

Hamilton School District

English Learner Program Handbook

Procedures and Best Practices for Serving English Learners

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Board of Education
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Hamilton School District
Sussex, Wisconsin

NONDISCRIMINATION

The Hamilton School District will not deny any person admission to any public school or deny any person participation in, deny any person the benefits of, or discriminate against any person in any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations.

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Hamilton Mission Statement

Hamilton School District – in partnership with a diverse community – ensures maximum achievement for each student through a respectful and engaging learning environment, a rigorous, relevant curriculum, and highly qualified, caring staff.

2. Identification of ELs

2.1 Home Language Survey and its implementation

In order to accurately identify students who are potential English Learners (ELs), districts are required to administer a Home Language Survey (HLS) to all newly enrolling students. The HLS is designed to help identify students for whom a limited exposure to English may serve as a barrier to academic success. The HLS is administered to parents/guardians at a student's initial school enrollment. Although, the HLS may be administered to students in grades younger than 5K, a formal EL screening is required for students enrolling in grades 5K-12.

2.2 English Language Proficiency Screening

When the HLS indicates that a student is exposed to languages other than English at home, districts must administer an English language proficiency (ELP) screener which provides an assessment of the student's English proficiency. In this case, students must be screened no more than 30 days from enrollment. An ELP screener is a standardized assessment that identifies the approximate level of English proficiency of a potential EL.

3. WIDA Standards

The WIDA Standards Framework, depicted in Figure A, consists of a set of interactive and interdependent components that exemplify WIDA’s vision for academic language development. This framework is the foundation for WIDA’s work on language development standards.¹

ELD Standards Framework

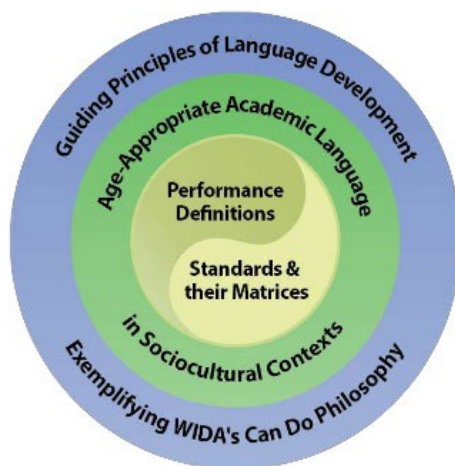


Figure A

3.1 The WIDA English Language Development Standards

WIDA English Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards, and other content standards such as Next Generation Science Standards.

The ELD Standards serve as a resource for planning and implementing language instruction and assessment for multilingual learners as they learn academic content.

WIDA has organized the ELD standards around individual grade levels from Kindergarten through 8th grade and for grade-level clusters 9–10 and 11–12.

¹ wida.com

3.2 Can Do Descriptors

The Can Do Descriptors¹ highlight what language learners **can do** at various stages of language development as they engage in the following contexts:

- Early care and education (ECE) English and Spanish language development
- K-12 English language development
- K-12 Spanish language development

Educators and early childhood practitioners can use the Can Do Descriptors in the following ways:

- Collaborate and engage in conversations about language for learning as children and youth move along the continuum of language development
- Advocate for language learners to have equitable access to developmentally appropriate content
- Differentiate instruction and classroom assessment
- Understand ACCESS for ELLs test scores

¹ <https://wida.wisc.edu/teach/can-do/descriptors>

4. English Language Learners Program

4.1 Rationale

The District English Learners (EL) program supports English learners as they become proficient in English and acquire the concepts and skills necessary to successfully complete the district's educational program.

Wisconsin state law defines an EL student as a student whose ability to use the English language is limited because of the use of a language other than English in his/her family or in his/her daily, non-school surroundings, and who has difficulty with reading, writing, speaking or comprehending in English within the academic classroom setting.

4.2 Components of Language Development

The District EL program focuses on three areas of language development listed in the order that language is acquired:

- social English
- academic English: literacy
- academic English: content area skills

EL students need to meet proficiency in all three of these areas. A description of each of these components and supportive strategies are found below. The levels of English language proficiency are found in section 7.3 Classroom teacher EL resources.

4.3 Development of Social English Proficiency

Social English refers to a student's ability to communicate in English with his/her peers in a variety of situations. On average, it takes limited English proficient students two to three years to fully develop social English proficiency. World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards are useful in guiding instruction for English language learners at each level. It is considered best practice to place limited English proficient students in age-appropriate classrooms, even when there appear to be gaps in academic preparation.

Supportive Strategies for Social English (also found in student's Individualized learning plan-ILP)

- Peer buddies
- Cooperative groups
- Storytelling
- Honoring a student's "silent period"

- Avoiding over correction
- Modeling clearly spoken, correct English
- Communicative approaches
- Total Physical Response or Language Experience Approach
- Content-based sheltered English methodologies
- Semantic mapping or graphic organizers
- Visuals including real life objects

4.4 Development of Academic English Proficiency: Literacy

Academic English literacy refers to skills that students need to be successful readers and writers. While the average time needed to acquire social English skills is two to three years, acquisition of academic English proficiency, essential for full academic parity with English speaking peers takes longer. Students with strong academic or primary language backgrounds will typically transition more quickly (approximately four to five years). Conversely, students with weak academic or primary language backgrounds may take up to eight to ten years to reach full academic parity. While it is important to keep realistic timelines in mind when considering how long support may be needed, there is also evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used.

Instructional support, including classroom modifications and accommodations, is tailored to the student's language needs and may look different at the various grade levels. Students who enter high school as new arrivals in the United States have a particularly difficult time accruing academic credits while attempting to gain the necessary academic English proficiency. The goal in high school is to provide for accelerated English literacy development while providing the key concepts and skills necessary to graduate and move into post-secondary preparation programs or pre-employment career related education. See chapter 7 EL Supports and Accommodations.

Supportive Strategies for Literacy Development

- A balanced approach to reading and writing instruction, teacher directed and experiential techniques
- Systematic and explicit reading instruction with consistent feedback
- Guided reading
- Explicit learning strategies instruction
- Free reading (with strategies to support comprehension)
- Audio taped versions of books
- Supportive technology
- Reading support at building level
- Comic books, graphic novels and appropriate non-fiction texts levels
- Visual support for text and classroom understanding
- Supplemental textbooks
- Other bilingual/ESL strategies

4.5 Development of Academic English Proficiency: Content Area Skills

Content area skills refer to reading, writing, speaking and listening skills as they apply to each content area. Bilingual/EL teachers, regular classroom teachers, specialists and support staff all have a role to play in the development of academic content skills for limited English proficient students. All supportive measures must be aligned with the curriculum taught in the regular classroom as well as the WIDA English Language Proficiency Standards.

Supportive Strategies for Developing Content Area Skills

Classroom Teacher

- Inclusion model (differentiated to support engagement for ELs)
- Classroom support (includes: available academic vocabulary with definitions and visuals; quizlet; pre-teaching of language and content, graphic organizers, semantic maps)

EL Teacher

- Push-in support (extra support for ELs to develop language through content and observations for progress monitoring)
- Pull-out support (generally limited to newcomers for EL lessons; other ELP levels are pulled out when needed for: assessment support, background knowledge support or EL language domain support)

5. Goal and Components of the English Learners Program

5.1 Program Goal

The goal of the EL program is to support English learners as they become proficient in English and acquire the concepts and skills necessary to successfully complete the district's educational program.

EL teachers may provide the following services to accomplish this goal:

- Assess and identify students with limited English proficiency
- Provide direct instructional support to ELs who are new in the country (level 1 and 2)
- Monitor student academic progress for all language levels
- Collaborate with the classroom teacher and support staff regarding accommodations and modifications
- Provide staff development and resources to classroom teachers
- Communicate with administrators regarding EL student difficulties
- Advocate for EL students
- Communicate with EL students' parents

5.2 Program Components

- Assessment process for potential EL students
 - Home language survey, administered online
 - Review of cum file
 - ACCESS screener administered for students identified as EL
 - ACCESS assessment administered
- Instructional support
 - EL students receive a continuum of services based on their language needs, academic background and grade level.
 - Instruction supports the development of social English proficiency and academic English proficiency in the areas of literacy and content area skills

- Monitoring student academic progress and progress in becoming proficient in English
 - EL student folder composed of:
 - Home language survey
 - Individualized learning plan with classroom teacher monitoring (online form)
 - Exiting students from the EL program
 - ACCESS score of 5. Students who score a “5” on ACCESS will continue to be monitored. Other measures of academic progress including MAP results, academic grades, and classroom assessments will be used to identify this progress.
- Sharing records of EL progress
 - ACCESS scores are placed in the student’s cumulative folder (also available in Educlimber)
 - For students who have been assessed for a language proficiency need but did not qualify for EL because they are language proficient, the screener results will be placed in the cumulative folder
 - When an EL student exits a school, the student’s EL folder contents will be placed in the cumulative folder
- Providing notification, staff development, and resources for teachers
 - Notifying regular education teachers of EL students in their class
 - Collaborating between EL teachers and classroom teachers
 - Providing of strategies to classroom teachers
 - Arranging for consultation services with other professionals in the field
- Advocating for EL students
 - All staff working with EL students are responsible for advocating for students’ needs. The following are examples of advocacy: flexible grading, consideration of EL proficiency levels and appropriate responses, consideration of family needs including translation services, cultural understanding
 - All staff seek assistance and resources as needed

- Communicating with parents of EL students
 - In order to facilitate effective communication between school and parents, the district will:
 - Be sensitive to parents' language skills and culture in written and oral communication
 - Respond to individual family needs
 - Communicate language proficiency screening testing results to parents in a manner that is comprehensible.
- Providing professional development for EL teachers
- Monitoring Program Progress
 - A district committee will meet at least semi-annually to discuss progress and suggest changes to the program
 - EL teachers collect feedback from staff and parents and review data regarding student progress
 - EL department meet regularly to discuss data and ideas for program improvement

6. Annual ELP Assessment & Reclassification

6.1 ACCESS

In accordance with the ESEA, all students who have EL status must be annually assessed for English language proficiency using a state-defined ELP assessment. The State of Wisconsin has chosen WIDA's ACCESS for ELs as this assessment. The annual ELP assessment window runs from December to February. It is a federally mandated test for all current ELs. Kindergarten students are administered a paper-pencil version of the assessment, while students in grades 1-12 participate in an online version. ACCESS for ELs scores are available in late spring, both in paper form and electronically.

6.2 Reclassification and Monitoring

Reclassification is the process of an EL reaching Full English Proficiency and exiting the EL program. This happens automatically when an EL scores a 5 or higher on the ACCESS test. If a student scores between a 4.5 and a 4.9, reclassification may occur if there is other evidence from classroom observations and student work (Multiple Indicator Protocol-MIP) indicating that an EL has a strong command of English. Parents must be notified as soon as a student is reclassified. Once a student has been reclassified, the former EL is monitored by the EL teacher for two years to ensure they have the language proficiency skills to be socially and academically successful.

7. EL Supports and Accommodations

7.1 Legal Requirements

Hamilton uses a multi-level system of support (Response to Intervention framework) to provide equitable services, practices, and resources to every learner. Tier 1 EL-appropriate core instruction provided by classroom teachers must make the content comprehensible to the students as well as differentiate instruction according to student language proficiency levels.

In addition, English Learners are provided equitable access to opportunities to participate meaningfully in the district's programs and activities, such as counseling services, Advanced Placement courses, gifted and talented programming, distance learning opportunities, arts, athletics, clubs, honor societies, etc. To access the full breadth of the educational system on par with their peers, ELs should be placed in age-appropriate grade levels with full access to grade-appropriate curriculum while receiving cultural and linguistic assistance needed to participate fully while acquiring English proficiency.

The ESEA requires states to assess ELs in a valid and reliable manner, including providing appropriate accommodations to ensure that all ELs are able to participate in all assessments. These accommodations must not deny an EL the opportunity to participate in state-mandated assessments or deny them any benefits from participating in assessments that are provided to students who are not ELs.

Additionally, Wisconsin state law requires districts to provide accommodations to ELs that are sufficient to fully access any tests, while maintaining the validity of those tests. [Title VI of the Civil Rights Act of 1964](#) requires that all ELs have equal access to a high-quality education and the opportunity to achieve their full academic potential.

7.2 Implementing Supports and Accommodations

DPI emphasizes the importance of providing appropriate supports for instruction and assessment. Research suggests ELs who get inappropriate supports may score **lower** than ELs who receive no supports at all.

The Council of Chief State School Officers (CCSSO) has published a five-step process for implementing EL supports and accommodations. Districts are encouraged to consider these factors as they implement assessment and classroom supports and accommodations.¹

1. Expect English Learners to achieve grade-level academic content standards.
2. Learn about accommodations and supports for instruction and assessment. Each assessment may have slightly different options and ways of describing those options.

¹ [CCSSO Accommodations Manual - How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities](#)

3. Select accommodations and supports for instruction and assessment based on the needs of individual students.
4. Provide accommodations and supports during instruction and assessment.
Differentiate instruction by using a variety of supports to fit the needs of individual students while keeping cognitive function and rigor the same. Make sure students have experience with the selected assessment supports and accommodations before the day of the test.
5. Evaluate and improve the use of accommodations and supports for individual students.

7.3 Classroom teacher EL resources

English Language Proficiency Levels:

Level 1 – Beginning/Preproduction:

The student does not understand or speak English with the exception of a few isolated words or expressions.

Level 2 – Beginning/Production:

The student understands and speaks conversational and academic English with hesitancy and difficulty.

The student understands parts of lessons and simple directions.

The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3 – Intermediate:

The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

The student is post-emergent, developing reading comprehension and writing skills in English.

The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4 – Advanced Intermediate:

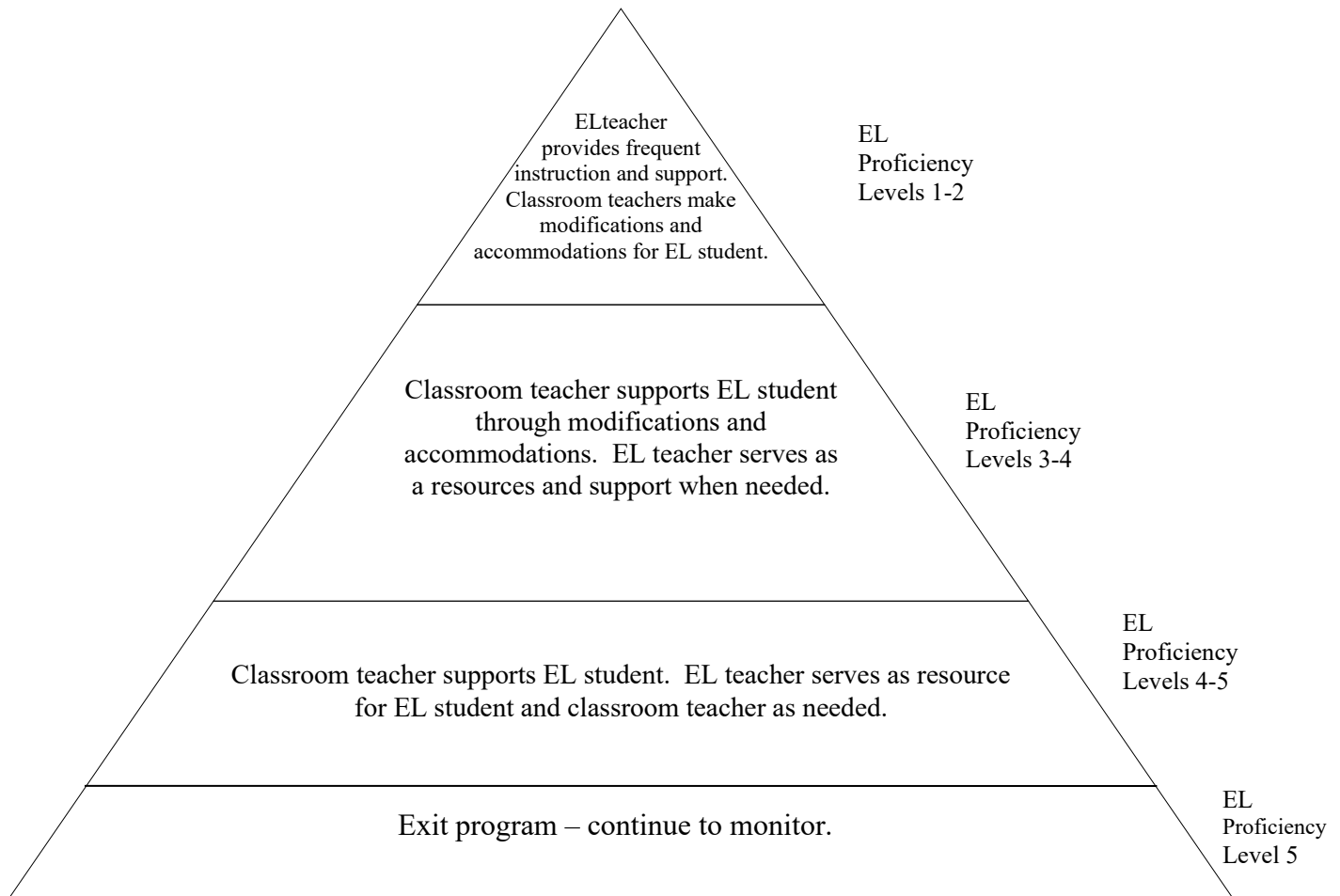
The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5 – Formerly LEP/Now Fully English Proficient:

Student enters 2 year monitoring.

Degrees of EL Student Support



Accommodations for ELs – READING

Remember:

- Fluency ≠ Understanding: Students may be able to decode language, but not comprehend the text.
- Pre-Reading: EL students who can anticipate the topic, main ideas, and vocabulary of a text will comprehend much faster.
- Leveled Reading: EL students who read texts at their language level are able to both tackle the same content as their peers and improve their reading skills.

Proficiency Level	1	2	3	4	5
Appropriate Accommodations	Use CAN DO descriptors (consult EL teacher)	Use CAN DO descriptors (consult EL teacher)	Use CAN DO descriptors (consult EL teacher)	Use CAN DO descriptors (consult EL teacher)	
	Provide alternative text at appropriate language level	Provide vocabulary with visuals		Pre-teach vocabulary and academic language found in text	
	Provide content area visuals	Provide language texts for content and research (Newsela.com; razkids.com, picture books)		Provide resources to build background knowledge	
	Collaborate with EL teacher regarding accommodations	Peer support (for example: provide questions/probes to maximize collaboration among students)		Allow extra time on assessments, classwork/homework	
	Choose the most important standards to teach and assess	Choose the most important standards to teach and assess		Provide opportunities to discuss reading	
	Encourage use of: Google read and write, provide audio recordings when available	Encourage use of: Google read and write, provide audio recordings when available		Teach strategies to increase students' independence (such as: use sticky notes to track main ideas/important details)	
	Provide native language text when literacy is evident in native language (consult EL teacher)	Pre-teach the vocabulary and language structures found in text		Provide graphic organizers as a guide during reading	
	Use Total Physical Response (gestures) to learn vocabulary and act out texts	Monitor students' book choice			
	Use Google translate for word to word translation and in initial transition phase for new students	Use Total Physical Response (gestures) to learn vocabulary and act out texts			

Accommodations for ELLs – WRITING

Remember:

- Differentiation: Set individual linguistic goals prior to assignments; communicate goals to students.
- Bloom's Taxonomy: Consider that EL students will experience difficulty in expressing their critical thinking at the upper levels of Bloom's Taxonomy.
- Quality over Quantity: It's more important for EL students to understand the content and the purpose of the material than to produce multiple assignments with little understanding.

Proficiency Level	1-2	3	4-5
Appropriate Accommodations	<u>Alternative assignments:</u> oral response sort pictures to show sequencing provide sentence starters, write down students' ideas provided orally or through visual sequencing posters with visuals, power point slides with visuals instead of text..... Provide more time to complete assignment Provide models	Provide more time to complete assignment Provide sentence starters Correct grammar and provide feedback Reduce assignment length (for example, a paragraph can be 3 to 5 sentences) Reduce repetition of assignments (quality instead of quantity) Provide models	More time to complete assignments Provide additional editing support to improve writing skills Alter rubric to reflect only the most important components of the assignment Reduce repetition of assignments (quality instead of quantity) Provide models

8. ELs with Disabilities

8.1 Legal Requirements

English Learners have the same rights as all students to a free and equal education, including special education services when appropriate. If a student who is an English Learner is suspected of having a disability, s/he must be evaluated promptly. When an EL is determined to also be a student with a disability, the student's EL and disability-related educational needs must both be met. Parents must be notified about Special Education services in a language that they can understand.

8.2 ELs with Potential Disabilities

Teachers must understand EL's language skills in both their home language and in English, in order to correctly determine a disability. Thus, the referral process should include clear communication and cooperation between the Special Education and EL staff.

Any assessments involving a child or their family must be conducted in their native language, unless clearly not feasible to do so. Furthermore, culturally sensitive and appropriate assessment tools should be used to evaluate an EL suspected of having a disability, so as not to be discriminatory and to capture an accurate picture of the EL's ability.

Standardized tests that are given to a child must be validated for the specific purpose for which they are used and administered by trained and knowledgeable personnel. Interpreters and translators used for a special education referral need to have knowledge and training about the special education referral process, student testing, and relevant terminology.

8.3 ELs with Disabilities

When an English learner has been determined to be a student with a disability, IEP teams should include the EL teacher to make sure that EL language and family needs are being met. Within the IEP process, districts are required to provide qualified translators and interpreters for Limited English Proficient parents. It may also be necessary to have the IEPs, Section 504 plans, or related documents translated into the parent's primary language.

8.4 Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is designed for students with the most significant cognitive disabilities. These are students who are instructed to the alternate state standards, the Essential Elements, and who are or will be expected to take the alternate assessment, Dynamic Learning Maps.

9. Parental Engagement and Support

9.1 Legal rights

All parents have a right to be involved in their child's education regardless of their English proficiency. To make sure parents of ELs are able to be involved, parents' language needs are determined by questions on the Home Language Survey (HLS). Parents who are not fully English proficient should have access to translated or interpreted communication as needed. For example, interpreters can be used for parent-teacher conferences and IEP meetings. Additionally, written documents such as IEPs and school forms can be translated into the parent's home language.

9.2 Family Outreach

Extra efforts should be made to connect EL families with their child's school, classmates, and community. Personally informing families in a way they understand about school events such as Meet and Greet, Open House, Parent-teacher Conferences, Music Concerts, and school-wide activities will increase their participation. Parents of ELs should also be encouraged to volunteer at school or share their cultural and linguistic traditions whenever possible. EL teachers can be a resource for not only navigating the educational system, but also community services and extra-curricular activities.

10. Legal Framework for Serving ELs

10.1 Federal Law

The core federal law which governs how districts must support ELs is the Elementary and Secondary Education Act (ESEA). The ESEA was enacted in 1965, and contained the first federal language defining equal access to education as a civil rights issue.

The ESEA has been amended several times since it was first signed into law, most notably by the No Child Left Behind Act (NCLB) of 2001, which codified many of the EL-specific rules that we continue to follow today. In 2015 the ESEA was amended by the Every Student Succeeds Act (ESSA), which further clarified our responsibilities as they pertain to ELs.

The ESEA including the changes from ESSA can be found here:

- <https://www.federalregister.gov/d/2016-27985>

The ESEA, as amended by ESSA can be found here:

- <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

Every state is required to submit a consolidated state plan for approval to the U.S. Department of Education describing how they will comply with the current ESEA regulations. Wisconsin's plan is available on the [DPI website](#). The approved plan will be the template for how DPI builds its assessment and accountability plans, will describe policy changes, and may be helpful in understanding exactly how we will meet the requirements of ESSA.

10.2 EL Forms

Here is the list of EL forms used for EL student documentation and communication.

- Home language survey (HLS, online registration)
- Parent letter-screener notification
- Parent letter -screener results (with permission if student qualifies)
- Individualized learning plan for EL (online)
- Parent letter- Access results
- Parent letter – reclassification when student qualifies
- Multiple Indicator Protocol (MIP to be submitted before reclassification)
- 2 Year monitoring form (HHS and TMS, online)
- 2 Year monitoring form (elementary paper copy)

Glossary

The following terms either appear in this handbook, or are commonly found in other EL publications, federal statute, or state law.

ACCESS for ELLs

The statewide English language proficiency test given annually to ELs in Wisconsin. ACCESS for ELLs is purchased from the WIDA Consortium by the state of Wisconsin, and is made available to all public school districts, as well as private schools who receive Title III funding.

DPI

The Department of Public Instruction. Wisconsin's education agency overseeing public school education.

EL/ELL

English Learner, formerly English Language Learner. ESEA defines an EL as an individual

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- and
 - who was not born in the United States or whose native language is a language other than English;
 - or
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society

ELP

English Language Proficiency. How proficient a student is in English, as measured by a standardized assessment.

HLS

Home Language Survey. Given to the parents/guardians of newly enrolling students to understand if languages other than English are present in the student's life.

ILP

Individualized Learning Plan. This is a written plan for an EL which details strategies, accommodations, and supports to be implemented in the classroom and on assessments.

MIP

Multiple Indicator Protocol. The MIP is a standardized assessment tool designed to gather and assess student language use in the classroom. The MIP is used to collect supplemental information of proficiency with which to make EL Entry and Exit decisions.

Note: This is a working definition from the field; there is no official federal definition. Students with a limited or interrupted formal education; can be abbreviated both SLIFE and SIFE. Although definitions vary; these are generally students who are a subset of newcomers to U.S. schools, above the age of 7, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or are more than two years below grade level in content due to limited educational supports.

WIDA

A nonprofit organization housed at WCER which provides Wisconsin's ELP screeners and Assessments. The WIDA Consortium is made up of approximately 40 states and territories, and these members drive decisions on the design and implementation of WIDA's assessments and standards.

Appendix

DEMOGRAPHIC INFORMATION

Student Name:	School:
Home Language:	Language Proficiency Level:
Grade:	

ACCESS or SCREENER DATA

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Classroom Accommodations

The section is intended to be a quick reference guide for teachers in planning and implementing instructional accommodations in their content classes for ELs.

EL specific strategy for this ILP:

Instruction

activate background knowledge or supplement lack of background knowledge prior to lesson	identify a reduced number of content objectives based on key learning targets	use a slower rate of speech, avoid colloquial speech, repeat important information
provide recorded, leveled texts and/or heritage language (when appropriate) texts	help student develop word banks/personal dictionary of key content area words	Total Physical Response (TPR)
pre-teach key vocabulary or concepts when possible	use appropriate peer support ; plan cooperative learning experiences	make class notes and/or record lessons available
provide visual support of key concepts and vocabulary while teaching	seat student near front of room and check for understanding often	use graphic organizers, paragraph frames, thinking maps

Homework/classwork

CHOICES (hands-on projects, one on one presentation, fill-in blanks)	extended due date	give grade based on progress rather than performance as measured against native speakers
give grade based on progress rather than performance as measured against native speakers	provide a study guide written in simple language matching modified number of key objectives	

Assessments

Testing in a small group with extra time reduce the overall number of questions use simple sentence structure and on assessment and focus on key avoid idioms in test questions objectives

avoid: "which two of the following do NOT apply", avoid "all of the above" consider cultural knowledge required in reduce the number of options on application questions (i.e. a math multiple choice questions question about runs in baseball assumes knowledge of the sport)

LANGUAGE DOMAIN PROFICIENCY GOALS

EL teacher submits following language proficiency goals based on the last Access score/Screener and the WIDA CAN DO descriptors. EL teacher will conduct formal classroom observations during a school year for progress monitoring of these goals.

SPEAKING GOALS (with Progress Monitoring Report):

LISTENING GOALS (with Progress Monitoring Report):

READING GOALS (with Progress Monitoring Report):

WRITING GOALS (with Progress Monitoring Report):

Classroom Teacher Progress Monitoring

Please submit your feedback that demonstrates EL student's reading, writing, speaking and listening skills in English. Elementary classroom teachers will submit ELs classroom performance comments in at least one section per each quarter (sections: social interaction, listening, speaking & reading). The progress monitoring report has to be completed by June 1st of the current school year.

Social Interaction

Initiates socially appropriate conversations and exchanges with his/her peers and can sustain a social conversation without prompting.

Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers related to academics.

Additional comment:

Listening

Understands the main points of classroom discussions, presentations, or educational videos when topics are familiar.

Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary:

Additional comment:

Speaking

Presents clear, detailed descriptions of complex topics using a variety of text structures and patterns that are appropriate for the student's grade level:

Offers extended reasons or clear, detailed explanations integrating subject matter to support specific points. Wraps up topic or includes appropriate conclusions.:

Additional comment:

Reading

Reads and understands texts which include idiomatic expressions and complex or genre specific language such as words/phrases with multiple meanings:

Understands longer fiction and non-fiction texts on unfamiliar topics, and recognizes style distinctions:

Independently identifies key details from a story, and can recount purpose and the moral or message of a text/story:

Additional comment:

EL Services

Parent/Teacher conference summary:

Summary of EL support:

CAT Meetings:



Student information

Student name:

School:

Hamilton High School

Grade:

Home language:

EL exited year:

Standardized Assessment

Area of Observation

☐ Academics

☐ Attendance

☐ Standardized assessments

EL monitoring report I semester

Date:

Area of concern:

Comment:

Conference with parent/teacher/student:

EL monitoring report II semester

Date:

Area of concern:

Comment:

Conference with parent/teacher/student:

Middle School/High School Career Planning

Goal:

HAMILTON SCHOOL DISTRICT
Home Language Survey

Student First Name: _____ **Student Middle Initial :** _____
Student Last Name: _____
Grade: _____ **DOB:** ____/____/_____
District: _____ **School:** _____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

During an online registration you indicated that your child uses a language other than English. The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Please answer only SECTION I and return it to your child's school.

SECTION I

1. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?

- Yes
- No

2. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?

- Yes
- No

3. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?

- Yes
- No

4. Is this student a Native American, Native Alaskan, or Native Hawaiian?

- Yes
- No

5. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

- Yes
- No

Parent/Guardian Signature: _____

Date: _____

SECTION II (to be filled by Hamilton school district staff member):

HLS Result: Screen / Do not Screen

Languages other than English used by student, if identified: _____

Parental preference for languages used for school communications (may be multiple):

Parent name: _____

Oral: _____

Written: _____

Parent name: _____

Oral: _____

Written: _____

HLS administered by:

_____, position _____.

Notification about an assessment for English proficiency

Dear Parents/ Guardians,

Welcome to the Hamilton School District! We are happy your child is here with us. According to your child's online registration you indicated that your child hears or uses a language other than English. This requires an English language screening assessment that will take place in the next couple of weeks. Your child's EL teacher will notify you about your child's English proficiency level and EL support.

Sincerely,

Email:
English as a Second Language Teacher
Hamilton School District

Dear Parents,

Welcome to the Hamilton School District! We are happy your child is here with us. We are writing to tell you that we recently assessed your child's English language proficiency, using the WIDA Screener Test.

Your child's English proficiency level is:

- ☐ **Level 1 Entering-** knows and uses minimal social language and minimal academic language with visual and graphic support
- ☐ **Level 2 Beginning-** knows and uses some social English and general academic language with visual and graphic support
- ☐ **Level 3 Developing-** knows and uses social English and some specific academic language with visual and graphic support
- ☐ **Level 4 Expanding-** knows and uses social English and some technical academic language
- ☐ **Level 5 Bridging-** knows and uses social English and academic language working with grade level material

Based on the results, we believe your child will be successful without receiving additional support and will **NOT** be enrolled in the EL program.

Please sign below and return to the school office by _____ to confirm that you have received this information. If you have any questions, please contact EL teacher_____.

Sincerely,

English Learner Teacher
Hamilton School District

Parent Notification of EL Placement Test Results

Student: _____

I understand that my child has tested proficient in English and will not be enrolled in the EL Program at this time.

Parent/guardian signature

Date

EL Reclassification Form

School:	Grade:
Student:	Current ELP Level:

Criteria considered in determining this student's qualification to exit from EL programming:

- ACCESS for ELs Score
- MIP Evaluation results

Based on the criteria listed above, the student study team (including student legal guardians) agrees that this student should be reclassified as fully English proficient and thus exited from the EL support program beginning: _____. The two-year monitoring period will run from: _____. If it appears that a student is not succeeding academically or emotionally, the first step is to reconsider the transition plan. If the student's needs cannot be met by updating and adjusting the transition plan, the district should consider restoring EL status for the student.

School administrator (principal):

_____, date: _____

Content teacher:

_____ date: _____

EL teacher:

_____ date: _____

Parent/Guardian: _____ date: _____