ELLevation & Curriculum
Day One

http://www.quia.com/pages/browardesoltraining/page17

BILINGUAL esol DEPARTMENT

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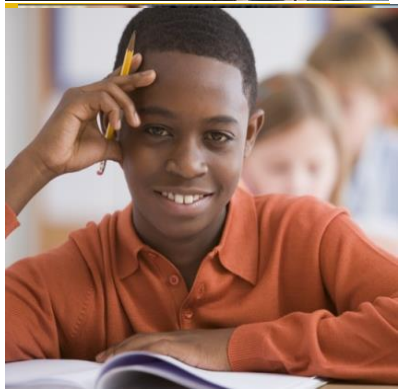
Broward County Public Schools



Agenda – Day One

1. Welcome & Introduction
2. Why are we here?
3. Overview of ESOL Program
4. Role of the ESOL Contact
5. Introduction to WIDA
6. WIDA ACCESS 2.0 for ELLs

http://esol.browardschools.com

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

Norms

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

ELLs

41,777

15.5% total population

Foreign Born

31,817

11.8% total population

Recent Immigrants

12,946

4.8% total population

World Languages Enrollment

80,304

Countries

208

Languages

179

Broward County Public Schools
DISCOVERING YOUR WAY
"THIS IS MY STORY"
PRESENTED BY THE
BILINGUAL/ESOL DEPARTMENT
(ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

Immigrant children and youth:

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.

Recently Arrived Immigrant Students Enrolled in BCPS

2012-13	2013-14	2014-15	2015-16
2,959	3,592	3,618	5,601

META Consent Decree

Florida's framework for compliance with Federal & State laws

Civil rights of English Language Learners

Equal access to all educational programs

Ensures delivery of COMPREHENSIBLE instruction

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

META Consent Decree:

Section 1 — **Identification & Assessment**

Section 2 — **Equal Access To Appropriate Programming**

Section 3 — Equal Access to Appropriate Categorical and other Programs for ELLs

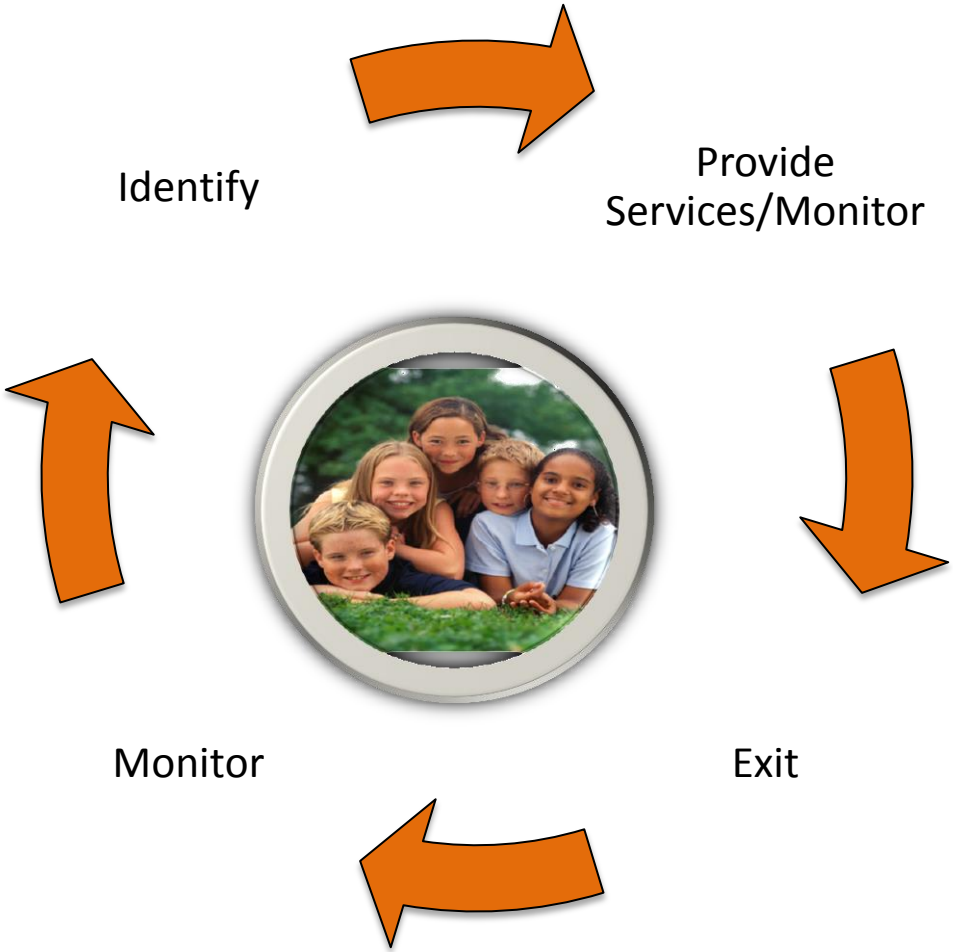
Section 4 — **Personnel**

Section 5 — **Monitoring Issues**

Section 6 — Outcome Measures

Key Ideas
Implications for me
Questions
Insights

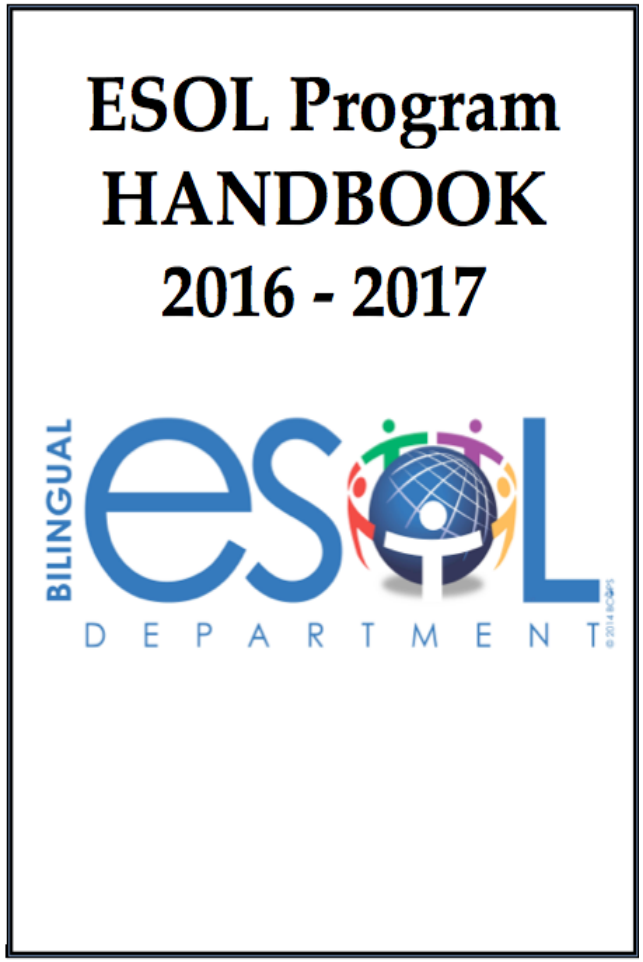
ESOL Process



COLLABORATION is CRITICAL

The next best thing to knowing something is knowing where to find it. ~Dr. Johnson

ESOL Program Handbook



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

OVERVIEW

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Broward County Public Schools

Goals of the ESOL Program

Ensure that English Language Learners (ELLs) will **understand, speak, read and write** in English

Prepare ELLs to achieve in **all** academic areas in English

An English Language Learner (ELL):

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

OR

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

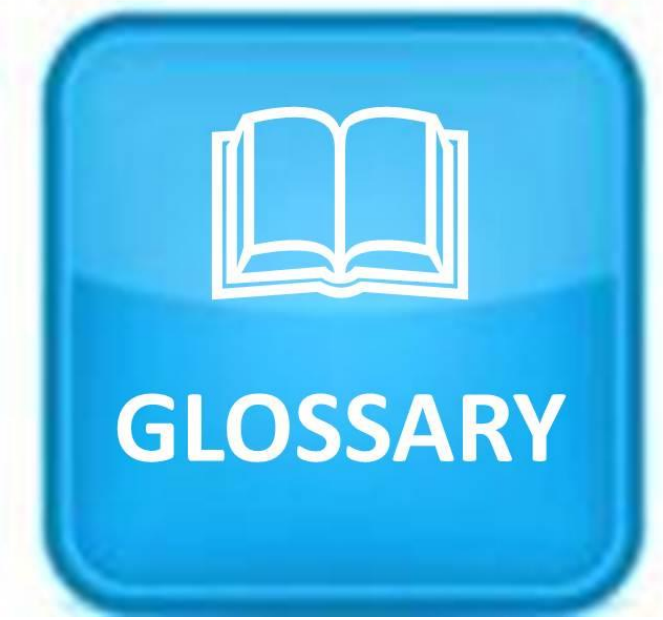
OR

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


GLOSSARY

GUIDELINES

Alphabet Soup

ESOL	SEL	ACCESS 2.0 for ELLs
DEUSS	WIDA	IPT
Can Do Descriptors	LY	ELL
LF	LZ	META Consent Decree
K-TEA	ESOL Instructional Strategies Matrix	ELL Folder
DEUSS	Ellevation	ZZ

Funding Sources

WFTE

- Generated by active ELL students (LYs)
- Part of General Funds – Program 130
- Managed by the School Administrator

Title III, Part A

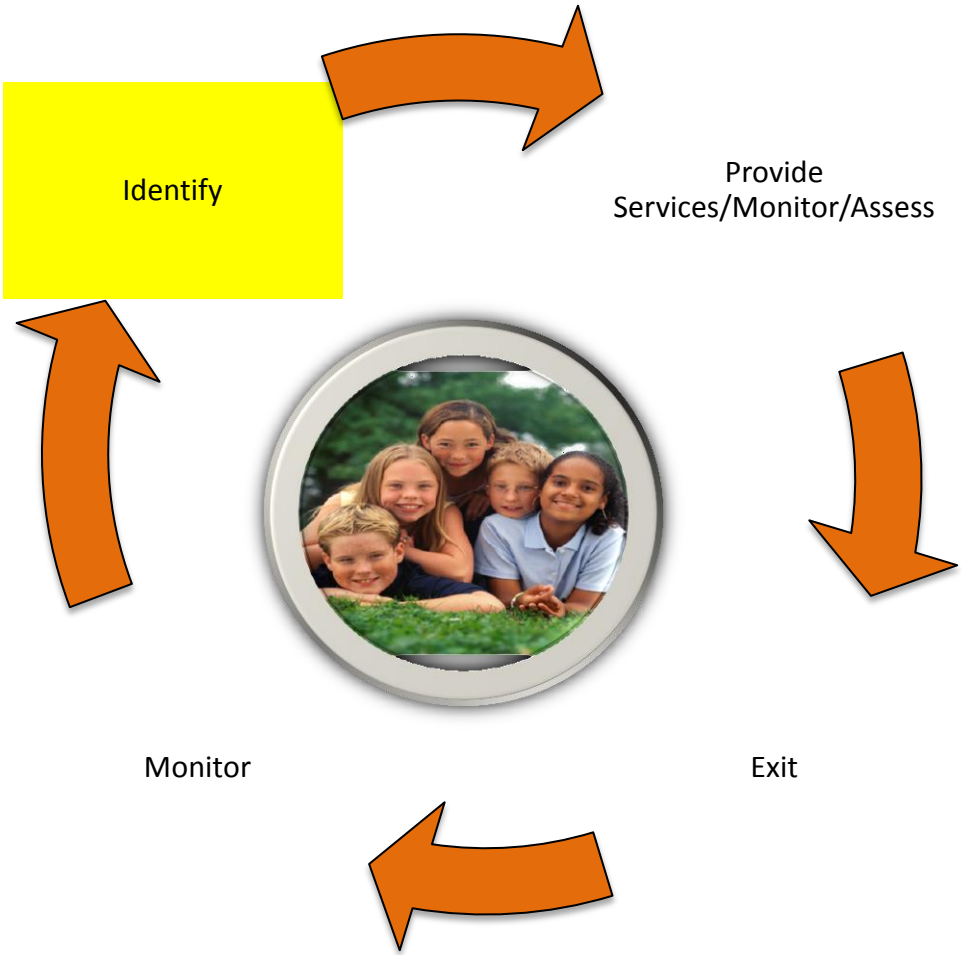
- Calculated based on projections
- Federal Grant Funding under NCLB
- Managed by Bilingual/ESOL Department

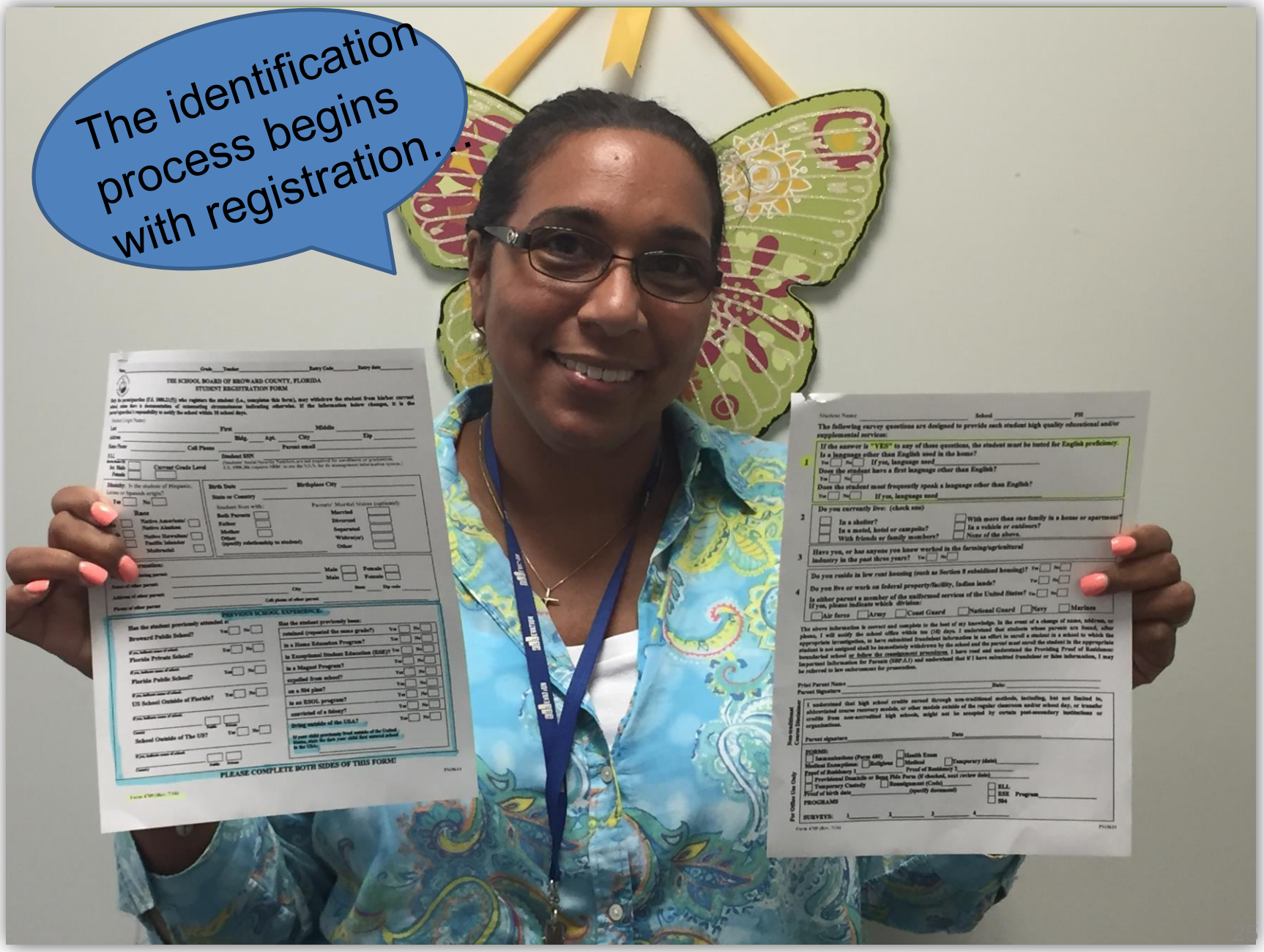
SECTION 1

REGISTRATION & IDENTIFICATION PROCEDURES

Broward County Public Schools

ESOL Process




The identification process begins with registration…
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT REGISTRATION FORM
PREVIOUS SCHOOL EXPERIENCE
PLEASE COMPLETE BOTH SIDES OF THIS FORM!
The following survey questions are designed to provide each student high quality educational and/or supplemental services:
If the answer is "YES" to any of these questions, the student must be tested for English proficiency.
Do you currently live: (check one)
Have you, or has anyone you know worked in the farming/agricultural industry in the past three years?
Do you reside in low rent housing (such as Section 8 subsidized housing)?
Do you live or work on federal property/facility, Indian lands?
Is either parent a member of the uniformed services of the United States?
Air force
Army
Coast Guard
National Guard
Navy
Marines

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

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 proficien

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

Race

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

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 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: _____

PLEASE COMPLETE BOTH SIDES OF THIS FORM!

Form 4709 (Rev. 7/16) PS18614

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 boundaried 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 _____
Parent Signature _____ Date: _____

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 _____

For Office Use Only

FORMS:
☐ Immunizations (Form 680) ☐ 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 Program _____ ☐ 504
SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____

Form 4709 (Rev. 7/16) PS18614

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

Has the student previously been living outside of the U.S.?

Yes or No

If your child previously lived outside of the United States, state the date your child first entered school in the U.S.A. _____

Why do we need DEUSS dates?

Monitor:

- ELLs to be included in State Accountability System
- Extension of Services - "REEVALs"
- Promotion/Retention--Good Cause Promotion
- Immigrant data
  - School personnel determine Immigrant student status
  - The date is necessary to calculate if a student attended a U.S. school for 3 full academic years

Note: Immigrant students may or may not be ELLs

Identification – Home Language Survey

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

First step in identifying a potential ELL

Must be completed for ALL Pre-K – 12 students entering a Broward County school for the FIRST time

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**_____

Translated in top 3 languages

Hot Tip

Keep copies of registration forms handy in the main office in English AND each translated version

(Spanish, Haitian Creole & Portuguese)

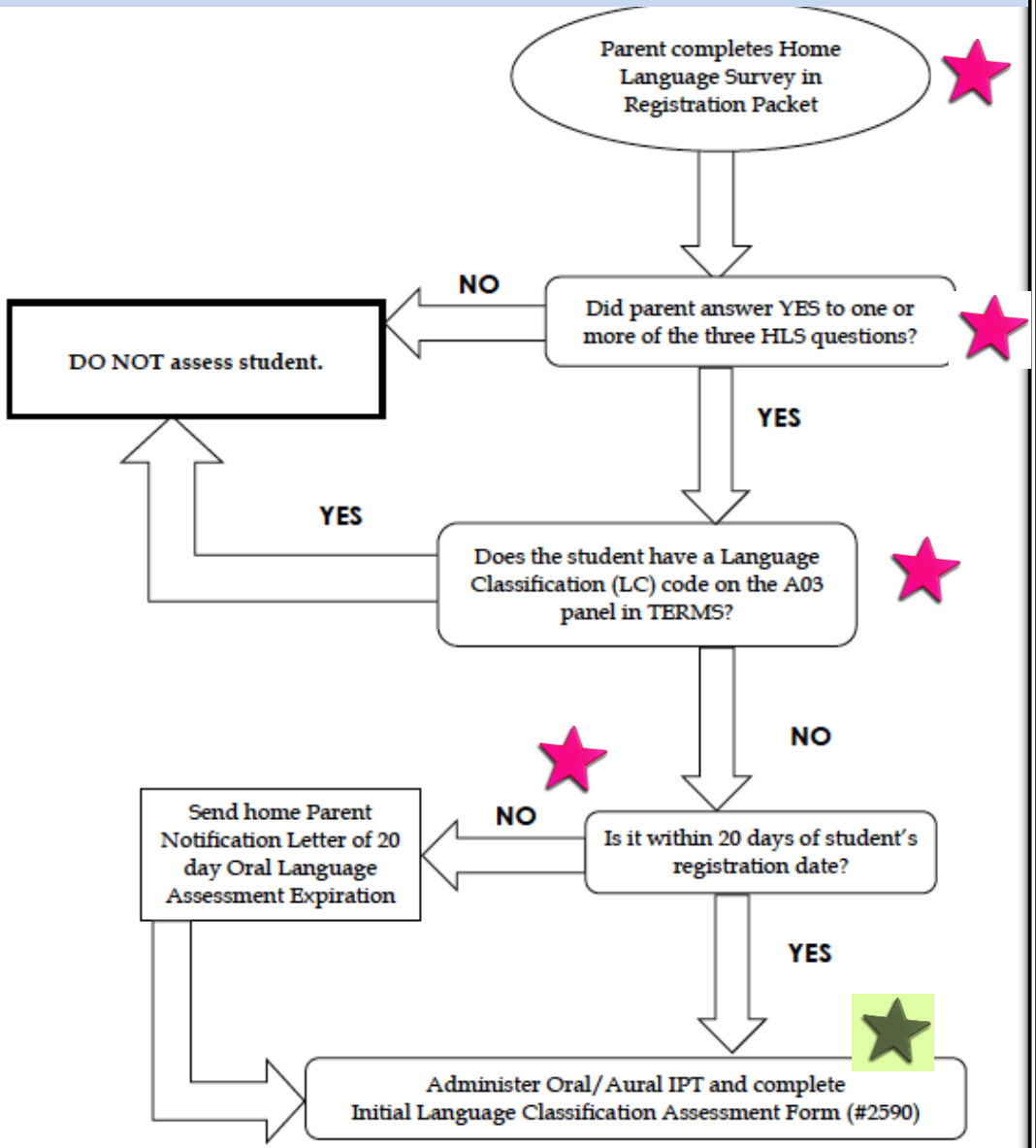
Quantum Teaching, p. 122

Hot Tip

Have a process in place for communication with registrar, guidance counselors, IMT, and other VIP's.

Quantum Teaching, p. 122

ELL Identification Flow Chart



Rev 09/10/2015 VBS/SB/CC

Section 1 Page 6
Identification

Appendix F

The School Board of Broward County, Florida
Bilingual/ESOL Department

INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM

Student's Name: _____ Date: _____
(Last) (First) (Middle)

Home Address: _____
(Street Number) (City) (State) (Zip)

Name: _____ Phone (Home): _____ Phone (Work): _____
(Parent/Guardian)

Date of Birth: _____ Sex: M ☐ F ☐ FSI #: _____ Grade: _____

Country of Birth: _____ Home Language: _____

Date of Entry into the U.S.A. _____ School: _____

Comments/Observations: _____

INTERVIEW ON FREQUENCY OF LANGUAGE USAGE	English	Home Language	Both
What language do people usually speak at the student's home?			
What language does the student speak at his/her home?			
What language does the student usually speak with his/her best friend when he/she is not at school?			

Test Administered:
- ☐ **Pre-IPT** (3-5-year-old Pre-K)
- ☐ **IPT I** (Grades K-5)
- ☐ **IPT II** (Grades 6-12)
- ☐ **K-TEA** (Grades 3-12 if applicable)

IPT Test Score Level: _____
National Percentile Rank Score: _____

Assessor's Signature: _____ District Language Classification: _____

LANGUAGE LEVEL CLASSIFICATIONS

A1 Beginning English Speaker
English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.

A2 Early Intermediate English Speaker
Demonstrates limited understanding. Communicates orally in English with one or two word responses.

B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.

B2 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.

ELL CODE: ☐ **A1/LY** ☐ **A2/LY** ☐ **B1/LY** ☐ **B2/LY**

U Unable to be Classified
Verbal skills are too limited in any language

ELL CODE: ☐ **U/LY** ☐ **U/ZZ**

C1 Advanced English Speaker
Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.

C2 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.

Reading/Writing Test Administered for students not eligible for D or E Language Classifications:
☐ K-TEA Reading Score: _____
Writing (Language) Score: _____
Date: _____

ELL CODE: ☐ **C1/LY** ☐ **C2/ZZ**

D Dominant English Speaker
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

E Monolingual English Speaker
ELL CODE: ☐ **D/ZZ** ☐ **E/ZZ**

CODING FOR ELLS:

LY Active English Language Learner (ELL)
ZZ Does not qualify for ESOL services/Not Applicable
LF Former ELL within 2 years monitoring period
LZ Former ELL that has completed the 2 year monitoring period

PRE-K LY-T

*Pre-K students entering K who are tested before the start of school (no earlier than May) and do not qualify for the ESOL Program are coded ZZ.

ELL CODE: ☐ **C2/ZZ** ☐ **D /ZZ** ☐ **E/ZZ**

*If tested after the first day of school and they do not qualify for services, they are coded LF and must be monitored for two years.
ELL CODE: ☐ **C2/LF**

Date: _____

Form #2590E (Revised 08/14) Copy: ELLSEP Folder
VBS/jas

Re-entry Information

If students arrive from other districts in Florida (without an ACCESS 2.0 score)

OR

if students leave for 90 school days or more and return:

We MUST re-assess the student with the IDEA Proficiency Test (Listening/Speaking)

Every effort should be made to honor time in an ESOL Program

- **Original ENTRY date should not be modified on TERMS**
- **Update the PLAN date**
- **Check Program 130 on TERMS**
- **Update Accommodations on ELLevation**
- **Print the ELL Plan and file in the ELL folder**
- **Send Notification of Continuation Parent Letter**

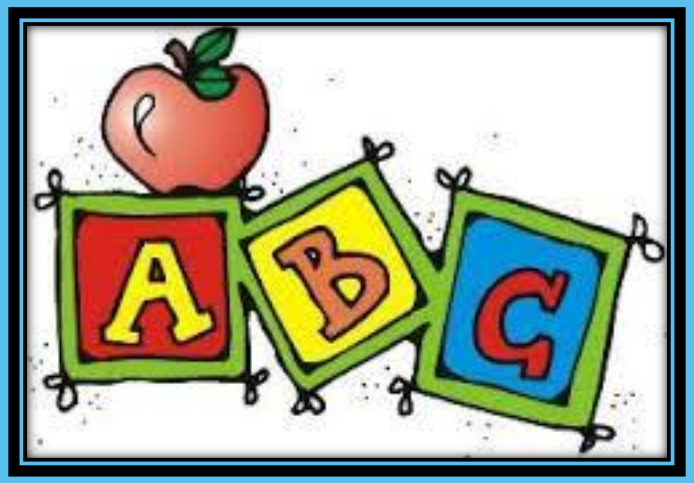
TTR –
Time to Reflect

What must be marked on the Home Language Survey in order to continue with the identification process?

How do we use Immigrant and DEUSS data?

May parents refuse ESOL services for a student who has been classified as ELL?

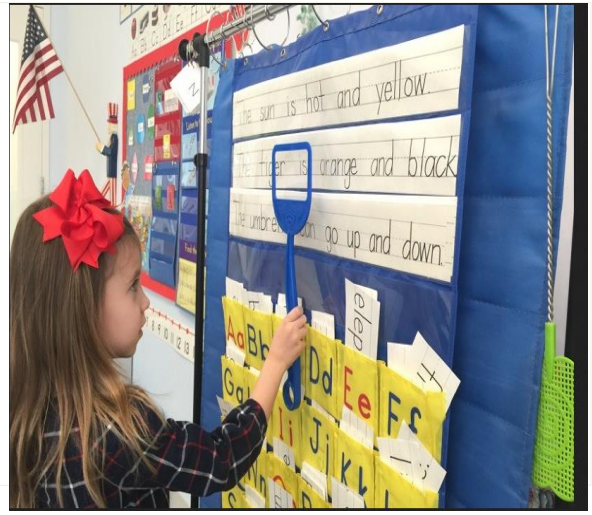
SECTION 12



Pre-Kindergarten

Broward County Public Schools

Pre-K Students



- What do I need to know?
- How are they assessed?

Pre-K IPT Testing
(entering Kindergarten)

- Students are identified in Pre-K, based on Home Language Survey responses

- Students being evaluated for ESE, may be assessed by district personnel using Pre-IPT

Pre-K (LY-T) Students (entering Kindergarten) tested BEFORE new school year begins

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

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 begins

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 a 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 K
- Update CLASS to the date the IPT was administered

On A03 panel:

- ELL code remains LY
- Assign LC (C1)

If the recommendations is NOT to place a 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

SECTION 2

ELLEVATION

INITIAL PLACEMENT TESTING

Broward County Public Schools

IPT Training

Upcoming IPT Trainings

Wednesday, August 17, 2016

8:00 a.m. – 11:00 a.m.

OR

12:00 p.m. – 3:00 p.m.

Cooper City Elementary School

Register on My Learning Plan

IPT MATERIALS

- <u>Order forms & price lists:</u>

  esol.browardschools.com under the *Resources tab*
- Schools purchase using General Funds
- IPT Oral
- IPT Reading and Writing:

IPT 1 Grades 2-3

IPT 2 Grades 4-6

IPT 3 Grades 7-12

****May be transitioning to new assessment tool in November, 2016****

ESOL Program Identification Assessments

IDEA Oral Proficiency Test (IPT)

Elementary

- IPT I (Form G) – Grades K – 5
- Listening/Speaking

IDEA Oral Proficiency Test (IPT)

Secondary

- IPT II (Form E) – Grades 6 – 12
- Listening/Speaking

*Kaufman Test of Education Achievement II, Brief Form (KTEA II)

Students in grades 3-12 who score FES on IPT but do not qualify for D/ZZ or E/ZZ

*IDEA Oral Proficiency Test (Pre-IPT)

Pre-K

only for Pre-K students being referred for ESE services

*Administered by District personnel
esol.browardschools.com ---ESOL Forms Tab
Send Request for Assessment to esolrequests@browardschools.com

ELL Committee

The ELL Committee may determine if a student needs ESOL services or not according to consideration of at least two of the following criteria:

(a) extent and nature of prior educational and social experiences; and student interview;
(b) written recommendations and observations by current and previous instructional and supportive services staff;
(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
(d) grades from the current or previous years;
(e) test results from tests other than ACCESS for ELLs 2.0 or FSA

Appendix F

The School Board of Broward County, Florida
Bilingual/ESOL Department
INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM

Student's Name: _____ Date: _____
(Last) (First) (Middle)

Home Address: _____
(Street Number) (City) (State) (Zip)

Name: _____ Phone (Home): _____ Phone (Work): _____
(Parent/Guardian)

Date of Birth: _____ Sex: M ☐ F ☐ FSI #: _____ Grade: _____

Country of Birth: _____ Home Language: _____

INTERVIEW ON FREQUENCY OF LANGUAGE USAGE	English	Home Language	Both
What language do people usually speak at the student's home?			
What language does the student speak at his/her home?			
What language does the student usually speak with his/her best friend when he/she is not at school?			

Assessor's Signature: _____ District Language Classification: _____

LANGUAGE LEVEL CLASSIFICATIONS

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☐ K-TEA Reading Score: _____
Writing (Language) Score: _____
Date: _____

ELL CODE: ☐ **C1/LY** ☐ **C2/ZZ**

D Dominant English Speaker
Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.

E Monolingual English Speaker
ELL CODE: ☐ **D/ZZ** ☐ **E/ZZ**

CODING FOR ELLS:

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PRE-K LY-T

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ELL CODE: ☐ **C2/ZZ** ☐ **D /ZZ** ☐ **E/ZZ**

*If tested after the first day of school and they do not qualify for services, they are coded LF and must be monitored for two years.
ELL CODE: ☐ **C2/LF**

Date: _____

Form #2590E (Revised 08/14) Copy: ELLSEP Folder
VBS/jas

A parent marked “yes” on the Home Language Survey and the student qualified for the ESOL program. The parent received the letter, but does NOT want the child to be classified as ESOL. What should you do?

District Language Classifications

(phasing out)

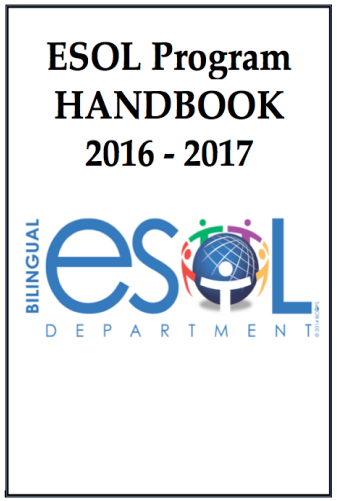
A1 A2 B1 B2 C1

Beginning ..... Fluent

Broward County Language Level Classifications of **D/ZZ** and **E/ZZ** should always be considered if applicable.
Interview and background data will be helpful in determining **D/ZZ** and **E/ZZ** BCPS Language Level Classifications.

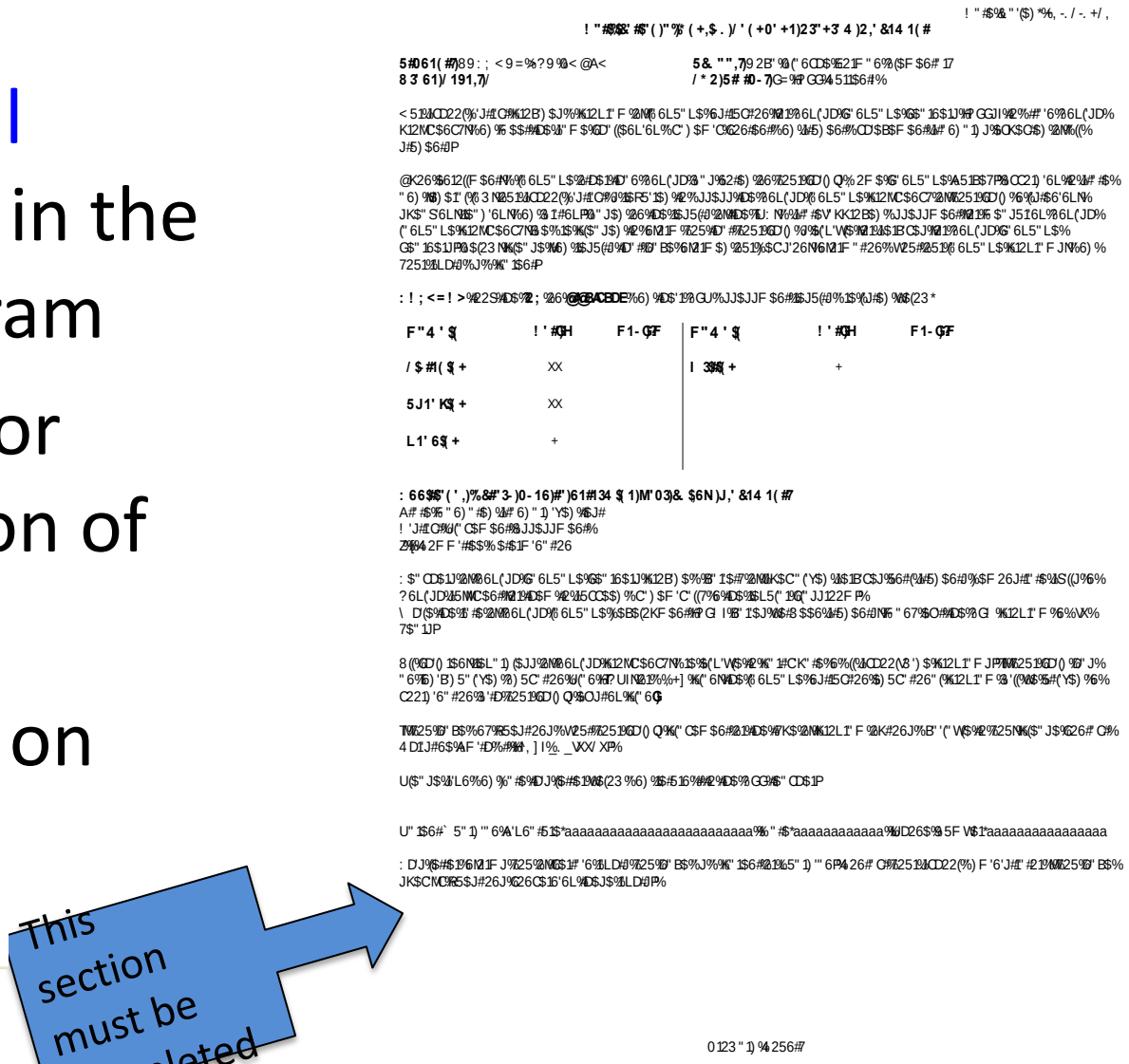
Placement Flow Charts

- K-2, 3-12
- If student meets criteria, IMT enters all pertinent information/data on TERMS



Parent Notification Letter

- Upon initial placement in the ESOL Program
- Annually for continuation of services
- Generated on



- a secure web-based system for documentation that will oversee and monitor ESOL services for ELLs

- All documentation in ELLevation is required in order to meet state and district ESOL program requirements.

- http://videos.ellevationeducation.com/medias/m1o2fpprhf

Each school will be able to assign **TWO** users per school

BILINGUAL ESOL DEPARTMENT

ELLEVATION

ELLevation Access Form

ELLevation is a secure web-based system for documenting and monitoring ESOL services for English Language Learners (ELLs). All documentation in ELLevation is required in order to meet the state and district ESOL program requirements as per the approved District ELL Plan. Each school is allotted **two** users per school.

This form is to be completed for **access** to ELLevation and returned to **Vicky Saldala, Director at** victoria.saldala@browardschools.com.

School Name		
***Location Number**		
Administrator Name		
Administrator Signature		**Date:**

*For Charter Schools only: **One** form must be completed per MSID (Location Number).

NEW Users – A **new** Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELLevation.

Full Name *(Last Name, First Name)*	**CAB/Outlook Email*** *(District Issued Email)*	**Job Title**

*For Charter Schools only: All correspondence will be communicated via school CAB email (Ex. charter1234@browardschools.com).

CURRENT Users - A **current** Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELLevation.

Full Name *(Last Name, First Name)*	**CAB/Outlook Email*** *(District Issued Email)*	**Job Title**

❑ **Please check box if identified personnel attended ELLevation training.**

Login information will be emailed to the **identified personnel** with a copy to the **school administrator**.

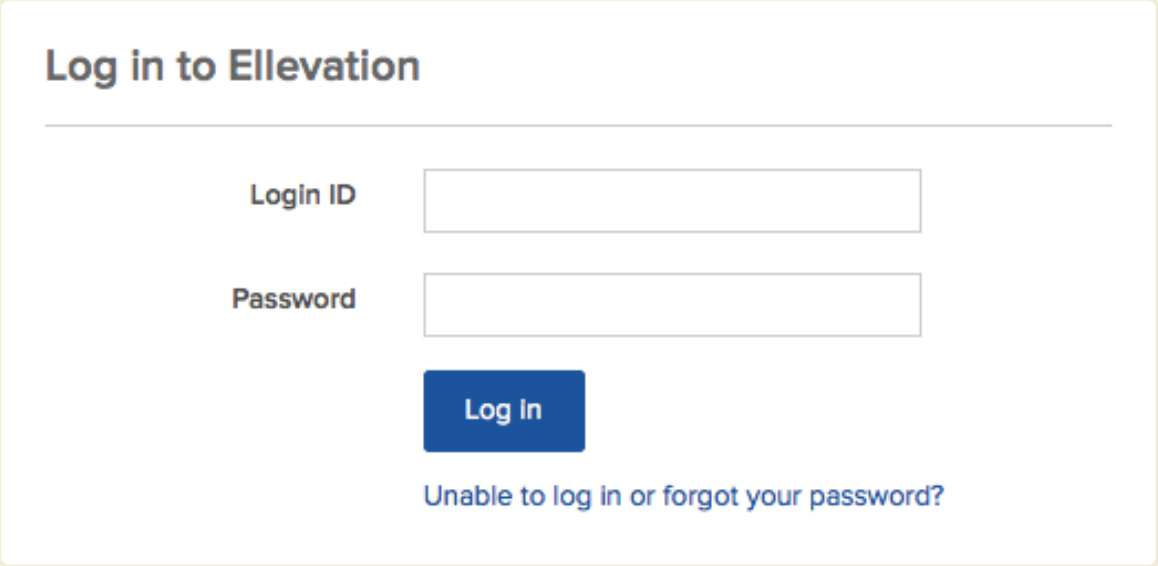
INACTIVE Users – A Staff member **no longer** needing access, has left the school or is no longer responsible for updating and maintaining ESOL records.

Full Name *(Last Name, First Name)*	**CAB/Outlook Email*** *(District Issued Email)*	**Job Title**

7/12/16 VBS/CC/SB
Bilingual/ESOL Department

www.ELLevationeducation.com

ELLEVATION



TERMS (Total Education Resource Management System)

- All information entered by IMT must correlate with information on ELL folder

  State Database Guidelines for ELLs Handbook contains descriptions of all data fields and entries necessary for ELLs

- Panels containing ELL information:

  A03: Demographics and Language Classification

  A10: Schedule

  A10 Detail: Instructional Model Codes and Code 130

  A07: Academic History

  A21: Test Scores

  A23: All information (Special Programs Panel)

```
 PANEL: ___                    A03. DEMOGRAPHICS                          YEAR: 17

STDT: _____________   KEY: _                                             TYPE:

LAST                 APP FIRST        MIDDLE     AKA                AFFIRMED FIRST

_________________ ___ _____________ ___________ __________________ __________________

RESNBR DR STREET          TYPE APT/BLDG   CITY                 ST ZIP+4    RES CY
______ __ ________________ ____ ___________ ___                 FL _________  06

GEN RACE: E W B A I P   DOB     BIRTH PLACE    VER A PHONE        FLEID
 _        N N N N N N _________ ________________ 1   Y ___ ________

ENT  DATE  SCHL GR AS-SCHL CL W/D  DATE  PR       SSN     EXTRNL NBR ALIAS  NBR
___ _______ ____ __ __ ____ __ ___ ______ _     000000000  __________ __________

ELL LAN PAR MG CO LG SRVY  C IM DT US SCHL  EN:DS-SCHL PRIOR: DIST STATE CNTRY
LY  SP  SP  __ __ __ __ __ N   08242015      __ ____        __   __    __

C R MC MA EX MFS  BC STDT  Z 30D    DP     B  WR PUB:M P B E C  ORIG
Z 3 _  Z  _   _  _________ Z  __ Z  ______ ______ Z  _      Y Y N N N ______

PF1=HELP 3=EXIT 4=PROMPT 7=BKWD 8=FWD 9=NXT PAGE 12= ESCAPE
Please type key elements.                                        TERML: QPADEV
 ONLINE                                          3,10
```

Immigrant

DEUSS

TERMS A03 Panel

ELL	LAN	PAR	MG	CO	LG	SRVY	LC	IM	DT	US	SCHL
LY	SP	SP						N	08242015		

Immigrant

DEUSS

- LY – English Language Learner
- Not an immigrant
- DEUSS – beginning second year in a U.S. school

Immigrant children and youth:

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.

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

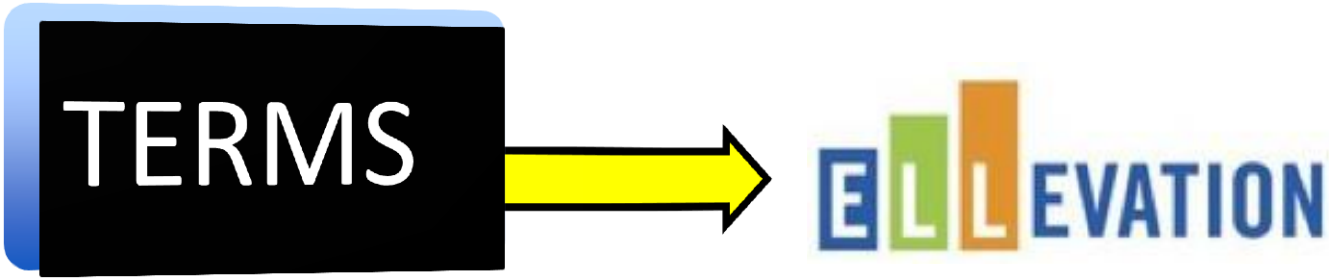
Sample Report

Immigrant Status

Entry in U.S. School

Last Nam	Middle Na	First Nam	Active	Student #	Birthday	Immigran	Grade Lev	Birth Country	Lang. Clas	Date Ente
					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

How is Student Data Uploaded?



- Student demographic data uploads regularly
- **Assessment data:** e.g. ACCESS 2.0, IPT, FCAT and FSA scores
- **Important Dates**: REEVAL, PLAN, DEUSS
- Users do NOT enter student data into Ellevation
- Users MUST communicate with IPT any updates completed on ELLevation

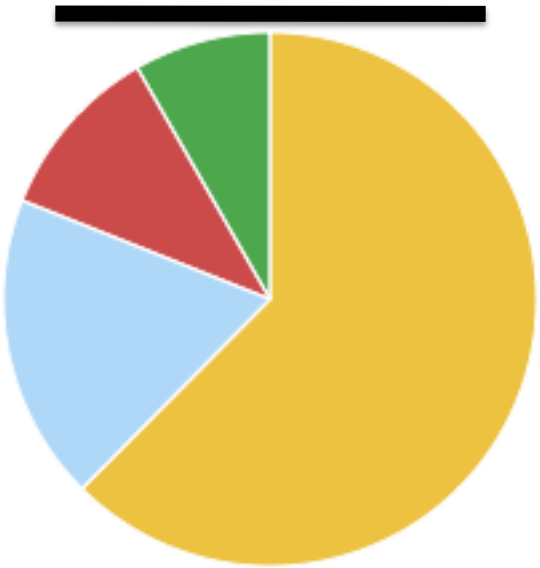
Data Dashboard

Data Quickview

Click on any group of students to view them in the Data Dashboard

ESOL Students ***Select Data View:*** **ESOL Students**

School: Deerfield Beach Elementary **Grade:** All **Teacher:** Select a teacher Me



LY (ELL Current) (158)

ZZ (Did not Qualify) (47)

LZ (Fully Exited) (27)

LF (Formerly ELL) (21)

ELP Designation

ESOL Status

Monitoring Status

ELL Wheel Decide…

SECTION 3

PROCEDURES FOR GENERATING ELL PLANS & THE ELL FOLDER

Broward County Public Schools

ELLEVATION

Date: 8/1/2016
Time: 11:13 AM

ELL Plan

Broward County

Report: CFR01
Page: 1

Student Information

Student: [redacted]
Gender: Female
Hispanic/Latino: Yes
Phone/Cell: 786-217-3285
Birthplace: HOLLYWOOD
Language: Spanish
Active: Yes
IEP: No

Test ID #: 0616014085
Date of Birth: 1/29/2010
Address: [redacted]
Birth Country: United States
Immigrant: No
Homebound: No
504: No

Student #: 7[redacted]
School: [redacted]
Teacher:
Grade Level: 1
Homeless: No
Migrant: No
Bilingual: No
Dual Language: No

ELL Plan Date: 9/29/2015

Lang. Classification: 3

ELP Designation: ELL

ESOL Status: LY (ELL Current)

Tier:
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

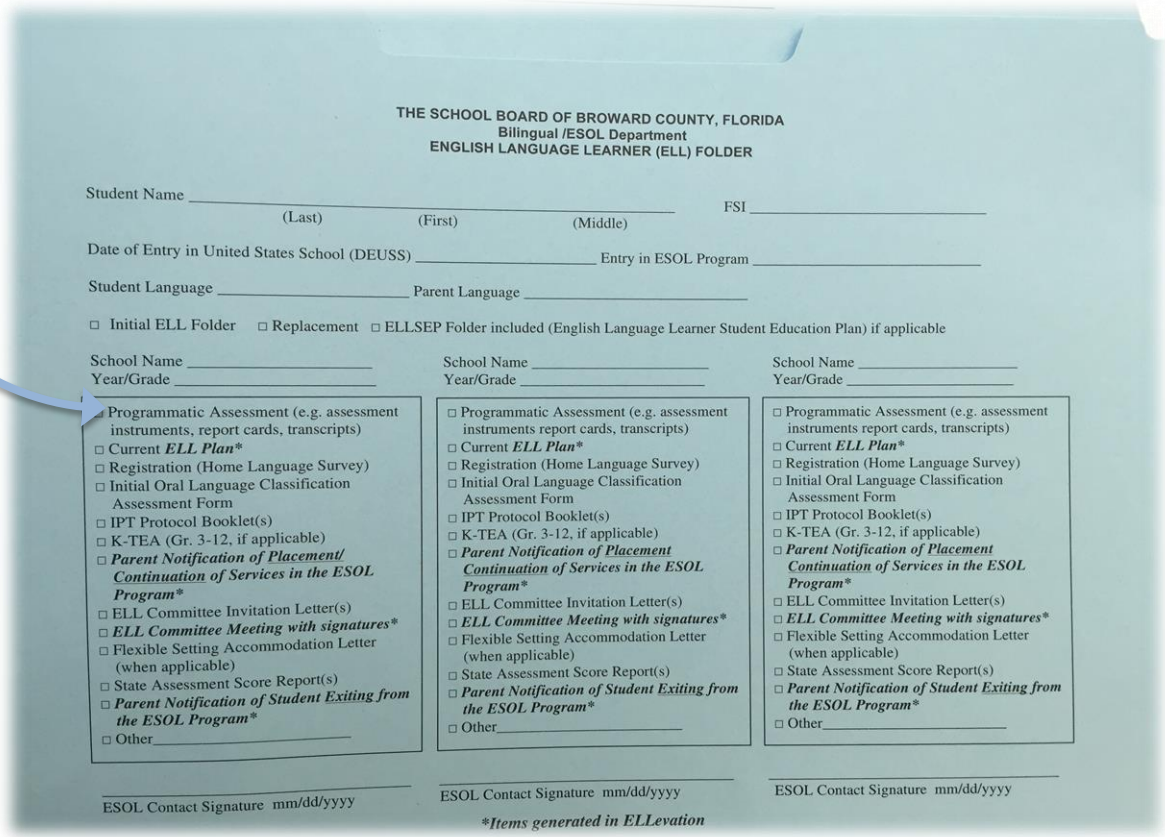
Home Language: Spanish

Came into US:
Date Entered US Schools: 8/24/2015
District Enrollment: 8/24/2015
ESOL Program Entry Date: 9/29/2015
Exit Date :
Home Language Survey Date: 4/20/2015
Parent Denial Date:
Classification Date:
Re-Eval Date:

Years in US School: 1
Graduated:
Withdrawn:
Dropped Out:
Monitored Since:
Monitoring Status: Not Monitored
Parent Granted Permission Date:
ELL Plan Date: 9/29/2015
Re-Class Date:

ELL Folder

Use folder as a checklist



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 _____
Year/Grade _____

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

_____
ESOL Contact Signature mm/dd/yyyy

School Name _____
Year/Grade _____

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

_____
ESOL Contact Signature mm/dd/yyyy

School Name _____
Year/Grade _____

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

_____
ESOL Contact Signature mm/dd/yyyy

****Items generated in ELLevation***

Programmatic Assessment

- Completed at initial registration
- Schools must review all student records and report cards, interview parents, etc. to ensure proper placement
- Transcripts must be evaluated by certified guidance counselor
- Document information on ELL Folder

ELL Folder

ELL Programmatic Assessment and Academic Placement Review

Programmatic assessment must be conducted to provide a basis for developing appropriate placement and scheduling. Trained school personnel must complete with parents/guardians at the time of initial registration in a Broward County School. Please document all steps taken to determine the academic level(s) of the student, independent of the student's English language proficiency.

Please complete all applicable areas below:

A. Age appropriate grade placement: _____

B. Interview with student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies in the native language

_____ _____

(Name of person interviewed) (Relationship to student)

Results from interview:

Additional information about courses taken in other schools: _____

Subject areas of academic strength: _____

Literacy Level:

Native Language: Reading _____ Math _____ English: _____ Math: _____

Other important information obtained from parent/guardian: _____

_____

Was home language assistance provided during the interview? _____ Provided by: _____

C. Review student's prior school records **(consider student performance in the home language for appropriate placement)**

_____ Standardized Tests/Other Assessments

Instrument(s) _____ Language of Assessment(s) _____

Score(s) _____ Test Date(s) _____

_____ Report Cards/Transcripts

D. Additional steps taken by the school to determine academic placement (additional steps may include administration of subject area diagnostic or placement tests).

_____

E. Programmatic Assessment Outcomes/Instructional Program: _____

_____

Initial Placement Programmatic Assessment completed by:

Name _____ Title: _____ Date: _____

ESOL Contact/Guidance/Designee mm/dd/yyyy

(Back page)

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

When is the ELL Plan updated?

1. At the beginning of each school year
2. When accommodations are updated
3. Any time schedule and/or placement changes occur
4. When ANNUAL REVIEWS/REEVALS are completed
5. When administering IPT (L/S/R&W) for REEVALs
6. When an ELL committee is convened to discuss placement, exit or any educational concerns of ELLs
7. At the end of year to record EXIT information if applicable

GENERATE ELL PLAN ON ELLEVATION

Parent Notification of Placement/ Continuation of Services in the ESOL Program*
ELL Committee Invitation Letter(s)
ELL Committee Meeting with signatures*
Flexible Setting Accommodation Letter (when applicable)
State Assessment Score Report(s)
Parent Notification of Student Exiting from the ESOL Program*
Other_____

ESOL Contact Signature mm/dd/yyyy

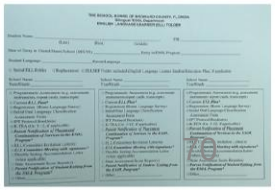
*Items generated in ELLevation

If an ELL folder is missing…

- Contact the previous school location to facilitate transfer of student records
- Be proactive

Generate a REPLACEMENT FOLDER:

- Print the ELL Plan in ELLevation
- Print the A03, A07, and A23 from TERMS
- Write REPLACEMENT FOLDER on front



Request ELL Folders:
esolrequests@browardschools.com

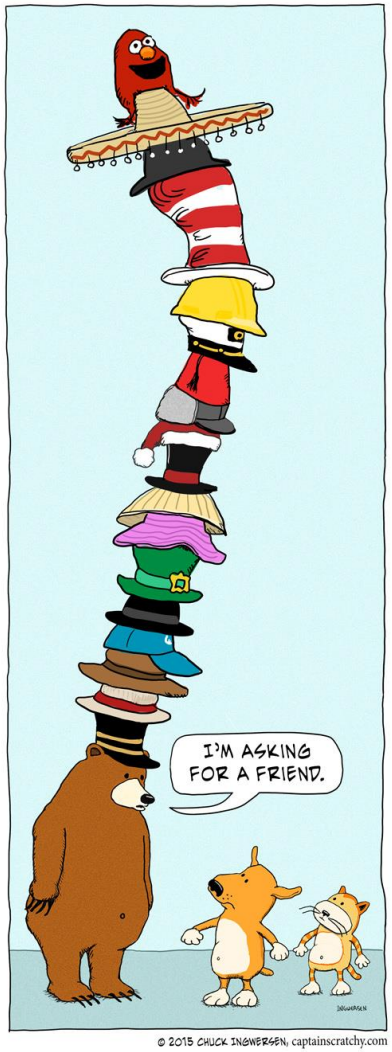
HB section # 3

1. When should the Programmatic Assessment be completed?

2. Does a student's language classification/proficiency level determine eligibility for gifted, AP, dual enrollment, etc.?

3. How long does it take for information on TERMS to be uploaded onto ELLevation?

4. How often are parents notified of a student's ESOL status?



So many hats… and only one head!

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS & STUDENT INSTRUCTION

Broward County Public Schools

Sheltered Instruction or Mainstream

(Self-Contained)

- Teachers modify instruction and the level of English used to make content comprehensible for students
- Thematic instruction
- Research shows SI enhances second-language acquisition and provides ELLs with meaningful uses of second language

(Inclusion)

- Can become an SOS (sink or swim) program if the instruction is not made comprehensible
- Can be effective when ELLs in the same grade are grouped together with the same classroom teacher(clustering)

Getting Started with English Language Learners, Judie Haynes 2007

Elementary Placement

Elementary School ESOL Program *Chart A*

English Language Learners
classified as
A1-A2
B1 (if necessary)

Schools that have 18 or more K-3rd ELLs, or 22 or more 4th - 5th grade ELLs, classified as A1-A2, in the same grade level must provide sheltered instruction using identified curriculum and materials.

Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

English Language Learners
classified as
B1-B2-C1

Students may receive instruction in the basic mainstream model using differentiated instruction **or** in a sheltered instruction model using identified curriculum and materials.
(School-based decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High Reading Placement

For ELLs classified as A1, A2 and B1 (if necessary)

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2, ACCESS 1 or 2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart**.

Grading ELLS

- Provide clear, concise directions
- Explain grading criteria and show examples of finished product
- Document use of ESOL strategies and other modifications, accommodations, and parent contacts
- Immediately inform parents about concerns
- For promotion/retention of ELLs, refer to School Board Policy 6000.1

Accommodations

- A1 Bilingual Dictionary
- A2 Limited Assistance in Heritage Language
- A4 Flexible Scheduling
- A5 Flexible Setting

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

LET’S CELEBRATE!

SECTION 5

ACCOMMODATIONS FOR STATEWIDE ASSESSMENTS

Broward County Public Schools

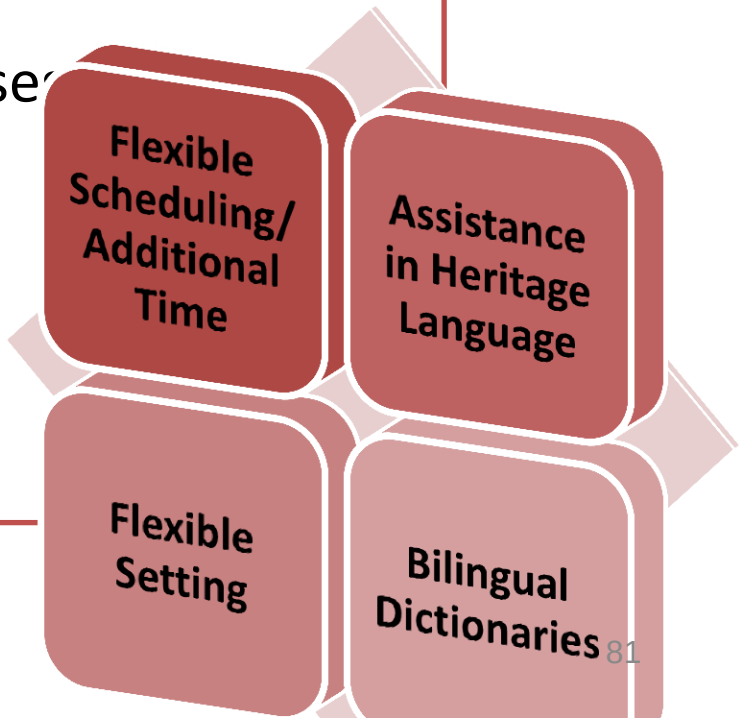
Accommodations

- ELLs (LY) are provided accommodations in the administration of statewide assessments AND daily instruction

- Consistent with the requirements of State Board of Education rule 6A-6.09091 and with the accommodations available for the FSA and EOC assessments http://www.fldoe.org/accountability/asse

- LF's do NOT receive accommodations

- Be sure to assign Accommodations BEFORE printing ELL Plan



Bilingual Dictionaries

- Heritage Language Dictionaries
- Every active ELL (LY) should have access to word-to-word dictionary (not just during assessment)
- Provided by the school
- Suggested list at esol.browardschools.com, Resources tab

Flexible Setting Letter

Dear Parents or Guardians of _____:

Schools districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district English Language Learner Student Education Plan (ELLSEP).

An accommodation recommended for your child is that he/she be given the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.

If you have a question or preference regarding this method of test administration, please contact _____ at _____.

Sincerely,

esol.browardschools.com, ESOL Forms Tab

HB section # 5

1. Are testing accommodations for ELLs ONLY provided during state assessments such as FSA?

2. How and where are accommodations documented for ELLs?

3. Must parents be notified that an ELL will be provided with flexible setting accommodations?

4. What are the implications for me?

SECTION 6

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

Broward County Public Schools

ACCESS for ELLs 2.0

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

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 Educa	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

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

Grades 1-12 Individual Student Report

Proficiency Levels and Scale Scores by Domains and Composite

Demographic Information

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: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
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 (Possible: 1-6.0)	Scale Score (Possible: 100-600) and Confidence Band (See Interpretive Guide for Score Reports for definitions)
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	358
Writing	3.5	360
Oral Language (50% Listening + 50% Speaking)	3.2	344
Literacy (50% Reading + 50% Writing)	3.5	356
Comprehension (70% Reading + 30% Listening)	3.7	360
Overall* (35% Reading + 35% Writing + 15% Listening + 15% Speaking)	3.4	352

*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 on 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.us/scorereport

Description of English Language Proficiency Levels

Interpretive Guide Page 21

Parent Translated Student Report

Proficiency Levels and Scale Scores by Domains and Composite

Demographic Information

Description of English Language Proficiency Levels

WIDA | 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 1.0-6.0)	Escala de puntaje (Posible 100-600) e Intervalo de confianza (Consulte la Guía de interpretación de los informes de puntuaciones si desea obtener más detalles)
Escuchar	4.0	325
Hablar	5.4	376
Leer	4.0	320
Escribir	2.8	290
Lenguaje oral (50% escuchar + 50% hablar)	4.8	351
Capacidad de leer y escribir (50% leer + 50% escribir)	3.2	305
Comprender (70% leer + 30% escuchar)	4.0	322
Puntaje global* (35% 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

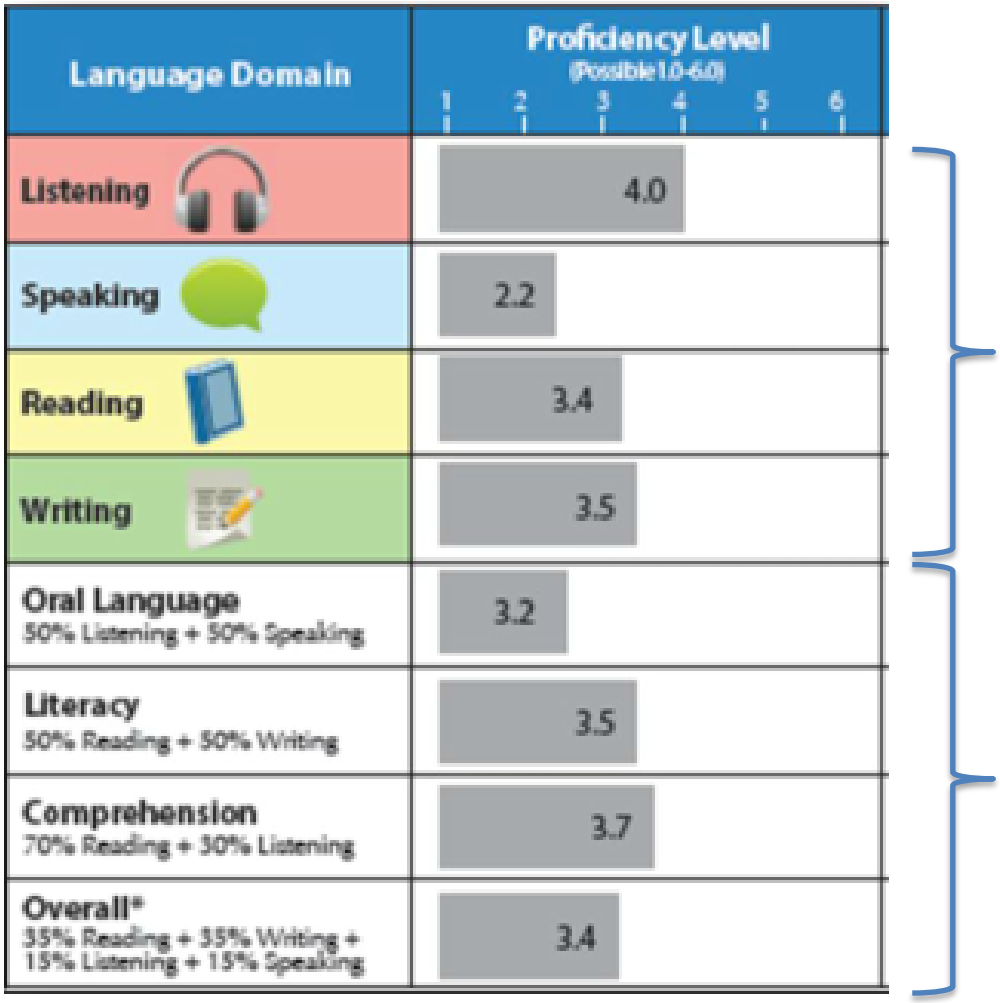
Forma de lenguaje	Nivel de desempeño lingüístico	En este nivel, los alumnos generalmente pueden hacer lo siguiente:
Escuchar	4	Entender el lenguaje oral en inglés relacionado con temas específicos en la escuela y participar en discusiones en clase, por ejemplo: • Intercambiar información e ideas con 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.us/score/report

Sum-ISR-SPAN
03/26/2016

Interpretive Guide Page 21

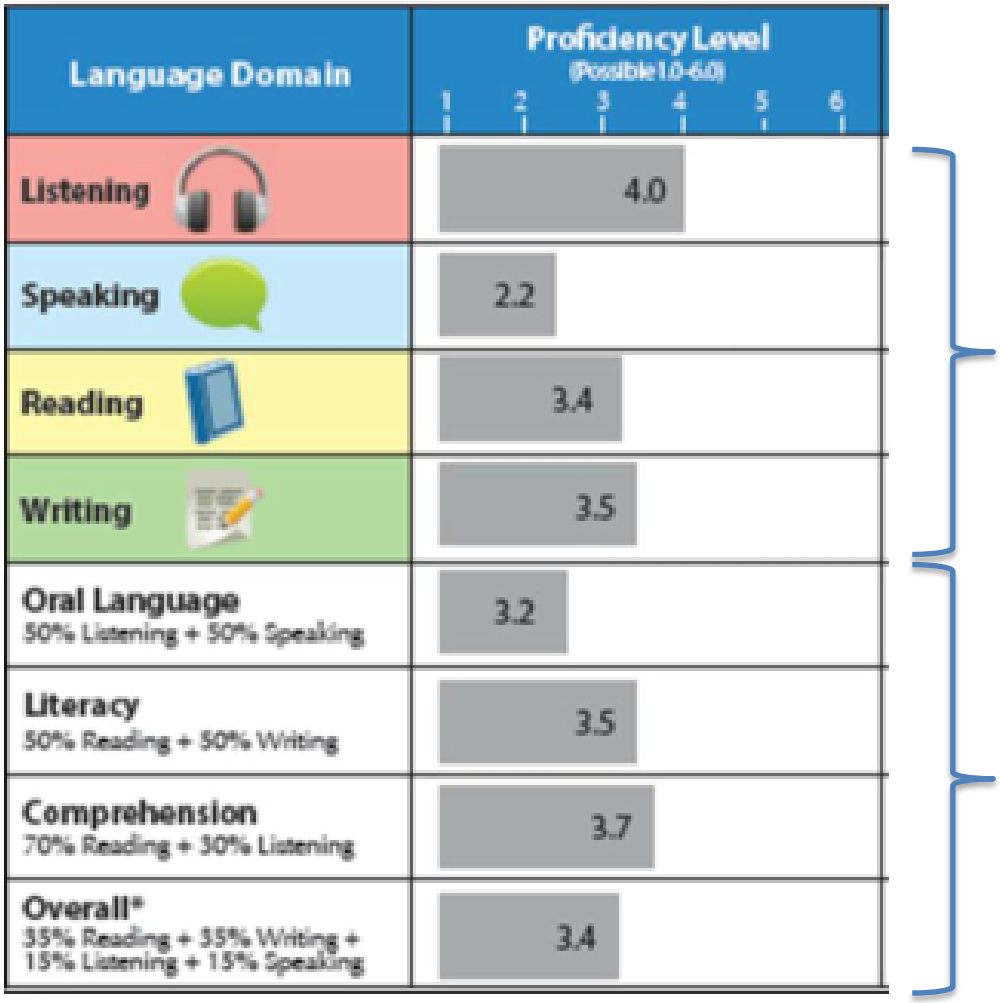
Domain & Composite Scores



Domain Proficiency Levels

Composite Proficiency Levels

Domain & Composite Scores



Domain Proficiency Levels

Composite Proficiency Levels

Kindergarten Individual Student Report

WIDA | 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: Accountability (Possible 1.0 - 6.0)	Proficiency Level: Instructional (Possible K1.0 - K6.0)	Scale Score (Possible 100-600) and Confidence Band — See Interpretive Guide for Score Reports for definitions
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	277
Overall* (35% Reading + 35% Writing + 15% Listening + 15% Speaking)	3.6	5.2	277

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

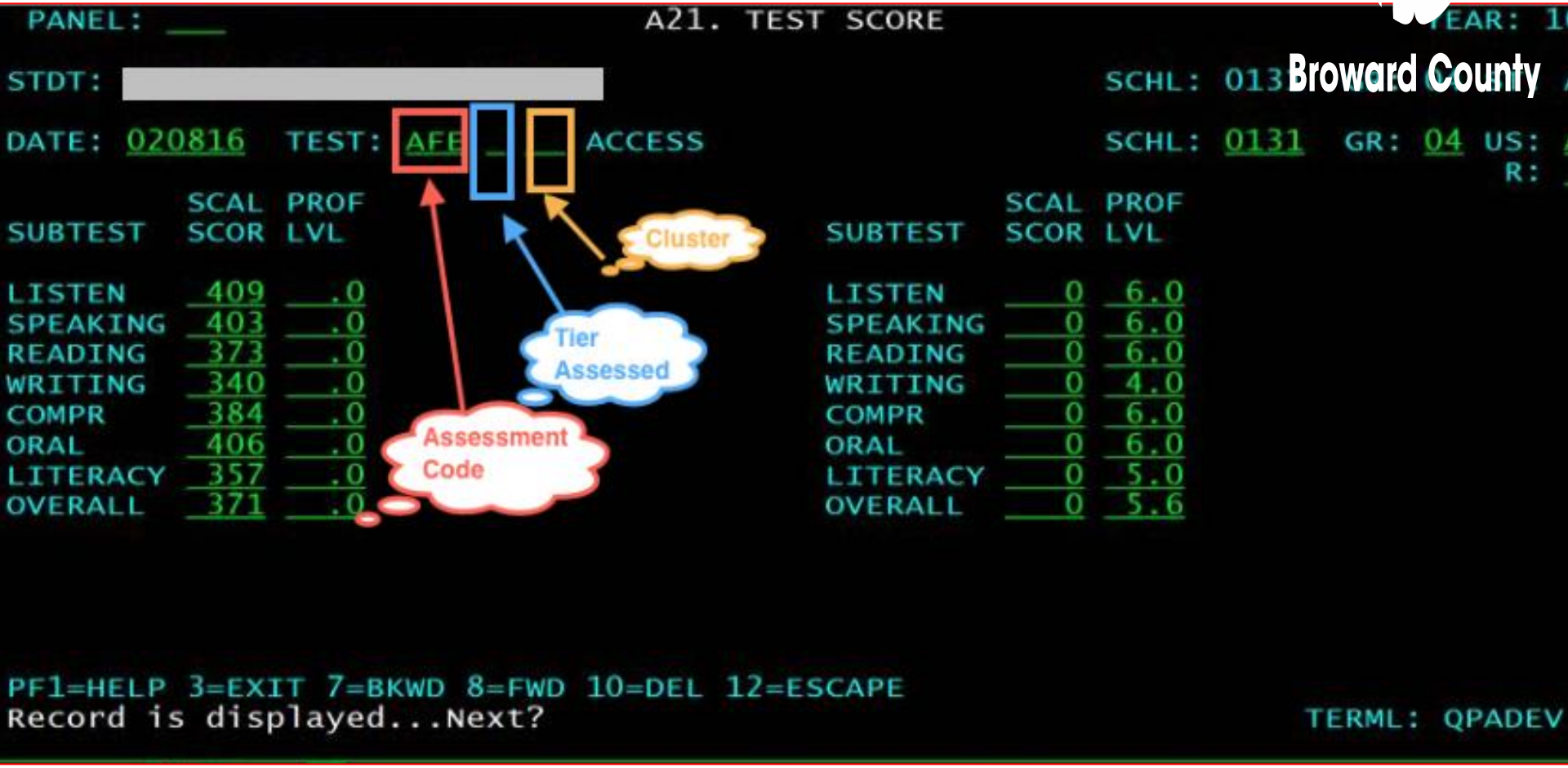
Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 – Developing	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

Demographic Information

Proficiency Levels and Scale Scores by Domains and Composite

Description of English Language Proficiency Levels

ACCESS Scores on TERMS



ACCESS 2.0 Scores

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

EXIT Criteria Grades K-12

Valid Until October 1, 2016

Requirements for EXITING English Language Learners from the ESOL Program

Option I Grades K-2	Option I Grades 3-9	Option I Grades 10-12
ACCESS for ELLs 2.0, English language proficiency level shall be a 5.0 composite score or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 composite score or greater	ACCESS for ELLs 2.0, English language proficiency level shall be a 5.0 composite score or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 composite 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 composite score or greater AND at least 4.0 in all domains. Alternate ACCESS for ELLs 2.0 proficiency level shall be a P1 composite score or greater **AND** • A passing score of at or above the 50th percentile on 10th grade FSA in ELA or a score on the FSAA **OR** • A score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score
Basis of Exit: H Entered on the A23 Panel on TERMS, Exit date is 6/9/16	Basis of Exit: I Entered on the A23 Panel on TERMS, Exit date is 6/9/16	Basis of Exit: J 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 3-9	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall be assessed the IPT L/S/R/W, which shall be administered no earlier than (30) school days prior to the ELL Committee's determination regarding exit. The Committee's decision shall be supported by 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 be assessed on the IPT L/S/R/W, which shall be administered no earlier than (30) school days prior to the ELL Committee's determination regarding exit. The Committee's decision shall be supported by 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 be assessed on the IPT L/S/R/W, which shall be administered no earlier than (30) school days prior to the ELL Committee's determination regarding exit. The Committee's decision shall be supported by at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.
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 when, 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

4.0 or higher L/S/R/W Access for ELLs 2.0 assessment

+

5.0 overall/composite score

=

Exit the ESOL Program

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

EXIT CRITERIA GRADES 3-10

4.0 or higher L/S/R/W Access assessment

+

Level 3 on FSA or FSAA

+

5.0 overall/composite score and FSA

=

Exit the ESOL Program

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

3rd Grade

EXIT CRITERIA GRADES 10 -12

4.0 or higher L/S/R/W ACCESS for ELLs 2.0 Assessment

+

FCAT (3) or FSA(3) or ACT (19) or SAT (430)

=

5.0 overall/composite score and concordance scores = Exit the ESOL Program

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

APPENDIX Q (K-2)

The School Board of Broward County, Florida
ESOL DEPARTMENT

Grades K-2 CLASSIFICATION UPDATE/EXIT FORM

Date:_____ **School Year:**_____

School:_____

Name and Title of Person Completing this Form:_____

NOTE: Schools must update the following information in the appropriate TERMS panels.
Exited students are coded LF during the 2-year monitoring period.

Last Name, First Name	Grade	FSI #	Progress Monitoring		Basis of Exit*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	H or L	Exit Date

*Current Grade Placement
Form 2590L (Revised 04/12)
CMC/jas

Copy: Information Management Technician
***BASIS OF EXIT CODES:**
H – CELLA
L – ELL Committee

Exiting Reminders

TERMS:

- LY changes to LF
- A23 Panel: Update PLAN Date AND EXIT Date (6/9/16-last day of school when applicable)

ELLevation

- Generate ELL Plan once ELLevation is up to date
- Generate Parent Letter – Notification of Program Exit
- Print the ELL Plan and file in the ELL folder

Organizational Tip:

File ELL Folder with existing LF folders by EXIT date (e.g. month)

Quantum Teaching, p. 122

Monitoring After Exit

2-year period:

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

SECTION 7

ANNUAL PROGRESS MONITORING PROCEDURES

Broward County Public Schools

Who needs an Annual Review?

- **ELLs entering years 2 or 3**
- Must be completed within 30 days prior to the anniversary date completed based on DEUSS date*
- ELL Committee Meeting is NOT required
- Me, Myself & I Meeting on ELLEVATION
- Send home Parent Notification of Program Placement/Continuation

*For students entering a U.S. School in 2014-2015 or 2015-2016

Who needs a REEVAL?(Extension of Services)

ELLs entering years

4, 5, 6 and beyond

Must be completed within 30 days prior to the DEUSS date

ELL Committee Meeting is required

Before October 1st, ACCESS 2.0, FSA, and FCAT Scores may be used

After October 1st, IPT assessment (L/S/R/W) must be administered

Send home Parent Notification of Program Placement/Continuation

What's the difference?

Annual Reviews	REEVALS (Extension of Services)
Recommendations for continued placement for ELLs entering years 2 and 3	Recommendations for ELLs entering years 4, 5, 6 and beyond
• ELL Committee Meeting is **not** required • TERMS: PLAN DATE • ELLevation: Me, Myself & I Meeting	• IPT assessment (L/S/R/W) **must** be administered • ELL Committee IS required and must substantiate 2 out of 5 state approved rationale • TERMS: Update PLAN and REEVAL dates (date of ELL Committee Meting)

HB section # 7

1. What is the difference between an Annual Review and a REEVAL?

2. Which date is used for the anniversary date?

3. Where are results of these monitoring processes documented?

4. What are the implications for my planning?

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 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 or REEVAL?
- Is she considered an immigrant student?
- Should Juana be exited?
- What strategies can you use with Juana?

Let's Practice

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

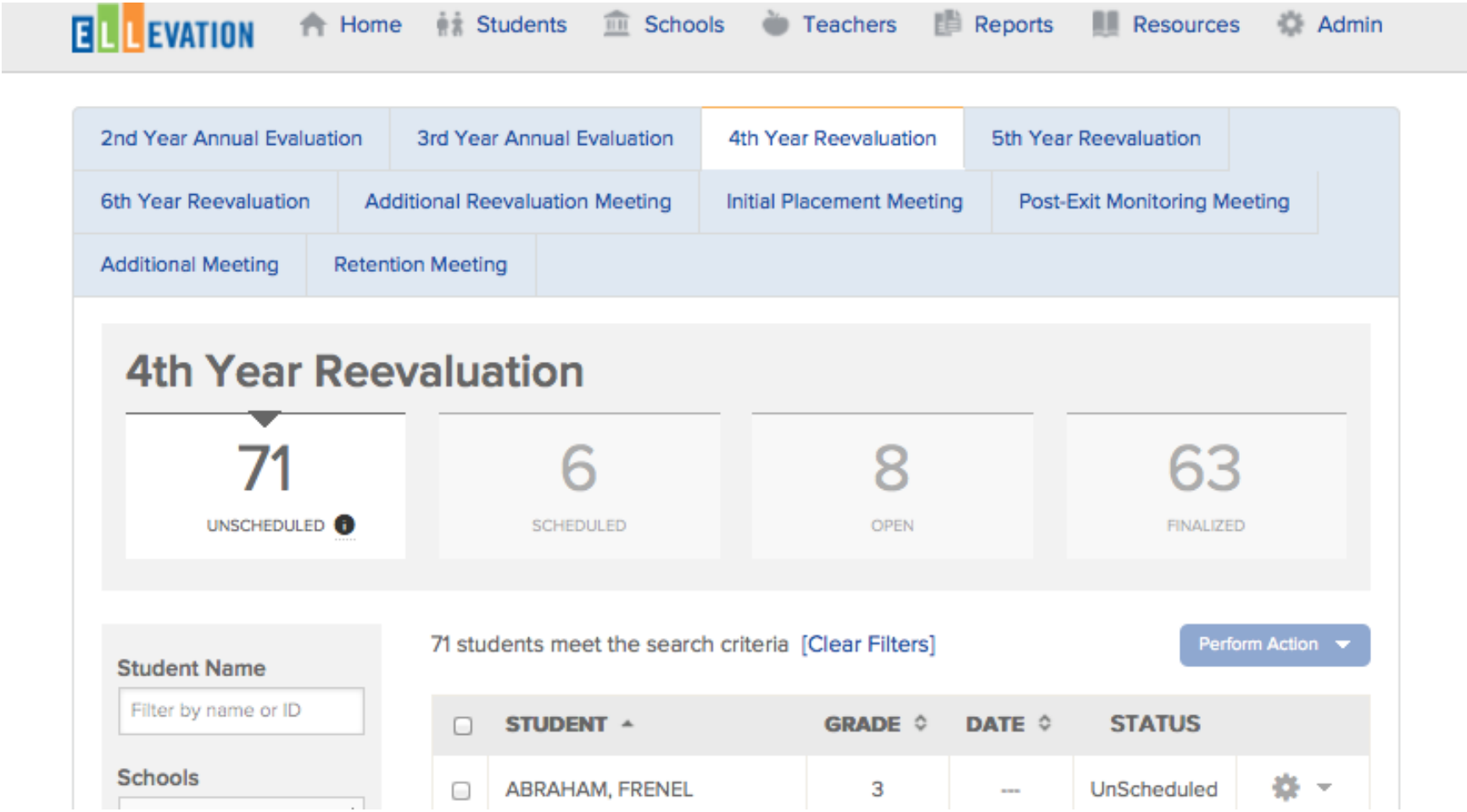
Listening 6.0
Speaking 4.0
Reading N/S
Writing 4.0

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

Program Code 130

- ELLs who have been in the ESOL Program for 6 years or less (12 FTEs = 6 years) must be coded 130
- After 6 years of ESOL services, code 130 must be changed back to Basic Program, as funds can no longer be claimed.
  - Code 130 will automatically change to Basic Program at the end of the 6th year (from ENTRY date).
  - Interruption of Services will not be considered, so the IMT must manually enter Code 130 in External (E15 panel)

Meeting Center



Hot Tip

Become best friends with your IMT.

Quantum Teaching, p. 122

Upcoming Compliance Reminders:

All applicable ELL program information must be updated in TERMS and the ELL folder **before** FTE Survey 2 (October 10 – 14, 2016) AND before FTE Survey 3 (February 6 – 10, 2017) including:

- Plan Dates (depending on anniversary date and/or other updates in need of documentation)
- Instructional program model and Updated schedules are completed
- Annual reviews
- REEVALS (ELL Committee Meetings, IPT L/S/R/W)
- Change LF to LZ for students who have ended the 2 year monitoring

SECTION 8

FUNCTIONS OF THE ELL COMMITTEE MEETING

Broward County Public Schools

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

ELL Committee Criteria

Two of the state approved criteria must be used to recommend continued placement:

(a) extent and nature of prior educational and social experiences; and student interview;

(b) written recommendations and observations by current and previous instructional and supportive services staff;

(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;

(d) grades from the current or previous years;

(e) test results other than those from the district assessments of listening/speaking/ reading/writing.

Hot Tip

Know your students! Keep the whole child in mind in decision-making

Quantum Teaching, p. 122

3 Headed Monster

- Standing shoulder to shoulder answer the Q
- Each member says only one word to complete the sentence and includes a punctuation mark.
- Include as many details as possible.

Be wise. Collaborate:)

Samuel was born in Mexico and entered Kindergarten in Texas on 8/19/2012. Samuel transfers to BCPS as a 3rd grade student and qualifies for the ESOL program. His Date of Entry in the ESOL program is 8/19/2015.

1. What is the DEUSS date?
2. Can he be identified as an immigrant for the 2016-17 school year?
3. Is he eligible for program 130 funding?
4. Is he eligible for Good Cause Promotion?
5. Will he require an Annual Review or Extension of Services (REEVAL)?

Samuel was born in Mexico and entered Kindergarten in Texas on 8/19/2012. Samuel transfers to BCPS as a 3rd grade student and qualifies for the ESOL program. His Date of Entry in the ESOL program is 8/19/2015.

1. What is the DEUSS date?
2. Can he be identified as an immigrant for the 2016-17 school year?
3. Is he eligible for program 130 funding?
4. Is he eligible for Good Cause Promotion?
5. Will he require an Annual Review or Extension of Services (REEVAL)?

Michelle was born in Russia and entered 2nd grade in Idaho on 11/15/2011. She withdrew on 6/7/2012 and returned to Russia. She registers in BCPS as a 7th grader on 8/22/2016. She is eligible for ESOL services and enters the ESOL program on 8/22/2016.

1. What is the DEUSS date?
2. Can she be identified as an immigrant for the 2016-17 school year?
3. Is she eligible for program 130 funding?
4. Will she require an Annual Review or a REEVAL?

[redacted]

Michelle was born in Russia and entered 2nd grade in Idaho on 11/15/2011. She withdrew on 6/7/2012 and returned to Russia. She registers in BCPS as a 7th grader on 8/22/2016. She is eligible for ESOL services and enters the ESOL program on 8/22/2016.

1. What is the DEUSS date?
2. Can she be identified as an immigrant for the 2016-17 school year?
3. Is she eligible for program 130 funding?
4. Will she require an Annual Review or a REEVAL?

[redacted]

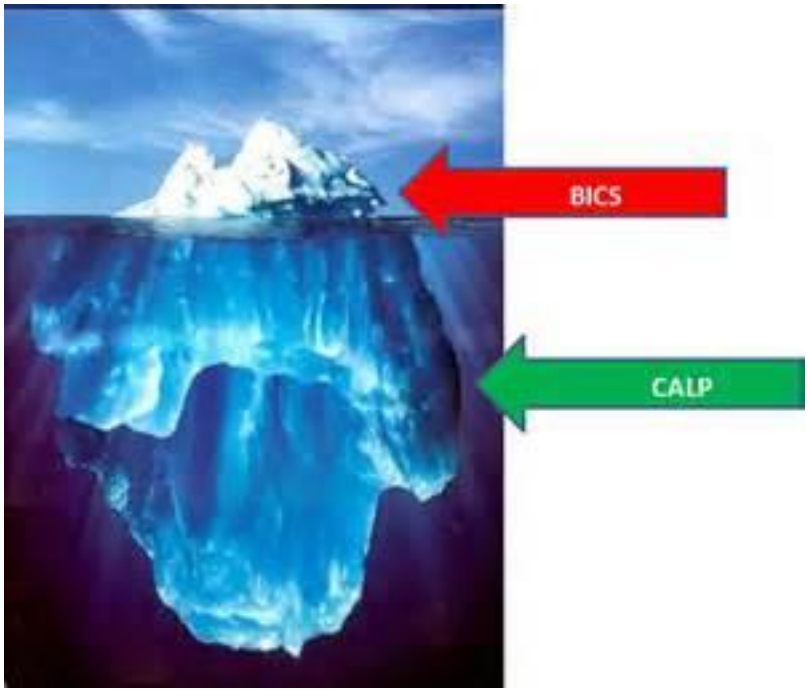
Keep the ESOL Handbook handy at all times.

Quantum Teaching, p. 122

Language Acquisition

Basic
Interpersonal
Communication
Skills

Cognitive
Academic
Language
Proficiency



English Language Learners communicate information, ideas, and concepts necessary for academic success in the content of:

- Social and Instructional purposes
- Language Arts
- Mathematics
- Science
- Social Studies

WIDA BACKGROUND

Mission
Advances academic Language development for linguistically diverse students through high standards, assessments, research and professional development for educators.

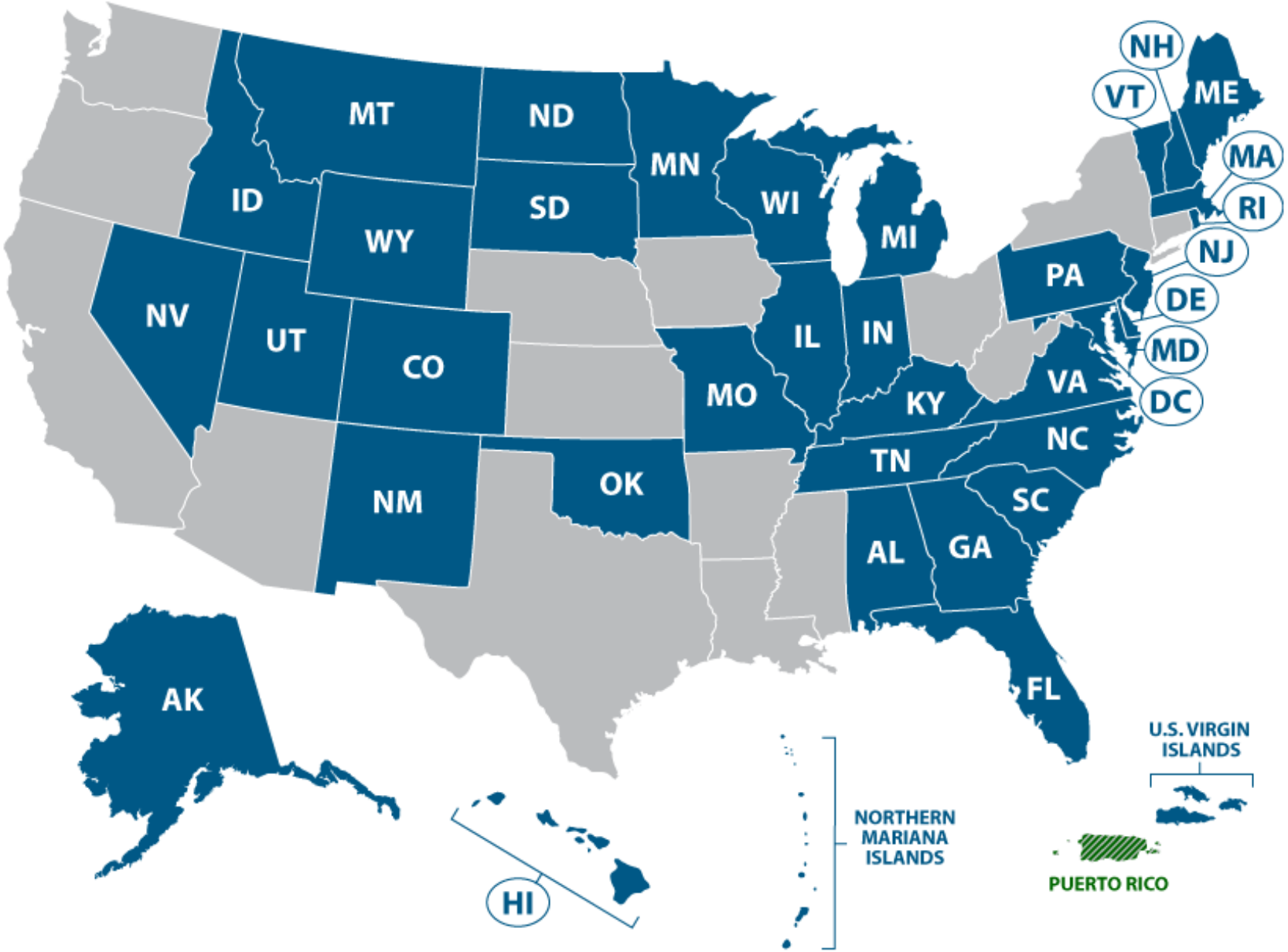
What is WIDA?

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.



38 U.S. States of the WIDA Consortium

WIDA FRAMEWORK

What it is	What it is Not
Framework for understanding how to promote English Language Development across academic disciplines Tools for making content and academic language accessible to ELLs for learning.	State Standards Curriculum pedagogy or an instructional response (not how to teach)

WIDA Pedagogical Focus

What researchers observed in classroom teaching…

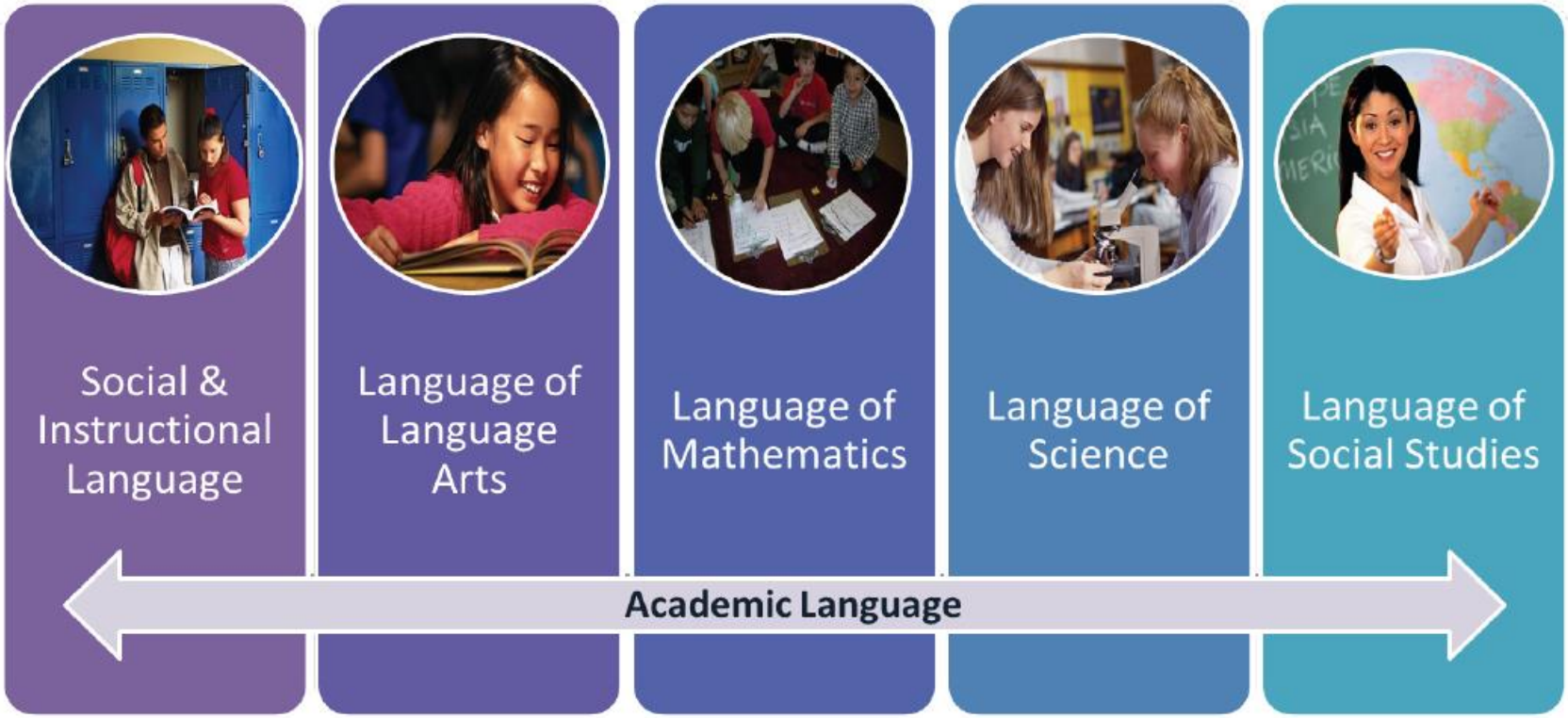
- Teacher talk
- Student silence
- Behavior Management
- Compliance
- Individual work
- Artifacts task
- Following Procedures
- Knowing facts
- Copying and repeating
- Isolated words and Ideas

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

Teemant & Tyra (2015, October 16). Integrating WIDA into a Pedagogical Response. WIDA National Conference (Las Vegas, NV)

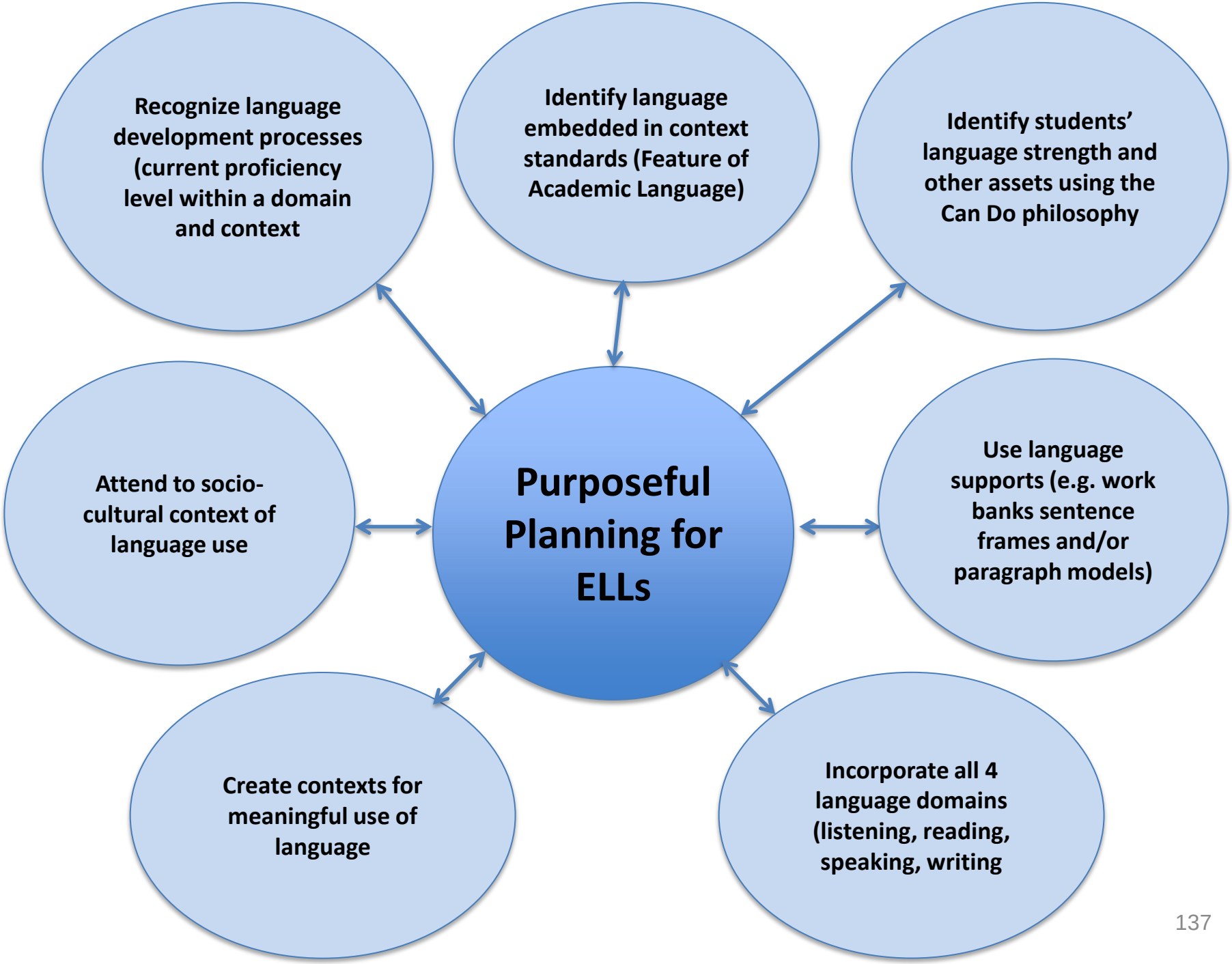
World-Class Instructional Design and Assessment (WIDA)



http://www.wida.us/standards/eld.aspx

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

http://www.wida.us/standards/eld.aspx


Recognize language development processes (current proficiency level within a domain and context
Identify language embedded in context standards (Feature of Academic Language)
Identify students' language strength and other assets using the Can Do philosophy
Attend to socio-cultural context of language use
Purposeful Planning for ELLs
Use language supports (e.g. work banks sentence frames and/or paragraph models)
Create contexts for meaningful use of language
Incorporate all 4 language domains (listening, reading, speaking, writing

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, and evaluate written language, symbols, and text with understanding and fluency
- **Writing** – engage in written communication in a variety of forms for a variety of purposes and audiences

Hot Tip

Say what needs to be said with the greatest amount of clarity and the fewest amount of words.

Quantum Teaching, p. 122

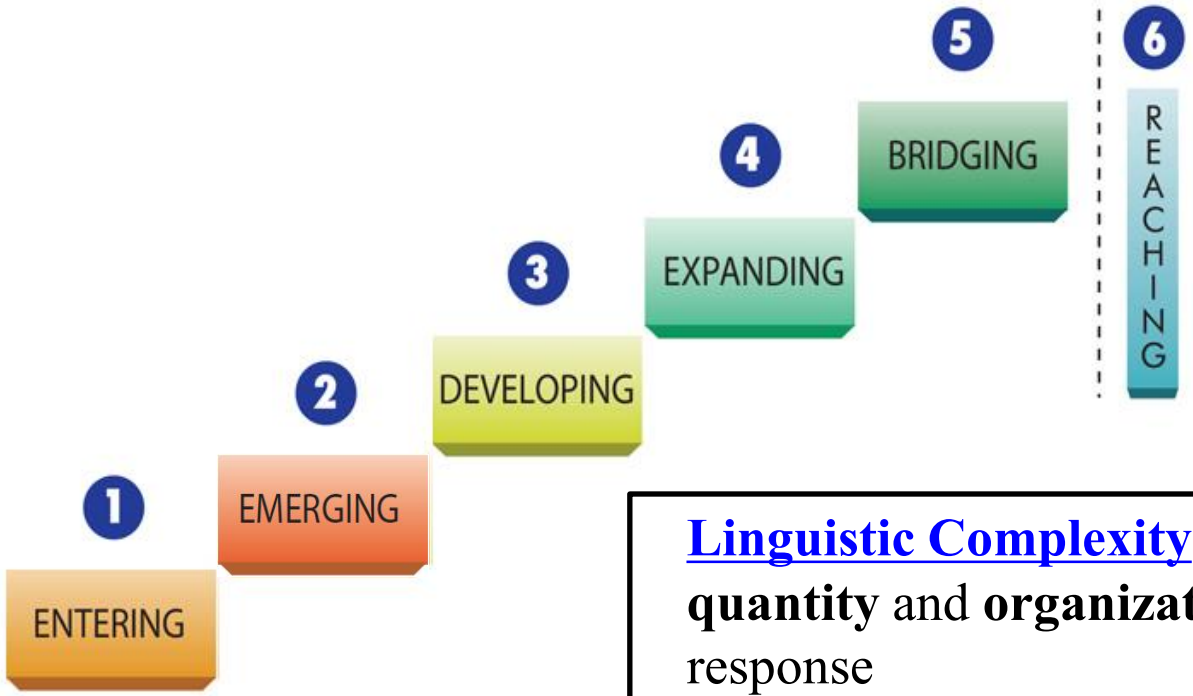
Assessments

ACCESS for ELLs 2.0 replaced CELLA

- January 30 – March 24, 2017
- paper-based
- 6 proficiency levels

Alternate ACCESS for ELLs 2.0 will be administered to ELLs who typically take FAA

Levels of English Language Proficiency



Linguistic Complexity: Expectations of the **quantity** and **organization** of the student's verbal response

Vocabulary Usage: Expectations of the student's use of appropriate vocabulary for grade level and proficiency level; refers to language **quality**

Language Control: Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language **quality**

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) English Language Proficiency Levels		
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 or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	**Level 1** (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** (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** (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, COMUNICATES 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** (Ranges from 4.0 to less than 5.0	EXPANDING	**EXPANDING** Specific and some technical language of the content areas; **produces and processes a 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** (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 SPEAK 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** (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

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

Can-Do Descriptors

- 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

Can-Do Descriptors & Teachers

- Show language may be integrated within content area
- Use to plan with tutors or mentors
- Develop lessons with differentiated language objectives
- Develop language goals (e.g. IEP's)
- Explain progress to parents/families
- Guide instructional practice
- Advocate on behalf of students and what they CAN DO

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

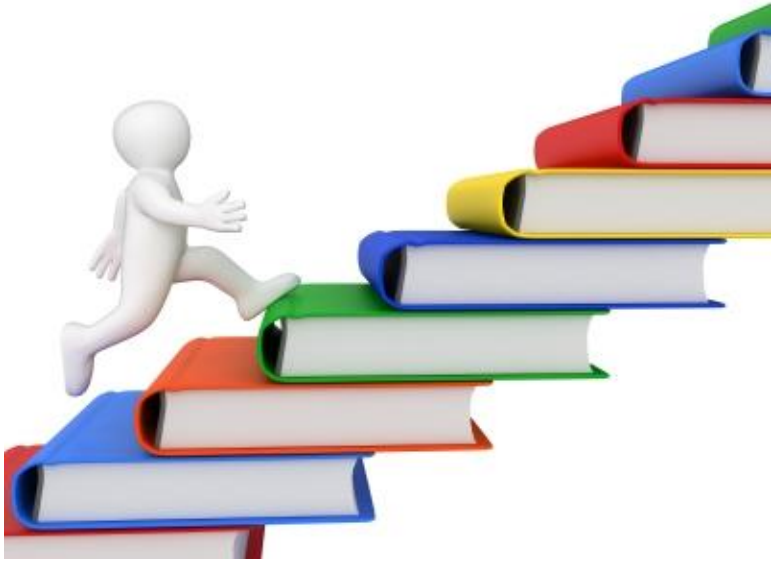
Overall/Composite 3.5

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	
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	

Juliana's Overall Score = 3.5

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

file:///C:/Users/p00034396/Downloads/EssentialActionsHandbook%20(1).pdf

Instructional Supports

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		

Adapted 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

Broward County Public Schools, Bilingual/ESOL Department
09/2014

ESOL INSTRUCTIONAL STRATEGIES MATRIX

http://www.wida.us/standards/eld.aspx

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Focus on Academic Language, June 2015	7/15/2015	Log In
Differentiating for Language, June 2015	7/15/2015	Log In
Introduction to Academic Language (June 2015)	7/15/2015	Log In
Taking Action with the ELD Standards, Part 1: Students and L...	7/15/2015	Log In

Most Popular

Guiding Principles of Language Development	PDF
WIDA 2012 Amplified ELD Standards	PDF
Grades 1-2 Can Do Descriptors	PDF
Grades 3-5 Can Do Descriptors	PDF
District & School (Grades 1-12) Test Administration Manual	Log In

Academic Language (More Info)

Guiding Principles of Language Development	PDF
Complete Reference List for WIDA Guiding Principles of Language Development	PDF
Can Do Philosophy	PDF
La filosofía de valorización de WIDA	PDF
Academic Language: WIDA's "Can Do" Approach	Site

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Standards (More Info)

Family Webinars	Show
Training Toolkit	Show
Early Language Development Standards	Show
2004 WIDA ELP Standards	Show
2007 WIDA ELP Standards	Show

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Can Do Descriptors (More Info)

Can Do Name Charts	PDF
PreK-K Can Do Descriptors	PDF
Grades 1-2 Can Do Descriptors	PDF
Grades 3-5 Can Do Descriptors	PDF
Grades 6-8 Can Do Descriptors	PDF

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ACCESS for ELLs (More Info)

Sample Letters to Accompany Parent/Guardian Report	Show
Translations of Parent/Guardian Score Report	Show
Technical Reports	Show
Training Toolkit	Show
Alternate ACCESS for ELLs	Show

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W-APT (More Info)

Kindergarten Test Forms	Show
Grades 1-2 Test Forms	Show
Grades 3-5 Test Forms	Show
Grades 6-8 Test Forms	Show
Grades 9-12 Test Forms	Show

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WIDA MODEL (More Info)

MODEL 1-2, 3-5 Technical Report	PDF
MODEL 6-8, 9-12 Technical Report	PDF
MODEL Kindergarten Technical Report	PDF
Kindergarten Instructional & Accountability Scores Memo	PDF
MODEL Score Calculator	Site

Research (More Info)

Reports	Show
Briefs	Show
Presentations	Show
WIDA Research Selected Publications 2014	PDF
Data Dashboard 101 Tutorial	FLASH
Academic Achievement for English Learners - What Can We Reasonably Expect?	PDF
Focus on Language Learning Progressions (FLARE)	PDF
Deepening Analysis of Large-Scale Assessment Data: Understanding the Results for ELLs	Site

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Resources/Bulletins (More Info)

Focus Bulletins	Show
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Response to Instruction & Intervention (RtI²) for English Language Learners	PDF
RtI² Planning Form	PDF
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CNMI Webinars	Show
Colorado Webinars	Show

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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 data for students eligible for 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

Upcoming Compliance Reminders:

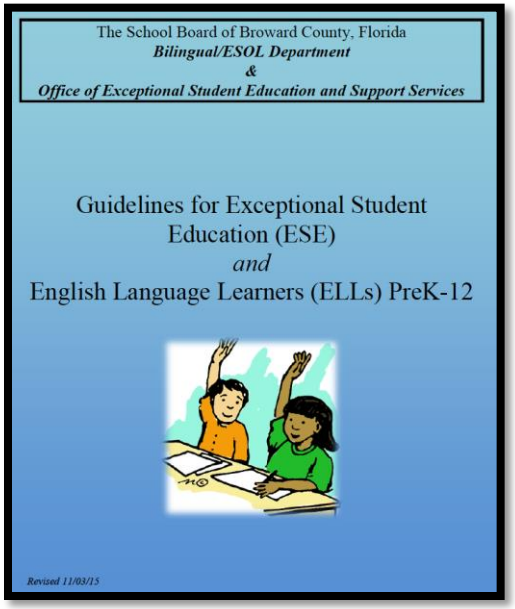
All applicable ELL program information must be updated in TERMS and the ELL folder **before** FTE Survey 2 (October 10 – 14, 2016) AND before FTE Survey 3 (February 6 – 10, 2017) including:

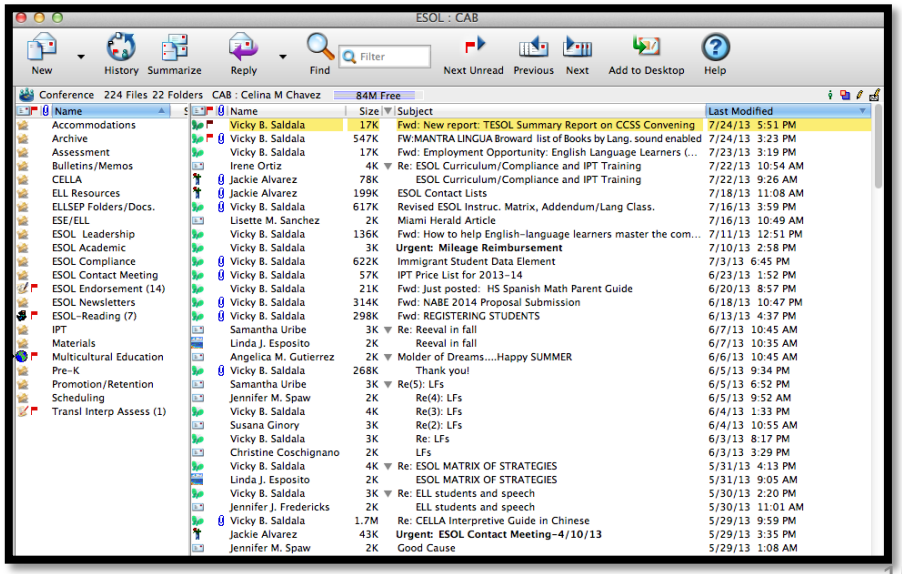
- Plan Dates (depending on anniversary date and/or other updates in need of documentation)
- Instructional program model and Updated schedules are completed
- Annual reviews
- REEVALS (ELL Committee Meetings, IPT L/S/R/W)
- Change LF to LZ for students who have ended the 2 year monitoring

District Resources

ESOL Program HANDBOOK 2016 - 2017

BILINGUAL esol DEPARTMENT





K-12 ESOL Program for Broward County Public Schools

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

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Quantum Teaching, p. 122

Self Memo

Identify **three** strengths you bring to your role as an ESOL Contact

As an ESOL Contact, identify **two** things you'd like to do well during the school year

Identify **one** way you intend to improve your skills as an ESOL Contact

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