

# Duxbury Public Schools



## English Language Learners: Information and Procedures Manual

### Contact Information

Laurie Hunter, Assistant Superintendent of Schools  
Diane Mehegan, ESL Coordinator and Teacher

### Statement of Non-Discrimination

Duxbury Public Schools does not tolerate discrimination based on any non-merit factor, including race, national origin, color, religion, sex, sexual orientation, gender identity, disability (physical or mental), age, status as a parent, or genetic information.

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## **INTRODUCTION**

The Duxbury Public School District is committed to provide English Language Learners (ELL) and Limited English Proficient students (ELL) the opportunity to become proficient in English by providing complete access to curriculum, co-curricular activities and interscholastic sports. To that end, the English Language Learner Program ensures students are screened and assessed carefully, instructed appropriately and monitored diligently. ELL students enter the district at various stages of proficiency in oral language and literacy development. The development of essential skills in listening, speaking, reading, and writing in English may be required (see appendixes A and B). In order to attain these skills, English Language Learners will receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws. SEI addresses concepts and skills required in the curriculum as well as assisting students with language development and acquisition. Massachusetts is part of the World-Class Instruction Design and Assessment (WIDA) consortium and has adopted the WIDA curriculum standards. WIDA mandates collaboration between all educators who teach ELL students and English as Second Language (ESL) teachers. WIDA is content-based and is aligned with the Massachusetts Curriculum Frameworks. The ESL teachers use concepts and materials from several content areas to assist in explicit language teaching. Classroom teachers teach language implicitly through their content, while emphasizing the acquisition of the academic language of specific content.

### **Definition of English Language Learner (ELL)**

A student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary class work in English and/or

A student who was born in the United States of non-English speaking parents and who is incapable of performing ordinary class work in English.

Note: The terms English language learner and Limited English proficient can be used interchangeably.

### **Definition of Formerly Limited English proficient (FELP)**

A student who is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials;

(b) A student with scores in the proficient range on state mandated tests.

## ACRONYMS ASSOCIATED WITH ENGLISH LANGUAGE LEARNERS

<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language
<b>FELP</b>	Former Limited English Proficient
<b>Low Incidence</b>	Fewer than twenty ELL students of one language group.
<b>High incidence</b>	Program usually having 20 or more of one language group enrolled in a school district or schools
<b>Integration</b>	In the context of Chapter 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers
<b>SEI</b>	Sheltered English Immersion – a program model whereby instruction and materials are in English and utilizes sheltered instruction techniques
<b>ELD</b>	English Language Development – a methodology through which the development of language and academic content skills are promoted simultaneously and may utilize native language for clarification purposes.
<b>SIMS Classification</b>	Classification of child according to the SIMS data element. Students requiring services are labeled at ELL, students who no longer receive ELL services are coded as FELP.
<b>Native Language</b>	First language of the learner
<b>WIDA</b>	<i>World-Class Instruction Design and Instruction</i> – English Language Proficiency Benchmarks and Outcomes are used as a basis for developing curriculum and programs for ELLs

## PROGRAM DESCRIPTION

The goal of the English as a Second Language (ESL) Program in Duxbury is to teach English Language Learners (ELLs) to use English to achieve academically in all content areas. The program is designed to meet the educational needs of ELL students and to develop each of the four language skills: listening, speaking, reading, and writing through grade-appropriate, content-based instruction. Studies show that the best approach to language development ties the language to the content, rather than teaching grammar, vocabulary, and spoken English in isolation. Eligible students will receive appropriate ESL instruction until exit criterion is reached. A certified ESL teacher will instruct the program. The student's schedule is developed after initial assessment at the beginning of each school year or upon entering a school in the District. Eligible students will be grouped according to their English Language Proficiency Level based on their performance on the entrance assessment and/or by age appropriate grade level. The ESL teacher will create and maintain an instructional climate that is conducive to learning. The ESL teacher will evaluate student performance in the ESL class and provide classroom teachers with input regarding progress. A progress report completed by the ESL teacher will be sent home twice a year. The ESL teacher will also be responsible for attending professional development for increasing knowledge of ESL strategies and methodology. The ESL teacher and general classroom teacher will collaborate on instruction regularly. The ESL teacher will work closely with the classroom teachers to enhance the lessons for reinforcement of the content being taught in the general classroom. The ESL teacher will provide supplemental lessons as needed to ensure understanding of difficult concepts. The general classroom teacher will adapt appropriate curriculum materials for the ESL student. ELL students are entitled to modifications in content and grading to the extent that they can be successful. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes and notes), bilingual dictionary, and translator, if possible. The ESL teacher is available for consultation regarding the accommodations, if needed. The classroom teacher should grade the student based on achievement of

adapted instructional materials that have been individualized for the student. There may be a period of time when an ESL student does not possess sufficient English proficiency to receive a grade. At the secondary levels, general classroom teachers may utilize 'Pass/Fail grading as an option. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. The ESL teacher will monitor the grades and classroom success. In addition to ESL services, ELL students are entitled to other services as appropriate. Language proficiency cannot be criteria for exclusion. The philosophy of this program is anchored in a set of principles governing language education and is supported by educational research and experience.

## **REQUIREMENTS OF ALL SCHOOL DISTRICTS IN MASSACHUSETTS**

The following is required of all school districts in Massachusetts:

All children in Massachusetts public schools are taught English by being taught in English and all children be placed in English language classrooms. Children who are English learners be educated through sheltered English immersion.

Districts annually determine, no later than April 1, the number of English learners in the district, and to classify them according to grade level, primary language, and the English learners program in which they are enrolled.

Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 2-12 and a nationally normed test of English proficiency for grades K-12.

Districts send report cards and other school information to parents and guardians of English language learners in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.

Office of Educational Quality and Accountability conduct onsite visits to school districts at least once every five years to evaluate the effectiveness of programs serving English language learners.

Two-way bilingual programs, whereby students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language "shall be unaffected". No waivers are necessary for participation in a two-way bilingual program.

English language learners are provided language support services until they are proficient enough English to participate meaningfully in the district's education program.

## **INITIAL IDENTIFICATION OF ELL STUDENTS**

### **Home Language Survey**

At the time of registration, the parent(s)/guardian will be asked to complete the Home Language Survey (HLS). A copy in the parent(s)/guardian(s) native language will be provided if necessary. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL provider and the student will be tested within 30 days. The testing results will determine if services are necessary based on English proficiency criteria set by the district and the student should be classified as ELL.

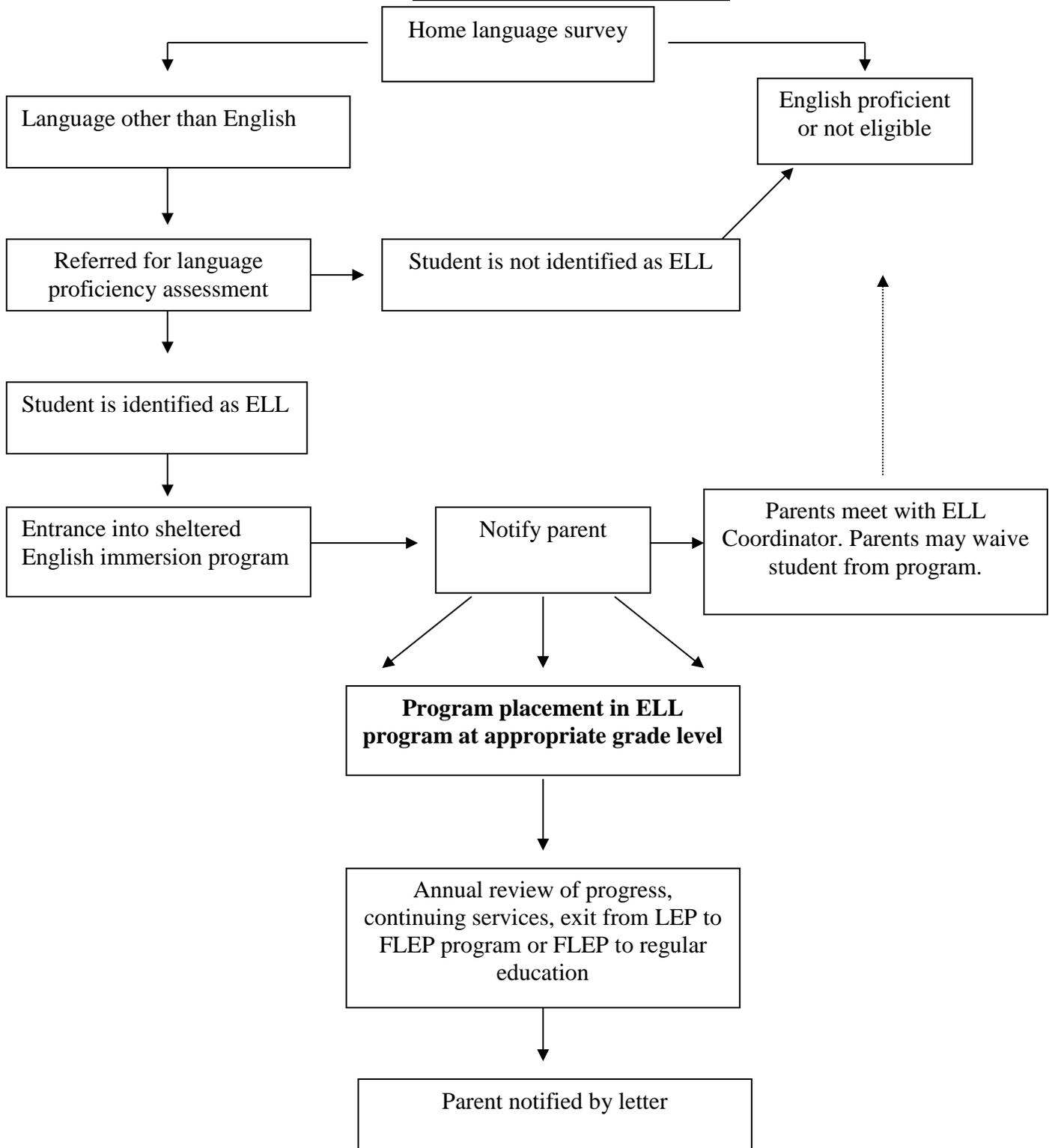
### **Notifications**

Parents will be notified in writing if their child is eligible for ELL services in the form of SEI program and ELD instruction. This letter will also provide information about requesting a waiver for an alternate placement or to decline services (opt-out) of ELL services. After the student has been identified as ELL, the student will be placed in an SEI program and provided with ELD instruction. This placement must occur within the first four weeks of enrollment.

### **Teacher Referral**

A teacher may refer a student for initial testing at any time using the Student Referral Form if there is reason to suspect that the student is experiencing difficulties due to language issues.

# PROGRAM FLOWCHART



## **OPTING OUT & WAIVER PROCEDURES**

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are Limited English Proficient be instructed through the use of sheltered English immersion, unless the student wishes to “**opt out**” and be placed in a general classroom not tailored for English learners. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a **waiver** from the requirements of G.L. c. 71A.

### **Opting Out Procedure**

Parents may notify the district of their wish to have their child “opt-out” of the ELL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Duxbury Public School District. The district requires that a parent or guardian schedule a meeting with the District ELL Coordinator and ELL staff in order to exercise this option. The form titled Parents’ Choice to Opt out of English Language Program (Appendix G) must be signed in order to make this official. Parents of children under 10 may “opt-out” even if that student has not been enrolled in an ELL classroom for 30 days. The Duxbury Public School District encourages parents to allow their children to participate in our ELL program for a limited time before they make a final determination to “opt-out” of the program. We will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide ELL students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Where a district determines through monitoring that a student who has “opted out” is not progressing, the district will ensure that the student’s academic needs are being addressed. Students will continue to be reported on the SIMS data and assessed annually using the DESE mandated assessments (ACCESS, MCAS) appropriate for their grade. Within one week of receipt of the decline of services, the building level ELL team will hold a meeting. An Individual Student Success Plan (ISSP) will be created for the student by the Building-based Support Team (BBST). The plan will be overseen by the ELL Provider. It will identify specific services that will be implemented. Services may include (but are not limited to): support in the classroom, accommodations and modifications to instruction and class work, programmed time into the building academic support classroom and/or regular progress reports from guidance to the home and to the ELL Provider. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet “proficient.”

### **Waiver Procedure**

If a family believes that the student should be placed in a program other than that which the ELL Teacher recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program. General Laws Chapter 71A provides for waivers based on parent or administrator request under certain circumstances, assuming that the parent annually applies by visiting the student’s school and by providing written informed consent.

For students under the age of 10, with parental consent, waivers are allowed under **all** of the following conditions (Appendix D):

The student has been placed in an ELL classroom for at least 30 days prior to the parent’s application for a waiver.

Documentation by school officials in no less than 250 words that the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student’s permanent school record.

Authorizing signatures on the waiver application of both the school superintendent and the school principal.

For students over the age of 10, with parental consent, waivers are allowed when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better for the student’s overall educational progress and rapid acquisition of English language skills.

If there are 20 students or more of a given grade level in one particular language group whose parents have waived the ELL program in favor of a bilingual or other type of language support program, the district will be required to offer that type of program. In all other cases, students with waivers will be permitted to transfer to a public school in which such programs are offered.

## **STUDENT ASSESSMENTS**

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ELL team when making entry or exit into programs. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student. Procedures for annual ELL assessments can be found in Appendix L.

### **State Assessment**

In the fall of 2012 Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including 27 states in the US to guide ELL programs. ACCESS is the ELL assessment associated with the WIDA standards. It is administered annually by WIDA certified educators.

### **Descriptions of Assessments**

WIDA ACCESS Placement Test (W-APT) is a language ability and proficiency assessment consisting of oral, reading, writing, and listening components. ACCESS is the annual assessment required by the Department of Education. The ACCESS test measures English language skills in reading, writing, listening, and speaking necessary for functioning in classes conducted in English.

### **Assessment Instruments by Grade Level**

<b>GRADES</b>	<b>TEST</b>	<b>USED TO DETERMINE LEVELS OF</b>	<b>WHEN ADMINISTERED</b>
K-12	W-APT	Language Assessment language ability and proficiency assessment consisting of oral, reading, writing, and listening components.	New students with home language other than English on HLS and/or teacher referral for identification
K-12	ACCESS	English reading, writing, listening, and speaking development	January or February

### **Testing Accommodations for ELL Students**

No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as ELLS, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all English Language Learners must be tested. However, ELL students are offered certain accommodations.

A range of test accommodations is available to all ELL students and to former ELL students for up to two years after passing the state MCAS test. Accommodations include:

- Time extensions (time and a half of productive test-taking);
- Separate locations and/or small group administration;
- Bilingual glossaries and dictionaries (word-for-word translations only);
- Simultaneous use of English and other available language editions;
- Oral translations for lower incidence languages;
- Written response in the native language.

## **MONITORING PROGRESS OF ELL STUDENTS**

Each ELL student will be evaluated annually for English proficiency and content skills. Students in grades K-12 will be assessed annually in English reading, writing, listening, and speaking skills using the WIDA ACCESS. All students will participate in MCAS. ELLs who have been in the USA for less than one year (newcomers) have the option NOT to take the ELA MCAS. These results will be documented in the students

file and submitted to the ELL Teacher who will document these also in the ELL folder. Copies of the ACCESS and MCAS results will be provided to the parents.

Regularly scheduled progress reports will be prepared for each ELL student by the ESL teacher and submitted to the parents and Guidance counselor. Copies of the progress reports will be kept in the ELL's folder.

Each building ELL team will meet to review the progress of all ELL students in that school twice per year: after the end of the first trimester for elementary and middle students or first semester for high school students and within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each ELL student's progress and ensure that each student is appropriately placed and monitored. At the end of/beginning of year meeting, the school ELL Team will make recommendations for the next/current year's placement for ELL students (ELL or FELP) based on placement criteria. The placement criteria are GUIDELINES. Verification of these meetings and the resulting recommendations will be documented in each student's cumulative folder with a copy sent to the ELL Director. Parents/guardians will be notified in writing of their child's placement as continuing ELL status or reclassification as FELP.

Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to meaningfully participate in the school's programs.

Monitoring Tools

State Testing (MCAS)

W-APT Placement Test

WIDA ACCESS

Student writing samples

District Common Assessments

Reading Assessments

Other assessments as needed by the ELL team

## **EXITING STUDENTS FROM ELL PROGRAMS**

(Reclassification from ELL to FELP)

### **Exit Procedures**

Each building ELL team will meet to review the progress of all ELL students twice per year as outlined above (Monitoring Progress of ELL Students.) The team will conduct a review of each student's progress and determine if that student no longer requires services and can be reclassified as FELP.

### **Exit Criteria**

ELL students who meet Duxbury's exit criteria will exit the program and be reclassified as FELP. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as ELL or be reclassified as FELP. Letters informing parents of this change in status must be signed and returned to the school. The letter will then be filed in the student cumulative and ELL folders.

### **Post-Service Monitoring**

The ELL Teacher will review FELP student report cards and conduct periodic consultations with classroom teachers to ensure that the FELP student is continuing to obtain success in the regular classrooms. This monitoring will continue for two years thus adhering to the DESE regulations. If the FELP student is not meeting with success, the ELL Teacher will reconvene the ELL Team to redesignate the student to ELL status and ELD services will resume. If the FELP continues to make adequate progress for two years, an Exit from FELP to Regular Education form will be placed in their cumulative and ELL folders. Evidence of sustained performance will include: progress reports, report cards and standardized test scores.

## **STUDENT SUPPORT SERVICES**

### **District Curriculum Accommodation Plan**

The district is fully committed to the education and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. Consequently, in each of our schools, we have a variety of supports available to all students who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs. For more information regarding the district's array of academic and behavioral supports, please go to the district's website at <http://www.duxbury.k12.ma.us/domain/50>.

### **Special Education Referrals**

Limited English Proficient students may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education. If a student is found eligible for special education, his/her participation in ESL continues until the student is exited for proficiency.

### **Equal Access to Academic and Non-Academic/Extracurricular Activities**

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by the Bedford Public Schools. District personnel must make every effort to ensure that (1) ELL students have access to the full range of opportunities, supports, and services that are available to any non-ELL students; (2) ELL students participate fully with their English-speaking peers; and (3) ELL students are provided the necessary supports for participation in academic and non-academic/extracurricular programs and activities.

## USEFUL WEBSITES

WIDA website

<http://www.wida.us/>

Massachusetts web page on WIDA

<http://www.wida.us/membership/states/Massachusetts.aspx>

ACCESS for ELLs

<http://www.doe.mass.edu/mcas/access/>

MetriTech

[wida@metritech.com](mailto:wida@metritech.com)

1-800-747-4868 (ask for WIDA Support)

WIDA language development standards

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

W-APT materials available for download

<http://www.wida.us/assessment/w-apt/>

MCAS participation requirements for ELLs

<http://www.doe.mass.edu/mcas/participation/?section=ell>

MCAS approved bilingual dictionaries

<http://www.doe.mass.edu/mcas/participation/?section=ell>

Contacts at MA Dept. of Education:

Elisabet Sena, Standards and Professional Development [esena@doe.mass.edu](mailto:esena@doe.mass.edu)

Paulette Watson, English Proficiency Assessment [pwatson@doe.mass.edu](mailto:pwatson@doe.mass.edu) (781) 338-3625

## **APPENDIX A: Stages of Oral Language Development**

### **Pre-production**

- No speech production
- Indicates comprehension physically
- Comprehends key words
- Depends heavily on context
- Responds by pantomiming, gesturing or drawing
- Says only yes, no or names of other students
- Minimal comprehension

### **Early Production**

- Verbalizes key words “heard”
- Depends heavily on context
- Responds with one/two word answers or in phrases
- Uses routine expressions in key words independently
- Listens with greater understanding
- Repeats and recites memorable language
- Demonstrates increased confidence

### **Speech Emergence**

- Produces whole sentences
- Hears smaller elements of speech (i.e., conjunctions)
- Shows good comprehension (given a rich context)
- Functions on a social level
- Speaks with less hesitation and demonstrates greater understanding
- Uses newly-acquired receptive vocabulary to experiment and form messages in English
- Experiments and hypothesizes with language

### **Intermediate Fluency Stage**

- Produces connected discourse and narrative
- Uses more extensive vocabulary
- Demonstrates increased levels of accuracy and correctness
- Demonstrates use of higher-order language to negotiate, persuade and evaluate

### **Proficiency**

- Demonstrates accuracy and correctness comparable to native language speakers

## **APPENDIX B: Stages of Literacy Development**

### **Preparation for Literacy**

- Enjoys being read to
- Pretends to read familiar books
- Names letters of alphabet
- Recognizes some signs
- Plays with pencils and paper
- Interest in printing own name
- Begins to develop phonological awareness

### **Early Literacy**

- Develops phonemic awareness
- Associates letters with sounds
- Prints letters and numbers
- Recognizes high frequency words by sight
- Sounds out regularly spelled words
- Uses contextual and picture clues
- Uses inventive spelling

### **Emergent Literacy**

- Consolidates “sight” vocabulary
- Expands letter sound knowledge
- Reads simple familiar stories independently
- Practices using repeated and partner reading
- Develops reading fluency (speed and accuracy)
- Writes and spells with less effort

### **Intermediate Abilities**

- Reads for pleasure
- Reads to gain new knowledge
- Expands vocabulary through reading
- Writes and spells more automatically
- Writes for communication with others
- Writes for personal expression of ideas
- Reads and writes more strategically

## **APPENDIX C: DPS Home Language Survey Procedure**

Every parent who registers a child for the DPS must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, make sure to staple the English form to it.

If the survey reports “English only” place the original in the student’s cumulative folder.

If the survey reports a language other than English, make a copy and send to the ELL Coordinator. The original must be placed in the cumulative folder.

The ESL Teacher will arrange for the student to be tested for English language proficiency.

The ESL Teacher will document assessment results and work with the ELL Team to designate program/placement if necessary.

A copy of the Home Language Survey and all assessment results will be placed in the ELL Student folder

## APPENDIX D: Home Language Survey

**Español:** Este es un documento importante. Por favor hágalo traducir. Póngase en contacto con la escuela de su niño si usted necesita ayuda. Gracias.

**Português:** Isto é um documento importante. Por favor mande-o traduzir. Contate a escola da sua criança se você precisar de ajuda. Obrigado.

### HOME LANGUAGE SURVEY

STUDENT'S NAME: _____	SCHOOL: _____	GRADE: _____
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Dear Parents and Guardians:

In order to help your child succeed in school, we ask that you please answer the following questions for each child in your family. Your answers will help us in creating the best possible educational program for your child.

1. What language did your child first understand or speak? \_\_\_\_\_
2. What language do you use most often when speaking with your child at home? \_\_\_\_\_
3. What language does your child use most often when speaking with you at home? \_\_\_\_\_
4. What language does your child use most often when speaking with other family members? \_\_\_\_\_
5. What language does your child use most often when speaking with friends? \_\_\_\_\_
6. What language(s) does your child read? \_\_\_\_\_
7. What language(s) does your child write? \_\_\_\_\_
8. At what age did your child start attending school? \_\_\_\_\_
9. Has your child attended school every year since that age?  Yes  No - If "No," please explain: \_\_\_\_\_
10. Would you prefer oral and written communication from the school in English or in your home language? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent / Guardian

#### TO BE COMPLETED BY QUALIFIED ELL PROGRAM STAFF MEMBER BEFORE PLACEMENT

Date / School Enrlmnt: _____	Student's First Name _____	Student's Family Name _____	Age _____	Birthdate _____ / _____ / _____	Grade _____
Relationship of Person Completing Survey: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian  <input type="checkbox"/> Other <i>Specify</i> : _____			Date Student entered the United States: _____		
<b>RECOMMENDATION:</b>  <input type="checkbox"/> Proficiency Testing to determine LEP status and Academic Records Review. Certified/Qualified ELL staff must make this assessment/recommendation. Sheltered English Immersion FLEP  <input type="checkbox"/> Proficient – No Sheltered Immersion Program: Note that this decision must be made with a full assessment of student proficiency based on either local proficiency testing or academic records from the previous school district showing reclassification of student from LEP to formerly LEP using multiple criteria. Qualified staff must conduct this assessment.			Signature of ELL Staff Member: _____		

## APPENDIX E: ELL Parent Notification

Student Name \_\_\_\_\_  
School \_\_\_\_\_ ID Number \_\_\_\_\_ D.O.B. \_\_\_\_\_ Grade \_\_\_\_\_

Dear Parents:

In accordance with State and Federal laws, school districts in Massachusetts are required to assess the language proficiency of all students whose home language is other than English. Your child has been given a language proficiency assessment. The following are the areas and results of the language assessment:

Type of English Assessment	Results

As a result, your child has been classified as Limited English Proficient/English Language Learner. Therefore, he/she will receive instruction in a Structured English Immersion Program as per State law.

The academic instructional program to which your son/daughter will be assigned will include instruction in English Language Development and Sheltered English Immersion (SEI) in core academic subjects, as well as activities to promote a positive self-image and cross-cultural understanding, as appropriate, based on your child's instructional needs.

When your child demonstrates that he or she is proficient in English as determined by a) a language assessment test in listening, speaking, reading and writing and b) passing grades in all of his or her academic subjects at grade level, he or she will be exited from the program.

If a family believes that the student should be placed in a program other than Duxbury's English Language Learner program, the family has a right to request a waiver for alternate placement. A family also has the right to decline ELL services (opt-out of the program) for their child. Contact your child's school for further information. You are invited to request a conference where program objectives will be explained. You are welcome to observe in the classroom and participate on the district's Parent Advisory Committees. If you have any questions regarding your child's instructional placement, please feel free to contact the ELL Coordinator for Duxbury Public Schools.

Sincerely,

\_\_\_\_\_  
ELL Staff Member

\_\_\_\_\_  
Date

## APPENDIX F: G.L. c.71A Opt-Out/Decline Services Form

School Year 20\_\_ to 20\_\_

<b>Name of Student:</b>
<b>Date of Birth:</b>
<b>Date student was placed in ELL program:</b>
<b>Date Parent(s) or Legal Guardian(s) visited school to decline services:</b>

Parents may notify the district of their wish to have their child “opt-out” of our program. The district will place the student in an English language general education classroom and document the parent’s notice in the student’s file. Our district encourages parents to allow their children to participate in ELL programs for a limited time before they make a final determination to “opt-out” of the program. The Duxbury Public School District will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide ELL students with meaningful access to the educational program. When a parent declines their child’s participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

---

I/we \_\_\_\_\_ parent(s)/guardian(s) of \_\_\_\_\_,  
a student at \_\_\_\_\_, having been fully and clearly informed about the ELL Sheltered English Immersion Program in the Duxbury Public Schools District, and the services available to enable my son/daughter to learn English rapidly and to be academically successful in the core subjects, do decline such services at this time. I understand that I have the right to have ELL services reinstated at my request as long as my child qualifies for ELL services. I also understand that my child’s academic progress will be closely monitored and alternative educational plans be developed to insure that his/her academic and language needs are being addressed.

<b>Parent/Guardian Signature:</b>	<b>Date:</b>
<b>Principal’s Signature:</b>	<b>Date:</b>
<b>ESL Teacher’s Signature:</b>	<b>Date:</b>

**APPENDIX G: G.L.c.71A School District Program Waiver Application Form for  
English Learners - Students Under 10 Years of Age**

School Year 20\_\_ to 20\_\_

**A. Background Information**

<b>1. Name of Student</b>	
<b>2. Date of Birth</b>	
<b>3. Date Student Was Placed In An English Language Classroom</b>	
<b>4. Date Parent(s)/Guardian(s) Visited School to Apply For A Waiver (at least 30 calendar days AFTER student was placed in an English Language classroom)</b>	

**B. Parent or Guardian Informed Consent:** Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

**C. Determination Regarding Waiver Request:**

**1. Waiver request approved** (school officials must sign here and complete Attachment B): *It is our informed belief that an alternate course of educational study is better suited to the student’s overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class on \_\_\_\_\_.*

\_\_\_\_\_  
School Superintendent (signature/date)

\_\_\_\_\_  
School Principal (signature/date)

**2. Waiver request denied** (school officials must sign here): *It is our informed belief that an alternate course of educational study would NOT be better suited to the student’s overall educational progress and rapid acquisition of English.*

\_\_\_\_\_  
School Superintendent (signature/date)

\_\_\_\_\_  
School Principal (signature/date)

**D. Appeals Process (optional):** If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials?

**APPENDIX H: G.L.c.71A School District Program Waiver Application Form for English Learners Students 10 Years of Age or Older**

School Year 20\_\_ to 20\_\_

**A. Background Information**

<b>1. Name of Student</b>	
<b>2. Date of Birth</b>	
<b>3. Date Parent(s)/Guardian(s) Visited School to Apply For A Waiver</b>	

**Parent or Guardian Informed Consent:** Parents or guardians must review and sign the Parent or Guardian Informed Consent Form. This form must be provided in a language the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

**Determination Regarding Waiver Request:**

**Waiver request approved** (school officials must sign here): *It is our informed belief that an alternate course of educational study is better suited to the student’s overall educational progress and rapid acquisition of English.*

\_\_\_\_\_

School Principal (signature/date)    Other educational staff who participated in the decision (signature/title/date)

**Waiver request denied** (school officials must sign here): *It is our informed belief that an alternate course of educational study would NOT be better suited to the student’s overall educational progress and rapid acquisition of English.*

\_\_\_\_\_

School Principal (signature/date)    Other educational staff who participated in the decision (signature/title/date)

**D. Appeals Process (optional):** If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials?

**APPENDIX I: Teacher Referral for ELL Evaluation**

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell phone \_\_\_\_\_

Home Language \_\_\_\_\_

Reason(s) for English language assessment referral:

\_\_\_\_\_ Home Language Survey indicates other than English is spoken in the home

\_\_\_\_\_ Academic concerns in English and academic subject areas

\_\_\_\_\_ Transferred from another district

\_\_\_\_\_ Other (Please Explain)

\*\*\*\*\*  
\*\*\*\*\*

*For office use only:*

Assessment(s) used \_\_\_\_\_

Name of test administrator \_\_\_\_\_ Date Administered \_\_\_\_\_

Results \_\_\_\_\_

Conference dates (ELL team, parent, etc.) \_\_\_\_\_

Recommendations \_\_\_\_\_

(Use back if necessary)

## **APPENDIX J: Procedures for WIDA ACCESS & Annual ELL Assessment**

The ELL Teacher will provide each principal with a list of students and the annual assessments that each student is required to take (WIDA ACCESS Tier A, B, or C).

Principals are responsible to notify Metritech of the number of tests that are needed in each school.

The ELL Coordinator designates when each student will be tested and who will administer the test. Only WIDA trained staff may administer the ACCESS.

The ELL Coordinator must submit the testing times and test administrators in writing to the Principal at least one week prior to the testing date.

The Principal or designee will place the original test results in the student file and provide a copy to the ELL Coordinator.

The Principal or designee will send testing results to the student's family.

The ELL Coordinator will verify that the results are in the student file during the next semi-annual file check (January and June).

# APPENDIX K: Progress Report Forms

**Duxbury Public Schools**

**School Year:**

## English as a Second Language Progress Report - Entering/Beginning

<b>Student:</b>	
<b>Grade</b>	
<b>School:</b>	
<b>ESL Teacher:</b>	

### Academic Performance Levels for Content Standards

3 Proficient Achievement of Standard	2 Partial Achievement of Standard	1 Does Not Meet Standard	Blank Not Addressed This Grading Period	NA Not Applicable For Grade Level	
		<b>Semester</b>			
		<b>1</b>	<b>2</b>	<b>Semester</b>	
				<b>1</b>	<b>2</b>
<b>LISTENING</b>				<b>WRITING</b>	
Follows clear one-step directions in 1:1 situation				Shows awareness of directionality	
Responds non-verbally or in one- or two- word phrases to greetings and requests in 1:1 situations				Reproduces print from the environment	
Responds to simple questions with one or two words in 1:1 situations				Writes own name	
Demonstrates comprehension of stories and information non-verbally				Recognizes oral language can be written	
Understands key words and familiar phrases				Draws and makes picture stories	
Recognizes patterns of sound in oral language				Labels familiar objects in pictures	
Listen for specific purposes and main ideas				Writes about experiences using numbers, pictures, and words	
Hears and discriminates among a number of phonemes				Writes familiar words from content areas	
<b>SPEAKING</b>		<b>1</b>	<b>2</b>	Writes pattern sentences with assistance	
Communicates needs through gestures or simple phrases				<b>WORK HABITS</b>	
Uses social and academic vocabulary in context				<b>3-consistently 2-usually 1-sometimes</b>	
States basic personal information				Self-checks for errors	
Participates in classroom group activities				Asks for help when it is needed	
Retells simple stories and personal experiences using key words and phrases				Puts forth consistent effort	
Responds to simple questions in context with single words				Participates in class activities	
Approximates correct pronunciation of English				Works independently	
<b>READING</b>		<b>1</b>	<b>2</b>	Completes homework	
Recognizes print carries meaning				<b>COMMENTS</b>	
Recognizes own name in print				<b>1st Semester</b>	
Recognizes phonemes student can hear and produce				<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
Uses illustrations/background knowledge to create meaning					
Responds to stories non-verbally					
Shows awareness of directionality					
Demonstrates understanding of sound-symbol relationship					
Recognizes patterns in writing					
Recognizes the difference between letters and numbers					
Demonstrates understanding of predicting/sequencing					
Recognizes simple words, familiar phrases, and simple sentences					
Recognizes sight words and content area vocabulary that have been taught in context					
Answers in one or two-word phrases literal questions about text				<b>2nd Semester</b>	

Student:	
Grade:	
School:	
ESL Teacher:	

**Academic Performance Levels for Content Standards**

3	2	1	Blank	NA	
Has Mastered Standard	Progress Toward Standard	Beginning to Work Toward Standard	Not Addressed This Grading Period	Not Applicable For Grade Level	
		<b>Semester</b>		<b>Semester</b>	
<b>LISTENING</b>		<b>1</b>	<b>2</b>	<b>WRITING</b>	
Follows clear two/three-step directions in 1:1 situations				Appropriately uses directionality, spacing, upper/lower case letters	
Responds to familiar social language				Is beginning to revise and edit own writing	
Responds to simple and some complex questions with words or phrases				Writes simple sentences, phrases and paragraphs	
Comprehends stories, information, and oral presentations with support				Uses more conventional spelling	
Identifies characters and sequence in a story				Uses basic mechanics correctly	
<b>SPEAKING</b>		<b>1</b>	<b>2</b>	Writes about a variety of topics including expository writing and uses content area vocabulary	
Begins to use formal and informal register				Writes summaries and narratives sequentially	
Uses vocabulary learned in content areas				Uses sight words and content areas vocabulary	
Retells familiar stories/experiences using simple sentences				Responds to visual or written prompts	
Initiates conversation in social/academic settings - simple sentences				Uses graphic organizers	
Contributes to small/large group discussions				Use transition words to organize writing, e.g.: first, after that, in the beginning, later	
Contributes to content area discussions in small groups				Writes to express preferences and opinions	
Approximates pronunciation, rhythm, stress and, intonation of English				<b>WORK HABITS</b>	
Contributes to small/large group discussions				<b>3-consistently 2-usually 1-sometimes</b>	
<b>READING</b>		<b>1</b>	<b>2</b>	Self-checks for errors	
Reads patterned language and familiar stories at grade level				Asks for help when it is needed	
Has command of sound-symbol relationship				Puts forth consistent effort	
Reads and understands the meaning of words and short sentences				Participates in class activities	
Shows left/right directionality				Works independently	
Recognizes grade level sight words				Completes homework	
Responds to stories using simple sentences				<b>COMMENTS</b>	
Describes text features, title, author, illustrator, contents, index				<b>1ST Semester</b>	
Understands prediction, main idea, and sequencing					
Uses sentence structure and word order to predict meaning of vocabulary					
Self-corrects when reads					
Comprehends key concepts in content areas					
Follows simple written directions					
Recognizes some common root words, prefixes when they are attached to known vocabulary					
Summarizes and discusses text				<b>2nd Semester</b>	

Student:	
Grade:	
School:	
ESL Teacher:	

Academic Performance Levels for Content Standards

3	2	1	Blank	NA	
Has Mastered Standard	Progress Toward Standard	Beginning to Work Toward Standard	Not Addressed This Grading Period	Not Applicable For Grade Level	
		<b>Semester</b>		<b>Semester</b>	
<b>LISTENING</b>		<b>1</b>	<b>2</b>	<b>WRITING</b>	
Follows multiple-step directions				Writes descriptions and comparisons, including the use of figurative language	
Follows meaning - working in pairs, small group, or large group on variety of topics				Gather and organize information related to academic content areas from various sources in written reports	
Demonstrates comprehension of stories read aloud, content information, and oral presentations				Writes about character, setting, and events	
Responds to complex and content-related questions				Proofreads and edits own writing	
Identifies main idea in a story				Writes a variety of sentences	
Demonstrates understanding of some idiomatic expressions				Demonstrates content knowledge by writing sentences and paragraphs	
Asks questions to focus listening and predict				Writes narratives that use story elements	
<b>SPEAKING</b>		<b>1</b>	<b>2</b>	Uses organization and details in writing	
Communicates information and feelings clearly				Writes expository based on classroom experiences	
Retells, narrates and paraphrases stories with descriptive detail including character and setting				Writes a variety of genres	
Uses expanded and descriptive vocabulary related to content areas				Uses conventional spelling, punctuation, grammar, and sentence structure in writing	
Contributes to classroom discussions				<b>WORK HABITS</b>	
Uses both formal/informal language e.g. interview, persuasive speech				<b>3-consistently 2-usually 1-sometimes</b>	
Uses comprehensible intonation rate and phrasing				Self-checks for errors	
Uses figurative language and idioms				Asks for help when it is needed	
<b>READING</b>		<b>1</b>	<b>2</b>	Puts forth consistent effort	
Uses reading strategies to make meaning				Participates in class activities	
Comprehends text and uses new information				Works independently	
Forms words using letter sound/symbol relationship				Completes homework	
Uses conventions to make meaning				<b>COMMENTS</b>	
Identifies main idea and story elements				<b>1st Semester</b>	
Identifies cause/effect, inference, problem solving questions					
Summarizes text using logical, cohesive sentences					
Uses proper intonation, rate and phrasing when reading					
Follows written directions					
Recognizes common root words, prefixes and suffixes				<b>2nd Semester</b>	
Gathers, reads, organizes, and interprets information related to academic content areas from various sources e.g.: glossaries, indexes, reference book, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams					
Shows awareness of language subtleties, e.g.: humor, common idioms, slang and riddles					

**APPENDIX L: ELL Team Review of Student Progress**

Student \_\_\_\_\_  
School \_\_\_\_\_

Date \_\_\_\_\_

ELL Team Members Present (Name/position)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluate student status/progress in each of the following areas:

Oral/Listening Skills:

\_\_\_\_\_  
\_\_\_\_\_

Reading:

\_\_\_\_\_  
\_\_\_\_\_

Writing:

\_\_\_\_\_  
\_\_\_\_\_

Speaking:

\_\_\_\_\_  
\_\_\_\_\_

Social Relationships:

\_\_\_\_\_  
\_\_\_\_\_

**RECOMMENDATION:**

\_\_\_ Student needs language support, and should continue SEI and ELL programs.

\_\_\_ Student is able to do regular schoolwork in English and should be reclassified as FELP and monitored for continued progress as required.

## APPENDIX M: ELL Folder Checklist

Student \_\_\_\_\_

**Check off (√) when information is placed in folder.**

School Year						
Grade						
School						
Teacher						
Transcripts from former school						
Schedule						
Active? Monitor? (note – A/M)						
Home Language Survey						
LAS/W or APT (initial placement)						
MELA-O/MEPA or ACCESS results (Active only)						
MCAS results						
Annual Parent Notification (Active only)						
ESL Progress Reports – Fall/Spring (note - F/S)						
Report Card in native language (if applicable)						
Exit Criteria Forms						

**APPENDIX N: Parent Notification of Exit from ELL to FLEP Status**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Dear Parents:

I would like to inform you that, based on your child’s classroom performance and his/her scores on state and local assessments, a team of teachers in your child’s school has determined that he/she has developed proficiency in the English language. He/she is now fully capable of performing ordinary class work in English in a mainstream classroom.

Since he/she no longer needs to be in a structured English immersion (SEI) class, we will transition him/her to a mainstream classroom. However, your child will continue to be monitored by an English as a Second Language (ESL) teacher for two academic years.

If you have any questions regarding your child’s instructional placement, please feel free to contact the administrator(s) at your child’s school.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Classroom/ELA Teacher

\_\_\_\_\_  
ESL Teacher

## **APPENDIX O: Exit from FELP to Regular Education**

### Parent Notification of Ending ELL Services

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Dear Parents:

After monitoring this FELP student for two years, reviewing student records and consulting with the current classroom teacher (s), the district has determined that this student will officially be exited from the DPS ESL program and placed in the regular education program.

If you have any questions regarding your child's instructional placement, please feel free to contact the administrator(s) at your child's school.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Classroom/ELA Teacher

\_\_\_\_\_  
ESL/ELL Teacher

## **APPENDIX P: Glossary of Terms and Expressions Related to WIDA’s Standards**

**academic content standards:** the skills and knowledge expected of students in the core content areas for each grade level

**academic language:** the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment; revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level within the particular context in which communication occurs

**amplified strands:** a framework for representing the WIDA English Language Development Standards that extends to include examples of the three performance criteria of academic language (Linguistic Complexity, Language Forms and Conventions, Vocabulary Usage) across levels of language proficiency

**cognitive functions:** the mental processes involved in learning

**cohesion:** a feature of academic language at the discourse level involving the grammatical and lexical elements within and across sentences that hold text together to give it meaning

**collocations:** words or phrases that naturally co-occur with each other, (e.g., “peanut butter and jelly,” or “a strong resemblance”)

**Common Core State Standards:** the skills and knowledge expected of students in English language arts, mathematics (Kindergarten–Grade 12), and literacy in history/social studies, science, and technical subjects, (Grades 6–12); adopted by the vast majority of states in the U.S. in 2010

**complementary strands:** the use of the standards framework to represent critical areas of schooling outside the five English language development standards, including music and performing arts, the humanities, visual arts, health and physical education, technology, and engineering

**complex sentence:** one independent clause joined by one or more dependent clauses with a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which (e.g., “When school started, the students were excited.”)

**compound sentence:** two or more independent clauses joined by coordinating conjunctions (e.g., for, and, nor, but, or, yet, so), semicolons, or a semicolon followed by a conjunctive adverb (e.g., “School started today; the students were excited.”)

**content stem:** the element of model performance indicators, derived from state and national content standards, including the Common Core State Standards and Next Generation of Science Standards, that provides a standards-referenced example for contextualizing language development

**connections to academic content standards:** examples of the association or correspondence of

content to language standards

**discourse:** extended oral or written language conveying multiple connected ideas; its language features are shaped by the genre, text type, situation, and register

**domains:** see language domains

**English language learners (ELLs):** linguistically and culturally diverse students who have been identified (by a WIDA screener and other placement criteria) as having levels of English language proficiency that require language support to achieve grade-level content in English

**example context for language use:** element of the standards matrix situating the representation of the English language development standards within a sociocultural setting that considers the register, genre/text type, topic, and task

**example topic:** element of the standards matrix listing a theme or concept derived from state and national content standards that provides a context for language development

**expanded sentences:** complete thoughts that contain descriptive language or two ideas that are combined using connectors (and, but, or)

**features of academic language:** the performance criteria of oral and written communication that include Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level

**formulaic expressions:** a feature of academic language at the sentence level that represents a string of words acquired as a single chunk, such (e.g., “How are you?”)

**framework:** see standards framework

**general language:** words or expressions not typically associated with a specific content area (e.g., describe or book)

**genres:** socially-defined ways in which language (e.g., oral and written) is used to participate in particular contexts to serve specific purposes

**instructional language:** the language that typifies classroom discourse from teacher to teacher across content areas, such as “Open your books to page \_\_\_\_\_.”

**instructional supports:** sensory, graphic, and interactive resources embedded in instruction and assessment that assist students in constructing meaning from language and content

**integrated strands:** a framework for representing the WIDA ELD Standards in which grade levels, language domains, and standards are combined in different configurations

**L1:** the first language a student acquires; usually refers to a home language(s) other than English, although for some English language learners, L2 (English) may be developing simultaneously alongside L1

**L2:** the second language a student acquires; usually refers to English as an additional language

**language development standards:** language expectations for English language learners represented within progressive levels of language proficiency

**language domains:** the modalities of language; listening, speaking, reading, and writing

**language function:** the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of model performance indicators that indicates how English language learners process or use language to demonstrate their language proficiency

**language proficiency:** a person's competence in processing (through listening and reading) and producing (through speaking and writing) language

**Language Forms and Conventions:** the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning; one of three criteria that constitute the Performance Definitions

**levels of language proficiency:** the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA ELD Standards have six levels of language proficiency: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching

**Linguistic Complexity:** the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of three criteria that constitute the Performance Definitions

**model performance indicator (MPI):** a single cell within the standards matrix that is descriptive of a specific level of English language development for a language domain within a grade or grade-level cluster

**Next Generation Science Standards:** the skills and knowledge expected of students in science and engineering; draft released for states' review in May 2012

**Performance Definitions:** the criteria that define the Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage for receptive and productive language across the five levels of language proficiency.**productive language:** communicating meaning through the language domains of speaking and writing

**proficiency:** see language proficiency

**realia:** real-life objects used as instructional supports for language and content learning

**receptive language:** the processing of language through listening and reading

**register:** features of language that vary according to the context, the groups of users and purpose of the communication (e.g., the speech used when students talk to their peers versus their principal)

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

**simple sentence:** an independent clause with a subject and a predicate; can also have a compound subject and/or predicate (e.g., “The students and teachers were excited.”)

**social language:** the everyday registers used in interactions outside and inside school

**sociocultural context:** the association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning

**specific language:** words or expressions used across multiple academic content areas in school (e.g., chart, total, individual)

**standards framework:** the components representing WIDA’s five ELD Standards, including the standards themselves, the Features of Academic Language, the Performance Definitions, and the strands of model performance indicators (standards matrix)

**standards matrix:** the basic framework for representing the English language development standards including a strand of model performance indicators, connection to state content standards, example context for language use, cognitive function, and topic-related language

**strands of model performance indicators (MPIs):** the five sequential or scaffolded levels of English language proficiency for a given topic and language domain within the standards matrix

**supports:** see instructional supports

**technical language:** the most precise words or expressions associated with topics within academic content areas in school

**text types:** categories of text that employ particular language features for specific purposes

**topic-related language:** grade-level words and expressions, including those with multiple meanings and cognates, that are associated with the example topic within the standards matrix

**visual support:** accompanying the use of written or oral language with illustrations, photographs, charts, tables, graphs, graphic organizers, etc. to give ELLs additional opportunities to access meaning

**Vocabulary Usage:** the specificity of words or phrases for a given topic and context; one of three criteria that constitute the Performance Definitions

## APPENDIX Q: Academic Language Features and Performance Standards

### The Features of Academic Language in WIDA's Standard

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
<b>Discourse Level</b>	<b>Linguistic Complexity</b> <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
<b>Sentence Level</b>	<b>Language Forms and Conventions</b> <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
<b>Word/Phrase Level</b>	<b>Vocabulary Usage</b> <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

The three criteria used to define each level of language proficiency are displayed in two sets of **PERFORMANCE DEFINITIONS**. One set of Performance Definitions (see Figure G) is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication. The other set of Performance Definitions (see Figure H) is for productive language and shows how students use language to express information, ideas, or concepts in either oral or written communication.

**Figure G: WIDA Performance Definitions Listening and Reading, Grades K–12**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

...within sociocultural contexts for language use.

**Figure H: WIDA Performance Definitions Speaking and Writing, Grades K–12**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

...within sociocultural contexts for language use.

## APPENDIX R: English Language Development Standards

### The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development 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 language of Language Arts
English Language Development 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 language of Mathematics
English Language Development 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 language of Science
English Language Development 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 language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

## APPENDIX S: “Can Do Descriptors”

RG-58

**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 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 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/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.