels in a specific context for language use.



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Tag a Friend

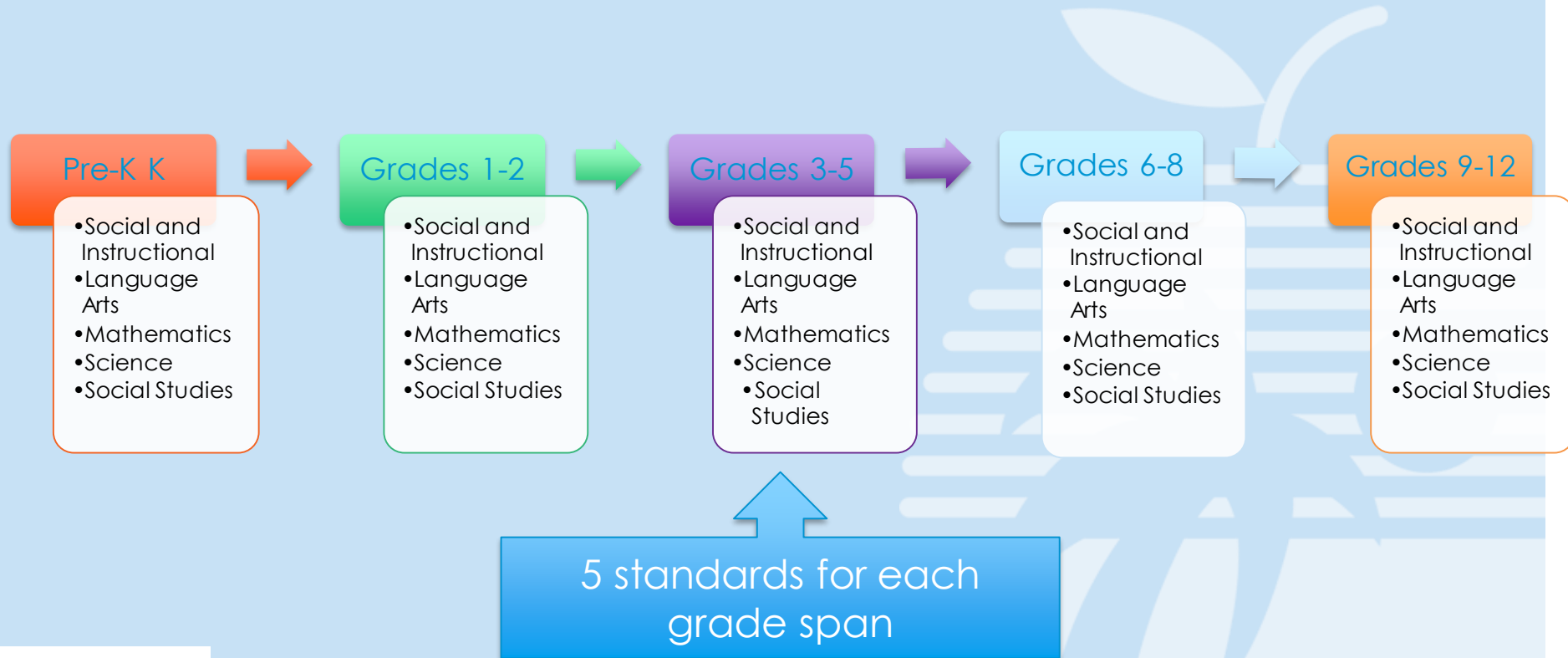
Guiding Principles of Language Development



Can Do Descriptors Help us

- Separate language from content
- Allow students to demonstrate content learning using various levels of language command
- Set language goals for moving students forward in their proficiency

Five Grade Level Spans



Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language 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	The language 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	The language 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	The language of Social Studies

Can-Do Philosophy

- Additive language approach, not deficit thinking
- Focuses on what students **can do**
- A standards based resource tool- an extension of, **not a substitute for**, the five ELD standards
- Can be used by any content area teacher: the skills span across all ELD standards

Using Can-Do Descriptors: Teachers

- ✓ Share with classroom/content: concrete examples
- ✓ Show language may be integrated within the content area
- ✓ Use to plan with tutors or mentors
- ✓ Develop or co-develop lessons with differentiated language objectives
- ✓ Set language goals



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Using Can-Do Descriptors: Teachers

- ✓ Explain progress to parents/families
- ✓ Suggest language goals for IEPs
- ✓ Move test scores to instructional practice
- ✓ Observe performance as precursor to WIDA speaking and writing
- ✓ Advocate on behalf of students and what they CAN DO



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FOUR LANGUAGE DOMAINS



Listening

- process, understand, interpret, and evaluate spoken language in a variety of situations



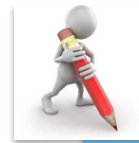
Speaking

- Engage in oral communication in a variety of situations for a variety of purposes and audiences



Reading

- Process, interpret, evaluate written language and symbols, and text with understanding and fluency



Writing

- Engage in written communication in a variety of forms for a variety of purposes and audiences



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Let's Investigate

Juliana is a **second grader** who scored the following on the ACCESS for ELLs 2.0 Assessment:

Listening 5.0

Speaking 2.8

Reading 4.1

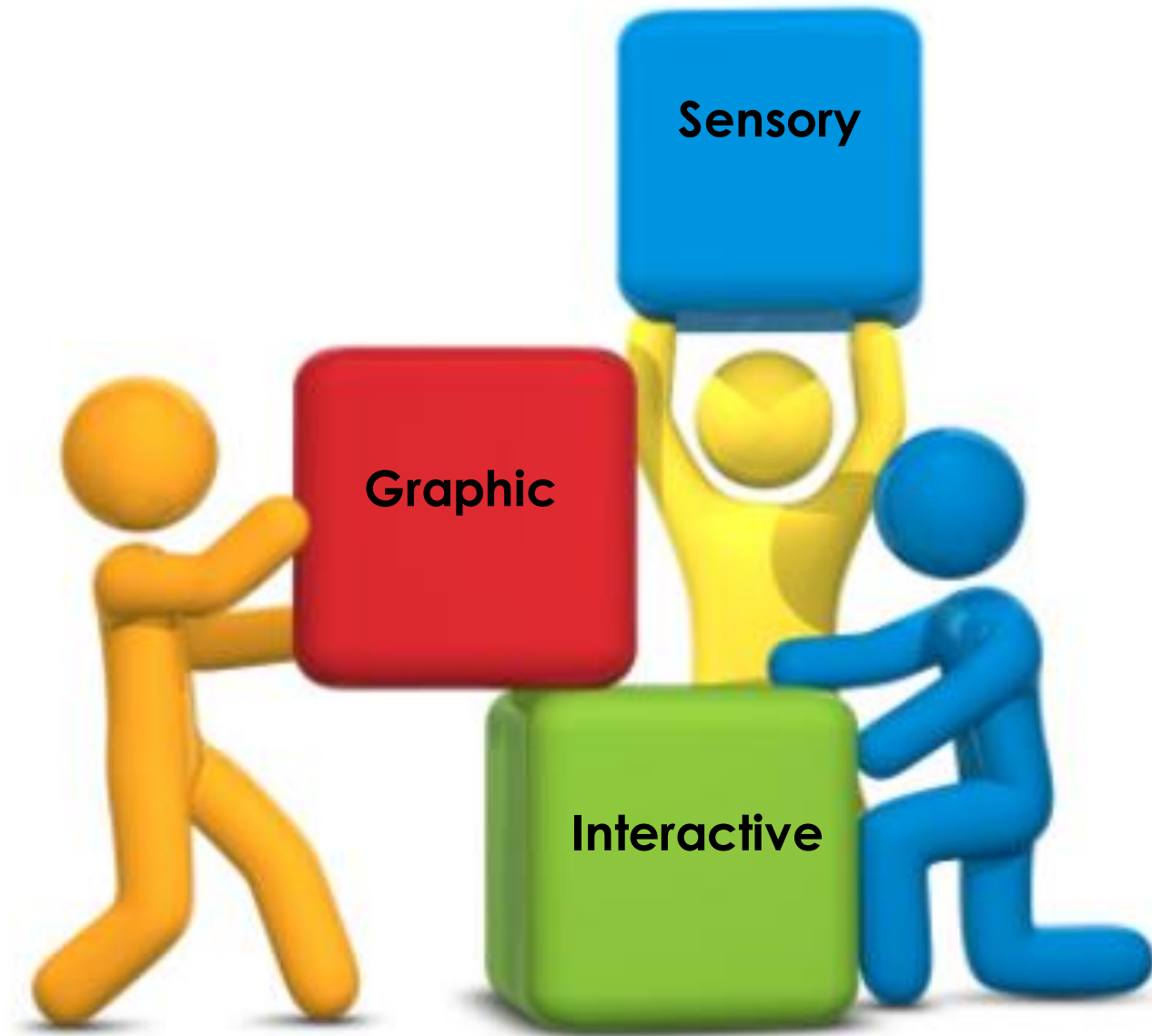
Writing 3.0

Overall/Composite
3.5

Charting the Can-Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	Level 6 - Reaching
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	Level 6 - Reaching
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")	Level 6 - Reaching
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____.") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences	Level 6 - Reaching

**Juliana's
Overall
Score =
3.5**



Types of Scaffolding

Instructional Supports

Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Examples of Sensory Supports across the ELD Standards

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

ESOL Instructional Strategies Matrix

(How We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning		H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

Scaffolding for ELLs

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., “stand up”; “sit down”) - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions	
SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., “Where is Sonia?”) - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g. “What will happen next?”) - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals - Use learning strategies described orally - Identify everyday examples of content-based concepts described orally - Associate oral language with different time frames (e.g., past, present, future)	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to new situations - Role play, dramatize, or re-enact scenarios from oral reading	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally	Level 6 - Reading
SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Connect ideas in discourse using transitions (e.g., "but," "then") - Use different registers inside and outside of class - State big/main ideas with some supporting details - Ask for clarification (e.g., self-monitor)	- Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts - Connect ideas with supporting details/evidence - Substantiate opinions with reasons and evidence	- Defend a point of view and give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic contexts - Negotiate meaning in group discussions - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match visual representations to words/phrases - Read everyday signs, symbols, schedules, and school-related words/phrases - Respond to WH- questions related to illustrated text - Use references (e.g., picture dictionaries, bilingual glossaries, technology)	- Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) - Classify or organize information presented in visuals or graphs - Follow multi-step instructions supported by visuals or data - Match sentence-level descriptions to visual representations - Compare content-related features in visuals and graphics - Locate main ideas in a series of related sentences	- Apply multiple meanings of words/phrases to social and academic contexts - Identify topic sentences or main ideas and details in paragraphs - Answer questions about explicit information in texts - Differentiate between fact and opinion in text - Order paragraphs or sequence information within paragraphs	- 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	- 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	Level 6 - Reaching
WRITING	- 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	- 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)	- Complete reports from templates - Compose short narrative and expository pieces - Outline ideas and details using graphic organizers - Compare and reflect on performance against criteria (e.g., rubrics)	- Summarize content-related notes from lectures or text - Revise work based on narrative or oral feedback - Compose narrative and expository text for a variety of purposes - Justify or defend ideas and opinions - Produce content-related reports	- Produce research reports from multiple sources - Create original pieces that represent the use of a variety of genres and discourses - Critique, peer-edit and make recommendations on others' writing from rubrics - Explain, with details, phenomena, processes, procedures	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

What is Scaffolding?



Careful shaping of the supports (e.g., processes, environment, and materials) used to build on students' already acquired skills and knowledge to support their progress from level to level of language proficiency



Providing Services

- How do I provide services at my location?
- What should an ELL Classroom look like?
- What Accommodation should be in place?
- How can I facilitate and assist my ELLS?



THE WORLD CAFE

The **World Cafe** is a method for creating a living network of collaborative dialogue around questions that matter in service to real work.

Step 1: Form groups

Step 2: Read, reflect, respond, rotate, and return

- Round 1 10 minutes
- Round 2 8 minutes
- Round 3 6 minutes

Step 3: Summarize, synthesize, and share



Let's take a closer look

Date: 7/20/2016	ELL Plan	Report: CFR01
Time: 10:33 AM	Broward County	Page: 1

Student Information

Gender: Female

Hispanic/Latino: Yes

Phone/Cell: [REDACTED]

Birthplace: FLORIDA

Language: Spanish

Active: Yes

IEP: Yes

Address: [REDACTED]

Birth Country: United States

Immigrant: No

Homebound: No

504: No

Student #: [REDACTED]

School: [REDACTED]

Teacher: [REDACTED]

Grade Level: [REDACTED]

Homeless: No

Migrant: No

Bilingual: No

Dual Language: No

ELL Plan Date: 8/24/2015

Lang. Classification: 3

ELP Designation: ELL

ESOL Status: LY (ELL Current)

Receiving Svcs: Yes

LP (Pending Proficiency):

Program Participation:

Basis of Entry:

Basis of Exit (First): Z-Not Available

Basis of Exit (Second):

Title III/Immigrant Ser.:

FEFP Code:

Lang. Classification: 3

Diploma Description: N/A

2nd Date Exited ESOL:

Father:

Work:

Phone:

Interpreting? No

Mother:

Work:

Phone: 754-244-5598

Interpreting? No

Home Language: Spanish

Came into US:

Date Entered US Schools: 8/19/2013

District Enrollment: 8/20/2012

ESOL Program Entry Date: 8/19/2013

Exit Date :

Home Language Survey Date: 8/20/2012

Parent Denial Date:

Classification Date:

Re-Eval Date:

Years in US School: 3

Graduated:

Withdrawn:

Dropped Out:

Monitored Since:

Monitoring Status: Not Monitored

Parent Granted Permission Date:

ELL Plan Date: 8/24/2015

Re-Class Date:

Exiting Students



BROWARD COUNTY PUBLIC SCHOOLS

EXIT CRITERIA GRADES K-12



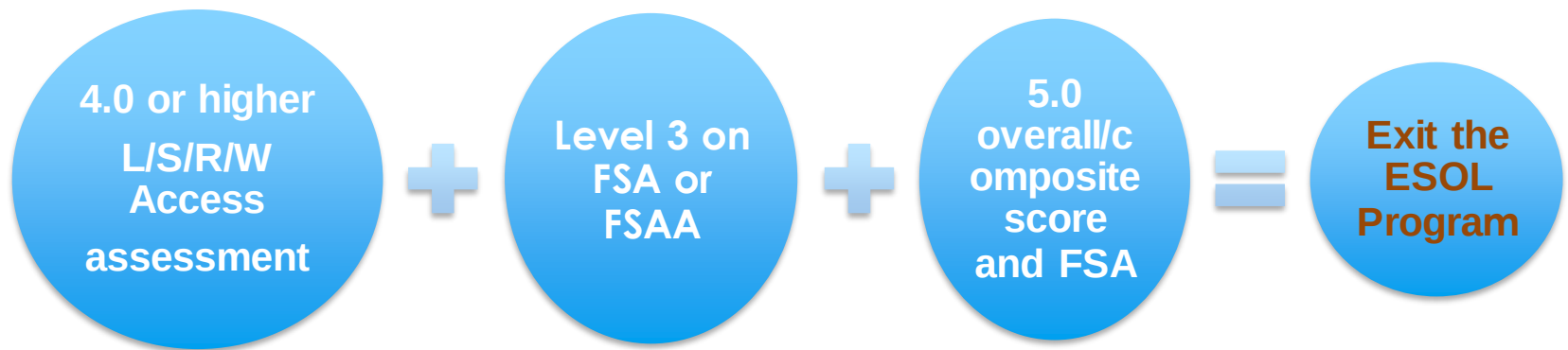
Option I Grades K-2	Option I Grades 3-10	Option I Grades 10-12
ACCESS for ELLs 2.0, English language proficiency level shall be a 5.0 overall (composite score) or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 overall (composite score) score or greater * For Kindergarten only: Proficiency scores on ACCESS for ELLs 2.0 is based on the Accountability proficiency levels <u>not</u> the Instructional proficiency levels.	ACCESS for ELLs 2.0, English language proficiency level shall be a 5.0 overall (composite score) or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 overall (composite score) score or greater AND Passing score on the FSA in ELA (level 3) or FSAA score	ACCESS for ELLs 2.0, English language proficiency level shall be a 5.0 overall (composite score) or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 overall (composite score) score or greater AND One of the following graduation requirements: • Level 3 on the 10th grade FCAT (Reading) OR • Level 3 on 10th grade FSA in ELA or FSAA (Reading) OR • A score of 19 on the ACT (Reading) OR • A score of 430 on the SAT (Reading)
Basis of Exit: H is entered on the A23 panel on TERMS, Exit date is 6/9/16	Basis of Exit: I is entered on the A23 panel on TERMS, Exit date is 6/9/16	Basis of Exit: J is entered on the A23 panel on TERMS, Exit date is 6/9/16
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date
Option II Grades K-2	Option II Grades 3-10	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.
ACCESS scores are valid until 10/1/16	ACCESS scores are valid until 10/1/16	ACCESS scores are valid until 10/1/16
For ESE/ELLs the committee shall consider the disability and include the IEP Team.	For ESE/ELLs the committee shall consider the disability and include the IEP Team.	For ESE/ELLs the committee shall consider the disability and include the IEP Team.
Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date
NOTE: EXIT Notification letter must be generated on ELLevation for all students exited from the ESOL program.		

EXIT CRITERIA GRADES K-2 ACCESS for ELLs 2.0 ONLY



Student must be Proficient at the applicable grade level on each subtest of ACCESS for ELLs 2.0

EXIT CRITERIA GRADES 3-10



Student must be Proficient at the applicable grade level
on each subtest of ACCESS for ELLs 2.0

EXIT CRITERIA GRADES 10 -12



Student must be Proficient at the applicable grade level on each subtest of ACCESS for ELLs 2.0

Grades 1-12 Individual Student Report

Proficiency Levels and Scale Scores by Domains and Composite

WIDA | **ACCESS for ELLs 2.0***
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Pwider: 1-5)	Scale Score (Pwider: 100-400) and Confidence Band See Interpretive Guide for Score Reports for definitions				
		100	200	300	400	500
Listening	4.0					
Speaking	2.2					
Reading	3.4					
Writing	3.5					
Oral Language 50% Listening + 50% Speaking	3.2					
Literacy 50% Reading + 50% Writing	3.5					
Comprehension 70% Reading + 30% Listening	3.7					
Overall* 33% Reading + 33% Writing + 33% Listening + 33% Speaking	3.4					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	- understand oral language in English related to specific topics in school and can participate in class discussions, for example: - Exchange information and ideas with others - Connect people and events based on oral information - Apply key information about processes or concepts presented orally - Identify positions or points of view or issues in oral discussions	
Speaking	2	- communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, events - Describe steps in cycles or processes - Express opinions	
Reading	3	- understand written language related to common topics in school and can participate in class discussions, for example: - Classify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened - Identify steps in written processes and procedures - Recognize language related to claims and supporting evidence	
Writing	3	- communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences	

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.usdcoreport.

Demographic Information

Description of English Language Proficiency Levels



Let's dig deeper

WIDA AMS Reports



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: BROWARD

School:

Grade: 06

Student Roster Report — 2016

STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^a		Comprehension ^a		Overall Score ^a	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
	B	6-8	380	5.0	416	6.0	366	5.0	370	4.3	398	5.8	368	4.4	370	5.0	377	4.9
	A	6-8	341	3.4	349	3.8	328	2.6	324	2.9	345	3.5	326	2.7	332	2.9	332	2.9
	A	6-8	298	2.3	178	1.0	312	2.0	295	1.9	228	1.6	304	1.9	308	2.2	294	1.8
	C	6-8	446	6.0	372	4.8	383	6.0	352	3.8	409	6.0	368	4.4	402	6.0	380	5.1
	C	6-8	459	6.0	416	6.0	404	6.0	370	4.3	438	6.0	387	5.5	421	6.0	402	6.0
	C	6-8	417	6.0	372	4.8	374	5.5	370	4.3	395	5.7	372	4.6	387	5.9	379	5.0
	A	6-8	359	4.0	178	1.0	287	1.8	290	1.9	269	1.8	289	1.8	309	2.2	283	1.8
	B	6-8	380	5.0	372	4.8	366	5.0	385	4.8	376	4.9	376	4.9	370	5.0	376	4.9
	A	6-8	319	2.8	178	1.0	287	1.8	233	1.0	249	1.7	240	1.5	297	1.9	257	1.6
	C	6-8	431	6.0	416	6.0	374	5.5	356	3.9	424	6.0	365	4.2	391	6.0	383	5.2
	C	6-8	431	6.0	372	4.8	342	3.1	363	4.1	402	5.9	353	3.7	369	4.9	367	4.4
	C	6-8	394	5.5	319	3.1	374	5.5	350	3.7	367	4.5	362	4.1	380	5.5	363	4.2
	A	6-8	330	3.1	280	1.8	312	2.0	357	3.9	305	2.2	335	3.0	317	2.4	326	2.8
	A	6-8	319	2.8	178	1.0	318	2.2	233	1.0	249	1.7	226	1.7	318	2.5	267	1.7
	B	6-8	344	3.5	372	4.8	349	3.5	305	2.2	358	4.1	327	2.8	348	3.5	336	3.1
	A	6-8	319	2.8	280	1.8	301	1.9	301	2.1	300	2.1	301	1.9	306	2.1	301	1.9

Overall Scores are computed when all 4 domains have been completed
NA= Not available - Student Booklet is marked with a Non-Scoring Code of Absent, Invalide, Oredined or Deferred Special Education/504

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Let's Practice

Juana's DEUSS date is 12/10/2012. She is a 9th grader who did not meet exit criteria. She was born in Mexico. She scored a level 2 on FSA and met all exit criteria on Access 2.0 for ELLs. Her last report card was comprised of A's and B's.

- Is she due for an Annual Review or REEVAL?
- Is she considered an Immigrant student?
- Should Juana be exited?
- What strategies can you use with Juana?



**Broward County
Public Schools**

Let's Practice

Haiong is currently in 4th grade. His DEUSS date is 8/25/2015. He was born in China. He scored a level 3 on FSA and the following on Access 2.0 for ELL's

Listening 6.0

Speaking 4.0

Reading N/S

Writing 4.0

- Is he due for an Annual Review or REEVAL?
- Is he considered an Immigrant student?
- Should Haiong be exited?
- What strategies can you use with Haiong?

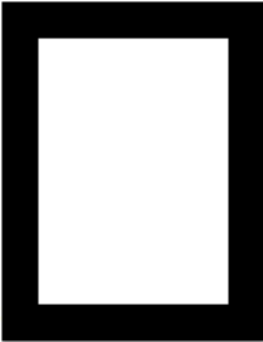


**Broward County
Public Schools**

Reminders



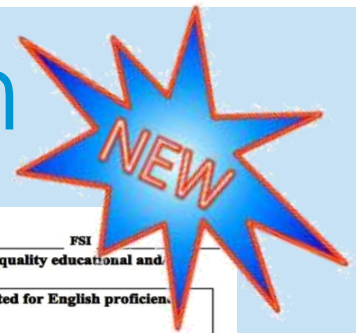
SCHEDULING

	Subject	Teacher	Code	Duration	PGM	Instructional Model
HR:	Homeroom		00000000	0	999	Z
1st:	Homeroom		5015040M	150	101	Z
2nd:	LA/READ GR 2		5010043R	600	130	I
3rd:	LANG ARTS GR 2		50100430	150	130	I
4th:	MATH-GRADE 2		50120400	300	130	C
5th:	SCIENCE GRADE 2		50200300	300	130	C
6th:	SOC STUDIES 2		50210400	150	130	C
7th:	PHYS ED GRADE 2		50150400	50	101	Z
8th:	MUSIC GRADE 2		50130800	50	101	Z
9th:	ART GRADE 2		50010300	50	101	Z



BROWARD COUNTY PUBLIC SCHOOLS

New Registration Form



Name _____ Grade _____ Teacher _____ Entry Code _____ Entry date _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT REGISTRATION FORM

Only the parent/guardian (F.S. 1000.21(5)) who registers the student (i.e., completes this form), may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school within 10 school days.

Student (Legal Name) _____

Last _____ First _____ Middle _____

Address _____ Bldg. _____ Apt. _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ Parent email _____

F.S.I. _____ Student SSN _____
(Florida Student ID) (Students' Social Security Numbers are not required for enrollment or graduation. F.S. 1008.386 requires SBDC to use the S.S.N. for its management information system.)

Sex ☐ Male ☐ Female ☐ Current Grade Level _____

Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes ☐ No ☐

Race

White ☐	Native American/ ☐
Black ☐	Native Alaskan ☐
Asian ☐	Native Hawaiian/ ☐
	Pacific Islander ☐
	Multiracial ☐

Birth Date _____ **Birthplace City** _____

State or Country _____

Student lives with: Parents' Marital Status (optional)

Both Parents ☐	Married ☐
Father ☐	Divorced ☐
Mother ☐	Separated ☐
Other (specify relationship to student) _____	Widow(er) ☐
	Other ☐

Parent Information:

Name of registering parent: _____ Male ☐ Female ☐

Name of other parent: _____ Male ☐ Female ☐

Address of other parent: _____ City _____ State _____ Zip code _____

Phone of other parent _____ Cell phone of other parent _____

PREVIOUS SCHOOL EXPERIENCE:

Has the student previously attended at:

Broward Public School? Yes ☐ No ☐

If yes, indicate name of school. _____

Florida Private School? Yes ☐ No ☐

If yes, indicate name of school. _____

Florida Public School? Yes ☐ No ☐

If yes, indicate name of school. _____

US School Outside of Florida? Yes ☐ No ☐

If yes, indicate name of school. _____

County _____ Public ☐ Private ☐

School Outside of The US? Yes ☐ No ☐

If yes, indicate name of school. _____

Country _____ Public ☐ Private ☐

Has the student previously been:

retained (repeated the same grade)? Yes ☐ No ☐

in a Home Education Program? Yes ☐ No ☐

in Exceptional Student Education (ESE)? Yes ☐ No ☐

in a Magnet Program? Yes ☐ No ☐

expelled from school? Yes ☐ No ☐

on a 504 plan? Yes ☐ No ☐

in an ESOL program? Yes ☐ No ☐

convicted of a felony? Yes ☐ No ☐

living outside of the USA? Yes ☐ No ☐

If your child previously lived outside of the United States, state the date your child first entered school in the USA: _____

PLEASE COMPLETE BOTH SIDES OF THIS FORM!

Form 4709 (Rev. 7/16)

PS18614

Student Name _____ School _____ FSI _____

The following survey questions are designed to provide each student high quality educational and supplemental services:

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1 Is a language other than English used in the home? Yes ☐ No ☐ If yes, language used _____

Does the student have a first language other than English? Yes ☐ No ☐

Does the student most frequently speak a language other than English? Yes ☐ No ☐ If yes, language used _____

2 Do you currently live: (check one)

☐ In a shelter?	☐ With more than one family in a house or apartment?
☐ In a motel, hotel or campsite?	☐ In a vehicle or outdoors?
☐ With friends or family members?	☐ None of the above.

3 Have you, or has anyone you know worked in the farming/agricultural industry in the past three years? Yes ☐ No ☐

4 Do you reside in low rent housing (such as Section 8 subsidized housing)? Yes ☐ No ☐

Do you live or work on federal property/facility, Indian lands? Yes ☐ No ☐

Is either parent a member of the uniformed services of the United States? Yes ☐ No ☐

If yes, please indicate which division: ☐ Air force ☐ Army ☐ Coast Guard ☐ National Guard ☐ Navy ☐ Marines

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate bounded school or follow the reassignment procedures. I have read and understand the Providing Proof of Residence: Important Information for Parents (SBP.5.1) and understand that if I have submitted fraudulent or false information, I may be referred to law enforcement for prosecution.

Print Parent Name _____ Date: _____

Parent Signature _____

Non-traditional Course Disclaimer

I understand that high school credits earned through non-traditional methods, including, but not limited to, abbreviated course recovery models, or other models outside of the regular classroom and/or school day, or transfer credits from non-accredited high schools, might not be accepted by certain post-secondary institutions or organizations.

Parent signature _____ Date _____

FORMS:

☐ Immunizations (Form 690) ☐ Health Exam ☐ Medical Exemptions: ☐ Religious ☐ Medical ☐ Temporary (date) _____

Proof of Residency 1 _____ Proof of Residency 2 _____

☐ Provisional Domicile or Bona Fide Form (if checked, next review date) _____

☐ Temporary Custody ☐ Reassignment (Code) _____

Proof of birth date _____ (specify document) _____

PROGRAMS

☐ ELL ☐ ESE ☐ 504 ☐ Program _____

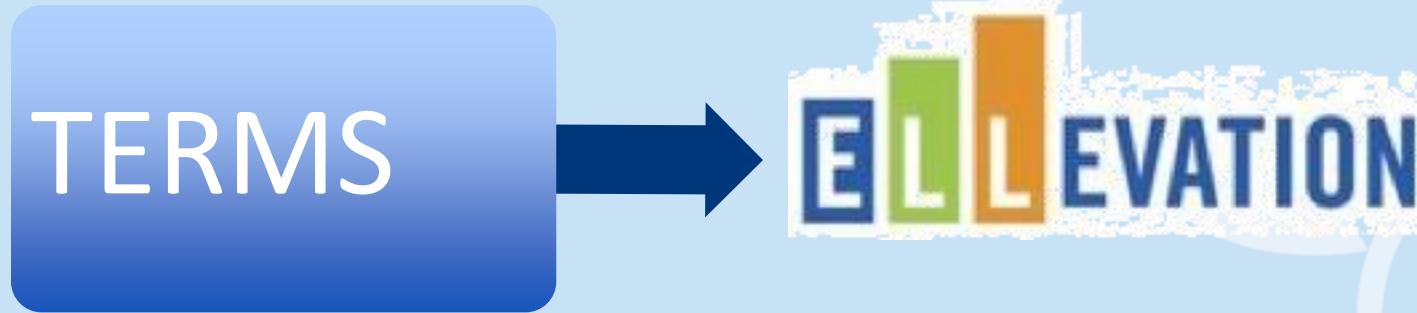
SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____

Form 4709 (Rev. 7/16)

PS18614

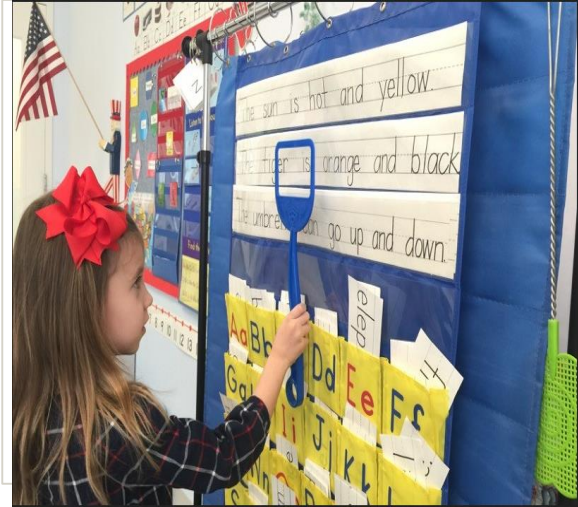


HOW IS THE STUDENT DATA UPLOADED?



- Student demographic data is uploaded into Ellevation nightly from TERMS
- CELLA, IPT, FCAT,FSA and ACCESS scores are also uploaded into Ellevation
- Users won't be required to enter basic student data into Ellevation – all data will originate in TERMS

Pre-K Students



- ◆ What do I need to know?
- ◆ How do I assess them?
- ◆ Where can I find the information?



Pre-K IPT Testing

(entering KG)

- Pre-K students who are coded LY-T can be tested using IPT prior to entering Kindergarten (no earlier than May 1, 2016)
- IPT Assessment will be used in order to determine whether they will receive ESOL services.



Pre-K Students (LY-T) tested BEFORE the new school year starts

Score
NES or
LES:

On A23 panel:

- Change Basis of Entry from “T” to “A”
- Update PLAN to the first day of Kindergarten
- Change ENTRY to the first day of Kindergarten
- Update CLASS to the date the IPT was administered

On A03 panel:

- ELL Code remains LY
- Assign language classification (LC) (A1-B2).

Score
FES:

- Do not update the A23 panel

On A03 panel:

- ELL Code changes from LY to ZZ
- Enter appropriate LC (C2, D, or E)

Pre-K students (LY-T) tested AFTER the new school year starts

Score
NES
or
LES:

On A23 panel:

- Change Basis of Entry from "T" to "A".
- Update PLAN to the first day of Kindergarten
- Change ENTRY to the first day of Kindergarten
- Update CLASS to the date the IPT was administered

On A03 panel:

- ELL codes remain LY
- Assign LC (A1-B2)

Pre-K students (LY-T) tested AFTER the new school year starts

Score FES:
Convene
ELL
Committee

If the recommendation is to place student in the ESOL Program:

On A23 panel:

- Change Basis of Entry from "T" to "L"
- Change ENTRY to first day of Kindergarten
- Update PLAN date to the first day of Kindergarten
- Update CLASS to the date the date of the ELL Committee Meeting

On A03 panel:

- ELL code remains LY
- Assign LC (C1)

If the recommendation is to NOT place student in the ESOL Program:

On A23 panel:

- Enter EXIT and update PLAN to the date of the ELL Committee

On A03 panel:

- ELL Code changes to LF
- Assign LC (C2)
- Monitor the student for two years

Re-entry Information

- Students coming from other districts in the state of Florida as well as students that leave for **90 school days or more** are required to be reassessed with the IDEA Proficiency Test (IPT) for ESOL Services.
- Every measure should be taken to honor time in an ESOL Program, and the original ENTRY date should **not be** modified.
 - ✧ Update the PLAN date
 - ✧ Changes in TERMS should be made as quickly as possible in order for them to be reflected in ELlevation

Plan date

- All PLAN dates must be updated at the beginning of each school year to reflect the **first day of school** and to indicate instructional program recommendation.

Update the PLAN date when the following changes occur:

- ✧ Classes or courses
- ✧ ESOL services
- ✧ Language Classification
- ✧ An English Language Learner (ELL) Committee is convened
- ✧ Annual reviews
- ✧ REEV AL ???
- A copy of the student's ELL Plan, printed from ELlevation must be filed in the ELL folder.
 - ✧ If any changes are made to classes, courses, or ESOL services the ESOL Contact **must be notified** in order for a new **ELL Plan to be printed.**



Monitoring After Exit

2-year period:



After satisfactory performance
during
2-year monitoring period,
ELL Code Changes from LF to LZ

Where do we go now?



Where do I begin?

☐ Generate Active ELL's Student Report (Export Wizard)

Check your Data for accuracy

☐ Make sure you have an ELL Folder for LY & LF students on your roster

✧ Review student data in order to determine student eligible to exit.

☐ Update ELL folder information for the current School Year for LY students

☐ Assign Accommodations for ALL LY students

☐ Update PLAN Date on TERMS

☐ Verify that program 130 is assigned to all LY students

☐ Provide Teachers with resources:

✧ Language Classification of students

✧ ESOL Instructional Strategies Matrix/Addendum

✧ CAN DO Descriptors

✧ Heritage Language Dictionaries



IPT Training
Wednesday
August 17th

IPT Assessments

IPT I Form G

Aural/Oral assessment
for initial placement
Grades K-5



IPT II Form E

Aural/Oral assessment for
initial placement
Grades 6-12



Reading and Writing Form C

Assessments for
Reevaluations

Grades 6-12



ASSESSORS MUST BE DISTRICT TRAINED

ESOL Program Handbook

ESOL Program HANDBOOK 2016 - 2017



- Handbook sections have been revised to reflect changes.
- Posted on the department website.
- We welcome feedback on the handbook.

ELL Folders shall be updated annually and contain required documents

ELL Folders

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Bilingual /ESOL Department
ENGLISH LANGUAGE LEARNER (ELL) FOLDER

Student Name _____ FSI _____
(Last) (First) (Middle)

Date of Entry in United States School (DEUSS) _____ Entry in ESOL Program _____

Student Language _____ Parent Language _____

☐ Initial ELL Folder ☐ Replacement ☐ ELLSEP Folder included (English Language Learner Student Education Plan) if applicable

School Name _____ School Name _____ School Name _____
Year/Grade _____ Year/Grade _____ Year/Grade _____

☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts) ☐ Current <i>ELL Plan</i>* ☐ Registration (Home Language Survey) ☐ Initial Oral Language Classification Assessment Form ☐ IPT Protocol Booklet(s) ☐ K-TEA (Gr. 3-12, if applicable) ☐ <u>Parent Notification of Placement/Continuation of Services in the ESOL Program</u>* ☐ ELL Committee Invitation Letter(s) ☐ <u>ELL Committee Meeting with signatures</u>* ☐ Flexible Setting Accommodation Letter (when applicable) ☐ State Assessment Score Report(s) ☐ <u>Parent Notification of Student Exiting from the ESOL Program</u>* ☐ Other _____	☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts) ☐ Current <i>ELL Plan</i>* ☐ Registration (Home Language Survey) ☐ Initial Oral Language Classification Assessment Form ☐ IPT Protocol Booklet(s) ☐ K-TEA (Gr. 3-12, if applicable) ☐ <u>Parent Notification of Placement/Continuation of Services in the ESOL Program</u>* ☐ ELL Committee Invitation Letter(s) ☐ <u>ELL Committee Meeting with signatures</u>* ☐ Flexible Setting Accommodation Letter (when applicable) ☐ State Assessment Score Report(s) ☐ <u>Parent Notification of Student Exiting from the ESOL Program</u>* ☐ Other _____	☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts) ☐ Current <i>ELL Plan</i>* ☐ Registration (Home Language Survey) ☐ Initial Oral Language Classification Assessment Form ☐ IPT Protocol Booklet(s) ☐ K-TEA (Gr. 3-12, if applicable) ☐ <u>Parent Notification of Placement/Continuation of Services in the ESOL Program</u>* ☐ ELL Committee Invitation Letter(s) ☐ <u>ELL Committee Meeting with signatures</u>* ☐ Flexible Setting Accommodation Letter (when applicable) ☐ State Assessment Score Report(s) ☐ <u>Parent Notification of Student Exiting from the ESOL Program</u>* ☐ Other _____
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ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy

*Items generated in *ELL*evation

12_18_14 vbs

Request ELL Folders: esolrequests@browardschools.com

REQUIRED DOCUMENTATION

* Handout (ELL Folder) 95



ESOL DEPARTMENT WEBSITE

ABOUT US OUR SCHOOLS PARENTS & STUDENTS JOBS OUR SCHOOL BOARD BCPS SPOTLIGHTS

Bilingual/ESOL Department

The Bilingual/ESOL Department is committed to providing rigorous academics, promoting involvement, and delivering quality services to English Language Learners, and district offices. The department offers the following services:

- ESOL Program
- Dual Language Program
- World Language Program

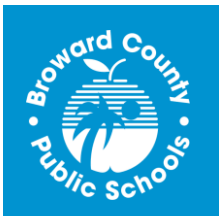
<http://esol.browardschools.com/>

BILINGUAL esol

- > DUAL LANGUAGE PROGRAM
- > WORLD LANGUAGE PROGRAM
- > BILINGUAL PARENT OUTREACH OFFICE
- > TRANSLATIONS AND INTERPRETATIONS

CONTACT US

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Director
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Broward
Bilingual ESOL
Department



Broward ESOL



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Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Jones, Educational Specialist
Yvette Fernandez, Parent Outreach Specialist
Blanca Guerra, Curriculum Supervisor, World Language Supervisor
Idalina Orta, Dual Language Specialist
Gloria Jaramillo, Bilingual Guidance Counselor
Celina Chavez, Educational Specialist, Charter School Support

754-321-2590 KCW
754-321-2950 Pembroke Pines
<http://esol.browardschools.com>



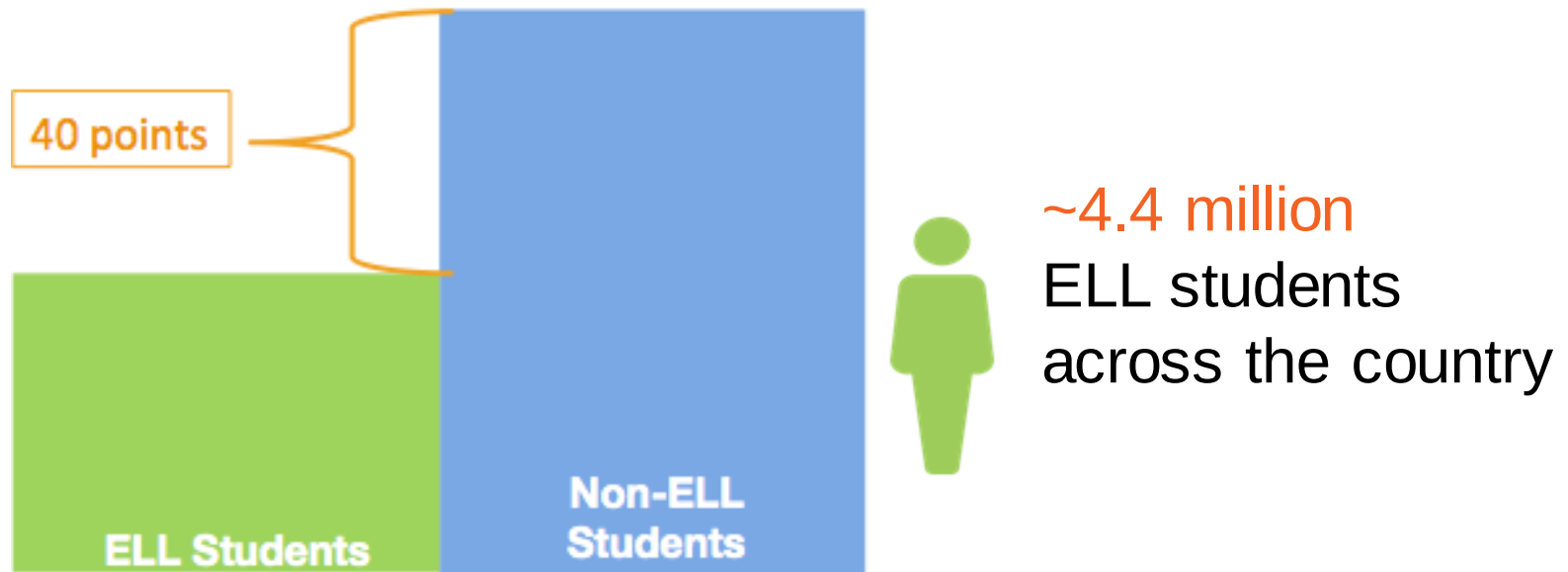




"What Stuck with You?"

- The achievement gap between **ELL** and **non-ELL students** has been essentially unchanged from 2000 to 2013.

**National Average NAEP Reading Scores
4th and 8th grade**





Key Questions

1

What does the program look like when it is in use?

2

What will teachers be doing when the program is in use?

3

What would I see in Classrooms where it is used well?

Step 1 -

Visualize Implementation in Action

- Visualize what Ellevation adoption looks like for administrators, principals, and teachers.
- Brainstorm the different ways Ellevation could be implemented.

What does it look like when Ellevation in use?

Step 2 -

Identify what People should Understand and Do

- Identify the 'components' that constitute the major parts of the program by stating them in behaviors or actions.
- What practices may change as a result of the implementation?

What will teachers be doing when Ellevation is in use?

Step 3 -

Develop your IC Map

- Generate the variations from ideal to beginning.
- State the variations in action terms from left to the right in terms of both quantity and quality.

What would you see in Classrooms where Ellevation is used well (and not so well)?