



# **SPRING GROVE AREA SCHOOL DISTRICT**

## ***ENGLISH AS A SECOND LANGUAGE PROGRAM***

**July 2011**



**SPRING GROVE AREA SCHOOL DISTRICT  
ESL HANDBOOK  
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## **INTRODUCTION:**

The English as a Second Language (ESL) Handbook provides procedures and forms that are to be used in the ESL program (K–12). This handbook reflects the sequencing of registration, assessment, identification, and exit of students from the ESL program.

## **ESL PROGRAM GOALS:**

- to provide the necessary services and/or modifications to educate the student whose dominant language is other than English
- to attend to specific needs in socialization skills, unfamiliarity with school culture, and developmental language deficits
- to facilitate the student’s achievement of English language proficiency and the PA standards for education
- to ensure an effective and meaningful participation in regular education
- to facilitate the acculturation process in a complex multicultural society by exposing students to the customs, traditions, and expectations of their new environment
- to facilitate effective communication between the school and home of the English Language Learner (ELL) student

## **PROGRAM PHILOSOPHY**

The philosophy of the English as a Second Language Program in the Spring Grove Area School District is based on the following principles:

1. Language acquisition takes time: approximately one to two years for conversation skills and five to seven years for academic skills.
2. Language proficiency is acquired through active, functional, and meaningful participation, not by learning rules about the English language.
3. Language is acquired in an atmosphere of trust, acceptance, high expectations, and support.
4. Language acquisition must be built on the student’s previous experiences and knowledge.
5. The skills of listening, speaking, reading, and writing are interdependent and reinforce each other in language acquisition.
6. Teachers, students, and parents working together in an environment of mutual respect will bring forth positive changes in the language acquisition process.
7. ELL curriculum must reinforce the general education curriculum to make sure students are supported in their language acquisition.

## **DEFINITION OF A LIMITED ENGLISH PROFICIENT STUDENT:**

The Improving America's School Act defines a limited English proficient student as one who:

- A. was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; or is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- B. has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

## **REGISTRATION/IDENTIFICATION PROCESS:**

School personnel responsible for registering students must have parents complete a home language survey (see appendix). New students whose answer is other than English to one or more of the following questions must also complete the English as a Second Language Information Form (see appendix) and, be referred to the ESL teacher.

1. What was the student's first language?
2. Does the student speak a language other than English?
3. What language(s) is/are spoken in your home?
4. What is the primary language spoken in your home?

English language learners must be enrolled upon presentation of a local address and proof of immunization. It is not appropriate to deny students access to school (telling them to stay home) for any period of time while verifying the information they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory, and may place the school district at risk of legal action.

Note: Students are not required to provide social security numbers or immigration status information as a condition for enrollment, and may not be denied enrollment as a result.

If the student is having academic difficulty or socialization problems at any time during the school year, the teacher and/or any professional staff may refer the student for an ESL language re-evaluation. Parents and Instructional Support Teams may refer students for an ESL language re-evaluation at any time.

Upon the completion of the Home Language Survey and the ESL Information Form, the ESL teacher works with the student (administering informal and/or formal assessment, observing in the classroom setting, and soliciting input from the regular education teachers).

The ESL teacher will confer with the regular education teacher(s) and principal to complete the ESL Service Recommendation Form (see appendix). Upon completion, the form is forwarded to the Assistant Superintendent. The ESL teacher will be notified to begin services.

### **ENGLISH LANGUAGE LEARNER ASSESSMENT:**

The ESL teacher will:

- administer the W-APT (WIDA-ACCESS Placement Test) to identify students who may qualify for ESL services based on the HLS and ESL information forms.
- administer the Woodcock Muñoz Language Survey Revised, Writing Samples (Gr. 1-12), and/or other assessments as needed.
- evaluate the student's academic progress through review of ACCESS testing, District assessment, report cards, informal and formal assessment, classroom performance, and anecdotal records.
- observe social adjustment.
- solicit teacher and/or parent input as appropriate.

Assessment results will be placed in the student's file.

### **PARENT ORIENTATION:**

The ESL teacher will provide orientation to parents as well as to students. The orientation should include basic school information, a description of the ESL education program, what content classes the student will attend, what special programs are available, homework and attendance policies, and district-wide assessment practices and procedures. Expectations for participation and behavior should be clear to all involved.

### **COMMUNICATION:**

Federal regulations require districts to provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication. This means that it is the district's responsibility to provide for translation and interpretation services. The District uses the TransAct Compliance and Communication Center at [www.transact.com](http://www.transact.com) and Systran Translation Software. If a form or written communication is needed in a particular language, it may be secured from

TransAct; or contact the ESL teacher or the Assistant Superintendent's office. The District has access to many translated materials.

### **GRADING:**

English language learners receiving English as a Second Language services will receive their English instruction from the ESL teacher. The ESL teacher will provide the student's English grade. English language learners receiving services in grades K-4 will receive their Communication Arts grade from the ESL teacher in collaboration with the classroom teacher.

For all other subjects, the English language learner at the Entering and Beginning language proficiency levels as defined by their overall English Language Proficiency Level will be graded on a pass/fail basis. The English language learner at the Developing through Bridging language proficiency levels will be graded through use of the regular grading system. Proficiency levels are listed below. All teachers grading an English language learner must know the student's English language proficiency level.

- Level 1 – Entering (Graded on Pass/Fail Basis)
- Level 2 – Beginning (Graded on Pass/Fail Basis)
- Level 3 – Developing (Regular Grading System)
- Level 4 – Expanding (Regular Grading System)
- Level 5 – Bridging (Regular Grading System)
- Level 6 – Reaching (Regular Grading System)

### **RETENTION:**

ELL students should not be retained because of language deficiencies. A conference with the student's parents, building principal, regular teacher(s) and the ESL teacher should be held before a student is retained.

### **ANNUAL EVALUATION OF AN ESL STUDENT:**

In the fall of each school year, each ESL student receiving ELL services the prior year must have an annual screening. This evaluation is done in the fall to account for any summer regression that may occur. Assessment results and updated student proficiency information should be placed in the student's file.

Using assessment results, the ESL teacher should complete the ESL Service Recommendation Form for any revised information. A copy of all paperwork should be forwarded to the Assistant Superintendent prior to the October of each year.

**EXIT CRITERIA:**

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student’s English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

**Required Exit Criteria:**

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

***SPECIAL CIRCUMSTANCES:***

- *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*
- *For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.*

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (*see Items A and B below for cutoff score flexibility*)

- A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

*NOTE: The W-APT may ONLY be administered to a student **once** in any school year.*

| <u>Grade Level</u> | <u>ACCESS Score</u> | <u>Required W-APT Scores*</u> |
|--------------------|---------------------|-------------------------------|
| K-5                | 4.6-4.9             | 5.5 in each domain            |
| 6-8                | 4.7-4.9             | 5.5 in each domain            |
| 9-12               | 4.8-4.9             | 5.5 in each domain            |

*\* A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.*



- B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

**Additional Exit Criteria:**

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

**KINDERGARTEN EXIT CRITERIA**

The maximum overall composite language proficiency score that a student taking the Kindergarten form of ACCESS can receive is 3.7.

To be considered for exit, a kindergarten student must, at a minimum:

- \* have an oral language score of 3.8.
- \* have a composite proficiency score of 2.7.

**MONITOR STATUS:**

When an English Language Learner exits the English as a Second Language Program, the student should remain on monitor status for a period of one or two school years. During the monitor period, the English as a Second Language teacher monitors the student through use of the Post-Exit ELL Monitoring Form, teacher and student interviews, and classroom observations. At the conclusion of the monitor period, the ESL teacher should forward the ESL cumulative student file to the Assistant Superintendent's Office for retention.

## **RESPONSIBILITIES OF THE ESL TEACHER:**

1. Comply with policies and procedures in the identification and placement of ESL students
2. Teach oral and written English language communication skills (listening, speaking, reading, writing) and/or subject matter content
3. Plan and deliver appropriate instructional practices
4. Correlate ESL classroom objectives with regular education goals and objectives
5. Assess and monitor student progress
6. Maintain accurate and up-to-date student records
7. Plan appropriate instructional activities to be implemented by the aide
8. Meet with the aide to discuss lesson implementation and student progress
9. Administer prescribed language assessments
10. Keep parents informed of student progress
11. Monitor progress of ESL students in regular education and meet with regular education teachers to plan, adapt, and modify instruction
12. Maintain classroom discipline
13. Complete and submit required program forms, records, and reports to the Assistant Superintendent's Office upon request
14. Attend meetings and staff development activities to maintain and improve professional competence
15. Develop classroom rules and discuss them with all students
16. Attend ESL meetings
17. Comply with other requests as defined by administration

## **RESPONSIBILITIES OF THE ESL AIDES:**

1. Carry out duties assigned by the ESL or regular education teacher as they pertain to ELL students
2. Reinforce concepts and skills introduced by the teacher
3. Assist in preparation of materials and/or reports
4. Participate in oral language activities with students (e.g., singing, games, drills)
5. Supervise and check on work of small groups of students
6. Assist the ESL teacher with large group activities
7. Review students' homework and classroom work
8. Assist in classroom set-up
9. Participate in daily and long-range planning
10. Assist the ESL teacher with communications with parents
11. Comply with other requests as defined by the ESL teacher

## APPENDIX

### English as a Second Language Program Forms

#### I. District Forms

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\*Source: [http://www.wida.us/standards/Resource\\_Guide\\_web.pdf](http://www.wida.us/standards/Resource_Guide_web.pdf)



***Spring Grove Area School District  
Spring Grove, PA 17362***

***Student Registration  
Home Language Survey***

**Student's Name:** \_\_\_\_\_ **Grade** \_\_\_\_ **Date:** \_\_\_\_\_

**The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.**

- 1. What was the student's first language?**
- 2. Does the student speak a language other than English?** \_\_\_\_\_  
**If yes, specify language** \_\_\_\_\_  
**(Do not include languages learned in school.)**
- 3. What language(s) is/are spoken in your home?**
- 4. What is the primary language spoken in your home?**

**Person completing this form (if other than parent/guardian):**

**Parent/Guardian Signature:** \_\_\_\_\_

**\*Note: If the answer to number 2 is yes, please complete the information on the back. (over)→**

\*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

Revised 4/2006

**SPRING GROVE AREA SCHOOL DISTRICT**  
**SPRING GROVE, PA 17362**  
**ENGLISH AS A SECOND LANGUAGE INFORMATION FORM**

Student's Name \_\_\_\_\_ Grade: \_\_\_\_\_ Bldg: SH M SGI NS P SGE  
 Sex: F M Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_ Dominant Language \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone # \_\_\_\_\_

Form Completed by \_\_\_\_\_ Date \_\_\_\_\_ Relationship to Student \_\_\_\_\_

**A. GENERAL BACKGROUND**

B. What country is the student from? \_\_\_\_\_

When did the student come to the U.S.? \_\_\_\_\_ to this area? \_\_\_\_\_

**B. EDUCATIONAL BACKGROUND**

| GRADE              | YEARS | AGE | LOCATION |
|--------------------|-------|-----|----------|
| Pre-K              |       |     |          |
| Elementary (K-4)   |       |     |          |
| Middle Level (5-8) |       |     |          |
| High School (9-12) |       |     |          |

Has the student ever repeated a grade? \_\_\_\_\_

Does the student currently receive any special services in school? Yes No If yes, please identify \_\_\_\_\_

Has the student ever studied English? \_\_\_\_\_ Where? \_\_\_\_\_ How long? \_\_\_\_\_

**C. BACKGROUND**

This information is essential in order to provide meaningful instruction for all students. Please complete the following questions concerning your child.

1. What language does the child speak to his/her mother most of the time \_\_\_\_\_

To his/her father \_\_\_\_\_ to his/her brothers and sisters \_\_\_\_\_

2. What language does the child read? \_\_\_\_\_

3. What language does the child write? \_\_\_\_\_

**PLEASE CIRCLE**

4. YES NO Do you have any concerns about your child's English language abilities?

5. YES NO Do you ever have trouble understanding your child's speech? Explain

6. YES NO Is your child's language development progressing as rapidly as the language development of your other children?

7. YES NO Do other people find it difficult to understand your child's speech?

8. YES NO Does your child have difficulty answering questions or following directions?

**SPRING GROVE AREA SCHOOL DISTRICT  
SPRING GROVE, PA 17362**

**ENGLISH AS A SECOND LANGUAGE  
SERVICE RECOMMENDATION FORM**

**STUDENT NAME:** \_\_\_\_\_ **BIRTH DATE:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_  
**NATIVE LANGUAGE** \_\_\_\_\_ **GRADE** \_\_\_\_\_  
**YEARS IN US SCHOOLS** \_\_\_\_\_ **BIRTH COUNTRY:** \_\_\_\_\_  
**ENGLISH PROFICIENCY LEVEL** \_\_\_\_\_  
**SPECIAL EDUCATION SERVICES** \_\_\_\_\_

**1. Provide a brief narrative of  
Strengths:**

**Needs:**

**2. Recommendation** \_\_\_\_\_ **to continue services -----** \_\_\_\_\_  
**daily**  
\_\_\_\_\_ **to be placed on monitor 1 status**  
\_\_\_\_\_ **to be placed on monitor 2 status**  
\_\_\_\_\_ **to discontinue services**

**ESL TEACHER - Signature:** \_\_\_\_\_

**PRINCIPAL – Signature:** \_\_\_\_\_



**Spring Grove Area School District • 100 East College Avenue •  
Spring Grove, PA 17362**

English as a Second Language  
Participation Letter

Dear

Your child, \_\_\_\_\_, has been selected to participate in our district's English as a Second Language (ESL) program. Selection to participate was primarily determined by performance on a test of English language proficiency. The ESL class offers a curriculum designed to teach students the listening, speaking, reading, and writing skills in English that are necessary for success in school.

Parents or guardians have the right to refuse ESL instruction for their children. They need to do so in written form inside the first month of classes. However, they should understand that participation in the ESL program increases the academic and social progress of their child.

If you have any questions or concerns or would like to review your child's English language proficiency test results, please contact me. I look forward to working with you and your child.

Sincerely,

English Language Teacher



**Spring Grove Area School District • 100 East College Avenue •  
Spring Grove, PA 17362**

English as a Second Language  
Carta de Participación

Estimado

Su hijo/a, \_\_\_\_\_, se ha seleccionado para participar en el programa de Inglés como Segundo Idioma (ESL) de nuestro distrito escolar. Se seleccionó debido a sus calificaciones en una prueba de aptitud del lenguaje de inglés. La clase de ESL ofrece un plan de estudios/actividades diseñados para mejorar las habilidades de comprensión, del habla, de la lectura y la escritura en inglés, que son necesarias para su éxito en la escuela.

Los padres o guardianes tienen el derecho de negar la instrucción de ESL para sus niños. Hay que hacerlo de manera escrita, dentro del primer mes de clases. Se debe de entender que la participación en el programa de inglés como segundo idioma (ESL) aumenta el progreso académico y social de su niño/a.

Si usted tiene cualquier pregunta o preocupación o quisiera revisar los resultados de la prueba de inglés de su hijo/a, por favor contáctame. Estoy agradecida por la oportunidad a trabajar con usted y su hijo/a.

Sinceramente,

Maestra del Lenguaje Inglés



# Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

|  |  |  |  |                      |  |  |  |
|--|--|--|--|----------------------|--|--|--|
| <b>Student Name</b>  |  |  |  |                      |  |  |  |
| <b>Grade in 1<sup>st</sup> year of monitoring</b>  |  |  |  | <b>Academic Year</b> |  |  |  |
| <b>Name of classroom teacher</b><br><i>(1<sup>st</sup> year of monitoring)</i>   |  |  |  |                      |  | The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review. |  |
| <b>Name of classroom teacher</b><br><i>(2<sup>nd</sup> year of monitoring)</i>   |  |  |  |                      |  |  |  |
| <b>Name of ESL/Bilingual Ed teacher</b><br><i>(1<sup>st</sup> year of monitoring)</i>  |  |  |  |                      |  | The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.  |  |
| <b>Name of ESL/Bilingual Ed teacher</b><br><i>(2<sup>nd</sup> year of monitoring)</i>  |  |  |  |                      |  |  |  |
| <b>ESL Coordinator</b><br><small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small> |  |  |  |                      |  |  |  |

| Exiting ACCESS for ELLs <sup>®</sup> Results: |           |          |         |         |          |               |               |
|---|-----------|----------|---------|---------|----------|---------------|---------------|
| Composite                                     | Listening | Speaking | Reading | Writing | Literacy | Comprehension | Oral Language |
|   |           |          |         |         |          |               |               |

| PSSA Results (Below basic, Basic, Proficient, Advanced): |         |             |         |
|--|---------|-------------|---------|
|  | Reading | Mathematics | Writing |
| 1 <sup>st</sup> Year of monitoring                       |         |             |         |
| 2 <sup>nd</sup> year of monitoring                       |         |             |         |

|   | 1 <sup>st</sup> year of monitoring |     | 2 <sup>nd</sup> year of monitoring |     |
|---|------------------------------------|-----|------------------------------------|-----|
|   | NO                                 | YES | NO                                 | YES |
| <b>Is the student receiving any special services?</b><br><i>(any academic services/programs in addition to the standard academic program)</i> |                                    |     |                                    |     |
| If yes, describe the services (1 <sup>st</sup> year):   | ↓                                  |     |                                    | ↓   |
| If yes, describe the services (2 <sup>nd</sup> year):   |                                    |     |                                    |     |

|                       | 1 <sup>st</sup> year of monitoring |                 |                 |                 | 2 <sup>nd</sup> year of monitoring |                 |                 |                 |
|-----------------------|------------------------------------|-----------------|-----------------|-----------------|------------------------------------|-----------------|-----------------|-----------------|
|                       | 1 <sup>st</sup>                    | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 1 <sup>st</sup>                    | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| <b>LA</b>             |                                    |                 |                 |                 |                                    |                 |                 |                 |
| <b>Math</b>           |                                    |                 |                 |                 |                                    |                 |                 |                 |
| <b>Science</b>        |                                    |                 |                 |                 |                                    |                 |                 |                 |
| <b>Social Studies</b> |                                    |                 |                 |                 |                                    |                 |                 |                 |

**Student Name:** \_\_\_\_\_

Teacher's      1st      2nd      3rd      4th      \_\_\_\_\_

|  |           |       |       |       |       |
|--|-----------|-------|-------|-------|-------|
| <b>1<sup>st</sup> Year of Monitoring</b> | Initials: | _____ | _____ | _____ | _____ |
|--|-----------|-------|-------|-------|-------|

| Quarter |  |  |  |
|---------|--|--|--|
|---------|--|--|--|

**Rate the student's performance in each of the following areas**  
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

| 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|-----------------|-----------------|-----------------|-----------------|
|                 |                 |                 |                 |
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|                 |                 |                 |                 |

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects.-----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

| 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|--|-----------------|-----------------|-----------------|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? |                 |                 |                 |
| Do you recommend that this student be considered for reclassification as an ELL?         |                 |                 |                 |

Have ESL strategies been implemented to respond to the language needs of the former ELL?

Do you recommend that this student be considered for reclassification as an ELL?

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

|  |                     |       |       |       |       |
|--|---------------------|-------|-------|-------|-------|
| <b>2<sup>nd</sup> Year of Monitoring</b> | Teacher's Initials: | _____ | _____ | _____ | _____ |
|--|---------------------|-------|-------|-------|-------|

| Quarter |  |  |  |
|---------|--|--|--|
|---------|--|--|--|

**Rate the student's performance in each of the following areas**  
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

| 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|-----------------|-----------------|-----------------|-----------------|
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |
|                 |                 |                 |                 |

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects.-----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

| 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|--|-----------------|-----------------|-----------------|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? |                 |                 |                 |
| Do you recommend that this student be considered for reclassification as an ELL?         |                 |                 |                 |

Have ESL strategies been implemented to respond to the language needs of the former ELL?

Do you recommend that this student be considered for reclassification as an ELL?

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

**To be completed by appropriate ESL staff**

| 1 <sup>st</sup> year of monitoring                                | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|---|-----------------|-----------------|-----------------|-----------------|
| I received and reviewed this form.<br>(ESL staff member initials) | _____           | _____           | _____           | _____           |

**Complete the following items only if the information on this form indicates that the former ELL is struggling:**

| I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section) |        |                       |
|---|--------|-----------------------|
| 1 <sup>st</sup>   | Yes No | Comments:             |
| 2 <sup>nd</sup>   | Yes No | Comments:             |
| 3 <sup>rd</sup>   | Yes No | Comments:             |
| 4 <sup>th</sup>   | Yes No | Comments: requirement |

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

|  | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|--|-----------------|-----------------|-----------------|-----------------|
| I recommend that this student be reclassified as an ELL.                   |                 |                 |                 |                 |
| If a recommendation is made to reclassify, have the parents been notified? |                 |                 |                 | YES NO          |

| 2 <sup>nd</sup> year of monitoring                                | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|---|-----------------|-----------------|-----------------|-----------------|
| I received and reviewed this form.<br>(ESL staff member initials) | _____           | _____           | _____           | _____           |

**Complete the following items only if the information on this form indicates that the former ELL is struggling:**

| I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section) |        |           |
|---|--------|-----------|
| 1 <sup>st</sup>   | Yes No | Comments: |
| 2 <sup>nd</sup>   | Yes No | Comments: |
| 3 <sup>rd</sup>   | Yes No | Comments: |
| 4 <sup>th</sup>   | Yes No | Comments: |

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

|  | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|--|-----------------|-----------------|-----------------|-----------------|
| I recommend that this student be reclassified as an ELL.                   |                 |                 |                 |                 |
| If a recommendation is made to reclassify, have the parents been notified? |                 |                 |                 | YES NO          |

# Post-Exit ELL Monitoring Form (Middle/Secondary)

*Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff*

|  |  |  |                      |  |  |   |  |
|--|--|--|----------------------|--|--|---|--|
| <b>Student Name</b>  |  |  |                      |  | <b>Monitoring Year (circle):</b>                 |   |  |
|  |  |  |                      |  | <b>1<sup>st</sup> year   2<sup>nd</sup> year</b> |   |  |
| <b>Grade</b>   |  |  | <b>Academic Year</b> |  |  | <i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.</i><br><br><i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i> |  |
| <b>Name of <u>Language Arts</u> teacher</b>  |  |  |                      |  |  |   |  |
| <b>Name of <u>Mathematics</u> teacher</b>  |  |  |                      |  |  |   |  |
| <b>Name of <u>Science</u> teacher</b>  |  |  |                      |  |  |   |  |
| <b>Name of <u>Social Studies</u> teacher</b>   |  |  |                      |  |  |   |  |
| <b>Name of ESL/Bilingual Ed teacher</b>  |  |  |                      |  |  |   |  |
| <b>ESL Coordinator</b><br><small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small> |  |  |                      |  |  |   |  |

| <b>Exiting ACCESS for ELLs<sup>®</sup> Results:</b> |           |          |         |         |          |               |               |
|---|-----------|----------|---------|---------|----------|---------------|---------------|
| Composite   | Listening | Speaking | Reading | Writing | Literacy | Comprehension | Oral Language |
|   |           |          |         |         |          |               |               |

| <b>PSSA Results (Below basic, Basic, Proficient, Advanced):</b> |             |         |
|---|-------------|---------|
| Reading   | Mathematics | Writing |
|   |             |         |

|   |           |            |
|---|-----------|------------|
| <b>Is the student receiving any special services?</b><br><i>(any academic services/programs in addition to the standard academic program)</i> | <b>NO</b> | <b>YES</b> |
| If so, describe the services:   |           |            |

| <b>Report Card Results:</b> |                 |          |                 |          |                 |          |                 |          |
|-----------------------------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|
|                             | 1 <sup>st</sup> | Comments | 2 <sup>nd</sup> | Comments | 3 <sup>rd</sup> | Comments | 4 <sup>th</sup> | Comments |
| <b>LA</b>                   |                 |          |                 |          |                 |          |                 |          |
| <b>Math</b>                 |                 |          |                 |          |                 |          |                 |          |
| <b>Science</b>              |                 |          |                 |          |                 |          |                 |          |
| <b>Social Studies</b>       |                 |          |                 |          |                 |          |                 |          |

|                      |                     |       |       |       |       |
|----------------------|---------------------|-------|-------|-------|-------|
| <b>Language Arts</b> | Teacher's Initials: | 1st   | 2nd   | 3rd   | 4th   |
|                      | _____               | _____ | _____ | _____ | _____ |

| Rate the student's performance in each of the following areas<br>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always) | Quarter |     |     |     |
|--|---------|-----|-----|-----|
|  | 1st     | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. -----  |         |     |     |     |
| 2. The student communicates effectively with teacher. -----  |         |     |     |     |
| 3. The student participates effectively in class projects.-----  |         |     |     |     |
| 4. The student participates effectively in class discussions. -----  |         |     |     |     |
| 5. The student is able to work independently. -----  |         |     |     |     |
| 6. The student attends class regularly. -----  |         |     |     |     |
| 7. The student displays effort and enthusiasm in class. -----  |         |     |     |     |
| 8. The student requires additional assistance with assignments. -----  |         |     |     |     |
| 9. The student shows evidence of difficulty with language. -----   |         |     |     |     |
| 10. The student has discipline problems that interfere with his/her academic progress. -----                               |         |     |     |     |

|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? | Y N | Y N | Y N | Y N |
| Do you recommend that this student be considered for reclassification as an ELL?         | Y N | Y N | Y N | Y N |

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

|                    |                     |       |       |       |       |
|--------------------|---------------------|-------|-------|-------|-------|
| <b>Mathematics</b> | Teacher's Initials: | 1st   | 2nd   | 3rd   | 4th   |
|                    | _____               | _____ | _____ | _____ | _____ |

| Rate the student's performance in each of the following areas<br>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always) | Quarter |     |     |     |
|--|---------|-----|-----|-----|
|  | 1st     | 2nd | 3rd | 4th |
| 1. The student completes assignments on-time. -----  |         |     |     |     |
| 2. The student communicates effectively with teacher. -----  |         |     |     |     |
| 3. The student participates effectively in class projects.-----  |         |     |     |     |
| 4. The student participates effectively in class discussions. -----  |         |     |     |     |
| 5. The student is able to work independently. -----  |         |     |     |     |
| 6. The student attends class regularly. -----  |         |     |     |     |
| 7. The student displays effort and enthusiasm in class. -----  |         |     |     |     |
| 8. The student requires additional assistance with assignments. -----  |         |     |     |     |
| 9. The student shows evidence of difficulty with language. -----   |         |     |     |     |
| 10. The student has discipline problems that interfere with his/her academic progress. -----                               |         |     |     |     |

|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? | Y N | Y N | Y N | Y N |
| Do you recommend that this student be considered for reclassification as an ELL?         | Y N | Y N | Y N | Y N |

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

|                |                           |              |              |              |              |         |
|----------------|---------------------------|--------------|--------------|--------------|--------------|---------|
| <b>Science</b> | Teacher's Initials: _____ | 1st<br>_____ | 2nd<br>_____ | 3rd<br>_____ | 4th<br>_____ | Quarter |
|----------------|---------------------------|--------------|--------------|--------------|--------------|---------|

**Rate the student's performance in each of the following areas**  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| 1. The student completes assignments on-time. -----  |     |     |     |     |
| 2. The student communicates effectively with teacher. -----                                  |     |     |     |     |
| 3. The student participates effectively in class projects.-----                              |     |     |     |     |
| 4. The student participates effectively in class discussions. -----                          |     |     |     |     |
| 5. The student is able to work independently. -----  |     |     |     |     |
| 6. The student attends class regularly. -----  |     |     |     |     |
| 7. The student displays effort and enthusiasm in class. -----                                |     |     |     |     |
| 8. The student requires additional assistance with assignments. -----                        |     |     |     |     |
| 9. The student shows evidence of difficulty with language. -----                             |     |     |     |     |
| 10. The student has discipline problems that interfere with his/her academic progress. ----- |     |     |     |     |

|  | 1st        | 2nd        | 3rd        | 4th        |
|--|------------|------------|------------|------------|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> |
| Do you recommend that this student be considered for reclassification as an ELL?         | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> |

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

|                       |                           |              |              |              |              |         |
|-----------------------|---------------------------|--------------|--------------|--------------|--------------|---------|
| <b>Social Studies</b> | Teacher's Initials: _____ | 1st<br>_____ | 2nd<br>_____ | 3rd<br>_____ | 4th<br>_____ | Quarter |
|-----------------------|---------------------------|--------------|--------------|--------------|--------------|---------|

**Rate the student's performance in each of the following areas**  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| 1. The student completes assignments on-time. -----  |     |     |     |     |
| 2. The student communicates effectively with teacher. -----                                  |     |     |     |     |
| 3. The student participates effectively in class projects.-----                              |     |     |     |     |
| 4. The student participates effectively in class discussions. -----                          |     |     |     |     |
| 5. The student is able to work independently. -----  |     |     |     |     |
| 6. The student attends class regularly. -----  |     |     |     |     |
| 7. The student displays effort and enthusiasm in class. -----                                |     |     |     |     |
| 8. The student requires additional assistance with assignments. -----                        |     |     |     |     |
| 9. The student shows evidence of difficulty with language. -----                             |     |     |     |     |
| 10. The student has discipline problems that interfere with his/her academic progress. ----- |     |     |     |     |

|  | 1st        | 2nd        | 3rd        | 4th        |
|--|------------|------------|------------|------------|
| Have ESL strategies been implemented to respond to the language needs of the former ELL? | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> |
| Do you recommend that this student be considered for reclassification as an ELL?         | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> | <b>Y N</b> |

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

**To be completed by appropriate ESL staff**

|  |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| I received and reviewed this completed form. | 1 <sup>st</sup><br>_____<br>(Initial) | 2 <sup>nd</sup><br>_____<br>(Initial) | 3 <sup>rd</sup><br>_____<br>(Initial) | 4 <sup>th</sup><br>_____<br>(Initial) |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|

**Complete the following items only if the information on this form indicates that the former ELL is struggling:**

|  |                 |                  |
|--|-----------------|------------------|
| <b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)</b> |                 |                  |
| <b>1<sup>st</sup></b>  | <b>Yes   No</b> | <i>Comments:</i> |
| <b>2<sup>nd</sup></b>  | <b>Yes   No</b> | <i>Comments:</i> |
| <b>3<sup>rd</sup></b>  | <b>Yes   No</b> | <i>Comments:</i> |
| <b>4<sup>th</sup></b>  | <b>Yes   No</b> | <i>Comments:</i> |

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

|  |                 |                 |                 |                 |
|--|-----------------|-----------------|-----------------|-----------------|
|  | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| I recommend that this student be reclassified as an ELL. | <b>YES NO</b>   | <b>YES NO</b>   | <b>YES NO</b>   | <b>YES NO</b>   |

Additional Recommendation(s):

|  |            |           |
|--|------------|-----------|
| If a recommendation is made to reclassify, have the parents been notified? | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|

## ADAPTATIONS AND INTERVENTIONS FOR ELL STUDENTS

Student: \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Inclusion in regular education: \_\_\_\_\_  
ESL level: \_\_\_\_\_ Primary language spoken at home: \_\_\_\_\_  
Reading grade level: \_\_\_\_\_ Student's first language: \_\_\_\_\_  
Description of student's needs: \_\_\_\_\_  
\_\_\_\_\_

### ORGANIZATIONAL SKILLS

\_\_\_ homework notebook/agenda                      \_\_\_ folder system for different subjects  
\_\_\_ homework notebook/signature required    \_\_\_ peer helper to organize books/assignments  
\_\_\_ have student make flashcards                \_\_\_ label key items in classroom

### EVALUATION/TESTING ACCOMMODATIONS

\_\_\_ modify test format- multiple choice is preferable; simple completion; clear cut T/F; essay questions, if used, should be assessed liberally; design matching tests with definitions on the left, terms on the right with no leftovers; reduce language to simplest terms possible  
\_\_\_ tests to be read aloud                            \_\_\_ tests taken or retaken in ELL room  
\_\_\_ extended time to take tests                    \_\_\_ permit retesting  
\_\_\_ read test materials to student prior to test \_\_\_ allow oral responses to test questions  
\_\_\_ test directions restated                        \_\_\_ record test questions  
\_\_\_ points not deducted for reversals           \_\_\_ points not deducted for misspelling  
\_\_\_ test on priority content                         \_\_\_ allow use of notes or text  
\_\_\_ reduce vocabulary list

### INSTRUCTIONAL ADAPTATIONS/ACCOMMODATIONS

\_\_\_ post due dates for assignments                \_\_\_ clear expectations set  
\_\_\_ frequent reminders                                \_\_\_ frequent monitoring  
\_\_\_ provide a list of key concepts, words prior to lesson \_\_\_ preferential seating  
\_\_\_ provide a written copy of notes prior to lesson \_\_\_ visual cueing/signal  
\_\_\_ highlight key concepts and words                \_\_\_ restate oral directions  
\_\_\_ provide an outline of lectures                    \_\_\_ allow spelling dictionary  
\_\_\_ given written directions to supplement oral directions \_\_\_ print board notes/examples  
\_\_\_ allow printing instead of cursive                \_\_\_ allow bilingual dictionary  
\_\_\_ reduce the amount of writing                     \_\_\_ reduce rate of presentation,  
\_\_\_ reduce workload, number of items to be completed    restate key points slowly





**Spring Grove Area School District • 100 East College Avenue •  
Spring Grove, PA 17362**

English as a Second Language  
Exit Letter

Dear

This letter is written to let you know that your child, \_\_\_\_\_, will not need to receive direct ESL services during the \_\_\_\_\_ school year, due to English language proficiency and satisfactory academic progress during the \_\_\_\_\_ school year. Your student’s progress will be monitored by me. If problems occur, further service will be recommended. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

English Language Teacher

---

Please return this section:

---

*Student’s Name*

\_\_\_\_\_ I understand and agree with this recommendation.

\_\_\_\_\_ I would like to be contacted to discuss.

---

*Parent Signature*

---

*Date*

---

*Phone Number*



**Spring Grove Area School District • 100 East College Avenue •  
Spring Grove, PA 17362**

English as a Second Language  
Carta de Salida

Estimado

Esta carta es para informarle que su hijo, \_\_\_\_\_, no va a necesitar servicios directos de inglés como segundo idioma más durante el año escolar \_\_\_\_\_ debido a la competencia que ha demostrado en el idioma de inglés y por su progreso académico durante el año escolar \_\_\_\_\_. El progreso de su hijo en inglés será mirado por mi todavía. Si problemas suban, más servicios se recomendarán. Si tiene preguntas/preocupaciones, no demore en contactarme.

Sinceramente,

English Language Teacher

---

Por favor devuelva esta sección:

---

*Nombre de estudiante*

\_\_\_\_\_ Entiendo y estoy de acuerdo con esta recomendación.

\_\_\_\_\_ Me gustaría que me contacte para discutirla.

---

*Firma de padre/madre*

---

*fecha*

---

*teléfono*

## SECTION 1: INTRODUCTION

---

*WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Summative and Formative Assessment and Instruction, 2007 Edition*, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. First published in 2004, the WIDA English Language Proficiency (ELP) Standards were developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant. The second edition reflects an evolving understanding of the needs of English language learners (ELLs) and their educators and of the use of the standards as the foundation for instruction and assessment.

This Resource Guide accompanies and is to be used with the 2007 Edition. It organizes and consolidates information from a variety of sources: the lists of social and academic content-based example topics are extensions of those identified in the Teachers of English to Speakers of Other Languages' (TESOL) 2006 English language proficiency standards; the Speaking and Writing Rubrics come from ACCESS for ELLs<sup>1</sup> and W-APT<sup>2</sup> Administration Manuals; and the CAN DO Descriptors are taken from the ACCESS for ELLs<sup>1</sup> Interpretive Guide for Score Reports (available at [www.wida.us](http://www.wida.us)). Other information has been updated from the 2004 Edition.

The purpose of this Resource Guide is to provide teachers and administrators with tools to aid in the design of curriculum, instruction and assessment for ELLs. It is devoted to the use and application of information contained within the standards' frameworks. As it is not an implementation guide, there are no samples of instructional assessment strategies, examples of differentiated instruction and assessment, nor are there lesson or unit designs. We acknowledge that a handbook of this nature would be tremendously useful and our plans include creating a series of modules in the not too distant future.

### 1.1 About WIDA

In 2007, the WIDA Consortium includes 15 states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Dakota, Pennsylvania, Oklahoma, Rhode Island, Vermont and Wisconsin. Combined, the 15 WIDA member states enroll approximately 480,000 K-12 ELLs in over 15,000 schools. Grounded in scientifically-based research on best educational practices in general and English as a Second Language (ESL) and bilingual education in particular, WIDA created and adopted its comprehensive ELP standards (2004, 2007) that address the need for students to become fully proficient in both social and academic English. The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model.

Based on the WIDA ELP Standards, WIDA developed a K-12 ELP test—ACCESS for ELLs<sup>1</sup>—which became fully operational in spring 2005. Validation studies along with item refreshment and

<sup>1</sup> Assessing Comprehension and Communication in English State to State for English Language Learners

<sup>2</sup> WIDA-ACCESS Placement Test

enhancement are ongoing. A screener, the W-APT™, has also been created from the ELP standards to aid in the identification and placement of ELLs. Furthermore, development of alternate strands of MPIs along with aligned tasks to measure the progress of ELLs with severe cognitive disabilities is underway.

Concurrently, WIDA has provided extensive professional development activities related to its standards and assessments. In addition, WIDA has established and continues to update a web site ([www.wida.us](http://www.wida.us)). Research, alignment studies and federally-funded projects to develop academic assessments for ELLs are the other major components of the work of the WIDA Consortium.

The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison is the home of the WIDA Consortium. In addition to its relationship with WCER, WIDA partners with the Center for Applied Linguistics ([www.cal.org](http://www.cal.org)) for test development and professional development; MetriTech, Inc. ([www.metritech.org](http://www.metritech.org)) for the printing, distributing, scoring, and reporting of ACCESS for ELLs®, the School for International Training ([www.sit.edu](http://www.sit.edu)) and many other consultants and organizations with expertise in the education of ELLs.

## 1.2 About the WIDA English Language Proficiency (ELP) Standards

The WIDA ELP Standards are designed for the many audiences in the field of education who are impacted by ELLs. These audiences include: ELLs and their family members; teachers; principals; program, district and regional administrators; test developers; teacher educators; and other stakeholders in the educational lives of ELLs. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy.

The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation. First, the vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling in general, and particularly to standards, curriculum and instruction. Second, the WIDA ELP Standards have been designed, in part, to guide the development of test blueprints, task specifications and ELP measures. Thus, the language proficiency standards are envisioned as the first step in the construction of reliable and valid assessment tools for ELLs. Finally, the federal No Child Left Behind Act of 2001 (NCLB) and corresponding state statutes currently mandate that states administer a standards-based English language proficiency test annually to all ELLs in Kindergarten through grade twelve in public schools.

For further discussion of the theoretical rationale behind the WIDA ELP Standards and the process involved in their genesis, please see the *2004 Overview Document* located in the ELP Standards section of [www.wida.us](http://www.wida.us).

**Figure 2A: The English Language Proficiency Standards and their Abbreviations**

| Standard                                |  | Abbreviation                             |
|---|--|--|
| English Language Proficiency Standard 1 | English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting                               | Social and Instructional <b>language</b> |
| English Language Proficiency Standard 2 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>  | The <b>language</b> of Language Arts     |
| English Language Proficiency Standard 3 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>    | The <b>language</b> of Mathematics       |
| English Language Proficiency Standard 4 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>        | The <b>language</b> of Science           |
| English Language Proficiency Standard 5 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> | The <b>language</b> of Social Studies    |

When thinking about how to represent the WIDA English language proficiency standards using the strands of model performance indicators, ask....

**Figure 2B: What is the language English language learners need to process or produce to... ?**

|                          |                           |
|--------------------------|---------------------------|
| Describe....             | Sequence...               |
| Explain....              | Classify or categorize... |
| Compare and contrast.... | Predict....               |
| Evaluate...              | Question...               |
| Identify...              | Match...                  |

The language associated with the example functions listed above can become the language targets for assessment and instruction for ELLs. These language targets include vocabulary, multiple meanings, structures, and discourse. Furthermore, these targets should be differentiated by proficiency level and grade or grade level cluster.

## 2.4 The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language:

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

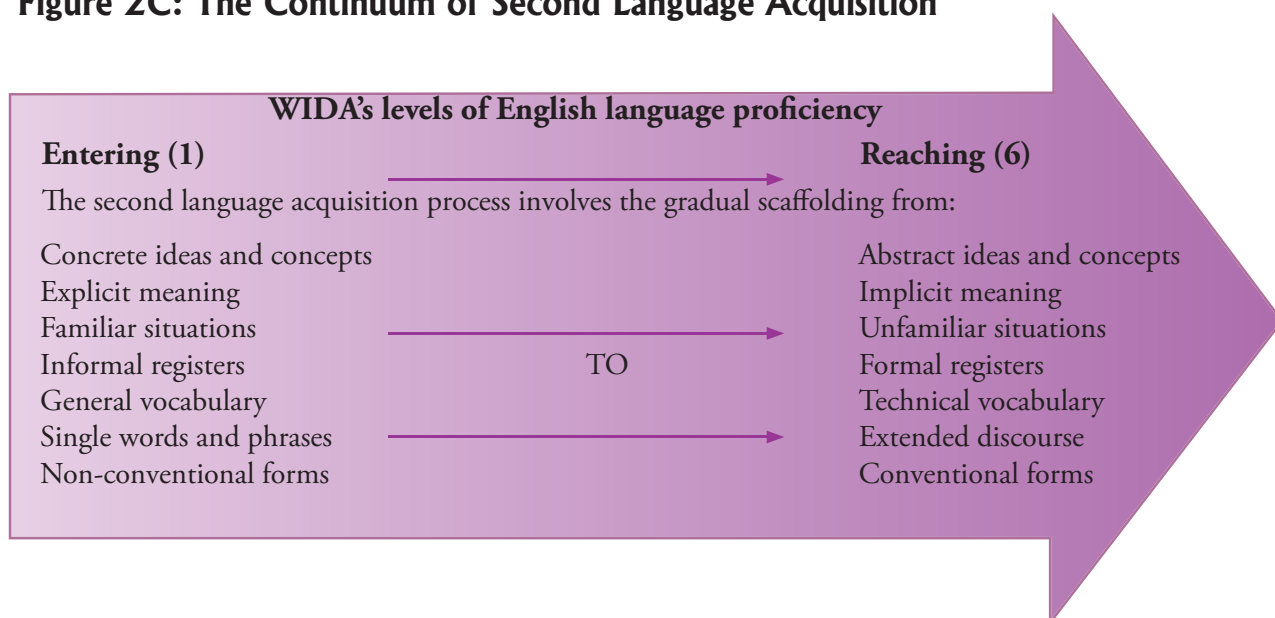
The ELP standards are arranged by grade level cluster, by framework, by standard, by language domain. The language domain is listed on the first left-hand column in the standards' matrices.

## 2.5 The Language Proficiency Levels

The five language proficiency levels outline the progression of language development in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the end of the continuum. The language proficiency levels delineate expected performance and describe what ELLs can do within each language domain of the standards for designated grade level clusters.

By mapping the stages of English language development onto a continuum of second language acquisition, we begin to define the levels of English language proficiency. A series of features descriptive of the second language acquisition process may be superimposed onto the continuum, as presented in Figure 2C, that help us chart the developmental progression.

**Figure 2C: The Continuum of Second Language Acquisition**



Each of these seven sets of features represents the beginning and end points of the second language acquisition curriculum. The characteristics of each level of English language proficiency are defined as movement along the continuum, from Level 1, Entering, through Level 6, Reaching.

Acquiring an additional language is a complex undertaking. The sets of features identified above describe ELLs' understanding and use of English at each level of language proficiency, but these features must be combined with personal characteristics of each student as well. ELLs are a tremendously heterogenous and diverse group of students. This variability can be attributed to the students':

- Varying ages and grade level spans;
- Diagnoses (such as learning disabilities);
- Linguistic and cultural backgrounds; and
- Differences in their life and educational experiences.

**Figure 5K:**

| <b>Speaking Rubric of the WIDA™ Consortium*</b> |  |   |   |
|---|--|---|---|
| <b>Task Level</b>                               | <b>Linguistic Complexity</b>   | <b>Vocabulary Usage</b>   | <b>Language Control</b>   |
| <b>1<br/>Entering</b>                           | Single words, set phrases or chunks of memorized oral language   | Highest frequency vocabulary from school setting and content areas  | When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar  |
| <b>2<br/>Beginning</b>                          | Phrases, short oral sentences  | General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident       | When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences                         |
| <b>3<br/>Developing</b>                         | Simple and expanded oral sentences; responses show emerging complexity used to add detail  | General and some specific language related to the content area; may grope for needed vocabulary at times                    | When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse |
| <b>4<br/>Expanding</b>                          | A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity                       | Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident | At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference                             |
| <b>5<br/>Bridging</b>                           | A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas | Technical language related to the content area; facility with needed vocabulary is evident                                  | Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make  |

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

\*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.



Figure 5L:

| Writing Rubric of the WIDA™ Consortium<br>Grades 1-12 |  |   |   |
|---|--|---|---|
| Level   | Linguistic Complexity  | Vocabulary Usage  | Language Control  |
| <b>6<br/>Reaching*</b>                                | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language. | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.  |
| <b>5<br/>Bridging</b>                                 | A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization                              | Usage of technical language related to the content area; evident facility with needed vocabulary.                                   | Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.   |
| <b>4<br/>Expanding</b>                                | A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.  | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.   | Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.  |
| <b>3<br/>Developing</b>                               | Simple and expanded sentences that show emerging complexity used to provide detail.  | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.                  | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.              |
| <b>2<br/>Beginning</b>                                | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.   | Usage of general language related to the content area; lack of vocabulary may be evident.   | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors. |
| <b>1<br/>Entering</b>                                 | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.                         | Usage of highest frequency vocabulary from school setting and content areas.  | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.                         |

Adapted from ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)

\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

## Linguistic Complexity

Linguistic complexity refers to the amount of discourse (oral or written), the types and variety of grammatical structures, the organization and cohesion of ideas and, at the higher levels of language proficiency, the use of text structures in specific genres. For example, expository essays often include the use of language to foreshadow, argue and summarize (Schleppegrell, 2004). As ELLs gain proficiency in English, their processing abilities and use of complex structures increase accordingly.

## Vocabulary Usage

The role of vocabulary, in particular, the use of academic language associated with content-based instruction, has been documented as critical in the literacy development of second language learners. In fact, “mastery of academic language is arguably the single most important determinant of academic success; to be successful academically, students need to develop the specialized language of academic discourse that is distinct from conversational language” (Francis, Rivera, Lesaux, & Rivera, 2006, p.7). In the Performance Definitions, as students progress from the Entering to Reaching levels of proficiency, we witness change in vocabulary use from general language to specific language to specialized or technical language that is required in processing or responding to a task.

Figure 5C gives example sets of general, specific and technical terms associated with ELP standards 2-5 for a given grade level cluster. These examples illustrate ELLs’ second language acquisition; they are not to be confused with the three tiers of general vocabulary development described by McKeown, Beck, & Kucan (2002) as high frequency words, rich words and low-frequency words. There are many high-frequency words in English, for example, that have multiple meanings used in a variety of contexts which make them difficult for ELLs.

**Figure 5C: Examples of General, Specific and Technical Language across the Grade Level Clusters and ELP Standards**

| Standard                              | Sample Grade Level Cluster | General Language | Specific Language | Technical Language |
|---------------------------------------|----------------------------|------------------|-------------------|--------------------|
| The <b>language</b> of Mathematics    | 1-2                        | in all           | total             | sum                |
| The <b>language</b> of Language Arts  | 3-5                        | person           | character         | protagonist        |
| The <b>language</b> of Science        | 6-8                        | knee             | kneecap           | patella            |
| The <b>language</b> of Social Studies | 9-12                       | people           | population        | demographics       |

### Language Control

Language control reflects the extent to which a communication is comprehensible.

Comprehensibility is measured by the number and types of errors committed in oral or written discourse that affect the meaning or intent of the message. These errors involve lapses in fluency, grammatical usage, phonology (the sounds used by a particular language), and semantic choice (the selection of words to convey meaning).

## Figure 5B: Performance Definitions

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

|                      |   |
|----------------------|---|
| <b>6- Reaching</b>   | <ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to proficient English peers</li> </ul>  |
| <b>5- Bridging</b>   | <ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>   |
| <b>4- Expanding</b>  | <ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• 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</li> </ul> |
| <b>3- Developing</b> | <ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• 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</li> </ul>   |
| <b>2- Beginning</b>  | <ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• 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</li> </ul>  |
| <b>1- Entering</b>   | <ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• 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</li> </ul>   |

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

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

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

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

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

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

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

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

|           | Level 1<br>Entering   | Level 2<br>Beginning   | Level 3<br>Developing  | Level 4<br>Expanding   | Level 5<br>Bridging  | Level 6<br>Reaching |
|-----------|---|--|--|--|--|---------------------|
| LISTENING | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> | <ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul> |                     |
| SPEAKING  | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>  | <ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>   | <ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>           |                     |
| READING   | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>                             | <ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>   | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>                  |                     |
| WRITING   | <ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>            | <ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>                                  | <ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/ contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>                              | <ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>                                     | <ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>   |                     |

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

## Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

|          | Nivel 1<br>Entrando   | Nivel 2<br>Empezando   | Nivel 3<br>Desarrollando  | Nivel 4<br>Extendiendo   | Nivel 5<br>Conectando   | Nivel 6<br>Alcanzando |
|----------|---|--|---|--|---|-----------------------|
| ESCUCHAR | <ul style="list-style-type: none"> <li>Señalar dibujos, palabras o frases indicados</li> <li>Seguir instrucciones orales de un paso</li> <li>Emparejar declaraciones orales con objetos, figuras o ilustraciones</li> </ul>       | <ul style="list-style-type: none"> <li>Clasificar dibujos u objetos siguiendo las instrucciones verbales</li> <li>Seguir instrucciones verbales de dos pasos</li> <li>Emparejar declaraciones verbales con objetos, figuras o ilustraciones</li> </ul> | <ul style="list-style-type: none"> <li>Localizar, seleccionar y ordenar información que viene de descripciones orales</li> <li>Seguir instrucciones verbales de múltiples pasos</li> <li>Clasificar o secuenciar información oral usando dibujos u objetos</li> </ul> | <ul style="list-style-type: none"> <li>Comparar y contrastar funciones y relaciones de acuerdo a información oral</li> <li>Analizar y aplicar información oral</li> <li>Identificar causa y efecto de discurso oral</li> </ul> | <ul style="list-style-type: none"> <li>Sacar una conclusión de información oral</li> <li>Construir modelos basados en discurso oral</li> <li>Hacer conexiones entre información oral</li> </ul>       |                       |
| HABLAR   | <ul style="list-style-type: none"> <li>Nombrar objetos, personas y dibujos</li> <li>Contestar preguntas (quién, qué, cuándo, dónde, cuál)</li> </ul>  | <ul style="list-style-type: none"> <li>Preguntar</li> <li>Describir dibujos, eventos, objetos y personas</li> <li>Reformular y decir hechos</li> </ul>   | <ul style="list-style-type: none"> <li>Formular hipótesis y hacer predicciones</li> <li>Describir procesos</li> <li>Redecir cuentos o eventos</li> </ul>  | <ul style="list-style-type: none"> <li>Discutir cuentos, cuestiones, y conceptos</li> <li>Hacer presentaciones orales</li> <li>Ofrecer soluciones creativas a cuestiones o problemas</li> </ul>                                | <ul style="list-style-type: none"> <li>Participar en debates</li> <li>Explicar fenómenos, dar ejemplos y justificar respuestas</li> <li>Expresar y defender puntos de vista</li> </ul>                |                       |
| LEER     | <ul style="list-style-type: none"> <li>Emparejar símbolos y dibujos con palabras, frases o letra en la escritura en el medioambiente</li> <li>Identificar conceptos de la organización de letras y elementos de textos</li> </ul> | <ul style="list-style-type: none"> <li>Localizar y clasificar información</li> <li>Identificar hechos y mensajes directos</li> <li>Seleccionar patrones de lenguaje asociados con hechos</li> </ul>  | <ul style="list-style-type: none"> <li>Secuenciar dibujos, eventos y procesos</li> <li>Identificar ideas principales</li> <li>Usar pistas del contexto para determinar el significado de palabras</li> </ul>  | <ul style="list-style-type: none"> <li>Interpretar información o datos</li> <li>Encontrar detalles que apoyan las ideas principales</li> <li>Identificar figuras retóricas y relaciones entre palabras</li> </ul>              | <ul style="list-style-type: none"> <li>Realizar investigaciones para juntar información de múltiples fuentes</li> <li>Sacar una conclusión de texto explícito e implícito</li> </ul>                  |                       |
| ESCRIBIR | <ul style="list-style-type: none"> <li>Etiquetar objetos, dibujos, diagramas</li> <li>Dibujar respuestas a instrucciones</li> <li>Producir iconos, símbolos, palabras y frases para comunicar un mensaje</li> </ul>               | <ul style="list-style-type: none"> <li>Hacer listas</li> <li>Producir dibujos, frases, oraciones cortas y apuntes</li> <li>Dar información pedida de instrucciones orales o escritas</li> </ul>  | <ul style="list-style-type: none"> <li>Producir textos básicos de estilo narrativo o informativo</li> <li>Comparar y contrastar información</li> <li>Describir eventos, personas, procesos</li> </ul>   | <ul style="list-style-type: none"> <li>Resumir información de representaciones graficas o apuntes</li> <li>Corregir y revisar escritura</li> <li>Crear ideas originales o respuestas detalladas</li> </ul>                     | <ul style="list-style-type: none"> <li>Aplicar información a contextos nuevos</li> <li>Reaccionar a múltiples géneros y discursos</li> <li>Redactar varias formas/géneros de composiciones</li> </ul> |                       |

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea R. Oliver and Stephanie Herrera, WIDA, Wisconsin Center for Education Research

El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar ésta información.

**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

| Sensory Supports   | Graphic Supports  | Interactive Supports  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (websites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

### Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

**Figure 3H: Specific Examples of Sensory Supports**

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

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