

DALLASTOWN AREA SCHOOL DISTRICT

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) FOR ENGLISH LEARNERS (EL) PROGRAM OVERVIEW



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Dallastown Area School District

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DALLASTOWN AREA SCHOOL DISTRICT LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) FOR ENGLISH LEARNERS (EL) OVERVIEW

Mission Statement

The mission of the board of school directors and the staff of the Dallastown Area School District, in partnership with family and community, is to provide a safe, challenging, and relevant learning environment that inspires and creates pathways for student success.

Vision Statement

Inspiring and creating pathways for student success.

English as a Second Language Program Goal

Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations ([Appendix A](#)) requires that a school district/charter school provide a program for every student who is limited English proficient (LEP) or an English Learner (EL). The Dallastown Area School District Language Instruction Educational Program (LIEP) provides a rich learning environment that is student-centered, developmentally appropriate, literature-based, and is designed to:

- Facilitate English language acquisition through communication skills of listening, speaking, reading, and writing
- Ensure an effective and meaningful participation in regular education
- Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment
- Facilitate effective communication between the school and home of EL students
- Provide opportunities for community involvement which will involve a full range of activities
- Provide educational experiences that prepare students to be career and college ready
- Enhance the student's sense of self-worth by highlighting contributions made to society by their ethnic group

Title III of NCLB (No Child Left Behind) ACT of 2001

Title III funding is used by Dallastown Area School District to enhance existing Language Instruction Educational Programs. ESSA makes it clear that Title III funding is to be used to supplement, not supplant, existing programs. Title III funded enhancements may include, but are not limited to, after-school programs, tutorial programs, or additional supports funded by Title III.

Program Philosophy

The Dallastown Area School District provides an instructional program for students who are identified as needing instruction in the English language, when this is not their first acquired language. The goal of the program is to assist each student in their fluency and competency in using the English language as well as to support their adaptation to a new culture. The philosophy of the Language Instruction Educational Program of the district is based on the following principles:

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

Definitions of Terms Related to District Language Instruction Educational Program

EL – Acronym for English Learners; students whose first language or primary home language is not English and who are in the process of learning English (refers to the *students*, whereas ESL refers to the program).

ELD – Acronym for English Language Development, a required component of all language instruction programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL and non-ESL teachers.

EEL – Acronym for Former English Learner more to this status once attain basic proficiency and monitored for two (2) years.

FEP – Acronym for Fluent English Proficient – refers to students with proficiency in English (as determined by Dallastown Area School District based on WIDA level, PSSA, and PA ELD (WIDA instruments)).

Immigrant Student – A student of ages 3-21, not born in any state, and has not attended one or more schools in any one or more states for more than 3 full academic school years.

K-WAPT – The state placement test administered to all kindergarten students whose Home Language Survey identifies them as having a Primary Home Language Other Than English (PHLOTE).

LEP – Acronym for Limited English Proficient – refers to students with limited proficiency in English (as determined by Dallastown Area School District based on WIDA levels, PSSA, and PA ELD (WIDA instruments)).

LIEP – Acronym for Language Instruction Educational Program; an academic discipline designed to teach English Learners social and academic language skills and cultural aspects of English in order to succeed academically; it involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language.

LIEP Pull-Out – English as a Second Language program model in which English Learners are pulled out of mainstream classrooms in order to receive specific instruction in the development of conversational and academic English.

Migrant Education – Local educational program established to meet the needs of children of farm workers, including Dallastown Area School District students whose family members work in local orchards and fruit processing plants, egg processing plants, and poultry processing plants; these families often face challenges such as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.

Migrant Student – The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, has accompanied such parent or spouse, to obtain temporary or seasonal employment in agricultural or fishing work.

PA ELD – Acronym for Pennsylvania English Language Development, the process and instrument by which Pennsylvania assesses English Language Development (ELD).

PHLOTE – Acronym for Primary or Home Language Other Than English. All students identified through the HLS as PHLOTE are placed following the family interview and/or testing at which time a determination is made as to placement as Current EL, Monitor, or Never EL.

WIDA – Acronym for World-Class Instructional Design and Assessment Consortium. This is the consortium that provides the PA ELD assessments for both placement and language proficiency.

WIDA ACCESS – The annual state English proficiency assessment administered to measure English Language Development (ELD).

WIDA Screener – The state placement test administered to all grades 1 through 12 students and newly enrolled students whose teachers provide English language instruction.

Educators of ELs

English as a Second Language (ESL) Program Specialist K-12 ([Appendix B](#))

Teachers who provide instruction in a Language Instructional Educational Program (LIEP) are approved and hired as teachers by the Dallastown Area School Board of Directors. Teachers educating in specialized English language development programs and who provide ELD instruction must hold a current Pennsylvania Instructional I or II certificate and complete or be evaluated by the Department of Education as having met, the state required LIEP training components as offered through the approved LIEP state training providers. Any teacher who provides instruction and a grade for any non-ELD course or class must be appropriately certified in accordance with PDE requirements, i.e., a teacher who holds an instructional certificate in English Language Arts (ELA) and an ESL Program Specialist Certificate may provide either ELD/ESL or ELA instruction to, and a grade for, an EL, but may not provide instruction in, or a grade for, any other subject. That teacher may, however, provide support in instruction in the language of another content area (e.g., mathematics, social studies, science, etc.), but may not provide a grade for that content. Furthermore, the language instruction may not supplant that content in the student's schedule.

The Dallastown Area School District in accordance with the regulations of the Pennsylvania Department of Education require that the K-12 ESL Program Specialists must be able to:

- Provide assistance supporting the fundamental concepts and practices of English as a second language instruction.
- Provide English as a second language services.
- Select and design teaching resources for English language learners.
- Provide instructional adaptations/modifications to assist English language learners.
- Conduct effective assessments to identify levels of language proficiency, acquisition and content learning.
- Monitor English language learner's content learning.
- Participate in individualized education plan preparation for English language learners who are participating in special education assistance/services.
- Provide school staff with resources/professional activities to promote understanding and sensitivity toward all cultures.
- Provide appropriate information and services to English language learner's family.
- Provide assistance to academic content teachers as they instruct English language learners in the required content knowledge.

Effective with the school year 2004-2005, all individuals providing LIEP educational assistance/services must hold the Program Specialist-ESL certificate.

Upon hiring, the LIEP staff is provided with a job description, which is shown in part on the following pages of this document. ESL teachers must take on-line training and pass all quizzes needed to administer the K-WAPT/WIDA Screener/ACCESS for ELs/PSSA/Keystone assessments. Certificates of competency and the accompanying disclosure form must be submitted to the Federal Programs Coordinator as directed by the Pennsylvania Department of Education. Each year, ESL teachers will be re-certified in order to administer the speaking portion of the K-WAPT/WIDA Screener.

Responsibilities of the ESL teacher

1. Comply with LIEP office policies and procedures in the identification and placement of students.
2. Teach oral and written English language communication skills (listening, speaking, reading, and writing) following the district LIEP curriculum.
3. Plan and deliver appropriate instructional practices.
4. Develop classroom rules and discuss them with all students.
5. Maintain classroom discipline.
6. Correlate classroom objectives with regular education goals and objectives when possible.
7. Assess and monitor student progress.
8. Maintain accurate and up-to-date records.
9. Administer prescribed language assessments, including the W-APT/WIDA screener (the state placement test) and the WIDA-ACCESS (the state English Language Development assessment).
10. Notify parents of placement/non-placement in LIEP and keep parents informed of student progress.
11. Monitor progress of EL students in regular education and meet with regular education teachers to plan, adapt, and modify instruction.
12. Complete and submit required program forms, records, and reports to the District Office upon request – including a New EL Student Form ([Appendix C](#)) indicating all English Learners, PHLOTEs (students with a Primary or Home Language Other Than English), Immigrants, and Entry and Exit ELs.
13. Prepare and submit a copy of class schedules and student lists to federal programs coordinator or District Office upon completion of schedules at the beginning of the school year, and update as necessary.
14. Attend meetings and staff development activities to maintain and improve professional competence.
15. Attendance at in-service training for bilingual/LIEP staff members and awareness training for the full staff.
16. If proficient in second language, provide occasional translations to school personnel and families, as needed.

English Language Development (ELD)

English Language Development (ELD) is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL teachers and non-ESL teachers.

ELD Delivered by ESL teachers

ELD instruction, otherwise known as English as a Second Language, delivered by a licensed ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards. ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may also be embedded within other courses with the direct support of an ESL program specialist as appropriate based on the program design and needs of the students.

ELD Delivered by Non-ESL teachers

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

English Language Development Standards

The Dallastown Area School District adheres to and follows the Pennsylvania English Language Development Standards (PA ELDS) ([Appendix D](#)). Pennsylvania has carefully developed the PA ELDS to meet compliance with federal requirements by providing a framework for standards-based instructional and assessment planning for ELs so that they may:

- ☐ attain English proficiency,
- ☐ develop high levels of academic attainment in English,
- ☐ and meet the same challenging academic content standards that all children are expected to meet.

See [Appendix D](#) for PA ELD standards specific to each grade level cluster. Teachers utilize the WIDA English Language Development Standards (ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) to support the PA ELDS.

Identification Process for English Learners

School personnel responsible for registering students must have parents complete a Home Language Survey ([Appendix E](#)) at Enrollment of Students ([Appendix F](#)). The HLS is a part of the registration process for every child entering Dallastown Area School District, as required by the Office of Civil Rights (OCR). Central office registration personnel will notify building principals or their designees, the building ESL teacher, and federal programs coordinator when any language other than English has been noted on the Home Language Survey. Home language surveys are placed in the permanent files and include the following:

1. Is a language other than English spoken in the child's home?
2. Does your child communicate in a language other than English?
3. What is the language that your child first learned to speak?

The ESL teacher will follow the English Learner Identification Procedure—Grades K-12 ([Appendix G](#)). The ESL teacher will review the Home Language Survey:

- ☐ If the HLS indicates a language other than English for any question, the ESL teacher will conduct a family interview to determine if the student is potentially EL per the English Language Learner Identification Procedure. An interpreter can be used, if necessary.
- ☐ If the HLS indicates a language other than English **for all questions**, the family interview is optional and teacher will proceed to records review (Step 4.) of English Learner Identification Procedure.

The English Learner Identification Procedure will be followed to determine English proficiency prior to scheduling. The ESL teacher will use the K-WAPT or WIDA screener (1-12) and/or ACCESS for ELLS (if available) as a formal language assessment to determine need/eligibility and LIEP instructional level placement of PHLOTE students. Parent permission to identify students as ELs, including screening for English language proficiency, is not required.

A PHLOTE student is categorized as a NEVER EL if assessed at a 4.6 on the language proficiency scale upon entering the district and will not receive ELD instruction or support. Per a request by an ESL teacher, a classroom teacher, a guidance counselor or a parent, the student may be reassessed. If the reassessment indicates that the student qualifies for ELD services, the student will be entered in the program.

Following screening, parents are to be notified in a timely manner of:

- ☐ ID process
- ☐ Results
- ☐ Recommended placement

Parents are to be provided with:

- ☐ Details description of LIEP
- ☐ Intended benefits
- ☐ Explanation of effectiveness

The parent has the right to refuse placement in a specialized separate LIEP.

Parent Right to Refuse Specialized Programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. The ESL teacher or school team may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the

separate, specialized LIEP. If a parent does not respond to recommended placement after they have been provided with all of the information required, the Dallastown Area School District will proceed with the recommended placement.

If a parent chooses to refuse specialized programs or services, the Parental Right to Refuse Waiver Form ([Appendix H](#)) will be completed and filed as according to the Dallastown Area School District LIEP Parent Right to Refuse Progress Monitoring Requirements and Guidelines ([Appendix I](#)). Students will continue to be monitored even though the parent has refused a specialized program. Parents wishing to reinstate a student in a specialized program or a part of the program will need to meet with the ESL teacher and school administrator to complete the Parental Reinstatement Request Form ([Appendix J](#)).

Explanation of the Parent Right of Refusal

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Dallastown Area School District provides programs and services designed to help increase a child's level of English proficiency. Even if a parent does not want their child to participate in the district's English Learner services, the district is still required by Civil Rights law to provide services to the child that will help your child become proficient in English and succeed academically in school.

English Learner services provided by Title I, Title III or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow a child to participate in these services will result in the child not being given all of the services the district provides to help the child become proficient in English and meet high academic grade level standards and graduation requirements.

If a parent refuses the English Learner Services the district provides, the child will still be required to take the annual test of English language proficiency, WIDA ACCESS. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in the child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay the child's ability to fully participate in educational programs offered by the district.

Foreign Exchange Students

Foreign Exchange Students (FES) come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural value of these programs and encourages local education agencies (LEAs) to participate and support these cultural enriching programs. FES are required to:

- Be identified for English as a second language instruction based on Pennsylvania's home language survey.
 - ☐ Be assessed for placement in English language instructional programs.
 - ☐ Be included in the PIMS or LIEP SYSTEM data collection as ELs.
 - ☐ Participate in the annual state ELP assessment.
- Participate in the PSSA and/or Keystone Exams. Their results are attributed to the host family's district of residence and to the state.
 - ☐ There is change from the past when FES were not identified or counted as ELs.
 - ☐ FES must be identified as ELs in the same way that other students are identified.
 - ☐ If identified:

- They must receive the same supports and accommodations as other ELs.
- They must take the annual ACCESS test.
- They must be included in district accountability calculations.

Refer to BEC 24 P.S. 13-1301-13-1306 (Basic Education Circulars (Purdon's Statutes) issued January 22, 2009, outlining guidance regarding school enrollment for non-resident students ([Appendix F](#)).

Screening of English Learners

1. Conduct language evaluations and begin LIEP instruction within 30 days of the first day of school or within 14 days of a student's enrollment if student enrolls after the first day of school. This requirement extends to pre-K students in public LEA-funded programs as well.
 - a. Administer K-WAPT (the state placement test) to all kindergarten students whose Home Language Survey identifies them as having a Primary or Home Language Other Than English (PHLOTE).
 - b. Administer WIDA screener (state placement test) to all grades 1 through 12 students whose HLS identifies them as having a Primary or Home Language Other Than English (PHLOTE).
 - c. A student identified as a PHLOTE who has attended school for several years without being identified as Limited English Proficient, or who has recently transferred from another district, may be exempted from language proficiency testing if one can conclude, based on valid and reliable evidence, that the student is able to succeed in a mainstream program without English language instruction. The following represents valid and reliable evidence of a student's English Language Development. To be exempted from the English Language Development assessment, students must meet two of the following criteria in addition to receiving approval from a teacher who is familiar with the student's academic performance.
 - i. Final grades of B or better in core subjects (Math, Language Arts, Science, Social Studies)
 - ii. Scores on district-wide assessments that are comparable to the Basic performance on the PSSA
 - iii. Scores of Basic in Reading, Writing, and Math on the PSSA.
 - d. However, newly reenrolled students without such records must be assessed for their English Language Development. The formal English Language Development assessment results are the indicator for placement in the Language Instruction Educational Program and can be used in combination with the criteria above to determine the best instructional placement for the student. Student records from other states or school systems can be considered as part of the criteria.
 - e. After screening the student by administering the K-WAPT/WIDA Screener, do the following:
 - i. Complete the K-WAPT/WIDA Screener Scoring Sheet and calculate the composite proficiency score.
 - ii. Complete the EL Initial Screening intake form ([Appendix K](#)) and file it in the student folder.
 - iii. Add student to the PHLOTE list.
 - iv. If the student is an immigrant, add student to the Immigrant list.
 - v. If the student is a migrant, inform migrant services.
 - vi. Add student to the Placement list (corresponding to the grade to which he/she has been assigned).
 - vii. Send notification of English Learner Program Placement ([Appendix L](#)), in the student's home language and in English, to inform the parent when a child qualifies for LIEP services, the recommended program placement, and a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness (for new students, include a copy of PDE's brochure Educating Students with Limited English Proficiency: The Law ([Appendix M](#))).
 - viii. Meet with parents if they indicate they want to refuse services and complete necessary Parent Right to Refuse paperwork ([Appendix H, I](#)).
 - ix. Meet with the classroom teacher and discuss the results of the screening and the

Modifications Checklist ([Appendix P](#)).

- x. Update PHLOTE list, Immigrant Student list, and inform migrant services as students exit or enter the program.
 - xi. Communicate student status changes to the federal programs coordinator.
2. During the school year
- a. Administer the K-WAPT/WIDA Screener to newly enrolled PHLOTE students.
 - i. Review the Home Language Survey ([Appendix E](#)) and file it in the student folder.
 - ii. Add student to the PHLOTE list.
 - iii. If the student is an immigrant, add student to the Immigrant list.
 - iv. If the student is a migrant, inform migrant services.
 - v. Add student to the Placement list (corresponding to the grade to which he/she has been assigned).
 - vi. Send notification of English Learner Program Placement ([Appendix L](#)), in the student's home language and in English to inform the parent when a child qualifies for LIEP services, the recommended program placement, and a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness. (Include PDE's brochure Educating Students with Limited English Proficiency: The Law ([Appendix M](#)) in the mailing.)
 - vii. Meet with parents if they indicate they want to refuse services and complete necessary Parent Right to Refuse paperwork ([Appendix H, I](#)).
 - viii. Complete the Notification of English Learner Program Placement ([Appendix L](#)) and Modifications Checklist ([Appendix P](#)). Make a copy for LIEP files and give the original to the classroom teacher.
 - ix. Meet with the classroom teacher and discuss the results of the screening and the possible classroom modifications at this time, and give the completed Modifications Checklist ([Appendix P](#)) to the classroom teacher. Place a copy in the LIEP folder.
 - x. Communicate any changes of student services to coordinator of Language Instruction Educational Program.
 - b. Students who have been exited from the program should be monitored at least four times during the school year.
 - i. Distribute EL Exited Students form to classroom teacher each marking period (Post-Exit EL Monitoring Elementary Form ([Appendix Q](#)) and Post-Exit EL Monitoring Middle/Secondary Form ([Appendix Q](#))).
 - ii. Return all forms to the individual LIEP student folder.

Resources available to the EL teacher include:

- EL curriculum materials
- Professional library materials
- Conferences and courses available from colleges, universities, on-line programs, PDE, Intermediate Units, and national associations
- Computer technology programs
- Curriculum materials consistent with Dallastown Area School District and state standards
- Publications and resources of PDE
- Consultation services from Dallastown Area School District's federal programs coordinator
- Access to data, workshops, and listings of interpreters

THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

The LIEP program within the Dallastown Area School District is designed for all ELs to have equitable access to academic content for all courses for which they are enrolled. Regardless of the program model(s), the LIEP programs within the Dallastown Area School District are:

- aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity;
- not limiting in the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

These program models are incorporated into the entirety of the student's daily instructional time. The programs are designed to meet the needs of varying levels of students in varying levels and building configurations. The program model(s) and resources used are based on research and sound educational theory. The LIEP is evaluated each year as a federal requirement but also as a district requirement to keep the programs up to date and focused on student need and research based instruction.

Method of Instruction - Parents' Language

Content-based English Language Learner (EL)/English as a Second Language

Instruction is provided in English only and adapted to student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.

Pull-Out English Language Learner (EL)/English as a Second Language (ESL)

Instruction is provided when the student leaves the English classroom during the day for ELL/ESL instruction. Instruction is to match the Academic core as well as focus on the PA ELDS. Instruction in the pull out model is not replacement for the general education curriculum but rather supplements and supports the curriculum.

Method of Instruction - PIMS Language

EL Specific English Only Instruction (Pull Out)

Current EL students are seen one to several times per week for instructional support by a certified ESL teacher. Students needing additional assistance and reinforcement may also be seen by an LIEP paraprofessional. Instructional sessions may be on a one-to-one basis but, most often occur in small groups. Sessions vary in length on the needs of students. LIEP and Regular education teachers collaborate and plan together to meet student needs. EL Specific English Only Instruction classroom is provided with the necessary materials, resources, and tools for instruction like that of the regular education classroom.

Mixed Classes with English Only Support (Push In)

Current EL students are supported in the regular education classroom with a certified regular education teacher and a certified ESL teacher. Students will be supported while immersed in the content. The certified ESL teacher will provide modifications and supports to meet the PA Core and PA ELD Standards. An LIEP paraprofessional will often push into the regular classroom to provide assistance and reinforcement during instruction. Sessions vary in length based on specific student needs. LIEP and Regular education

teachers collaborate and plan together to meet student needs. All students, regardless of program, are provided equitable access to materials, resources and tools needed for instruction.

Monitored Students (Parent and PIMS Language)

After exiting the program and being reclassified as a Former EL (FEL), the ESL teacher will actively monitor students for a two-year period. Students will be reported in monitor status for an additional two years for a total of four years of monitor status after reclassification. Student progress toward English proficiency and academic standards through report cards, standardized assessments, communication with the regular education teacher, and district- wide assessments. Monitored students may be reactivated if the need arises because they are having difficulty meeting classroom expectations.

Note: ELD instruction taught by a certified ESL teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the school entity has a plan for immediately mitigating any academic gaps that result (e.g., in the case of a newcomer program).

Resources should be appropriated responsibility so that the LIEP is running effectively. The following are resourcing supporting by the Dallastown Area School District Language Instruction Educational Program:

- Employment of five (5) certified ESL teachers and an adequate number of LIEP paraprofessionals to ensure the English language development instruction is delivered to ELs based on their needs.
- Regular, on-going collaboration with regular education/content teachers is provided to ensure content is made accessible to ELs and to monitor the progress of ELs in the content classes.
- Title III funds are utilized to support resources and materials needed to support ELs in the classroom.
- The LIEP program and classrooms are provided with the same resources, staff development and technology tools as other academic programs within the school district.
- Professional development occurs with the LIEP staff, all of the regular education teachers at all levels and when needed for specialized situations to implement supports, accommodations and modifications needed for students to overcome language barriers.

Placement of English Learners

All ELD instruction will be delivered by PA certified teachers who hold a Language Instruction Educational Program Specialist certificate. Planned instruction is standards-based.

1. Any student scoring on the LEP (Limited English Proficiency) level for his/her grade level on the K-WAPT/WIDA Screener, or previously identified will be entered in the Language Instruction Educational Program.
- 2.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K-WAPT	Raw score for oral language of 19 or lower OR Between 20-24 inclusive AND reading ≤ 6 OR writing score ≤ 4 <i>See kindergarten identification and placement process flowchart in Appendix G.</i>
Kindergarten	K MODEL	<i>1st semester K: Assess all 4 domains</i> Oral language composite below 5.0 (<i>Use literacy scores for instructional plans</i>) <i>2nd semester K: Assess all 4 domains</i> Overall composite proficiency level below 5.0 AND Literacy Composite below 4.2
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

***It is critical to use additional criteria to inform the identification/placement decisions.

***More criteria for kindergarten can be found in the English Learner Identification Procedure—Grades K-12 document ([Appendix G](#)).

3. Students meeting the required proficiency score and other exit criteria will not receive LIEP instruction but will be monitored for a period of two years.
4. A parent letter of placement in English (and the student's home language) and the Language Instruction Educational Program brochure will be sent to students' parents upon determination of placement.
 - a. Students placed in, or identified for, the Language Instruction Educational Program before the beginning of the school year: Notice to parents of these students is mailed no later than 30 days after the beginning of the school year.
 - b. Students newly identified after the beginning of the school year: Notice to parents of these students is mailed within two weeks after the student's placement in the Language Instruction Educational Program.
 - c. Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. A parent's decision to refuse programs or services must be informed and voluntary. The ESL teacher or school team may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. If a parent chooses to refuse specialized programs or services, the Parent Right to Refuse Waiver Form ([Appendix H](#)) will be completed and filed as according to the

Dallastown Area School District LIEP Parent Right to Refuse Progress Monitoring Requirements and Guidelines ([Appendix I](#)). Students will continue to be monitored even though the parent has refused a specialized program. Parents wishing to reinstate a student in a specialized program or a part of the program will need to meet with the ESL teacher and school administrator to complete the Parental Reinstatement Request Form ([Appendix J](#)). If a parent refuses the English Learner Services the district provides, the child will still be required to take the annual test of English language proficiency–WIDA ACCESS. All English learner students are tested annually until they become proficient in English. Regulations from July 1, 2017 Basic Education Circular: Educating English Learners 22 Pa. Code 4.26.

5. Students placed in ELD classroom and students being monitored are maintained on a teacher EL roster which lists students' names, grade levels, proficiency levels, daily minutes of instruction, home language, and WIDA levels.

The Six Levels of English Proficiency

Entering - (up to 6 months in an English-speaking classroom with EL support and/or a score of 1.0-1.9 on the ACCESS or WAPT test). At this level, students can be expected to speak and understand little English. They will observe and internalize the new language and use gestures, pointing, nodding and other nonverbal signals to communicate. Any oral utterances will be yes/no answers, single words and short word patterns that are repetitive. At this level, students tend to use functional vocabulary to communicate personal and survival needs while still internalizing English.

Emerging - (up to 2 years in an English-speaking classroom with EL support and/or a score of 2.0-2.9 on the ACCESS or WAPT test). At this level, students understand and speak conversational and academic English with hesitancy and difficulty, understand parts of lessons and simple directions, and are at a pre-emergent or emergent level of reading and writing in English which is significantly below grade level. Students can be expected to use simple sentences and begin to initiate discussions, but they will predominantly use present tense verbs and demonstrate errors of omission (e.g., leaving words out, leaving endings off). While the students may understand simple sentences in sustained conversation, they may require repetitions.

Developing - (up to 5 years in an English-speaking classroom with EL support and/or a score of 3.0-3.9 on the ACCESS or WAPT test). At this level, students understand and speak conversational and academic English with decreasing hesitancy and difficulty; are post-emergent in that they are developing reading comprehension and writing skills in English; and their English literacy skills allow them to demonstrate academic knowledge in content areas with assistance. They are more comfortable in social situations but hesitate to state opinions or ask questions when in a large group. Reviews and restatements are necessary to ensure better understanding, and the students continue to need a good amount of support in academic areas.

Expanding - (up to 7 years in an English-speaking classroom with EL support and/or a score of 4.0-4.9 on the ACCESS or WAPT test). At this level, students understand and speak conversational English without apparent difficulty, but understand and speak academic English with some hesitancy. They can be expected to be comfortable in social language situations, state opinions and ask for clarification. Students continue to acquire reading and writing skills in content areas, use complex sentences, and participate in classroom activities, but they need additional support for comprehension and use of the academic language in order to achieve grade level expectations. Support is needed in filling gaps in cultural and/or background knowledge, and repetitions, rephrasing and clarification are still necessary for understanding classroom discussions.

Bridging - (up to 10 years in an English-speaking classroom with EL support and/or a score of 5.0 to 5.9 on the ACCESS or WAPT test). At this level, students understand and speak conversational and academic English well and can be expected to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support, and they can express their ideas on a wide range of topics. While gaps may exist in vocabulary and/or grammar, students are near proficient in reading, writing, and content area skills needed to meet grade level expectations. Students consistently display an understanding of grade level material and can write to convey meaning and understanding. Occasional support is necessary, and monitoring is required.

Reaching - (and/or a score of 6.0 on the ACCESS or WAPT test). At this level, students represent parity with native English speakers.

Time allocations for LIEP services may include:

Appropriate daily time allotment during school hours, dependent on English proficiency levels. Instruction during all or part of a language intensive class (language arts, social studies, science, math) in collaboration with the regular content classroom teacher.

Appropriate daily time allotment after school hours if requested by the student or parent/guardian. A document of consent signed by the parent/guardian for these after school services will be obtained and filed in the student's scholastic folder, with approval obtained on an annual basis. After school support is to supplement, not supplant, the language support program of the regular daytime schedule. Payment for ESL teacher services for this program must be obtained by the federal programs coordinator and assistant superintendent prior to commencing this program.

The ELD planned instruction will be aligned with the corresponding PA ELD and ESL Standards and the TESOL (Teaching English to Students of Other Languages) standards. The instruction will be adapted to meet the needs of the ELs while being language-rich with intense vocabulary development and appropriate English language expectations.

The ESL teacher will meet daily with ELs to provide instruction in language acquisition skills according to the following guidelines:

EL Levels (based on the WIDA Screener or K-WAPT scores)	Time (Elementary)	Class Periods (Secondary)
Entering (1.0-1.9)	120 minutes daily	3 class periods daily
Emerging (2.0-2.9)	90-120 minutes daily	2-3 class periods daily
Developing (3.0-3.9)	60-120 minutes daily	1-2 class period daily
Expanding (4.0-4.9)	30-60 minutes daily/Support as needed	3-5 class periods weekly/Support as needed
Bridging (5.0-5.9)	PHLOTE/Monitor	PHLOTE/Monitor
Reaching (6.0)	PHLOTE	PHLOTE

Time allotments may be adjusted based upon individual student needs in consultation with the classroom teacher. Upon exiting the LIEP, a student will continue to be monitored for two years to ensure the student no longer requires EL services to attain success.

The content area instruction will be aligned with the corresponding standards and adapted to meet the needs of ELs. Modifications and adaptations in the LIEP and content area classrooms do not mean diluting the course content. All students should meet the content area standards by means of appropriate classroom activities.

English Learners are expected to meet the requirements for graduation. EL English is a credited course and will be taught by the ESL teacher. Entering, Emerging, Developing and Expanding students will or may take EL English in lieu of English and receive credit for English. EL Strategies is an elective course for all ELs. The content area teacher will teach other required courses in content area classrooms. ELs may require a paraprofessional in the content area classroom or content review in the LIEP classroom.

Program Models and Program Design

EL Specific Only Instruction (Pull Out)

Current EL students are seen one to several times per week for instructional support by a certified ESL teacher. Students needing additional assistance and reinforcement may also be seen by an LIEP paraprofessional. Instructional sessions may be on a one-to-one basis but, most often occur in small groups. Sessions vary in length on the needs of students. LIEP and Regular education teachers collaborate and plan together to meet student needs. EL Specific Only Instruction classroom is provided with the necessary materials, resources and tools for instruction like that of the regular education classroom.

Mixed Classes with English Only Support (Push In)

Current EL students are supported in the regular education classroom with a certified regular education teacher and a certified ESL teacher. Students will be supported while immersed in the content. The certified ESL teacher will provide modifications and supports to meet the PA Core and PA ELD Standards. An LIEP paraprofessional will often push into the regular classroom to provide assistance and reinforcement during instruction. Sessions vary in length based on specific student needs. LIEP and Regular education teachers collaborate and plan together to meet student needs. All students, regardless of program, are provided equitable access to materials, resources and tools needed for instruction.

Monitored Students (Parent and PIMS Language)

After exiting the program and being reclassified as a former EL (FEL), the ESL teacher will actively monitor students for a two-year period. Students will be reported in monitor status for an additional two years for a total of four years of monitor status after reclassification. Student progress toward English proficiency and academic standards through report cards, standardized assessments, communication with the regular education teacher, and district- wide assessments. Monitored students may be reactivated if the need arises because they are having difficulty meeting classroom expectations.

ELD Replacement for English Language Arts

ELD instruction taught by a certified ESL teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled. ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the school entity has a plan for immediately mitigating any academic gaps that result (e.g., in the case of a newcomer program).

Appropriate Resourcing

Resources should be appropriated responsibility so that the LIEP is running effectively. The following are resourcing supporting by the Dallastown Area School District Language Instruction Educational Program:

- Employment of five (5) certified ESL teachers and five (5) LIEP paraprofessionals to ensure the English language development instruction is delivered to ELs based on their needs.
- Regular, on-going collaboration with regular education/content teachers is provided to ensure content is made accessible to ELs and to monitor the progress of ELs in the content classes.
- Title III funds are utilized to support resources and materials needed to support ELs in the classroom.
- The LIEP program and classrooms are provided with the same resources, staff development and technology tools as other academic programs within the school district.
- Professional development occurs with the LIEP staff, all of the regular education teachers at all levels, and when needed for specialized situations to implement supports, accommodations and modifications needed for students to overcome language barriers.

Annual Assessment of ELs

The ACCESS for ELLs is used to place and exit students and to compare student progress toward fluent English proficiency from one year to the next. The annual state English Language Proficiency (ELP) assessment, ACCESS for ELLs, is required by federal law. The Dallastown Area School District uses the results to measure students' ELP and progress in each of the four language domains:

- Reading
- Writing
- Speaking
- Listening/Understanding

The ACCESS for ELLs test is administered within the assessment window determined by the Pennsylvania Department of Education (PDE). It is the annual State English Language Development assessment, and it meets state reporting requirements of the federal government. The results may be used as an indicator or tool for continuation of, or exit from, ELD instruction and the Language Instruction Educational Program at Dallastown Area School District.

When results of ACCESS for ELLs are received, district staff have the following responsibilities:

1. Place one copy of the student report in their student's permanent (cumulative) record folder.
2. Place a copy of the student report in the ELD folder in their classroom.
3. Share a copy of the report with the classroom teacher.
4. Send the parent report home.

There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual assessment (e.g., PSSA, Keystone Exams) according to the testing guidelines.

Testing Accommodations

Testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs are published annually by WIDA. Dallastown ESL teachers use these allowable accommodations in preparation for annual assessment.

Progress Monitoring

ESL teachers monitor the English language and academic progress of students currently receiving ELD instruction, as well as actively monitor students who were exited from ELD instruction for a period of two years after the students' exit from the Language Instruction Educational Program. Former ELs will also be reported to the state in Monitor status for an additional year, for a total of four years after reclassification. ESL teachers actively monitor students' progress throughout the year when report cards are issued and standardized test scores are received. When monitoring exited students, the ESL teacher completes the Post-Exit EL Monitoring Form ([Appendix Q](#)).

To determine student progress toward achieving English proficiency and the academic standards, the ESL teacher will use multiple measures, including:

1. review of report cards each marking period/trimester;
2. communication with regular education teachers to discuss student progress
 - a. Use curriculum-based assessment tools used by the regular education classroom teacher;
3. communication with regular education teachers for classes in which ELs are receiving a grade of C or lower;
4. results of district-wide assessments;
5. and, results of PSSA (Pennsylvania System of School Assessment) and/or Keystone Exams.

Exit Criteria

In order to meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELs, two language use inventories ([Appendix O](#)) must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g., students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g., elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories ([Appendix O](#)) must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students’ language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory ([Appendix O](#)) produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification. The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
Rubric 2	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6 Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified.

However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

To calculate the percent difference between scores, use the following formula:

$$\Delta SS / SS1 (100) = \% \text{ change}$$

ΔSS : Difference between the scale score from year one and year two (or year one and year three) $SS1$: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLs®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories ([Appendix O](#)) are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Reclassification, Monitoring, and Redesignation of ELs

Monitoring of Former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after Reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional Monitoring Period – third and fourth years after Reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating Former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Orientation Procedures

The district provides orientation for EL families and students to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs. Orientation accommodations include:

- translated forms for student enrollment;
- translators and translated materials for kindergarten registration;
- translated copy of Student Code of Conduct and Student Handbook);
- elementary/intermediate/middle/high school Back-to-School/Meet the Teacher Nights for students and families; and,
- elementary/intermediate/middle/high school conferences held for every grade level at the mid-point of the first and second trimester marking periods (translators are available).

District Complaint Procedure

(For Parents, Students, and Community)

If the complaint is classroom related, the complainant should contact the classroom teacher to discuss the issue. If the issue is not resolved at the teacher level, the complainant should then contact the building principal. The principal should discuss the issue with the complainant and attempt to resolve the issue at the building level. If parent is not satisfied, the principal should ask the complainant to place the concern in writing for referral to the district office. The Complaint Resolution Process for NCLB Programs ([Appendix N](#)) is available in English and Spanish.

Upon receipt of the written complaint, the superintendent (or assistant superintendent) will contact the complainant regarding the issue and attempt to resolve it. If the issue cannot be resolved at the superintendent level, the issue will be taken to the Dallastown Area Board of School Directors at the next scheduled board meeting. The Dallastown Area Board of School Directors will decide the issue.

EL Concerns

If the complainant speaks a language other than English, the district will provide translation/interpretation services so the complainant is able to communicate the issue with administration.

Grading and Retention of ELs

Kindergarten

Students will be screened with the W-APT to determine fluency and placement. The regular classroom teacher will administer the current kindergarten assessment(s) to those students attaining the score of 15 or higher on the K-WAPT. The ESL teacher will complete a report of student progress within each of the LIEP curriculum domains for those students.

Grade 1

The grade that the regular education teacher assigns should reflect appropriate modifications to instruction and assessment. A grade of “N” should not be used in regular education unless for reason of excessive absenteeism, documented unwillingness to participate in class, and/or consistent failure to do homework assignments with communication to parents. During the initial periods of language acquisition and development, students may be graded on a pass/fail basis.

The ESL teacher will grade what he/she teaches. This will be different based on the proficiency level of the student. The teacher(s) providing the instruction will decide the reading/writing grade after reviewing the child’s progress.

Grades 2-3

The grade that the regular education teacher assigns should reflect appropriate modifications to instruction and assessment. A grade of “N” or “E” should not be used in regular education unless for reasons of excessive absenteeism, documented unwillingness to participate in class, and/or consistent failure to do homework assignments with communication to parents. During the initial periods of language acquisition and development, students may be graded on a pass/fail basis.

The ESL teacher will grade what he/she teaches. This will be different based on the proficiency level of the student. The teacher(s) providing the instruction will decide the reading/writing grade after reviewing the child’s progress.

Grades 4-6

The grade that the regular education teacher assigns should reflect appropriate modifications to instruction and assessment. A grade of “N” or “E” should not be used in regular education unless for reasons of excessive absenteeism, documented unwillingness to participate in class, and/or consistent failure to do homework assignments with communication to parents. During the initial periods of language acquisition and development, students may be graded on a pass/fail basis.

The ESL teacher will grade what he/she teaches. This will be different based on the proficiency level of the student. The regular class teacher and the ESL teacher will jointly decide the reading grade after reviewing the child’s progress.

Grades 7-12

The grade that the regular education teacher assigns should reflect appropriate modifications to instruction and assessment. A grade of “E” should not be used in regular education unless for reasons of excessive absenteeism, documented unwillingness to participate in class, and/or consistent failure to do homework assignments with communication to parents. Proper documentation of accommodations, work samples, and parent notification should be collected and discussed with ELD team, regular education teacher, ELD teacher, counselor, and principal.

Pass/fail is inappropriate for ELs if other students receive a letter grade. Pass/fail may be used in special circumstances but must be a team decision including regular education teacher/learning support teacher, principal, and EL teacher.

The ESL teacher will grade what he/she teaches. This will be different based on the proficiency level of the student.

Grading of ELs

The student's level of success in the LIEP program will be determined through the use of formal and informal authentic assessment monitored by both the LIEP and classroom teachers and input from the guidance counselor and parents. The same grading system as used for all students **MUST** be used for ELs in content courses.

1. For ENTERING and EMERGING ELs, the ESL teacher or classroom teacher will assign the grades for Language Arts and Reading. Collaboration between the teachers is encouraged.
2. For DEVELOPING, EXPANDING, and BRIDGING ELs, the classroom teacher or the ESL teacher will assign the grades for Language Arts and Reading depending on which teacher sees the student the most for these subjects. Collaboration between the teachers is encouraged based upon the needs of the student and when modifications and accommodations need to be made to ensure the student's success.
3. The classroom teacher will assign the grade for Math, Social Studies and Science unless the ESL teacher has certification in any of these areas and is instructing the student in a replacement Math, Social Studies or Science class. Input may be shared between the teachers, and modifications and accommodations must be made as necessary for the student.
4. At the elementary and intermediate levels, when modifications and accommodations are made in the instruction for a student, the expectations of the student or the methods of assessing, the appropriate comment should be made on the report card to note that the performance of the student was dependent on any or all of these considerations.
5. It is permissible to assign a NO GRADE GIVEN to an elementary or middle school student ENTERING EL when the classroom teacher or ESL teacher determines that the English proficiency of the student is not sufficient to enable them to communicate their knowledge orally or in writing and the teacher cannot professionally evaluate the student's learning. In cases where the course is for credit (i.e., the high school) and/or the student is struggling greatly to attain a passing grade despite the modifications and accommodations made, the assignment of the student may need to be reevaluated or more adaptations may need to be made. This consideration should be determined with collaboration among the classroom teacher, the ESL teacher, and the counselor.
6. The EL designation and/or ELD information will not appear on an ELs high school transcript unless it is part of a course title.

Report Cards/Progress Reports

In addition to report cards/progress reports, provided to all students, information related to English language proficiency and/or progress must be communicated at the end of each reporting period to parents. Information provided is understandable and useful to engage parents in the education of their children.

PLEASE NOTE: A student should not receive NO GRADE GIVEN for more than two trimesters upon entering the district except in extremely rare cases where the classroom teacher, the ESL teacher, and the building administrator would agree after assessing the situation.

Grade Level Placement

Before making a permanent grade level placement decision for an EL, the federal programs coordinator, ESL teacher, and building administrator will collect information about the child. At a minimum, this information will include:

- the child's chronological age;
- the child's educational background, including grade level;
- the child's English-language proficiency level; and,
- the child's academic performance (as best as can be determined by school records, work samples or formal/informal assessments).

The team may use the (*Evaluating Foreign Transcripts*) guide found on the PDE website to help understand the schooling in another country to make an informed decision about grade placement. Under no circumstances will the child be placed in a grade level that is more than one (1) year below his or her chronological age. The school will devise a program that will meet the LIEP and content/subject area needs of the student.

Retention in a grade is only advisable when a language minority student is lagging behind peers socially and emotionally. Certainly, an EL student should not be retained solely for the reason of limited English proficiency. These students will need time and additional instruction over the course of several years to acquire English proficiency and content knowledge.

Accommodations and adaptations in the regular classroom as well as a close collaborative relationship between the mainstream and Language Instruction Educational Programs are necessary.

Scheduling at the High School Level

Once decided if the student qualifies for the Language Instruction Educational Program, a schedule is to be created between the EL's parent, school counselor, and ESL teacher. The staff in the counseling office shall review transcripts and grade reports from their previous schooling to determine credits earned to date. The team may use the (*Evaluating Foreign Transcripts*) guide found on the PDE website to help understand the schooling in another country to make an informed decision about grade placement. According to the EL's ability and earned credits, a grade is designated. From this point, the ESL teacher and the guidance counselor meet together to determine core content area teachers and subjects. Additionally, the ESL teacher and school counselor aim to place the enrolling student with other current ELs making the program as a whole more efficient for the ELs and ESL teacher. Once the core content classes are assigned, the parent and enrolling student enter the school counselor's office to learn about the core content classes and decide on electives for the student. After the schedule is finalized, the student does not enter the classroom until the following school day. New students to the district are assigned a student guide to assist the new student in arriving to class for an entire cycle week. The ESL teacher attempts to provide a student guide who speaks the entering student's language.

Area Vocational-Technical Schools (AVTSs)/Career Technical Centers (CTCs)

ELs cannot be denied access to participate in programs at AVTSs/CTCs based solely on ELP. ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency. Content or instruction must be aligned to the student's ELP level. ACTSs/CTCs are responsible for providing the LIEP and staffing for ELs.

Retention of ELs

An EL may not be retained in a grade based solely on his/her lack of English proficiency. The following evidence must be provided prior to considering grade level retention:

- Appropriate modifications and accommodations to instruction and assessment aligned to the student's ELP.
- Meaningful access to the general curriculum.
- Promotion of second language learning.

Kindergarten-Grade 3

ELs will not be retained because of limited language proficiency. Content area instruction and assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. All retention candidates will be referred to the IST process. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ESL teacher, and if necessary, a translator should be held before the student is retained.

Grades 4-8

ELs will not be retained because of limited language proficiency. Content area instruction and assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ESL teacher, and if necessary, a translator should be held before the student is retained.

Grading Procedures:

All classes would use the building percentage grading system.

In addition, an "S" grade may be given in any subject. An "S" or "P" is to be given in situations where the teacher feels that students are trying and putting forth sufficient effort to merit a passing grade, but have not achieved the minimum course requirement.

An "I" grade will be used to indicate incomplete work.

Progress reports will be available online or may be mailed to parents at the mid-point of each of the marking periods/trimesters. The progress report is issued to those students failing, near failing, or not working up to their ability. Included on the report will be the reason for the failing grade and in some cases, recommendations from the teacher.

Grades 9-12

ELs will not be retained because of limited language proficiencies. Content area instruction and assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ESL teacher, and if necessary, a translator should be held before the student is retained.

Progress reports will be available online or may be mailed to parents at the mid-point of each of the marking periods/trimesters. The progress report is issued to those students failing, near failing, or not working up to their ability. Included on the report will be the reason for the failing grade and in some cases, recommendations from the teacher.

Students must accumulate a minimum of 27 credits earned in grades 9-12 and successfully complete a senior project in order to graduate.

Any student who fails a course that is required for graduation should request the guidance office to add the course to his/her schedule for the next school year. Failed courses may also be made up in an approved summer school program. Students will contact the guidance office for information about approved summer school programs.

Parent, Family, and Community Engagement

Research shows that children whose parents are involved in supporting their learning do better in school. Parent involvement is especially important for supporting successful language development. Parent Involvement includes helping to meet family and community needs as well as providing opportunity for families to give back to the community. Parent and family engagement helps all stakeholders to build relationships and create a community of support. The Dallastown Area School District is committed to creating positive and collaborative parent, family and community engagement.

Annual Notifications

Parents of currently enrolled ELs in the Dallastown Area School District are provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- A notification of their right to refuse services

Outreach Activities

The Dallastown Area School District provides outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. Activities and communication include:

- *School Messenger* automated messages
- *E-News Weekly* district newsletter
- Email, letter, and telephone communication
- Back-to-School/Meet-the-Teacher nights
- Elementary/intermediate/middle/high school conferences held for every grade level at the mid-point of the first and second trimester marking periods (translators are available)
- Parent Teacher Organizations/Booster Clubs
- School events such as athletics, music, drama, and other various activities
- Parent summer sessions
- Specific sessions on helping the EL at home (2 per year)
- EL Parent Advisory Group
- Coordination of family literacy services with Title I Family Engagement Nights in the fall, winter, and spring of each year
- Hosting of LIEP Family Engagement Nights in the fall and spring of each year
- Coordination with middle school to align family participation in annual *Festival of Art & Culture*
- Coordination with high school counseling services to offer early college high school and dual enrollment programs designed to help ELs achieve success in postsecondary education

Translation and Interpretation Services

Translation and interpretation services will be provided in the preferred language of parents. Interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication, as well as an understanding of the ethics of interpreting and translating and the need for confidentiality. A list of interpreters is available through the Lincoln Intermediate Unit. Submit form [*\(Appendix\)*](#) to request interpreter.

Program Planning and Evaluation

Program planning and evaluation is an ongoing process involving the assistant superintendent, federal

programs coordinator, building principals, ESL teachers, and parents to best meet the needs of the ELs to ensure their success academically and socially.

Essential Information

The following list identifies essential information that is communicated to parents in the DASD:

- School registration and enrollment instructions
- Description of EL identification process and reason child was identified as EL
- Child's current ELP and description of what it means
- Description of LIEP
- Information explaining their rights to refuse enrollment of their child in the LIEP
- Description of criteria for reclassification and an expected timeline of proficiency
- Special education notices (if applicable)
- Grievance procedures and notices of non-discrimination
- Student discipline policies and procedures
- Report cards and progress reports
- Notices of parent-teacher conferences
- Information regarding gifted and talented programs
- Results of annual ACCESS for ELLS
- Requests for parent permission for student participation in school activities
- Other information provided to native English-speaking parents

All important information to parents who are not proficient in English is provided in a language or mode of communication that they understand. If it is not practical to provide translation, then a cover page in the parents' language is provided to explain how the parent can have the document translated orally.

Professional Development

Professional development experiences for LIEP staff are available through college-level coursework at local colleges and universities, including Penn State campuses, Shippensburg University, and other sites. Training sessions are also provided frequently by the local Intermediate Unit, LIU #12, PATTAN, WIDA, and online courses, or webinars that are directly related to improving instruction for ELs. The school district provides funds for LIEP and non-LIEP teaching staff to attend these programs.

As part of the district's professional education plan (i.e., Act 48), summer courses are offered for LIEP and content area teachers to attend. Additionally, non-certified staff (i.e., building secretaries, guidance office secretaries, etc.) may participate in these classes as well.

Title III funds may be used to do onsite professional development for LIEP classroom teachers and other staff members.

ELD Classroom Practices for Regular Education Teachers

- 1) Involve your other students by assigning buddies or peer tutors, etc. A good reader can make an audio recording of a picture book or primer, providing a model to which the EL can refer again and again. Let this be a privilege for which the good students can compete. Students can make a significant contribution by providing vocabulary words for classroom objectives.
- 2) Make your new student feel a part of the group by assigning classroom responsibilities (i.e., watering plants, feeding fish, etc.) from an early date.
- 3) A tour of the school building is a must. Use this occasion to introduce the student to school personnel.
- 4) Use a lot of visuals when teaching subject areas such as math and science (i.e., play money, flash cards).
- 5) Encourage the student to communicate. Teach your student essential courtesy and survival phrases.
- 6) **Encourage the student to indicate when he/she does not understand you. Praise the student for doing this.**
- 7) Learn something about the child's cultural background that may make you more sensitive to behavior or responses that are unfamiliar.
- 8) Keep reminding yourself that language acquisition is a long, sometimes frustrating, process. Language acquisition may take 5 to 7 years, and sometimes as long as 10 years.
- 9) **Music, chants, and stories that involve repetition and humor are very useful. Ask your music teacher for help.**
- 10) DO NOT over stress correct pronunciation. The most important consideration is that the student is speaking. Make a note of persistent errors for later drill.
- 11) After the child has a working English vocabulary, DO NOT teach words in isolation. Teach groups of related words together in phrases and short sentences that show the correct grammatical slot.
- 12) Use your librarian as a resource person. He/she can help you find appropriate audiovisual materials as well as content area books on an elementary level or in other languages.
- 13) Use pictures from catalogues to teach action verbs.
- 14) Make a list of commands commonly used in the classroom. Have a fluent speaker play "Simon Says."
- 15) When speaking to the class, speak clearly in a natural conversational tone. The student will feel more comfortable if he/she can see your face and body gestures.
- 16) Use a variety of ways to communicate, including rewording, drawing, using gestures, and writing basic words. Chances are that you will be understood. Try to overcome any personal anxiety you may feel about not being understood.
- 17) Match language skills of valid assignments.
- 18) In your use of audiovisual materials, capitalize on the visual part.
- 19) Order videos, DVDs and other materials in your student's native language. Have the student report to the class in English, helping the rest of the class to understand it.
- 20) Provide completed and/or partially completed notes in the content areas to aid in studying.
- 21) Successful ESL teachers help the student "win minor victories." Very often what motivates the learner from day to day is the feeling of success, not the success itself. That is, an outsider might still think the learner has mastered very little English, but the "minor victories" which are won each day keep the learner motivated.
- 22) EL students may engage in conversations in languages other than English as long as it is not disruptive to the educational program. Comments such as "no Spanish in my classroom" are not acceptable in our district.

PreK-Grade 12 Can Do Descriptors ([Appendix R](#))

Pupil Personnel Services

Counseling Services

The counselor works with students, parents, and teachers in a variety of ways to help children feel good about themselves, to adjust to the school setting, and to develop healthy life skills. Individual counseling, small groups for children with similar needs, classroom guidance lessons (at elementary and intermediate levels), and school-wide programs which improve self-esteem, affect children directly.

The counselor is also a resource available to the home when dealing with student needs. Conferences with parents, parenting courses, parent-child workshops, videos, books, and other materials on understanding children and information on outside support services provide opportunities for parents and the school to be partners in the child's educational experience.

The counseling program changes and develops as the needs of children and families change. Some programs for children which may be helpful for you to be aware of are:

- Individual Counseling – when requested by child, parent or teacher.
- Kids Group – support group for children who have experienced many changes or a difficult time at home. Consists of 8 to 10 sessions with parent or teacher referral.

Instructional Support Team

The Instructional Support Team provides a group support process to all students in grades K-8 who are experiencing difficulty in school. Students may be referred to the team by parents or teachers who feel that additional support is needed within the regular classroom setting. It is the goal of the team to assess the students' style and rate of learning, and to provide an instructional program that meets the individual needs of the student. Parent interview is done in parent's native language.

Kindergarten IST Procedure

1. Administer the K-WAPT.
2. Students may be referred to IST following general education guidelines.
3. Referrals of ELs are as follows:
 - 1) In January, discuss progress with the classroom teacher, building administrator, and federal programs coordinator.
 - 2) Classroom teacher and/or ESL teacher completes the Kindergarten IST Form and forwards it to the IST Teacher.
 - 3) The classroom teacher and/or the ESL teacher notifies parents that the student is at-risk.
 - 4) Classroom teacher administers the district assessments.
 - 5) Intervention plan is developed at the team meeting (building principal, ESL teacher, IST teacher, special education teacher, counselor, classroom teacher, and federal programs coordinator).
 - 6) Parents must be informed at the third grading period if there is a possibility of retention.

Student Assistance Program (SAP)

SAP is a team of teachers, administrators, and representatives from area mental health and drug/alcohol agencies who identify high risk students who are having school-related problems because of alcohol and drug use. This program is available in both the middle school and the high school. The program is also a method of identification, intervention, and referral of teenage students who are believed to be at-risk of suicide and for students with signs of extreme depression.

Referrals may be made by teachers, parents or other students. Students may also refer themselves to the team.

Special Education

Gifted Education - The Dallastown Area School District offers gifted education services to students who are identified as “exceptional.” Students may be referred for gifted identification by parent or teacher request. Students who score in the 95th percentile or above on standardized achievement tests are automatically screened for gifted. Gifted education services are delivered by a gifted education teacher.

Learning Support - The Dallastown Area School District offers special education services to students who are identified as “exceptional.” Special education services are delivered through our learning support program. A range of services from minimum to maximum levels of support is available. The inclusion model offers assistance to special needs children in the regular classroom setting. Replacement classes for students who cannot be successful with their grade level peers in the regular classroom are also offered. In the replacement class, the learning support teacher is responsible for the primary instruction to a smaller group of children and the instruction is individualized. Related services that deal with the disabilities of hearing, speech and language, vision, and mobility are also offered by itinerant teachers throughout the day.

The Dallastown Area School District offers a thorough screening and evaluation process supported by our Instructional Support Team to help identify students who may be eligible for services. Please contact your building principal or the director of special education to learn more about accessing these services.

- **ELs Suspected of or Having a Disability** - Some ELs may have a disability and qualify for Special Education services. This could be determined at enrollment if student arrives with a valid IEP or at some point during the school year.
- **Right to Dual Services** - LIEP and Special Education programming are not mutually exclusive. Special education services do not replace ELD services or vice versa. ELs must be afforded all supports, resources, and programming for which they are available. In other words, ELs are eligible for special education services if they meet the IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an EL.
- **Identification** - There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for the finding is lack of English proficiency.
- **Programming Considerations** - English language development instruction or English as a second language is part of an EL’s general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered directly by a certified ESL teacher or by a special education teacher who is working in collaboration with an ESL teacher. The IEP team, which must include an LIEP professional, must take into account the language needs of an EL with a disability when considering program design and placement.
- **Reclassification** - An EL who has a disability must meet the state’s definition of English proficient in order to be reclassified as an FEL.

See [Appendix S](#) for General Guidelines for ELs and Special Education, [Appendix T](#), also includes a special circumstances letter to use in specific cases.

Other Related Services

Free and Reduced-Price Breakfast and Lunch - Children whose parents qualify, based on federal income guidelines, are eligible to receive breakfast and lunch that is free or reduced in price. Each child receives an application on the first day of school. However, applications may be requested by parents at any time during the school year if family financial circumstances change. These forms are available in English and Spanish.

Bus Transportation - The safety of all children is a paramount concern when children are waiting for the school bus, transported by a school bus to and from school, or on a school-related field trip. No student has the right to interfere with the safety of his/her fellow students or him/herself. **School bus transportation is a privilege that may be withdrawn for inappropriate behavior.** A student is to ride the bus to which he/she is assigned. Students will be allowed off the bus only at school, home, and locations requested in writing by parents. The bus driver is in complete charge of the bus and its occupants at all times. Students riding the bus must comply with the requests of the driver. A copy of the bus rules is distributed to each child at the beginning of the school year.

Use of a Paraprofessional

The instruction for an EL must take place through direct instruction of the student. In the ENTERING through DEVELOPING stages, a paraprofessional may be scheduled to support the EL through this procedure.

The LIEP paraprofessional is to:

- work under the supervision of the ESL teacher;
- maintain a high level of ethical behavior and confidentiality in a paraprofessional role alongside the ESL teacher and classroom teachers;
- have an understanding of LIEP strategies, practices, and materials;
- provide support for ELs in a well-organized way to ensure the learning environment benefits the students;
- be culturally sensitive, aware, and open to the needs of ELs;
- assist in the acculturation of ELs to life in the school, the community, and the United States;
- help ELs be organized, independent, and confident by sharing appropriate strategies and resources;
- communicate effectively with students and teachers;
- and, collaborate with the ESL teacher regarding student academic skills (observed while pushing into the classroom).

Within the LIEP classroom the LIEP paraprofessional is to:

- provide independent study, enrichment work, and tutorial/remedial support as assigned by the ESL teacher;
- aid in developing and strengthening the EL's English at the BICS (social language) and CALP (academic language) levels;
- assist with academic/behavioral programming;
- help keep administrative records and required reports and documentation;
- and, help with inventory of classroom resources and testing materials.

Within the content-area classroom the LIEP paraprofessional is to:

- ensure students are understanding teacher directions;
- take notes on content lessons to review with students during tutorial periods;
- assist with assessments by reading tests aloud, rewording questions, explaining specific vocabulary that interferes with understanding, and writing responses verbatim that are orally given by the students who cannot yet write in English;
- communicate special needs or problems of the ELs to the teacher;
- be an advocate for the ELs;
- and, help ELs achieve academic standards and reach content-area benchmarks.

As an integral entity of the LIEP, the LIEP paraprofessional is to:

- be respected and employed as an LIEP paraprofessional;
- participate in staff development and other activities to improve job performance as directed by the administration;
- and, stand in for the ESL teacher or lead support classes as necessary and as certifications and clearances allow.

Acceptable and desirable qualifications for an LIEP paraprofessional who does not possess an endorsement would be:

- experience in a second language setting;

- experience in a non-English speaking culture;
- experience working effectively with children in an instructional setting;
- a knowledge of instructional methods for communication skills and content areas;
- and, a working knowledge of LIEP, ELs, and second language acquisition.

Paraprofessional Development Related to the LIEP

The Professional Education Plan includes staff development workshops and in-service programs focusing on LIEP and cultural diversity issues to be offered to the professional teaching staff annually and may include support staff when appropriate. These sessions may include the following topics: introduction of the LIEP; legal issues and LIEP requirements; cultural awareness and sensitivity; and, instructional strategies for content area teachers with ELs in the classroom. Through building-level faculty meetings, principals will keep the teachers apprised of any LIEP changes or updates. Orientation and procedural compliance of support staff is the responsibility of each building principal.

Program Evaluation

The program will be evaluated based on evidence of student growth toward both academic achievement and proficiency in English. Students' group and individual scores on achievement tests and standardized assessments will be aggregated yearly. Report card grades, attendance, rate of participation in extracurricular activities, and discipline rates will be used to evaluate the program. Program evaluation results are reported annually to the state through the English Learner Reporting System (ELRS).

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Appendix A

22 Pa. Code §4.26

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

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PURPOSE

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students with Limited English Proficiency (LEP), also known as English Language Learners (ELLs). The information included will be useful in designing, staffing, and evaluating effective programs for ELLs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the No Child Left Behind Act (NCLB), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

State regulation, 22 Pa. Code § 4.26, declares:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction.

As used here, the term "program" refers to: (1) planned instruction by a qualified ESL /Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student's language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for ELs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every EL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on a number of related issues.

IDENTIFICATION OF ELLs

Enrollment

For specific enrollment requirements and procedures, including those pertaining to the enrollment of ELs, see the [*Enrollment of Students*](#) BEC.

Student identification for placement in an instructional program for ELs

- Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program unless they meet the criteria outlined below. *There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).*
- *Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.*
- *Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);*
- *Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;*
- *Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.*
- Newly enrolling students without academic records must be assessed for their ELP.
- LEAs must use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELs.
- LEAs may choose to use other formal, standardized ELP assessments for additional information BUT identification and placement must be based on the W- APT and the multiple criteria outlined above.
- The W-APT results are one of the indicators for placement in ESL/Bilingual programs and must be used in combination with the above multiple criteria, if available, to determine placement in an ESL program.
- Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELs.
- Instructional placement of ELs must be age and grade appropriate. Additionally, ELs must be given equal access to all educational programs, opportunities, and extra-curricular activities in the same manner as for all students.
- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL/Bilingual program is required.

Parents' Limited Right to Opt Out of ESL /Bilingual Programs

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a LEA's ESL/Bilingual program unless the instruction conflicts with the family's religious belief.

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

- a detailed description of the instructional models implemented by the LEA,
- the process for identification of ELs,
- the criteria for program exit, and
- the monitoring process after exit from a language instructional program.

The description must be sufficient to provide guidance to school personnel and families regarding the programs and services that students will receive. The language instructional program must include:

Instructional Models

The Program model(s) that the LEA adopts for ELs must be:

- 1) based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;
- 2) reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and
- 3) evaluated and adjusted where needed to ensure language barriers are actually being overcome.

Castañeda v. Pickard, 648 F.2d 989 (1981)

Program administrators planning the instructional models should consider LEA demographics, and student characteristics. Program administrators may choose between an ESL-only and a bilingual education with ESL model.

Options for English language instructional programs are charted in the following

[Characteristics of Major Program Models for LEP Students](#) (PDF)

Planned Instruction for English language acquisition (LIEP) classes

- Direct English language instruction may not take place during other content classes which are required under 22 Pa Code § 4.
- Planned Instruction in the LIEP Program must include daily instruction supporting the program model chosen by the LEA.

- Language instruction must be commensurate with the student's proficiency level (i.e., students at levels 1-3 require a greater amount of language instruction than students at levels 4 and 5). This includes both direct language instruction and adaptations to instruction/assessment in all content areas.
- Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model. Instruction must meet all requirements under *Lau v Nichols*, 414 U.S. 563 (1974) and *Castañeda v. Pickard*, 648 F.2d 989 (1981).
- Guidelines to consider when planning direct instruction of ESL:
 - Entering (level 1) / Beginning (level 2) students: 2 hours
 - Developing (level 3): 1-2 hours
 - Expanding (level 4): 1 hour
 - Bridging (level 5): up to 1 hour or support dictated by student need

Levels are defined by the PA ELPS

- ESL must be delivered via curriculum aligned with Pennsylvania's Reading, Writing, Speaking, and Listening Standards, and the PA ELPS for ELs.
- In order to acquire English, students with LEP must receive instruction the same as they would receive instruction for other curricular areas. In other words, ESL/Bilingual classes must be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes to receive instruction for English language acquisition.
- As the proficiency of a student advances into the upper levels (i.e., Expanding/Bridging), a student may require only minimal instructional time, which may be in the form of ongoing support as needed. HOWEVER, this support must be planned, structured time within the school day.

Planned Instruction in Academic content areas (content area classes)

- The language instructional program must also provide ELLs with meaningful, comprehensible access to instruction in all *content* areas required by Pennsylvania academic standards.
- The PA ELPS PreK–12 are an overlay to the academic standards and must be incorporated in planned instruction for ELs by all teachers.
- The LEA must support instructional planning and evaluation efforts between the ESL /Bilingual teachers and the content-area teachers by providing common planning time as appropriate.
- *To access the PA ELPS PreK-12, visit:*
http://www.portal.state.pa.us/portal/server.pt/community/english_as_a_second_language/7529
- http://www.portal.state.pa.us/portal/server.pt/community/measurements%2c_standards_policies/7531/elps_for_ells/509513. For information on research-based techniques and models for adapting content instruction delivered in English to meet the needs of ELLs, and information about bilingual education, visit the [Office of English Language Acquisition website](#).

Grading of ELs

ELs must be graded using the same grading system as all other students.

Annual assessment of ELs

- Assessment processes must align to the academic standards and PA ELPS.
- The annual state ELP assessment of ELs is required by federal law. 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C), (d)(2)
- The State ELP assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder.
- The PSSA accommodations allowable for ELs are published annually by PDE.

Visit the PDE website for the information on testing accommodations.

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

Language Instructional Program Exit Criteria

All LEAs must apply Pennsylvania's required exit criteria when exiting ELs from the language instructional program. Students may not be exited from the language instructional program based only on their oral proficiency; proficiency in academic reading and writing must also be assessed. These [criteria](#) can be found on the PDE website.

Monitoring of ELs after language instructional program exit

Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records of student progress must be maintained. 20 U.S.C. § 6841(a)(4)

- Monitoring may include any or all of the following:
- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitoring is NOT an extension of the language instructional program.
- Students who are monitored CANNOT be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

Monitoring guidance and forms can be found on the PDE website.

Area Vocational-Technical Schools (AVTSs)/ Career and Technical Centers (CTCs)

- ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency.
- ELs participating in vocational programs must be provided LIEP instruction appropriate to their level of proficiency and properly adapted content-area instruction.
- Comprehensive AVTS/CTC schools are responsible for providing LIEP and staffing for students identified as ELs as outlined in this document.

Retention/Promotion

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

If an EL is retained in a grade, the LEA must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563 (1974)

ELs with Disabilities

ELs may be eligible for Special Education. The IEP team must consider the need for LIEP instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and LIEP instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP team

It is highly recommended that the IEP team for an EL with disabilities include an LIEP professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the LIEP team receive input from an ESL professional when appropriate. If a student is identified as an EL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The academic program

ESL/Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an EL with a disability must consider LIEP just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an EL with a

disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA, if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An EL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - based on a student's disability,
 - made by the student's IEP team,
 - properly documented in the student's IEP, and
 - properly coded on the assessment.

For PSSA accommodations guidelines, reference the appropriate documents on the following website:

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

For WIDA ACCESS for ELLs® accommodations guidelines, refer to the following website:
<http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx>

Program exit for LEP students

In accordance with federal guidance outlined in the document, *Questions and Answers Regarding Inclusion of Limited English Proficient Students with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives*, Department of Education, March 2006, **the LEP designation cannot be removed from a student unless that student has met all of the required state exit criteria.** Refer to the current Pennsylvania state required [Exit Criteria](#) document.

SUPPORT/SUPPLEMENTAL PROGRAMS AND SERVICES

ELs shall participate in all federal and other programs for which they are identified and/or qualify that are available within the school.

OTHER PROGRAM COMPONENTS

Program evaluation

Each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards.

22 Pa. Code § 4.52, *Castañeda v. Pickard*, 648 F.2d 989 (1981) and 20 U.S.C. § 6841

Data reported to LEAs from state level assessments of ELP and academic achievement (ACCESS for ELLs® and PSSA) must be used in program review and improvement.

Communication with Parents

- Communication with parents must be in the parent's preferred language and mode of communication. Civil Rights Act of 1964, Title VI
- It is the LEA's responsibility to provide for translation (written) and/or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
- PDE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via [TRANSACT](#).
- Other translated PA forms for special education can be found at the Pennsylvania Training and Technical Assistance Network ([PaTTAN](#)).
- Individualized LEA documents must be provided by the LEA and must be part of the regular budget planning of the LEA for core language instructional programs.

Staffing

All teachers in language instructional programs must hold the certification and endorsements required by PDE. For current requirements, visit

<http://www.portal.state.pa.us/portal/server.pt/community/certification/7199>

Bilingual teachers teaching in a bilingual program of instruction must demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Professional Development

All LEAs with ELs enrolled must offer staff development related to LIEP for all LEA personnel as part of the Professional Development Act 48 Plan.

Migrant Education

Students identified as migrant and who are determined to be ELs must be provided language instructional programs as outlined in this document.

Funding

- The LEA budget must include provision for resources/materials, staffing for language instructional programs, and professional development for all school personnel as part of core programming outlined in 22 Pa Code § 4.26.
- Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

Title III of the No Child Left Behind Act of 2001

- Title III funding may be used by LEAs to enhance existing ESL/Bilingual programs.
- NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs.
- Title III funded enhancements may include, but are not limited to
 - after-school programs
 - summer programs
 - tutorial programs, or
 - additional supports funded by Title III
- Parents may opt out of Title III services that support a LEA 's ESL/Bilingual program per the NCLB Act, 20 U.S.C. § 7012.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. § 7012 (a)(8)(A)(i) and (ii).

Reporting Requirements

LEAs are required to collect certain data elements related to ELs and report that data to the PDE through the Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS) annually. PIMS and ELRS provide data and information on student numbers, teachers, 22 Pa. Code §4.26, and Title III.

ATTACHMENT:

Characteristics of Major Program Models for LEP Students (PDF)

REFERENCES:**State Regulations**

22 Pa. Code §4.4

22 Pa. Code § 11.11

22 Pa. Code § 11.12

22 Pa. Code §4.26

43 P.S. §§951-963

Federal Statutes

Civil Rights Act of 1964, Title VI

Equal Educational Opportunities Act of 1974

NCLB Title I 20 U.S.C. § 6301 et seq., Title III, 20 U.S.C. § 6801 et. seq.

P.L. 105-17 (IDEA)

Other

Castañeda v. Pickard, 648 F.2d 989 (1981)

Lau v Nichols, 414 U.S. 563 (1974)

Plyler v Doe, 457 U.S. 202 (1982)

Certification and Staffing Policies and Guidelines (CSPG) No. 68

Certification Staffing Assignment Program Specialist

Program Specialist certificates are required for an assignment for which no instructional, educational specialist, supervisory or administrative certificate exists and shall be issued for the following areas:

1. English as a Second Language (ESL) Program Specialist K-12

To qualify for an ESL Program Specialist certificate, an individual must currently hold a Pennsylvania Instructional I or II certificate and complete, or be evaluated by the Department of Education as having met, the state required ESL training components as offered through the approved ESL state training providers.

ESL Program Specialists have the capacity to:

- Provide assistance supporting the fundamental concepts and practices of English as a second language instruction.
- Provide English as a second language services.
- Select and design teaching resources for English language learners.
- Provide instructional adaptations/modifications to assist English language learners.
- Conduct effective assessments to identify levels of language proficiency, acquisition and content learning.
- Monitor English language learners content learning.
- Participate in individualized education plan preparation for English language learners who are participating in special education assistance/services.
- Provide school staff with resources/professional activities to promote understanding and sensitivity toward all cultures.
- Provide appropriate information and services to English language learner's family.
- Provide assistance to academic content teachers as they instruct English language learners in the required content knowledge.

Special Considerations:

An educator certified in this field may provide school staff development services regarding their collegial studies/skills, may serve in the role of mentor or advisor, and may assist students in understanding the "reading" content area materials in related subject areas.

Effective with the school year 2004-2005, all individuals providing ESL educational assistance/services must hold the Program Specialist-ESL certificate.

CSPG No. 68
Page 2 of 2
July 1, 2004

References:

22 PA Code: Chapter 49: §49.11

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject. Previous printing dates on this subject: 1973, 3/75, 3/76, 6/95.

Appendix C

DALLASTOWN AREA SCHOOL DISTRICT

Office of English Learners
700 New School Lane
Dallastown, PA 17313-9242
(717) 244-4021 Telephone
www.dallastown.net

New EL Student Form

Please complete all sections below for your new EL student, then save the file as: Building_LastName_FirstName_SchoolYear, i.e., YT_Smith_Mary_17. Upon completion, submit the form electronically to lori.hartman@dallastown.net in the *Office of English Learners*.

This information is required of the Pennsylvania Information Management System (PIMS) to meet student-level data reporting requirements and must be completely accurately and in its entirety.

First Name: Click here to enter text.

Last Name: Click here to enter text.

LIEP Enrollment Date: Click here to enter a date.

Building Where Serviced: Choose a building.

Grade: Choose a grade.

Language Prompting Services: Click here to select a language.

Dialect (Optional): Click here to enter a dialect.

Date Entered USA: Click here to enter a date.

Assessment: Choose an assessment.

Test Date: Click here to enter a date.

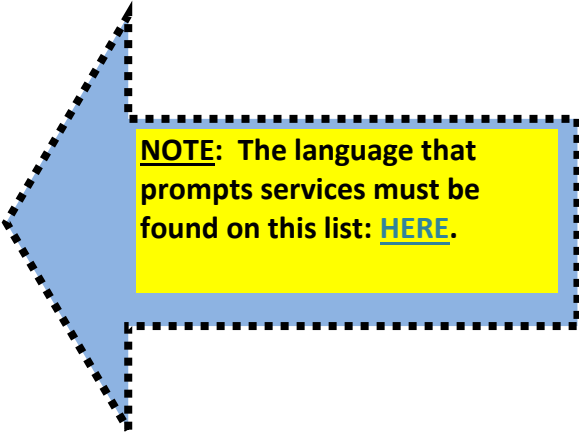
Score: Click here to enter text.

Status Category: Choose service level.

LIEP Classification: Choose service level.

Opt-Out/Parent Refusal Date: Click here to enter a date.

Additional Comments: Click here to enter text.



NOTE: The language that prompts services must be found on this list: [HERE](#).

Appendix D

Standards for English Language Development

July 2017



Pennsylvania Department of Education

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Introduction

English Language Development Standards Framework

The Pennsylvania Department of Education convened the English Language Proficiency Standards Workgroup in 2015 to revise, update and correlate the existing English Language Proficiency Standards to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject content. As part of this work, the Department recognized the need to incorporate changes in research-based instruction that impacts language development and improves academic achievement.

Standards

The framework was modeled after WIDA's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment developed by the WIDA consortium of states. The framework retains the five overarching standards previously adopted by Pennsylvania.

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success for **Social and Instructional** purposes.

Grade Level: Pre-K-Kindergarten

16.1.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.PK-K.1L Follow one-step oral commands with teacher modeling.	16.1.PK-K.2L Follow one-step oral commands in a small group.	16.1.PK-K.3L Follow two-step oral commands in a small group.	16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group.	16.1.PK-K.5L Follow sequential commands with visual or non-verbal cues.	AL.2 PK.B
	Reading	16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.	16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.	16.1.PK-K.4R Match pictures of classroom objects beginning with similar sounds too familiar words (e.g., pen, pencil) in a small group.	16.1.PK-K.5R Identify or read words in functional print with visual cues with a partner.	1.1 PK.B 1.1 K.C
PRODUCTIVE	Speaking	16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.	16.1.PK-K.2S Produce simple statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.3S Produce expanded statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.4S Tell about a time you asked for an adult for help using models.	16.1.PK-K.5S Elaborate with details on a time you asked an adult for help using models.	16.2.PK.C 16.2.K.C
	Writing	16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.	16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is _____.) in L1 or L2.	16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is _____. He is _____.)	16.1.PK-K.4W Produce illustrated stories about family members using related sentence frames and illustrated word cards.	16.1.PK-K.5W Produce illustrated stories about family members with a classroom aide.	16.2.PK.B 16.2.K.B

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Grade Level: Pre-K-Kindergarten

16.2.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.PK-K.1L Mimic teacher physical movements while listening to songs or chants (e.g., “Itsy Bitsy Spider” or “Head, Shoulders”).	16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.	16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.	16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.	16.2.PK-K.5L Reenact songs or chants in response to verbal prompts and digital media.	CC.1.5.PK.C CC.1.5.K.C
	Reading	16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support.	16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.	16.2.PK-K.3R Sequence main story events and key details using labeled pictures.	16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group.	16.2.PK-K.5R Locate sequence words in a story with visual support (e.g., illustrated flash cards 16.2.PK-K.1S or word wall).	CC.1.3.PK.A CC.1.3.K.A
PRODUCTIVE	Speaking	16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.	16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.	16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.	16.2.PK-K.4S Summarize the events of a story using visual supports with a partner.	16.2.PK-K.5S Express an opinion about a story or experience using visual supports and speaking prompts (e.g., I think...; I like...)	CC.1.5.PK.D CC.1.5.K.D
	Writing	16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling.	16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.	16.2.PK-K.3W Write about a shared experience or event in a shared group writing.	16.2.PK-K.4W Write initial sound of words describing a shared experience or event in a shared group writing.	16.2.PK-K.4W Write about a shared experience or event using high frequency words in a shared group writing.	CC.1.4.K.M

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: Pre-K-Kindergarten

16.3.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.	16.3.PK-K.2L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a partner.	16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a teacher or classroom aide.	16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives with a partner.	16.3.PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives.	CC.2.1.PK.A.2 CC.2.1.K.A.2
	Reading	16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling.	16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner.	16.3.PK-K.3R Match pictures of shapes to labels with manipulatives and a partner.	16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group.	16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CC.2.3.PK.A.1 CC.2.3.K.A.1
PRODUCTIVE	Speaking	16.3.PK-K.1S Repeat attributes of objects using words (e.g., long, short, heavy) or gestures with teacher modeling.	16.3.PK-K.2S State attributes of objects (e.g., long pencil, short chalk) using manipulatives with teacher support.	16.3.PK-K.3S Describe attributes of objects (e.g., This pencil is long.) using manipulatives with a partner.	16.3.PK-K.4S Compare attributes of objects using some technical language (e.g., This pencil is long. That one is short.) using manipulatives with a partner.	16.3.PK-K.5S Specify similarities and differences of attributes of objects using technical language (e.g., long, longer, longest) in a group.	CC.2.4.PK.A.1 CC.2.4.K.A.1
	Writing	16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g., big; small) with a partner.	16.3.PK-K.2W Describe measurable attributes of objects using a pre-printed worksheet with a partner.	16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.	16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	16.3.PK-K.5W Describe measurable attributes of objects with technical vocabulary with an illustrated word bank.	CC.2.4.PK.A.1 CC.2.4.K.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: Pre-K-Kindergarten

16.4.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.PK-K.1L Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	16.4.PK-K.2L Collect types of earth materials as directed by one-step teacher prompts.	16.4.PK-K.3L Respond to WH-questions about the three types of earth materials in a small group.	16.4.PK-K.4L Identify the three types of earth materials following two-step oral directions in a small group.	16.4.PK-K.5L Respond to questions about the three types of earth materials with a partner.	3.3.PK.A1 3.3.K.A1
	Reading	16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.	16.4.PK-K.2R Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.	16.4.PK-K.3R Identify the changes in seasons with a partner following the read-aloud of a big book.	16.4.PK-K.4R Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.	16.4.PK-K.5R Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.	4.1.PK.E 4.1.K.E
PRODUCTIVE	Speaking	16.4.PK-K.1S Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	16.4.PK-K.3S Identify and describe precipitation types using phrases chorally.	16.4.PK-K.4S Report precipitation type of the day using visual cues and simple sentences.	16.4.PK-K.5S Describe precipitation types with a partner using a sentence frame script.	3.3.PK.A5 3.3.K.A5
	Writing	16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	16.4.PK-K.2W Draw pictures of living and non-living things with a partner.	16.4.PK-K.3W Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	16.4.PK-K.4W Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	16.4.PK-K.5W Draw and label living things and non-living things with words or short sentences with a partner or triads.	4.1.PK.A 4.1.K.A

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: Pre-K-Kindergarten

16.5.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.PK-K.1L Point to story locations on a map (e.g. The Hundred Acre Wood in Winnie the Pooh) after a repeated shared reading.	16.5.PK-K.2L Point to story locations on a map after a shared reading.	16.5.PK-K.3L Place story locations on a map after with a small group after a shared reading.	16.5.PK-K.4L Place story locations on a map after a shared reading.	16.5.PK-K.5L Identify locations of story events on a map after a shared reading.	7.1.K.B
	Reading	16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.	16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.	16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.	16.5.PK-K.4R Identify words and phrases related to community workers using a picture book with a partner.	16.5.PK-K.5R Read words, phrases and simple sentences related to community workers in a picture book.	5.3.PK.C 5.3.K.C
PRODUCTIVE	Speaking	16.5.PK-K.1S Repeat names of currency using manipulatives with teacher prompting.	16.5.PK-K.2S Name units of currency when presented with visual cues.	16.5.PK-K.3S Engage in role play shopping with realia in a small group.	16.5.PK-K.4S Engage in discussion to express material wants using manipulatives with a partner.	16.5.PK-K.5S Tell a real or make-believe story about a shopping experience with visuals.	6.2.PK.D 6.2.K.D
	Writing	16.5.PK-K.1W Draw a picture of self as member of a family unit with teacher modeling.	16.5.PK-K.2W Draw and label self and family members using scribbles, letter-like forms and invented spelling with teacher support.	16.5.PK-K.3W Draw and label self and family members using illustrated word walls.	16.5.PK-K.4W Write about a real family experience or event with a combination of pictures and words using a word wall.	16.5.PK-K.5W Write about a real family experience or event with a combination of familiar words and invented spelling using a word wall.	5.2.PK.A

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary
for **Social and Instructional** purposes.
Grade Level: 1

16.1.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.1.1L Follow one-step oral directions as modeled by the teacher (e.g., Open your book.)	16.1.1.2L Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] ... and take out a pencil.)	16.1.1.3L Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.)	16.1.1.4L Follow combined oral directions of increasing complexity with visual or nonverbal support. (e.g., Write your name on the top left-hand side of the paper.)	16.1.1.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.1.1R Follow written directions using diagrams or pictures with teacher modeling.	16.1.1.2R Follow written directions using labeled pictures with a partner.	16.1.1.3R Follow visually supported written directions with a small group.	16.1.1.4R Follow written directions with peer or teacher assistance.	16.1.1.5R Follow high frequency/familiar written directions.	Not Applicable
PRODUCTIVE	Speaking	16.1.1.1S Repeat simple words stated by teacher.	16.1.1.2S Repeat phrases, and memorized chunks of language stated by teacher.	16.1.1.3S Use phrases and simple statements with a partner.	16.1.1.4S Participate in class discussions on familiar social and academic topics.	16.1.1.5S Initiate conversation with peers and teachers on familiar social and academic topics.	Not Applicable
	Writing	16.1.1.1W Copy written language with teacher modeling.	16.1.1.2W Complete modeled sentence starters with teacher support.	16.1.1.3W Form simple sentences using word/phrase bank and peer support.	16.1.1.4W Produce original sentences using a word/phrase bank.	16.1.1.5W Create a related series of sentences in response to prompts.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 1

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.1.1L Point to illustrations of key story details in response to teacher prompt (e.g., where is Owl's bed? Where is the moon?) <u>Owl at Home</u> by Arnold Lobel	16.2.1.2L Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?)	16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer.	16.2.1.4L Respond to questions about key story details of a read aloud in a small group	16.2.1.5L Respond to a read aloud by role-playing key details with a partner.	CC.1.5.1.B
	Reading	16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g., Show me what little bear cooks. Who are little bear's friends?) <u>Little Bear</u> by Elsa Holmelund Minarik	16.2.1.2R Identify main idea of a text by matching story illustrations to labels with teacher support.	16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support.	16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner.	16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.	CC.1.2.1.A
PRODUCTIVE	Speaking	16.2.1.1S Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). <u>Owl at Home</u> by Arnold Lobel	16.2.1.2S Describe the main events of a text using words and short phrases with visual support.	16.2.1.3S Retell the main events of a text with some relevant details with partner.	16.2.1.4S Summarize the main events of a text with relevant details in a group.	16.2.1.5S Summarize the main events of a text with relevant details with a partner.	CC.1.5.1.D

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.1.1W Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). <u>Little Bear</u> by Elsa Holmelund Minarik	16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with_____) using a word wall.	16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	16.2.1.4W Retell story events in a paragraph recounting two or more sequenced events, using a picture dictionary and/or guided model.	16.2.1.5W Summarize story events describing two or more sequenced events using a guided model.	CC.1.4.1.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 1

16.3.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	16.3.1.2L Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long ____ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.)	16.3.1.3L Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner.	16.3.1.4L Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group.	16.3.1.5L Follow multi-step oral descriptions to compare the length of objects (e.g., The ruler is longer than the pencil; ...as long as) in a small group.	CC.2.4.1.A.1
	Reading	16.3.1.1R Match indirect measurement words (e.g., smaller, longest) with illustrations and teacher modeling.	16.3.1.2R Order labeled pictures of objects by length with a partner.	16.3.1.3R Identify indirect measurement words embedded in a simple word problem with a partner.	16.3.1.4R Select and use objects as described by length in a visually supported grade-level word problem.	16.3.1.5R Select and use objects as described by length in a grade-level word problem with peer support.	CC.2.4.1.A.1
PRODUCTIVE	Speaking	16.3.1.1S Name the operation used to solve a simple math problem using with teacher modeling.	16.3.1.2S Restate the steps of an operation to solve a math problem using manipulatives in a small group.	16.3.1.3S Describe the steps used in an operation to solve a math problem using manipulatives in a small group.	16.3.1.4S Compare possible operations to solve a math problem using manipulatives in a small group.	16.3.1.5S Justify the operation used to solve a math problem using manipulatives with a partner.	CC.2.2.1.A.1
	Writing	16.3.1.1W Label single-word mathematical terms used in addition (e.g., plus, sum) using an illustrated word bank.	16.3.1.2W Compose phrases about a visually-supported addition problem using a word bank.	16.3.1.3W List the steps to solve an addition problem using sentence frames (e.g., "Start with the first number...").	16.3.1.4W Construct and solve an addition math story problem using a guided model.	16.3.1.5W Write multiple addition math story problems to be shared with classmates.	CC.2.2.1.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 1

16.4.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.1.1L Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	16.4.1.2L Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]...") in small groups using L1 or L2.	16.4.1.3L Construct models to test force and motion based on a series of oral statements using realia in a small group.	16.4.1.4L Construct models to test force and motion based on oral discourse using realia in a small group.	16.4.1.5L Construct models to test force and motion based on extended oral discourse using realia with a partner.	3.2.1.B1
	Reading	16.4.1.1R Match labels to samples of earth materials (e.g., soil, sand) with a partner.	16.4.1.2R Identify characteristics of earth materials based on illustrated descriptions with a partner.	16.4.1.3R Sort characteristics of earth materials based on illustrated texts using a graphic organizer in a small group.	16.4.1.4R Sort characteristics of earth materials based on illustrated texts using a graphic organizer.	16.4.1.5R Match descriptive phrases to realia or photographs of earth materials.	3.3.1.A1
PRODUCTIVE	Speaking	16.4.1.1S Point to and name parts of an illustrated food chain with teacher modeling.	16.4.1.2S Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	16.4.1.3S Describe (using simple sentences) the parts of a food chain from illustrated models.	16.4.1.4S Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.	16.4.1.5S Discuss the relationship between the parts of a food chain from illustrated models in a small group.	4.1.1.C
	Writing	16.4.1.1W Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	16.4.1.2W Describe the stages of life cycles using drawings and phrases an illustrated word bank.	16.4.1.3W Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	16.4.1.4W Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.	16.4.1.5W Produce stories about the stages of life cycles with visual support.	3.1.K.A3

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 1

16.5.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.1.1L Match pictures of birthday celebrations of other cultures in response to teacher stated words (e.g. Show me the cake; Where is the present?)	16.5.1.2L Identify illustrations from birthday celebrations of other cultures in response to descriptive phrases.	16.5.1.3L Sequence picture cards after listening to a story about a birthday celebration in another culture.	16.5.1.4L Compare and contrast birthday celebrations using a graphic organizer after watching video clips.	16.5.1.5L Reenact a story about a birthday celebration in another culture.	8.4.1.C
	Reading	16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts.	16.5.1.2R Match seasonal pictures to labels with teacher prompts.	16.5.1.3R Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	16.5.1.4R Sequence information about seasonal changes form illustrated text using a graphic organizer (e.g., timeline).	16.5.1.5R Connect information about seasonal changes and lifestyle from illustrated texts using a graphic organizer (e.g., semantic web).	7.3.1.A
PRODUCTIVE	Speaking	16.5.1.1S Name places on maps working with a partner (e.g., This is the hospital.)	16.5.1.2S Ask and answer WH-questions about places on a map with a partner (e.g., Where is Pennsylvania?)	16.5.1.3S Give directions from one place to another using a map with a partner.	16.5.1.4S Plan a trip using a map working with a partner.	16.5.1.5S Engage in discussion about the benefits/challenges of traveling to various locations using a map key in a small group.	7.1.1. B
	Writing	16.5.1.1W Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	16.5.1.2W Illustrate and label classroom/school rules using phrases or short sentences with an illustrated word bank.	16.5.1.3W Complete sentences describing the importance of school rules using sentence stems (e.g., We must be quiet when ...)	16.5.1.4W Write sentences describing the importance of school rules using a graphic organizer.	16.5.1.5W Write a letter to the teacher or principal making suggests for new school rules using a guided model.	5.1.1.B

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 2-3

16.1.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	16.1.2-3.2L Position manipulatives or realia according to multiple oral commands to show spatial relations (e.g., Put the cubes in a row across the paper.)	16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	16.1.2-3.4L Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	16.1.2-3.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	16.1.2-3.2R Identify words imbedded in environmental print around classroom/school with a partner.	16.1.2-3.3R Follow illustrated directions containing school vocabulary.	16.1.2-3.4R Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	16.1.2-3.5R Follow written directions on homework, assignments, and assessments.	Not Applicable
PRODUCTIVE	Speaking	16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	16.1.2-3.2S Give and ask for permission or make requests using short phrases to teacher or peers in classroom situations.	16.1.2-3.3S Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	16.1.2-3.4S Communicate with peers to join in activities or games	16.1.2-3.5S Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable
	Writing	16.1.2-3.1W Illustrate personal experiences with a partner.	16.1.2-3.2W Label illustrations of personal experiences with phrases and short sentences with a partner.	16.1.2-3.3W Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker).	16.1.2-3.4W Write an email message using a picture dictionary.	16.1.2-3.5W Write in a dialogue journal about personal experiences using a picture dictionary or guided model.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 2-3

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	16.2.2-3.2L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads.	16.2.2-3.3L Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share.	16.2.2-3.4L Answer questions about author's point of view after listening to a poem in a think-pair-share.	16.2.2-3.5L Answer questions about author's point of view after listening to a poem.	CC.1.2.3.D
	Reading	16.2.2-3.1R Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner.	16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g., context clues, dictionary).	CC.1.2.3.K
PRODUCTIVE	Speaking	16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion.	16.2.2-3.2S Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	16.2.2-3.3S Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	16.2.2-3.4S Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	16.2.2-3.5S Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.2-3.1W Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	16.2.2-3.2W Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	16.2.2-3.3W Compare and contrast 'text to self' using a variety of linking words (e.g. unlike; in common).	16.2.2-3.4W Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	16.2.2-3.5W Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 2-3

16.3.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.2-3.1L Identify geometric figures with teacher prompts (e.g., Which is a square?)	16.3.2-3.2L Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher's oral description of measurable attributes using manipulatives.	16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.	16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	Reading	16.3.2-3.1R Match operation symbols to single words (e.g., add, subtract, multiply, divide).	16.3.2-3.2R Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	16.3.2-3.4R Match a word problem to a math sentence with a partner.	16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.	CC.2.2.3.A.4
PRODUCTIVE	Speaking	16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	16.3.2-3.3S Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	16.3.2-3.5S Justify the operation used to solve a math story problem.	CC.2.2.3.A.4

	Writing	16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal axis, tally marks, labels).	16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.	16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4
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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 2-3

16.4.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.2-3.1L Select appropriate clothing after listening to a weather report in first language and English.	16.4.2-3.2L Select appropriate clothing after viewing a video weather report multiple times.	16.4.2-3.3L Select appropriate clothing after viewing a video weather report twice.	16.4.2-3.4L Select appropriate clothing after viewing a video weather report with guided questions.	16.4.2-3.5L Select appropriate clothing after viewing a video weather report.	3.3.3.A5
	Reading	16.4.2-3.1R Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	16.4.2-3.2R Match labeled pictures of tools to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	16.4.2-3.3R Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	16.4.2-3.4R Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	16.4.2-3.5R Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.	3.4.3.B4

PRODUCTIVE	Speaking	16.4.2-3.1S Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	16.4.2-3.2S Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	16.4.2-3.3S Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This____is heavier than that one, but ____).	16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	16.4.2-3.5S Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	3.2.3.A1
	Writing	16.4.2-3.1W Sequence the life cycle of a plant or animal using labeled pictures.	16.4.2-3.2W Label the life cycle of a plant or animal on a diagram with a word bank.	16.4.2-3.3W Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	16.4.2-3.4W Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	16.4.2-3.5W Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	3.1.3.A3

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 2-3

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.2-3.1L Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	16.5.2-3.2L Match pictures of labeled illustrations to map key symbols from oral description with a partner.	16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner.	16.5.2-3.4L Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	16.5.2-3.5L Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Reading	16.5.2-3.1R Match pictures of physical processes to words with teacher support.	16.5.2-3.2R Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	16.5.2-3.3R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	16.5.2-3.4R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.B
PRODUCTIVE	Speaking	16.5.2-3.1S Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	16.5.2-3.2S Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	16.5.2-3.3S Compare/contrast personal needs and wants with a partner using sentence frames.	16.5.2-3.4S Compare/contrast personal needs and wants with a partner.	16.5.2-3.5S Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A
PRODUCTIVE	Writing	16.5.2-3.1W Illustrate a personal experience with conflict and resolution.	16.5.2-3.2W Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary.	16.5.2-3.3W Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary.	16.5.2-3.4W Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary.	16.5.2-3.5W Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.	5.2.2.B 5.2.3.B 8.2.2.D 8.2.3.D

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 4-5

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.4-5.1L Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	16.1.4-5.3L Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	16.1.4-5.4L Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	16.1.4-5.5L Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	Reading	16.1.4-5.1R Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	16.1.4-5.2R Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	16.1.4-5.3R Use context clues to determine meaning of words associated with school community in illustrated texts.	16.1.4-5.4R Analyze information about school community using a variety of printed materials during shared reading.	16.1.4-5.5R Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.4-5.1S Produce one-word responses to WH-questions about self with oral and picture prompts.	16.1.4-5.2S Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	16.1.4-5.3S Answer open-ended questions about self using complete sentences with a partner.	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.	16.1.4-5.5S Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.1.4-5.1W Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.	16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.	16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.	16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.	16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 4-5

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.4-5.1L Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	16.2.4-5.3L Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	16.2.4-5.4L Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	16.2.4-5.5L Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.C CC.1.5.5.C
	Reading	16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	Speaking	16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs	16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use _____) with a partner.	16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	16.2.4-5.4S Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion; I believe).	16.2.4-5.5S Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 4-5

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	Reading	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C1 CC.2.1.5.C1 CC.2.1.4.C2 CC.2.1.5.C2 CC.2.3.5.A.1
PRODUCTIVE	Speaking	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank.	16.3.4-5.2W Give examples of patterns in nature using general content words (e.g., shape, size, color).	16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g., I see that; I noticed that_).	16.3.4-5.4W Give examples of patterns in nature using a paragraph frame.	16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g., I noticed that____ is similar to____).	CC.2.2.4.A.4 CC.2.2.5.A.4

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 4-5

16.4.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.4-5.1L Identify conservation measures using pictures and realia following oral descriptions.	16.4.4-5.2L Select and label the orally described conservation measures using realia with a partner.	16.4.4-5.3L Categorize conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.4L Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.5L Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE 4.5.4.C
	Reading	16.4.4-5.1R Match labels and symbols of weather patterns with teacher modeling.	16.4.4-5.2R Identify weather patterns from visually supported captions or short statements.	16.4.4-5.3R Sequence descriptive sentences and pictures to illustrate weather patterns.	16.4.4-5.4R Interpret texts to find solutions to weather pattern prediction problems with a small group.	16.4.4-5.5R Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
PRODUCTIVE	Speaking	16.4.4-5.1S Name parts of geological forms with a small group.	16.4.4-5.2S Ask WH-questions about geological forms using pictures and realia with a partner.	16.4.4-5.3S Describe how geological forms are organized with a partner.	16.4.4-5.4S Explain features of geological forms using a graphic organizer.	16.4.4-5.5S Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6
	Writing	16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board.	16.4.4-5.4W Produce journals based on scientific observations from classroom experiments.	16.4.4-5.5W Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 4-5

16.5.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support.	16.5.4-5.1L Point to pictures of tools and artifacts based on oral classifications with a partner.	16.5.4-5.1L Sequence use of tools and artifacts described orally using a timeline with a partner.	16.5.4-5.1L Identify the differences between tools and artifacts of different time periods using a guided model.	16.5.4-5.1L Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	Reading	16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	16.5.4-5.2R Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	16.5.4-5.3R Sequence migration stories from a non-fiction text after a group reading.	16.5.4-5.4R Sequence migration stories from a non-fiction text with a partner.	16.5.4-5.5R Sequence migration stories from a non-fiction text.	8.3.4.D 8.3.5.D
PRODUCTIVE	Speaking	16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals.	16.5.4-5.2S Define the responsibilities of the branches of government using sentence starters with a partner.	16.5.4-5.3S List the responsibilities of the branches of government in small groups.	16.5.4-5.4S Define the responsibilities of the branches of government in small groups.	16.5.4-5.5S Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A
	Writing	16.5.4-5.1W Label pictures of cross-cultural interaction with a partner.	16.5.4-5.2W Write short statements about cross cultural experiences in your community using a graphic organizer.	16.5.4-5.3W Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	16.5.4-5.4W Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	16.5.4-5.5W Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.	5.2.4.B 5.2.5.B 5.3.4.G 5.3.5.G 8.2.4.D 8.2.5.D 8.4.4.A 8.4.5.A

English Language Development Standard 1: English language learners communicate in English
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-conversational questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	Writing	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames.	16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text.	16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text.	16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group.	16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
PRODUCTIVE	Speaking	16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.2S Describe the main idea using short phrases with a partner.	16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4.	16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4.	16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	Writing	16.2.6-8.1W Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that ...; Finally...).	16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart.	16.2.6-8.4W Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.6-8.1L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	16.3.6-8.4L Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	16.3.6-8.5L Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC.2.3.7.A.2 CC.2.3.8.A.2
	Reading	16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem.	16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives.	16.3.6-8.4R Follow written directions to solve a multi-step problem based on models.	16.3.6-8.5R Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	Speaking	16.3.6-8.1S Name math terms as depicted on flash cards.	16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives.	16.3.6-8.3S Explain the steps used to solve a visually supported math problem.	16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner.	16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.	16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.	16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.	16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.	16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with illustrations with a bilingual dictionary.	16.4.6-8.2R Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.4R Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	Speaking	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.3S Ask questions about the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.4S Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
	Writing	16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model.	16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	16.4.6-8.4W Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	16.4.6-8.5W Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

English Language Development Standard 1: English language learners communicate in English
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 9-12

16.1.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.9-12.1L Follow one-step oral directions from teacher supported by gestures.	16.1.9-12.2L Sequence events with visual support (i.e., Follow a daily schedule).	16.1.9-12.3L Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	16.1.9-12.4L Follow-up, process and respond to announcements over the intercom with peer support.	16.1.9-12.5L Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	16.1.9-12.1R Sort information from multiple visually supported sources with a partner.	16.1.9-12.2R Identify important information (e.g., by highlighting) from multiple visually supported sources support with a partner	16.1.9-12.3R Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	16.1.9-12.4R Summarize information from a variety of visually supported print resources.	16.1.9-12.5R Evaluate hypotheses based on information from a visually supported text.	Not Applicable
PRODUCTIVE	Speaking	16.1.9-12.1S Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	16.1.9-12.2S Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	16.1.9-12.3S Recommend games, songs, books, films or computer programs with a partner.	16.1.9-12.4S Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	16.1.9-12.5S In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable
	Writing	16.1.9-12.1W List common personal interests with a partner.	16.1.9-12.2W Create a graphic organizer about common personal interests with a partner.	16.1.9-12.3W Develop interview questions for a personal interest questionnaire with a small group.	16.1.9-12.4W Write a summary of information from personal interest questionnaires with a small group.	16.1.9-12.5W Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 9-12

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.9-12.1L Match oral content vocabulary to visuals with a small group.	16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.	16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.	16.2.9-12.4L Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
	Reading	16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals.	16.2.9-12.2R Sequence the events of a person's life using a timeline.	16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text.	16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	16.2.9-12.5R Analyze a person's life choices using grade level text (e.g., was a decision beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner.	16.2.9-12.3S Ask and answer context features of text using graphic organizers.	16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E

	Writing	16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model.	16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model.	16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	16.2.9-12.5W Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T
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English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 9-12

16.3.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.9-12.1L Match math vocabulary to geometric figures in a small group.	16.3.9-12.2L Follow teacher directions to create a geometric figure using manipulatives.	16.3.9-12.3L Identify geometric figures based on oral descriptions with a partner.	16.3.9-12.4L Create geometric figures based on multi-step oral directions with a partner.	16.3.9-12.5L Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
	Reading	16.3.9-12.1R Match data to the correct graph (e.g., data table to a circle graph) with a partner.	16.3.9-12.2R Organize data on a basic chart with a partner or a group.	16.3.9-12.3R Interpret data in a graph working with a partner or a group.	16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group.	16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
PRODUCTIVE	Speaking	16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner.	16.3.9-12.2S Identify steps in the order of operations with a small group.	16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports.	16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	CC.2.1.HS. F.1 CC.2.1.HS.F.2

	Writing	16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions.	16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.	16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model.	16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner.	16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	CC.2.2.HS.D.10 CC.2.2.HS.D.9
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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 9-12

16.4.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.9-12.1L Match pictures of water to its various states using visual cues.	16.4.9-12.2L Categorize water according to its states and properties with a partner.	16.4.9-12.3L Predict how the state of water will change given various real-world scenarios in videos.	16.4.9-12.4L Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	16.4.9-12.5L Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
	Reading	16.4.9-12.1R Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	16.4.9-12.2R Identify the different parts of a DNA molecule on a diagram with a partner.	16.4.9-12.3R Describe the role of protein synthesis in cell reproduction using poster support.	16.4.9-12.4R Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	16.4.9-12.5R Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PRODUCTIVE	Speaking	16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, woolly mammoth, raccoons).	16.4.9-12.2S Identify and describe artifacts that support the theory of evolution (e.g., Identify pictures of fossil skeletons).	16.4.9-12.3S Describe the possible causes of species extinction using online video resources.	16.4.9-12.4S Discuss how natural selection can impact a population in a small group.	16.4.9-12.5S Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3
	Writing	16.4.9-12.1W Label a simple diagram of the food chain using graphic support.	16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	16.4.9-12.3W Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	16.4.9-12.4W Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	16.4.9-12.5W Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 9-12

16.5.9-12		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.9-12.1L Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	16.5.9-12.2L Identify distribution of natural resources around the world (e.g., point to sites of solar energy on a map or globe) from visually supported oral description.	16.5.9-12.3L Compare availability of natural resources between two or more countries from visually supported oral description.	16.5.9-12.4L Analyze distribution of products from natural resources among global markets from visually supported oral description.	16.5.9-12.5L Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
	Reading	16.5.9-12.1R Identify key vocabulary related to local, state and national government supported visually in L1 or L2	16.5.9-12.2R Locate the roles of local, state and national governments using a graphic organizer in a small group.	16.5.9-12.3R Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	16.5.9-12.4R Differentiate the roles of local, state and national governments using a Venn diagram.	16.5.9-12.5R Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
PRODUCTIVE	Speaking	16.5.9-12.1S Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	16.5.9-12.2S Answer short answer questions about current or past events in world history using sentence starters and visual support.	16.5.9-12.3S Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	16.5.9-12.4S Analyze current or past events in world history with a small group.	16.5.9-12.5S Critique current or past issues or policies in world history with a partner.	8.4.W.A
	Writing	16.5.9-12.1W Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	16.5.9-12.2W Label the physical characteristics of places with short descriptive phrases noted in a graphic organizer.	16.5.9-12.3W Summarize the physical characteristics of places from information presented in a graphic organizer.	16.5.9-12.4W Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	16.5.9-12.5W Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	7.2.W.A

APPENDIX A: A Deeper Understanding

Introduction

There are an estimated 52,296 English Learners (ELs) enrolled in Pennsylvania’s publicly funded schools.¹ These learners represent 3 percent of the total student school population. The three most common languages spoken by Pennsylvania’s ELs (as a percentage of the state’s EL students) are Spanish (57%), uncoded languages (6.2%), and Chinese (4.3%). These students bring with them valuable cultural and linguistic assets, including their home languages. In spite of these assets, ELs face significant challenges to achieving academic success compared to their non-EL peers. With effective, research-based supports and access to quality instruction, ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

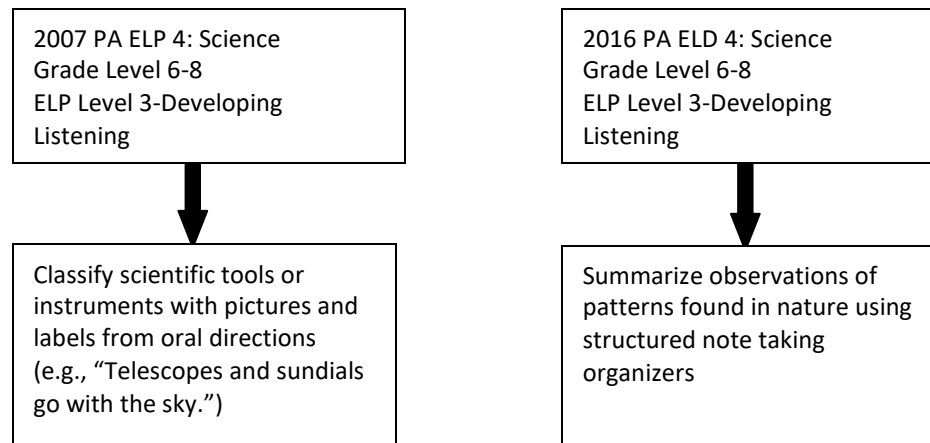
The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. This can be accomplished through the collaborative efforts of instructional staff responsible for instructing these students. To support equitable instruction and assessment of ELs, Pennsylvania developed the Pennsylvania English Language Proficiency Standards (PA ELPS) in 2007. The PA ELPS provided a framework for standards-based instruction and assessment for ELs to attain English language proficiency. Under the direction and guidance of the Pennsylvania Department of Education, a workgroup comprised of educators from various educational systems came together to create these standards and correlate them to Pennsylvania’s Academic Standards.

Since the initial PA ELPS were implemented, changes have occurred with educational policy and practice. In 2013, Pennsylvania’s Elementary and Secondary Education Act (ESEA) flexibility waiver received federal approval. The waiver included an assurance to develop and adopt rigorous standards in English language arts and mathematics that build toward college and career readiness by graduation. It also ensured that these rigorous standards would be implemented for all students and that educators would receive the needed supports to transition to these new standards. Therefore, Pennsylvania’s Core/Academic Standards reflect this increased rigor. Pennsylvania’s ESEA flexibility waiver also required that the state review and update existing English Language Proficiency Standards (ELPS) in order to correlate them to the new Core/Academic Standards.

Increasing Rigor

An example of the increased rigor can be seen in the comparison of a 2007 ELPS Model Performance Indicator (MPI) to the newly revised 2016 indicator (*Figure 1*).

Figure 1. Model Performance Indicator



Note: These MPIs address the same ELPD Standard and subject area. They also target the same grade level, the same skill (Listening) and the same level of language development. However, the task from the 2016 ELD Framework is both more academically and linguistically complex than the 2007 task. Teachers will notice this reflected across the 2016 revision.

Research suggests that academic achievement among ELs lags behind their English-proficient counterparts, with gaps evident not only in language instruction, but also in core subject areas with high language demands.² Nationally, in 2011 ELs scored 36 points lower on the National Assessment of Educational Progress (NAEP) reading assessment compared to non-EL students, with the achievement gap increasing to 44 points at the 8th grade level, with no measurable improvement shown from the achievement gaps evident in 2002.

In Pennsylvania, state assessment data echoes national findings on academic achievement gaps of ELs. The 2012 Pennsylvania System of School Assessment (PSSA) results indicate academic proficiency of ELs falling well below their English proficient peers, with only 17.8% of ELs scoring proficient or above in reading, compared to 71.9% of non-ELs, and 35% of ELs scoring proficient in math, compared to 75.7% of non-ELs. Significantly, these results were less than the 2011 PSSA results, when 23.8% of ELs scored proficient or higher in reading, with 41.9% proficient or higher in mathematics.

During the time period the workgroup was meeting, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. This educational reauthorization recognized the unique needs of ELs, including acknowledging the heterogeneity within the EL subgroup and reaffirms the goal inherent in the Flexibility Waivers: rigorous and challenging academic achievement standards which prepare students for success in college and career.

The workgroup took into account the federal legislation and the increased focus on academic language (e.g., what it is, when it is used, and how English learners can acquire it) as it reviewed and updated the standards. The workgroup also recognized that for ELs to acquire English proficiency and become academically successful, content educators must provide equitable access to planned instruction for their ELs. Classroom educators must not only understand the role of English Language Development Standards (ELDS) as an overlay to content area instruction, but have the tools and knowledge necessary to differentiate instructional content based upon the English language ability of their students. Differentiation of content will enable ELs to master academic English, gain content knowledge and achieve academic success. Therefore, to support educators in meeting the instructional needs of ELs and guide program development and lesson delivery, the workgroup developed the Pennsylvania English Language Development Standards (PA ELDS) Framework.

Model Performance Indicators

Represented in the framework are sample tasks that illustrate language differentiation across grades and subjects. These tasks are termed MPIs, providing educators with a starting point for planning instruction and assessment for ELs' acquisition of social and academic language across proficiency levels. MPIs demonstrate what students can be expected to know and/or be able to do as they approach the transition to the next level of ELP. MPIs also reflect the rigor of the state's Core/Academic Standards for Language Arts, Mathematics, Science and Social Studies and illustrate adaptations of a specific age-appropriate classroom instruction and assessment activity. Each MPI correlates to assessment anchors or eligible content and are organized within the five PA ELDS by:

- Six grade level (Pre-K-K, 1, 2-3, 4-5, 6-8, and 9-12);
- Five language proficiency levels (Entering, Emerging, Developing, Expanding, and Bridging); and
- Four language domains (listening, speaking, reading and writing).

The three components of each MPI are illustrated below (*Figure 2.*)

- 1) **Language function** (how the students at each ELP level will be expected to comprehend or produce language in the lesson or activity) ;
- 2) **Content stem** (the specific academic information the students are expected to communicate); and
- 3) **Instructional support(s)** (the manner of assistance which will help students to engage meaningfully with both the academic language and content).

Figure 2. Standard 4 - English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
Grade Level: 6-8

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Listening	Critique peer science fair presentations with a rubric and an interpreter.	<div> Critique peer science fair presentations with a rubric with icons (e.g., Likert scale) and a partner. <div>MPI</div> </div>	Critique peer science fair presentations with a rubric with icons (e.g., Likert scale).	Critique peer science fair presentations with a rubric and a partner.	Critique peer science fair presentations with a rubric.	S8.A.1.1

Critique peer science fair presentations with a rubric with icons (e.g., Likert scale) and a partner.

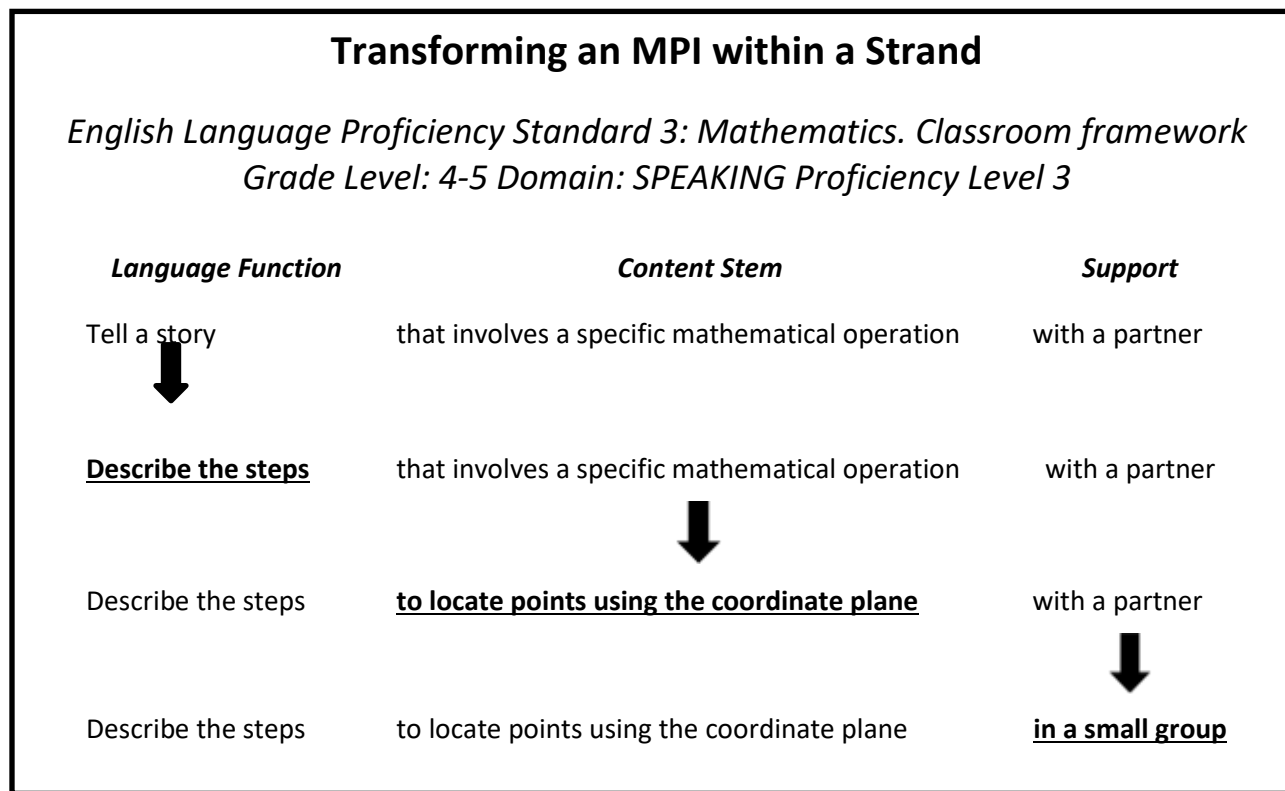
→ Language Function
 → Content Stem
 → Support/Strategy

Note: The MPI in these illustrations are adapted from the indicators developed by the WIDA Consortium. They serve as a snapshot of what an appropriate lesson might be at a given level of English proficiency.

MPIs are presented in a developmental strand across language proficiency levels (horizontal) and language domains (vertical). (Figure 3 represents how the individual MPIs are organized in strands across ELP levels.)

The transformation of a content stem addresses the academic content being taught. Students can be asked to describe the setting of a story, the habitat of a beaver or the burning of Atlanta during the Civil War. In each case the language function remained the same, but content topic changed therefore requiring different content specific language to complete the task.

Figure 4: MPI Transformation



The above graphic is an example of a transformation of all elements of a single MPI. Transformations commonly involve changing one element (Language Function, Content Stem, or Support/Strategy) of the MPI. The most common action is the transformation of the content stem to another task within the same or different content area.

Differentiating Instruction and Assessment for English Learners

The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of ELP.

To provide explicit and systematic instruction differentiated by an ELP level, Pennsylvania Department of Education has developed the *ELL Differentiation Protocol*(Figure 5.). The *Protocol* enables educators to to:

- Develop language and content objectives;
- Identify and explicitly teach key features of academic language;
- Differentiate based on ELP level;
- Amplify instructional input and scaffold instructional output; and
- Assess comprehension of students at all ELP levels.

The *Protocol* contains a set of four steps for applying the PA ELDS Framework to formative instruction and assessment.

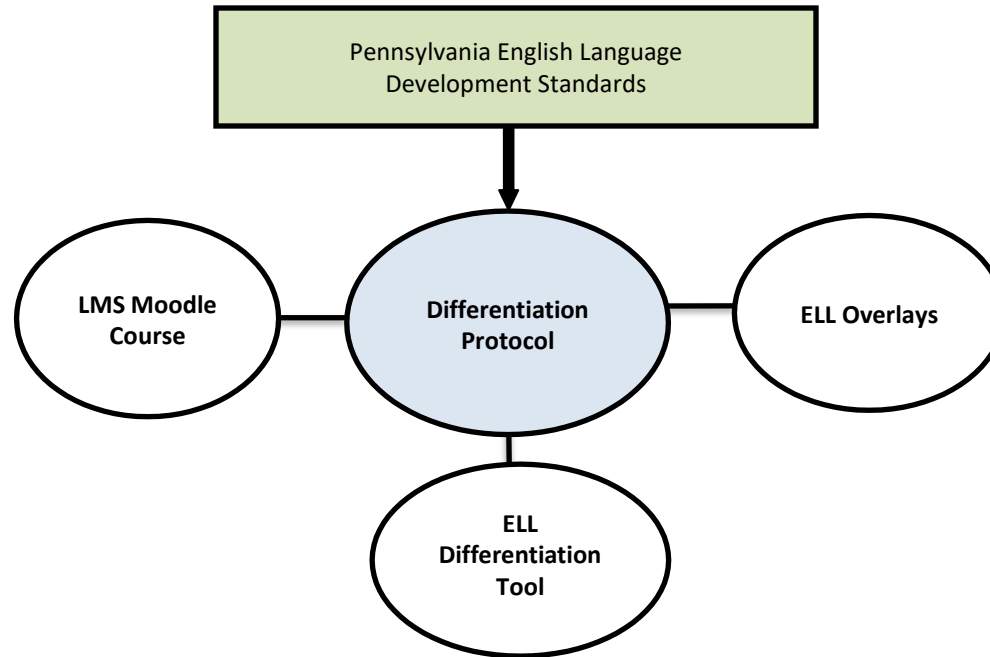
Step 1. Identify the INSTRUCTIONAL GOALS (e.g., standards, concepts, competencies, objectives) for the unit, chapter, or lesson.

Step 2. Determine the KEY USE OF ACADEMIC LANGUAGE (KUALA)

Step 3. Identify key ACADEMIC LANGUAGE components.

Step 4. Develop a three-part PERFORMANCE INDICATOR (PI) outlining a developmentally appropriate task for ELs at any one ELP level.

Figure 5. *Differentiation Protocol*



Comprehensive System of Support

In order to support the implementation of the PA ELDS, the Pennsylvania Department of Education has developed supportive tools and resources.

ELL Overlays

The PA ELL Overlays, like the PA ELDS, provide exemplars of required adaptations to instruction and assessment for ONE specific instructional context. They illustrate the dynamic process of adapting instruction and assessment for ELLs based on ELP level.

As approved by the State Board of Education on July 13, 2017

The ELL Overlays differ from the formative matrices in that they expand on the example task by incorporating concepts, competencies and academic/topic-related language. By including these additional dimensions, this amplified resource contextualizes ELP-level appropriate tasks in the larger classroom environment. The ELL Overlays for English Language Arts and Mathematics can be found on the SAS Portal at: <http://www.pdesas.org/curriculumframework/elloverlay/>.

ELL Differentiation Tool

Pennsylvania's ELL Differentiation Tool is a dynamic, interactive tool for use by teachers to modify their content lessons to meet the educational needs of ELs. The Tool connects the PA ELDS Framework and Pennsylvania's Academic and Core Standards, and then applies them to specific instructional lessons or activities.

The ELL Differentiation Tool assists teachers in the differentiation of instruction and assessment for ELs, as required by the federal Title I and Title III mandates, state mandates, and the Danielson Framework for Teaching. The overarching PA ELDS Framework acknowledges that ELs share the same cognitive resources as their non-EL peers, and thus are capable of accessing and acquiring the same rigorous college-and-career readiness standards, albeit through a different pathway. It is this need for an alternate pathway to learning which necessitates differentiated instruction and formative assessment to provide support to students at different English Language Development levels, and to scaffold on their existing strengths and funds of knowledge.

This tool synthesizes existing resources (2016 PA ELDS Framework, 2012 WIDA Amplification of the ELDS, and other supporting resources) to provide educators a streamlined experience as they engage in this necessary differentiation for their ELs. The ELL Differentiation Tool can be found on the ESL Portal at <http://ell.eslportalpa.info/>.

LMS Moodle Course - What ALL Educators Need to Know - How to Differentiate Instruction and Assessment for ELs

Developed for classroom/content area teachers, special education teachers, ESL specialists, and administrators, this self-paced, online course introduces educators to effective differentiation strategies for instruction and assessment of ELs. Participants will explore developing student profiles, analyzing language complexity, and how to scaffold and support ELs at various proficiency levels. This course can be accessed via the ESL Portal at <http://ell.eslportalpa.info/>.

Additional Resources

The Pennsylvania Department of Education continues to provide professional development training and resources to educators (including practitioners, administrators, counselors and teachers) working with ELs in PA to facilitate the effective implementation and use of PA ELDS Framework. For additional information on the Framework and the Pennsylvania Core/Academic Standards visit the Pennsylvania Department of Education's Standards Aligned System (SAS Portal) at www.pdesas.org.

Endnotes

¹ <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx#tab-1>

The ESL statistics are obtained from the Pennsylvania Information Management System (PIMS) October 1 Enrollment Data Collection, and the 52,000+ number is pulled from the 2015-16 October 1 collection.

² Alt, M., Arizmendi, G.D., Beal, C.R., & Hurtado, J. (2013). The effect of test translation on the performance of second grade English learners on the KeyMath-3. *Psychology in the Schools*, 50(1)



Dallastown Area School District

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____
2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

Appendix F

Enrollment of Students

24 P.S. §13-1301 – §13-1306

DATE OF ISSUE: January 22, 2009 (revised – formerly BEC 24 P.S. §13-1301 and BEC 24 P.S. §13-1302, issued July 1, 2002)

PURPOSE

This BEC provides guidance regarding public school enrollment procedures for resident and non-resident children. It replaces the following BECs: *Enrollment of Students, 24 P.S. 13-1301* and *Education of Children Residing with an Adult Other than the Natural Parent, 24 P.S. 13-1302* and reflects current requirements of the Pennsylvania Public School Code and [22 Pa. Code, Chapter 11](#). These public school enrollment procedures, consistent with law, exist to ensure that public schools promptly enroll students who are residents or who are eligible non-residents.

ENTITLEMENT TO EDUCATION

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. This entitlement and the requirements to secure enrollment discussed throughout this BEC apply equally to resident students residing with their parent(s); to non-resident students living with a district resident who is supporting the child gratis and seeking enrollment under 24 P.S. §13-1302; to nonresident students living in a facility or institution; and to nonresident students living in a foster home.

Provided that the required enrollment documentation described herein is provided, the school district or charter school must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of the school district's receipt of the required documentation ([22 Pa. Code §11.11\(b\)](#)).

REQUIRED ENROLLMENT DOCUMENTATION

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. Proof of the child's age

Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency

Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, DOT identification card. A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency and should consider what information is reasonable in light of the family's situation. See the paragraph on *Homeless Students* for guidance in that situation.

4. Parent Registration Statement

A sworn statement (See [Attachment A](#) (Word)) attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity (24 P.S. § 13-1304-A). A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

However, if a student is currently expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he was previously enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

5. Home Language Survey

All students seeking first time enrollment in a school shall be given a home language survey in according with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey. A copy of the [Home Language Survey](#) is provided at this website.

DOCUMENTS WHICH MAY BE REQUESTED BUT NOT AS A CONDITION OF ENROLLMENT

Items which may be requested

School districts and charter schools often seek to obtain information from families in addition to the mandatory items discussed above. Although they may ask for any of this information, they may not require it as a condition of enrolling or admitting a child and they may not delay a child's enrollment or attendance until these documents are provided.

Among the documents that a school district or charter school *may request* are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program, and other special education records.

In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

Registration Form

Some school districts have registration forms which they ask families to complete when enrolling a child. These registration forms for student enrollment *may include* the following:

name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and other locally required information. Whether to use such a form is within the discretion of each school district or charter school but failure to complete the form cannot be made a condition of the student's enrollment.

DOCUMENTATION REQUIRED FROM OTHER SOURCES

A school district or charter school also is entitled by law to receive information on an enrolling student from the previous school, whether public, charter, nonpublic or private, which the student attended. However, the provision of this information rests with the educational entity and not the family, and so, the receiving school district *may not require this information as a precondition to enrollment and may not delay a student's admission for lack of this information.*

Student Education Records

Upon enrollment, the school district or charter school is to contact the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by another Commonwealth school district or charter school. School districts shall enroll students within 5 business days regardless of receipt of records from the previous districts ([22 Pa. Code § 11.11\(b\)](#)).

Disciplinary Records

Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record.

Failure to receive the student's discipline record cannot be used to deny or delay the student's enrollment or school attendance. A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

However, if a student currently is expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he previously was enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

PROHIBITED REQUESTS

Items which may not be requested

For both enrollment and also for residency determinations, a school district or charter school *may not request or require any of the following*: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding.

A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admissions process. *Plyler v. DOE*, a U.S. Supreme Court decision, held that it is unconstitutional to deny free public education to children who are not legally admitted into the United States.

STUDENT CLASSIFICATIONS FOR EDUCATION ENTITLEMENT

Resident Students and Court Orders or Custody Agreements- 24 P.S. §13-1301, 13-1302

Every school age child is entitled to attend the public schools of the child's district of residence, which is the school district where the child's parent(s) or legal guardian resides.

When parents reside in different school districts due to separation, divorce, or other reason, the child may attend school in the district of the parent with whom the child lives for a majority of the time, unless a court order or court-approved custody agreement specifies otherwise. If the parents have joint custody and the child's time is evenly divided between the parents, the parents may choose which of the two school districts the child will attend for the school year. If the parent enrolling the child is relying on a court order or custody agreement as the basis for enrolling the child, then the school district or charter school may require that the parent provide a copy of the order or agreement.

As stated below, a school district may also require a resident to provide a custody or dependency order when the resident is seeking to enroll the child under 24 P.S. § 1302(a)(1) which requires "appropriate legal documentation to show dependency or guardianship." A school district or charter school *may not*, however, require a custody order or agreement as a condition of enrollment in any circumstances other than the two circumstances specified above.

Students Living With a Resident Adult other than a Parent - 24 P.S. § 13-1302 When a child is living with a district resident, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that resident's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled *Required Enrollment Documentation*. In addition, before accepting the child as a student, the district shall require the resident to file *only one* of the following:

1. **A sworn and notarized statement** from the resident of the school district consistent with the requirements of 24 P.S. §13-1302(a)(2), indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling (see [Attachment B](#) (Word) for a model statement), or

2. **Appropriate legal documentation to show dependency or guardianship**, which may include a custody order.

The school district may, pursuant to the attached guidelines (see [Attachment C](#) (Word)), require other information to be submitted by the resident to substantiate the sworn statement. *The natural parent(s) or former guardian(s) of the student may not be required to provide information.* Once the requested information is provided, the school district must

enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Foster Students - 24 P.S. §13-1305

Nonresident children placed in foster care must be educated in accordance with 24 P.S. §13-1305(a), which provides that a nonresident child in paid foster care is "entitled to all free school privileges accorded to resident children of the district. . . in the same manner as though such child were in fact a resident child of the district." The provision that permitted school districts to refuse to accommodate foster students has been held to be unconstitutional. In addition, nonresident exceptional school-aged persons should be afforded the same rights to an appropriate program of special education as are resident exceptional school-aged persons per 24 P.S. §13-1371 et seq. and [22 Pa. Code Chapter 14](#) and [22 Pa. Code Chapter 16](#). A school district may request verification that the child is residing with a foster parent or is in a pre-adoptive or adoptive home in the form of a letter from the appropriate agency, but the district cannot require a court order or agency records.

Children placed into foster care often move from one foster home to another and such moves may involve school changes as well. In order to minimize the impact of change upon these children, school districts are strongly encouraged to develop policies or agreements to enable a student who is in foster care to remain in the educational program in the same school or school district even if that student is moved to a residence in another school attendance area within the district or in another school district.

Students Living in Institutions - 24 PS §13-1306

School districts in which children's institutions, including detention homes, drug and alcohol treatment centers and other similar facilities are located (referred to as host school districts) are required to provide an education and, when appropriate, special education to nonresident students of the host district who are placed into the institution. This includes the right to attend the school district's public schools if appropriate for the child. Enrollment of these students follows the same requirements as resident students of the school district. See [BEC 24 P.S. §13-1306 Nonresident Students in Institutions](#).

Emancipated Minors

An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll without any additional assistance from an adult.

Homeless Students

Educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and

youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, local school officials should consult with their county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing, or continue their education in the district of prior attendance. See the McKinney-Vento Act, 42 U.S.C. §11431 *et seq.* and the [*BEC 42 U.S.C. §11431 et seq. Education for Homeless Youth*](#) for more details.

Pre-Adoptive and Adoptive Students

The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to-place children with adoptive parents, 42 U.S.C. §673. Pennsylvania has adopted companion legislation, known as the Adoption Opportunities Act. See 62 P.S. §771 *et seq.* Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster payments, or other payments such as Supplemental Security Income (SSI) or Transitional Assistance for Needy Families (TANF), are entitled to attend school in the school district in which the pre-adoptive parents reside.

Notwithstanding receipt of any of the above payments, children living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside under 24 P.S. §13-1302. Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the district under 24 P.S. §13-1302.

Re-enrollment of Students Returning from Delinquency Placements

When a student returns to a school district from a delinquency placement, the school district cannot automatically place a child in an alternative education program for disruptive youth merely because the child had been adjudicated delinquent. Like any other student being transferred to an alternative school, students returning from delinquency placement are entitled to an informal hearing prior to being placed in an alternative education program.

The purpose of the hearing is to determine whether the student currently is fit to return to the regular classroom or meets the definition of a disruptive student. Factors a school should consider include: whether the incident causing the adjudication occurred at school or at a school-sponsored event, the child's behavior in placement, and the recommendations of teachers and other adults (such as juvenile probation officers) who have worked with the youth.

School-Age Children of Military Personnel

When Pennsylvania residents who are military personnel are deployed and their school age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing. These students should be enrolled using the Section 1302 statement/affidavit process, except that the resident is to be presumed to be supporting the child without personal compensation or gain (gratis).

OTHER ISSUES RELATED TO ENROLLMENT

Address Confidentiality Program (ACP)

Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and school districts shall not require additional information about their residence. School records from the student's former school will be forwarded through the ACP. If there are questions about the family's eligibility for enrollment, contact the ACP at 1-800-563-6399.

Age

Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21. The local school board has the right and responsibility to establish the age at which a child can begin the kindergarten program. Once the age requirement is established, districts cannot refuse admission to a child who meets the age requirement. See [*BEC 24 P.S. §05-503 Admission to Kindergarten and Beginners*](#).

During the time a child is of school age, the child or student is entitled to attend the public schools of the resident school district or a charter school, or to attend other school districts as an eligible nonresident. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma (GED), the student can enroll in school and work towards a diploma. For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department will accept requests to allow students to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

Children and Families with Limited English Proficiency

Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

Twins and Multiple Siblings 24 P.S. § 1310.1

Twins or higher order multiple siblings are to be enrolled in the same manner as all other students. The School Code provides for parental discretion in the classroom placement of twins or higher order multiples. A parent or guardian of twins or higher order multiples who attend the same grade level at the same school may request that the children be placed in the same classroom or separate classrooms. The parent or guardian must make the request no later than ten days after the beginning of the school year or ten days after the first day of the student's attendance, if the students are enrolled after the school year commences.

The school district may recommend classroom placement to the parents and provide professional education advice to the parents to assist them in making the best decisions for their children's education. The school district shall provide the classroom placement

requested, unless, after consultation with the school district superintendent or designee, the principal determines that alternative placement is necessary. The law affords the parents the opportunity to appeal that denial. A school district is not required to place twins or higher order multiples in separate classrooms if the request would require the school district to add an additional class to the grade level of the siblings.

SUBMITTING ENROLLMENT COMPLAINTS TO THE DEPARTMENT OF EDUCATION

When a dispute arises regarding enrollment of a student, the person attempting to enroll the child, or the school district may bring the dispute to the attention of the Department's School Services Office. A complaint may be filed by mail, email or by phone with written follow up. After receipt of a complaint, a Department representative will contact the school district, family or other involved parties to determine the facts, whether the child is entitled to enrollment in the district and to try to resolve the problem. These contacts, whenever possible, will occur within five (5) days of receipt of the complaint. If the complaint is not amicably resolved, a written determination will be made and sent to the school district and the individual who filed the complaint.

If the school district does not enroll the student within five (5) school days after receiving the written determination, the Department will issue a letter to the school district requesting its position on the situation. The school district will have five (5) school days to respond to the request. If the school district refuses to enroll the student or does not respond, the matter will be forwarded to the Department's Office of Chief Counsel (OCC). The OCC and the Deputy Secretary for Elementary/Secondary Education will determine if the school district's response is valid to deny enrollment. If not, the Deputy Secretary will determine what additional measures may be necessary to assure enrollment.

WRITTEN POLICIES

Each school district and charter school must adopt a written policy on student admission; which policy shall be a public record ([*22 Pa Code § 11.41*](#)). The Department recommends that school district and charter school admission policies and procedures be posted on the entity's website.

FREQUENTLY ASKED ENROLLMENT QUESTIONS AND ANSWERS

Frequently asked enrollment questions and answers are provided on this website at [Enrollment Q&A](#).

REFERENCES:

Purdon's Statutes

- 24 P.S. § 13-1301
- 24 P.S. § 13-1302
- 24 P.S. § 13-1302(a)(1)
- 24 P.S. § 13-1302(a)(2)
- 24 P.S. § 13-1305
- 24 P.S. § 13-1306
- 24 P.S. § 13-1310.1
- 24 P.S. § 13-1317.2(e.1)
- 24 P.S. § 13-1371 et seq.
- 24 P.S. § 13-1304-A
- 62 P.S. § 771 et seq.
- 23 Pa. C.S.A. § 6701

State Board of Education Regulations

[22 Pa. Code § 4.26](#)

[22 Pa. Code § 11.11](#)

[22 Pa. Code, Chapter 11 22 Pa. Code, Chapter 14 22 Pa. Code, Chapter 16](#)

Federal Statutes

20 U.S.C. § 1703

42 U.S.C. § 673

42 U.S.C. § 2000d et seq. 42 U.S.C. § 11431 et seq.

Other

Plyler v. DOE, 457 U.S. 202 (1982)

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English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

- D **STEP 1:** Review the Home Language Survey.
- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**
 - If the HLS indicates a language other than English **for all questions**, the family interview is optional, and you may **skip to STEP 4.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

- D **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

- Is this student a Native Alaskan, Native American, or Native Hawaiian?
☐ YES ☐ NO
- Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES ☐ NO
- When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP I**

Comments:

- ☐ **STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see [Appendix A](#) before proceeding.**
- ☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5.**

*NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed 4.5 does not need to be re- screened. In this case, **skip to STEP 6.** If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

- ☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener.

Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an **EL** on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of 19 or lower OR Between 20-24 inclusive AND reading ::; 6 OR writing score ::; 4 <i>See kindergarten identification and placement process flowchart in Appendix B</i>
Kindergarten	K MODEL	<i>1st semester K: Assess all 4 domains</i> Oral language composite below 5.0 (<i>Use literacy scores for instructional plans</i>) <i>2nd semester K: Assess all 4 domains</i> Overall composite proficiency level below 5.0 AND Literacy Composite below 4.2
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

D STEP 6: OPTIONAL - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

D STEP 7: Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

☐ YES ☐ NO

Proceed to STEP 8.

D STEP 8: Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement: Proceed to

STEP 9.

D STEP 9: Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**

O **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**

☐ **STEP 11:** Notify the receiving school of student's identification and placement. **Proceed to STEP 12.**

O **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13.**

D **STEP 13:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom Els are scheduled have English language proficiency information for their Els. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

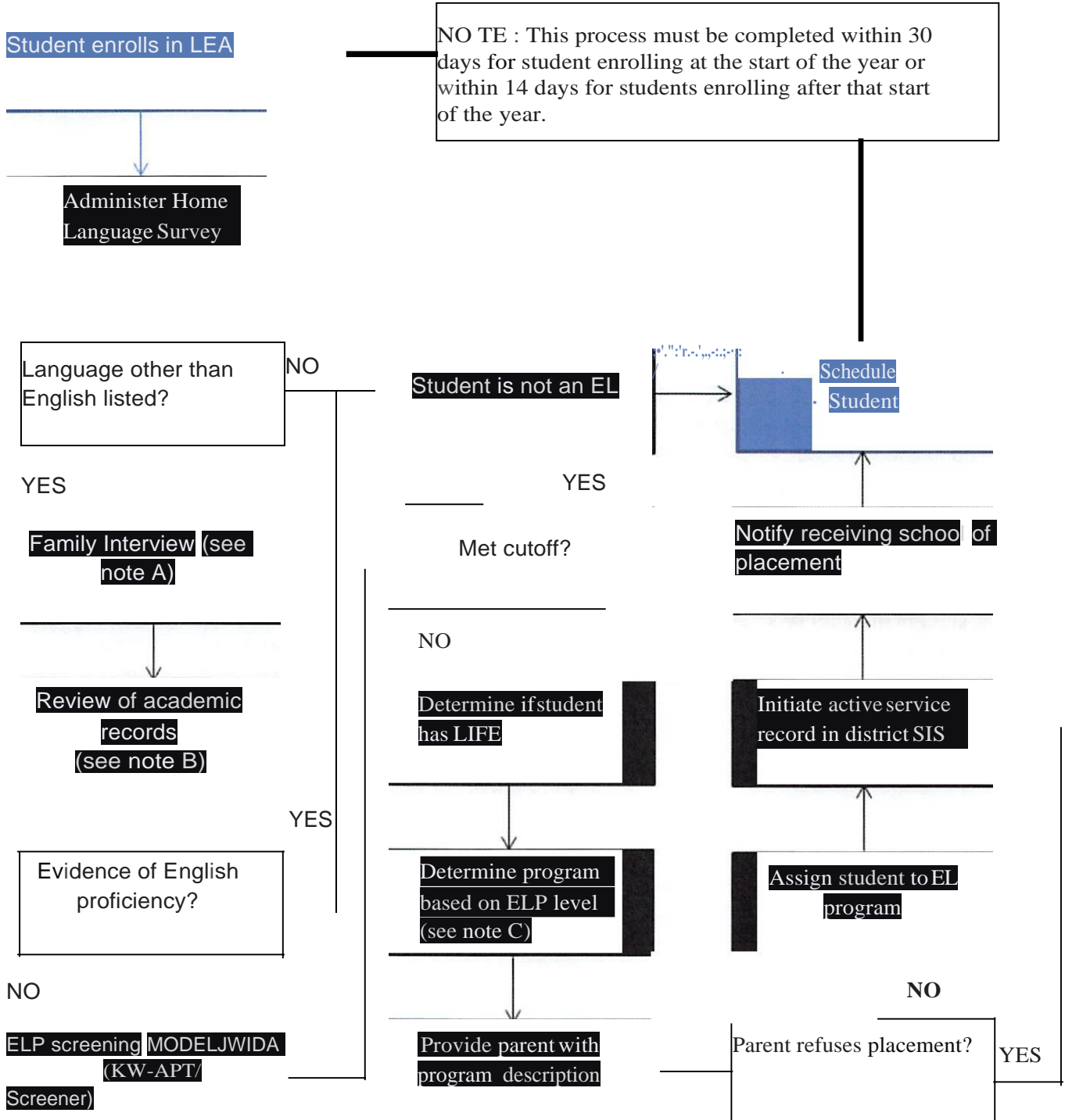
If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESUSPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Appendix B

English Learner (EL) Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement.

Appendix C

Kindergarten English Learner (EL) Identification and Placement Process Flowchart

When using the KW-APT only

Administer all 4 domains of the Kindergarten W-APT (listening, speaking, pre-reading and pre-writing) to ALL ELs on the LEA's PHLOTEList

19 or lower on oral composite score indicates that a student likely requires English language assistance instruction.

Between 20 and 24 inclusive on oral composite score indicates that a student may require English language assistance instruction.

25 or higher on oral composite score signifies that a student meets the minimum criteria for English language proficiency and is not an EL.

The LEA must consider student's reading and writing scores.

Reading ≥ 6 **OR**
Writing score ≥ 4

Reading ≥ 7 **AND**
Writing ≥ 5

Place the EL into the LEA's Language Instruction Educational Program that will best serve the student's English language learning needs.

No placement into the LEA's Language Instruction Educational Program.

Selection of appropriate grade-level cluster test forms

For the WIDA Screener and MODEL, the appropriate grade-level cluster form to administer to students depends on the time of year when the test is being administered and the current grade of the student. For students in the first semester of the first year of a grade-level cluster, the district should administer the next lower grade cluster form. See the table below.

WIDA Screener Selection

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Semester	2	2	2	2	2	2	2	2	2	2	2	2
Grade-Cluster Form	Grade 1 Test	Grades 2-3 Test		Grades 4-5 Test		Grades 6-8 Test			Grades 9-12 Test			

- Districts have the option of using the grade 1 WIDA Screener or the Kindergarten MODEL for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		2	3	4	5	6	7	8	9	10	11	12
Semester	1 2	1 2	2	2	2 1 2			2 1	2 1	2 1	2	2 1 2 1 2	
Grade-Cluster Form	K Screener		Grades 1-2 Screener		Grades 3-5 Screener		Grades 6-8 Screener			Grades 9-12 Screener			

Kindergarten students may be administered the KW-APT or the MODEL. The KW-APT may NOT be administered to first semester P¹ graders.

KW-APT

GRADE	K	
Semester		2
Grade-Cluster Form	KW-APT	



DALLASTOWN AREA SCHOOL DISTRICT

Language Instruction Educational Program (LIEP)

Parental Right to Refuse Waiver Form

Student Name: _____

School: _____

Opt-out Date: _____

Grade: _____

Student ID#: _____

As required by federal law, your child has taken an English language proficiency test to determine if she or he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that she or he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

The school has described the ELD program they recommend for my child in detail. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

Parental Right to Refuse ELD Services: (By ✓ checking each item below, I acknowledge that I have read and understand each statement.)

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

_____ My decision to decline or opt-out of specialized ELD instruction is voluntary.

_____ The school district will report my child to Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.

_____ Federal and state law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until he or she attains English proficiency and is no longer considered EL status.

_____ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

_____ The school district will continue to inform me of my child's progress in attaining English proficiency.

_____ I can change my preference at any time by notifying the school district in writing and allow my child the to enroll in the ELD program (s) offered by the school.

I, _____ (parent/guardian name), with a full understanding of the above information, wish to

_____ decline **all** of the specialized ELD programs and services offered to my child.

_____ decline **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to decline (*List program/services*):

Parent/Guardian Signature: _____

Date: _____



Appendix I

Dallastown Area School District

LIEP Parent Right to Refuse Progress Monitoring Requirements and Guidelines

Students opted-out will:

- Be considered EL and reported to the state. A *New EL Student Form* must be completed with the Opt-Out option checked.
- Be assessed using the WIDA ACCESS 2.0 each year until the exit criteria has been met.

Progress monitoring of a student opted-out of the English Language Development (ELD) program will be monitored at the ***end of each trimester/marking period***.

To determine student progress toward achieving English proficiency and the academic standards, the ESL teacher will use multiple measures, including:

1. review of report cards each trimester/marking period;
2. communication with regular education teachers to discuss student progress
 - a. Use curriculum-based assessment tools utilized by the regular education classroom teacher;
3. communication with regular education teachers for classes in which ELs are receiving a grade of C or lower;
4. results of district-wide assessments;
5. and, results of PSSA (Pennsylvania System of School Assessment).

If a student is **demonstrating adequate growth** toward achieving English proficiency and the academic standards at the end of the trimester/marking period, document the review of data on the *Opt-Out Progress Monitoring* document and continue with the opt-out option determined by the parent.

If a student is **not demonstrating adequate growth** toward achieving English proficiency and the academic standards without the support of the ELD program, the parent(s)/guardian will be notified. A meeting will be requested by the ESL teacher with the classroom teacher and building principal present. The ESL teacher and classroom teacher will need to share assessment results, progress in the classroom, adaptations, and modifications in place appropriate to an EL student and continued struggles. The parent(s)/guardians will be offered the following:

- Participate in **ALL** ELD programs offered by the school district
- Participate in **some** ELD programs by the school district (parent must designate which part of the program that is to be provided)

When a parent chooses to reinstate the student into the ELD program, the *ELD Program Reinstatement Form* must be completed and signed by the parent.

After the *ELD Program Reinstatement Form* has been completed, district staff have the following responsibilities:

1. Make three (3) copies of the signed *ELD Program Reinstatement Form*.
2. Place the signed original *ELD Program Reinstatement Form* in the student's cumulative folder.
3. Place a copy of the signed *ELD Program Reinstatement Form* in the LIEP folder in the classroom.

4. Share a copy of the signed *ELD Program Reinstatement Form* with the classroom teacher and building principal.
5. Provide parent(s)/guardians a signed copy of the *ELD Program Reinstatement Form*.

Adequate growth is defined as:

- One benchmark below the grade level expectation
- C or higher in the course

Supporting the classroom teacher for a student who has been *opted-out* of the ELD program

- Meet with the classroom teacher on a *weekly* basis to discuss plans for the week
- Make suggestions for adaptations/modifications/accommodations for the student
- Observe the student in the classroom to be able to provide necessary supports and suggestions for the classroom teacher
- Provide mini staff development and/or strategies for working with EL students
- Give whatever you can from behind the scenes to support the student
- Provide information/strategies/supports for behavioral concerns
- Meet with the classroom teacher at the end of each trimester/marking period to review multiple measures



Dallastown Area School District
LIEP Opt-Out Student Progress Monitoring Form

Student Name:

Grade:

Classroom Teacher:

ESL teacher:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:



DALLASTOWN AREA SCHOOL DISTRICT

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

PARENTAL REINSTATEMENT REQUEST FORM

Student Name: _____ Date of Inclusion: _____

School Name: _____ Student ID#: _____

I, _____ (insert parent name) reviewed my child's academic progress and English language proficiency level to date, and wish to...

_____ have my child participate in **all** of the ELD programs and services offered to my child.

_____ have my child participate in **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to include my child's participation in *(List program/services)*

Parent/Guardian Signature: _____ Date: _____

Signature	Title	Date
-----------	-------	------

Dallastown Area School District
English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____
 (mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English Learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in the Language Instruction Educational Program;
- Other Language Instruction Educational Program that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the Language Instruction Educational Program we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's Language Instruction Educational Program that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to participate in the Language Instruction Educational Program. Placement in the Language Instruction Educational Program that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The Language Instruction Educational Program chosen is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of the Language Instruction Educational Program is _____ (number of years). The high school graduation rate for students participating in the Language Instruction Educational Program is ____%. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Dallastown Area School District

English

English Learner Program
Placement

The name of the English Language Proficiency (ELP) test your child took is:

☐ _____
(Test used to measure level of English proficiency)

☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Language Proficiency (ELP) is:

_____ The highest score possible is: _____

The level needed to be proficient in English and exit the Language Instruction Educational Program is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ _____
(Test used to measure level of academic achievement)

☐ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's homelanguage.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based Language Instruction Educational Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's Language Instruction Educational Program is not the district's only English Language Development Program. Additional information about your child's Language Instruction Educational Program and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the Language Instruction Educational Program provided by Title I, Title III, or both; (b) options available for your child if you decline the Language Instruction Educational Program offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Dallastown Area School District
Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Educating Students with Limited English Proficiency: The Law



English Language Learner (ELL):

A child whose native language is not English, from an environment where a language other than English is dominant.

Federal Law

- **OCR Title VI Civil Rights Act (1964):**
“No person shall, on the grounds of race, color or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance.”
- **Equal Educational Opportunities Act (1974):**
This act states that schools need to take appropriate measures to overcome language barriers that impede students’ participation in programs.
- **No Child Left Behind Act (2001):** This act makes federal funding for states dependent on student progress. According to the act: “States that do not meet their performance objectives for LEP students could lose up to ten percent of the administrative portion of their funding for all ESEA state administered formula grant programs.”

State Code

- **22 Pa. Code §4.26, BEC (2001):** Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

It requires that the school district or charter school provide a program for every student who is limited English proficient or an English language learner. Such a program MUST include:

- Standards-based English as a second language instruction at the appropriate proficiency level,
- Content area instruction aligned with the corresponding standards and adapted to meet the needs of the students, and
- Assessment processes that reflect the academic standards and instruction.



Case Law

Lau vs. Nichols (1974): The court ruled that giving all students the same desks, books, teachers, and lessons does not mean that they have equal opportunity, especially if there are students who do not speak English.

Castañeda v. Pickard (1981): The Fifth Circuit Court established a three-part test to determine if school districts are complying with the *Equal Educational Opportunities Act of 1974*. The requirements include:

1. **Theory** - The school must implement a program based on sound educational theory or, at a minimum, a legitimate experimental program design.
2. **Practice** - The school district must put into practice the educational program they have designed. They must allocate the necessary personnel and practices to transfer theory to practice.
3. **Results** - The school must stop programs that fail to produce results.

Plyler v. Doe (1982): The court ruled that schools cannot deny students access simply because they are undocumented (illegal) aliens. In other words, the schools are not agencies or agents for enforcing immigration law.



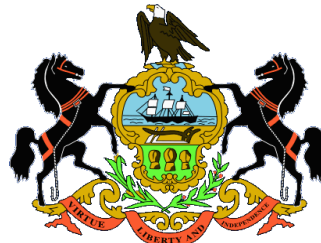
Resources

Pennsylvania Department of Education

- General Information: (717) 783-6788
- Bureau of Teaching & Learning Support: (717) 787-8913

Web Sites

- **Pennsylvania Department of Education:**
Main site: www.pde.state.pa.us
ESL site: www.pde.state.pa.us/esl
- **Office of English Language Acquisition – U.S. Dept. of Education:** www.ed.gov/oela
- **Title VI – 1964 Civil Rights Act:**
www.usdoj.gov/crt/cor/coord/titlevistat.htm
- **Equal Education Opportunity Act of 1974:**
www.usdoj.gov/crt/cor/byagency/ed1703.htm
- **No Child Left Behind - Title III:**
www.ed.gov/policy/elsec/leg/esea02/pg39.html
- **Pennsylvania Intermediate Units:**
www.paiu.org
- **Pennsylvania ESL Portal:**
www.eslportalpa.info



If you have any questions about this publication, or for additional copies, contact:

Pennsylvania Department of Education
ESL Program Area
333 Market Street, 8th Floor
Harrisburg, PA 17126
(717) 787-8913

This brochure is printed in English and Spanish and is also available online in Arabic, Chinese (Traditional), Russian, Ukrainian, and Vietnamese at <http://www.pde.state.pa.us/esl>

Educating Students
with Limited English
Proficiency
**Educating Students
with Limited English
Proficiency**

**The Law
The Law**

Information
for Parents
**Information
for Parents**



Pennsylvania

Complaint Resolution Process for NCLB Programs

Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires State Educational Agencies (SEAs) to adopt written procedures for “receiving and resolving any complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, the Pennsylvania Department of Education (PDE) Division of Federal Programs has adopted the following procedures after presenting them to the Committee of Practitioners.

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that PDE or a Local Educational Agency has violated a requirement of federal statute or regulations which apply to programs under the Elementary and Secondary Education Act of 1965 (ESEA, as amended by the Every Child Succeeds Act (ESSA).
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with PDE or the LEA regarding the complaint.

Complaint Resolution Procedures

- 1) **Referral** - Complaints against LEAs or appeals from LEA decisions regarding complaints will be referred to the Regional Coordinator for the LEA against which the complaint has been filed.
- 2) **Notice to LEA** - The Regional Coordinator will notify the LEA's superintendent or chief administrative officer that a complaint or appeal has been received, will provide a copy, and will direct the LEA to respond.
- 3) **Investigation** - After receiving the LEA's response, the Regional Coordinator will determine whether further investigation is necessary. If necessary, the Regional Coordinator may carry out an independent investigation on-site at the LEA.
- 4) **Opportunity to Present Evidence** - The Regional Coordinator may, in his or her discretion, provide for the complainant, the complainant's representative, or both, and the LEA to present evidence. Such presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5) **Report and Recommended Resolution** - Once the Regional Coordinator has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint or appeal. The final report will give the name of the party bringing the complaint or appeal, the nature of the complaint or appeal, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Regional Coordinator will issue the report to all parties to the complaint or appeal. The recommended resolution will become effective upon issuance of the final report.
- 6) **Follow-up** - The Regional Coordinator will insure that the resolution of the complaint or appeal is implemented.
- 7) **Time Limit** - The period between PDE's receipt of a complaint or appeal and its resolution shall not exceed sixty (60) calendar days.
- 8) **Extension of Time Limit** - The Chief of the Division of Federal Programs may extend the 60-day time limit if exceptional circumstances exist with respect to a particular complaint or appeal.
- 9) **Right to Appeal** - Either party may appeal the final resolution to the United States Secretary of Education.

Procedures for Resolving Complaints against PDE

- 1) **Referral** - Complaints against PDE will be referred to the Chief of the Division of Federal Programs.
- 2) **Acknowledgment** - The Division Chief will acknowledge receipt of the complaint in writing.
- 3) **Investigation** - The Division Chief will investigate the complaint.
- 4) **Opportunity to Present Evidence** - The Division Chief may, in his or her discretion, provide for the complainant and/or the complainant's representative to present evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5) **Report and Recommended Resolution** - Once the Division Chief has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Division Chief will issue the report to the complainant and the complainant's representative, if any.
- 6) **Appeal to Secretary of Education** - In appropriate cases, the complainant may appeal from the recommended resolution to the Secretary of Education of the Commonwealth. In all other cases, the recommended resolution will become effective upon issuance of the final report.
- 7) **Follow-up** - The Division Chief will insure that the resolution of the complaint is implemented.
- 8) **Time Limit** - The period between PDE's receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.
- 9) **Extension of Time Limit** - The Division Chief may extend the 60-day time limit if exceptional circumstances exist with respect to a particular complaint.
- 10) **Right to Appeal** - Either party may appeal the final resolution to the United States Secretary of Education.

Local Complaint Procedures

- 1) **Adoption of Procedures** – Each LEA must adopt procedures for resolving complaints filed with them.
- 2) **Appeal to PDE** - The LEA's procedures must provide the complainant or the complainant's representative with the right to appeal the LEA's resolution of the complaint to PDE. Complaints should be addressed as follows:

Susan McCrone
Division Chief
Division of Federal Programs
Pennsylvania Department of
Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

Appendix O

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: PASID:

Date:

Evaluator's Name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten**Rubric 2 - Written Expression Language Use Inventory****Expansion of Repertoires: Cohesion**

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose/understanding.	

Total Points:

Grade 1**Rubric 2 - Written Expression Language Use Inventory****Expansion of Repertoires: Cohesion**

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because."	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because.”	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion.	

Total Points:

Grades 2-3**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content- specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because."	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement).May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non- fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Appendix B

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Appendix C

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like “and” or “then.”	Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some “jumpiness” in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Appendix D
Reclassification Cover Sheet



DALLASTOWN AREA SCHOOL DISTRICT

700 New School Lane
Dallastown, PA 17313-9242
(717) 244-4021

Language Instruction Educational Program

English Learner Reclassification

Student Name:	Click here to enter text.	PA State ID:	Click here to enter text.
Grade:	Choose a grade.	Building:	Choose a building.
ACCESS for ELLs® Proficiency Level: Enter ACCESS for ELLs® proficiency level score.			

ACCESS for ELLs® Reclassification Points:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ELD Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre – Report Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Points from language use inventory #1:	
Points from language use inventory #2:	
TOTAL points for reclassification:	

- Does the TOTAL number of points above equal or exceed the threshold of 10.5?
☐ Yes ☐ No
- Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student ☐ is recommended ☐ is *not* recommended for reclassification as a Former EL.

3. If the student's score is equal to or exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, provide an explanation below:

ESL teacher Signature: _____ Date: [Click here to enter date.](#)

ESL teacher Printed Name: [Choose name.](#)

Modifications Checklist

English Language Learners

I. Environmental/Behavior Management

- ☐ assign preferential seating
- ☐ clarify rules

II. Instructional Materials

- ☐ use adapted/modified text and supplemental materials
- ☐ provide adapted handouts
- ☐ highlight materials
- ☐ identify answer locations
- ☐ use visual aids
- ☐ allow use of software/hardware

III. Presentation of Materials

- ☐ simplify language
- ☐ emphasize critical information
- ☐ demonstrate concepts/use manipulatives
- ☐ provide a preview of lesson
- ☐ pre-teach vocabulary
- ☐ use individual/small group instruction
- ☐ use specialized curriculum

IV. Pacing/Time Demands

- ☐ extend time requirements
- ☐ omit assignments

V. Assignments

- ☐ shorten segments
- ☐ adapt worksheets/packets
- ☐ give directions in small distinct steps
- ☐ use visual backup for oral directions
- ☐ read directions to students
- ☐ allow copying from handout/text
- ☐ modify note taking
- ☐ use alternative assignments
- ☐ record or type assignments
- ☐ limit large amounts of written work

VI. Reinforcement and Follow Through

- ☐ give immediate feedback
- ☐ use positive reinforcement
- ☐ use concrete reinforcement
- ☐ check often for understanding/review
- ☐ arrange for tutoring
- ☐ plan cooperative learning experiences
- ☐ provide language experience
- ☐ have student repeat directions
- ☐ make/use vocabulary aids
- ☐ teach study skills
- ☐ use study guides
- ☐ repeat review/drill
- ☐ peer check

VII. Evaluation Methods

- ☐ administer tests orally
- ☐ modify format
- ☐ administer test individually
- ☐ request only selected test items be answered
- ☐ provide additional test time
- ☐ allow testing in ELL room

VIII. Grading

- ☐ modify grading system
- ☐ modify weights of course components

IX. Communication Factors

- ☐ communicate with parents
- ☐ encourage student to use complete sentences
- ☐ model appropriate speech behaviors
- ☐ allow increased response time
- ☐ discreetly repeat directions
- ☐ use verbal, gestural, or physical prompt
- ☐ give verbal as well as written directions

Post-Exit EL Monitoring Form Dallastown Area School District

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

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

Exiting ACCESS for ELs® Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):			
	Reading	Mathematics	Writing
1st Year of monitoring			
2nd year of monitoring			

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

Report Card Results:								
	1 st year of monitoring				2 nd year of monitoring			
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
LA								
Math								
Science								
Social Studies								

Student Name: _____

1 st Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
		_____	_____	_____	_____	1 st	2 nd	3 rd	4 th
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)									
1. The student completes assignments on-time. -----									
2. The student communicates effectively with teacher. -----									
3. The student participates effectively in class projects.-----									
4. The student participates effectively in class discussions. -----									
5. The student is able to work independently. -----									
6. The student attends class regularly. -----									
7. The student displays effort and enthusiasm in class. -----									
8. The student requires additional assistance with assignments. -----									
9. The student shows evidence of difficulty with language. -----									
10. The student has discipline problems that interfere with his/her academic progress. -----									
						1 st	2 nd	3 rd	4 th
Have EL strategies been implemented to respond to the language needs of the former EL?									
Do you recommend that this student be considered for reclassification as an EL?									
<i>If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.</i>									

2 nd Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
		_____	_____	_____	_____	1 st	2 nd	3 rd	4 th
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)									
1. The student completes assignments on-time. -----									
2. The student communicates effectively with teacher. -----									
3. The student participates effectively in class projects.-----									
4. The student participates effectively in class discussions. -----									
5. The student is able to work independently. -----									
6. The student attends class regularly. -----									
7. The student displays effort and enthusiasm in class. -----									
8. The student requires additional assistance with assignments. -----									
9. The student shows evidence of difficulty with language. -----									
10. The student has discipline problems that interfere with his/her academic progress. -----									
						1 st	2 nd	3 rd	4 th
Have EL strategies been implemented to respond to the language needs of the former EL?									
Do you recommend that this student be considered for reclassification as an EL?									
<i>If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.</i>									

Student Name: _____

To be completed by appropriate EL staff

1 st year of monitoring	1 st	2 nd	3 rd	4 th
I received and reviewed this form. (EL staff member initials)	_____	_____	_____	_____

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

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

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

2 nd year of monitoring	1 st	2 nd	3 rd	4 th
I received and reviewed this form. (EL staff member initials)	_____	_____	_____	_____

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

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

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

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

Post-Exit EL Monitoring Form Dallastown Area School District

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

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

Exiting ACCESS for ELs® Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? (any academic services/programs in addition to the standard academic program)	NO	YES
If so, describe the services:		

Report Card Results:						
	1 st	Comments	2 nd	Comments	3 rd	Comments
LA						
Math						
Science						
Social Studies						

--

Student Name: _____	Monitoring Year (circle): 1st year 2nd year
---------------------	---

Language Arts	Teacher's Initials: _____	1st _____	2nd _____	3rd _____			
	Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					Trimester	
						1st 2nd 3rd	
11. The student completes assignments on-time. -----							
12. The student communicates effectively with teacher. -----							
13. The student participates effectively in class projects.-----							
14. The student participates effectively in class discussions. -----							
15. The student is able to work independently. -----							
16. The student attends class regularly. -----							
17. The student displays effort and enthusiasm in class. -----							
18. The student requires additional assistance with assignments. -----							
19. The student shows evidence of difficulty with language. -----							
20. The student has discipline problems that interfere with his/her academic progress. -----							
					1st	2nd	3rd
Have EL strategies been implemented to respond to the language needs of the former EL?		Y N	Y N	Y N			
Do you recommend that this student be considered for reclassification as an EL?		Y N	Y N	Y N			

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

Mathematics	Teacher's Initials: _____	1st _____	2nd _____	3rd _____		
	Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					Trimester
						1st 2nd 3rd
1. The student completes assignments on-time. -----						
2. The student communicates effectively with teacher. -----						
3. The student participates effectively in class projects.-----						
4. The student participates effectively in class discussions. -----						
5. The student is able to work independently. -----						
6. The student attends class regularly. -----						
7. The student displays effort and enthusiasm in class. -----						
8. The student requires additional assistance with assignments. -----						
9. The student shows evidence of difficulty with language. -----						
10. The student has discipline problems that interfere with his/her academic progress. -----						
		1st	2nd	3rd		
Have EL strategies been implemented to respond to the language needs of the former EL?		Y N	Y N	Y N		
Do you recommend that this student be considered for reclassification as an EL?		Y N	Y N	Y N		

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

Student Name: _____	Monitoring Year (circle): 1st year 2nd year
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Science	Teacher's Initials: _____	1st	2nd	3rd	Trimester		
					1st	2nd	3rd
		Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
1. The student completes assignments on-time. -----							
2. The student communicates effectively with teacher. -----							
3. The student participates effectively in class projects. -----							
4. The student participates effectively in class discussions. -----							
5. The student is able to work independently. -----							
6. The student attends class regularly. -----							
7. The student displays effort and enthusiasm in class. -----							
8. The student requires additional assistance with assignments. -----							
9. The student shows evidence of difficulty with language. -----							
10. The student has discipline problems that interfere with his/her academic progress. -----							
				1st	2nd	3rd	
Have EL strategies been implemented to respond to the language needs of the former EL?				Y N	Y N	Y N	
Do you recommend that this student be considered for reclassification as an EL?				Y N	Y N	Y N	

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

Social Studies	Teacher's Initials: _____	1st	2nd	3rd	Trimester		
					1st	2nd	3rd
		Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)					
1. The student completes assignments on-time. -----							
2. The student communicates effectively with teacher. -----							
3. The student participates effectively in class projects. -----							
4. The student participates effectively in class discussions. -----							
5. The student is able to work independently. -----							
6. The student attends class regularly. -----							
7. The student displays effort and enthusiasm in class. -----							
8. The student requires additional assistance with assignments. -----							
9. The student shows evidence of difficulty with language. -----							
10. The student has discipline problems that interfere with his/her academic progress. -----							
				1st	2nd	3rd	
Have EL strategies been implemented to respond to the language needs of the former EL?				Y N	Y N	Y N	
Do you recommend that this student be considered for reclassification as an EL?				Y N	Y N	Y N	

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

Student Name: _____	Monitoring Year (circle): 1st year 2nd year
---------------------	---

To be completed by appropriate EL staff

I received and reviewed this completed form.	1 st _____ (Initial)	2 nd _____ (Initial)	3 rd _____ (Initial)
--	---------------------------------------	---------------------------------------	---------------------------------------

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

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (if the answer is "Yes", describe the collaboration in the comments section)		
1st	Yes No	Comments:
2nd	Yes No	Comments:
3rd	Yes No	Comments:

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

	1 st	2 nd	3 rd
I recommend that this student be reclassified as an EL.	YES NO	YES NO	YES NO
Additional Recommendation(s):			
If a recommendation is made to reclassify, have the parents been notified?	YES		NO

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

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

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

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

Currently, the CAN DO Descriptors are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences. Due to maturation, expectations of young ELs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2008, WIDA will release new grade level cluster-specific CAN DO Descriptors at www.wida.us.

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

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



Guidelines for English Learners with Individualized Education Programs

Introduction

The Pennsylvania Department of Education's Bureaus of Special Education and of Curriculum, Assessment, and Instruction have developed guidelines regarding the identification, assessment, instruction, and placement of English Learners (ELs) thought to be eligible for special education services and/or ELs with Individualized Education Programs (IEPs). Local Educational Agencies (LEAs) must ensure that all ELs who may have a disability and need services under Individuals with Disabilities Act (IDEA) or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner. When conducting an evaluation for special education eligibility, LEAs must consider information regarding the English language proficiency of ELs in determining the appropriate assessments and other evaluation materials to be used. LEAs must not identify or determine that ELs are students with disabilities because of their limited English language proficiency. (Dear Colleague Letter, January 2015, p.24).

This document also provides guidelines in addressing the roles of English as a Second Language (ESL) teachers, content teachers, and special education teachers, collaboratively planning for the instructional program and making program exit decisions for ELs with IEPs. In addition, Every Student Succeeds Act (ESSA) regulatory changes are addressed in the guidance document.

Role of the ESL Program Specialist/ESL Teacher

IDEA requires that the IEP team considers, among other special factors, the language needs of a student with limited English proficiency. To comply with this requirement, it is essential that the IEP team includes participants who have the ESL professional knowledge to address the student's language needs. To ensure that ELs with IEPs receive services that meet their language and special education needs, it is necessary for the IEP team to include professionals with expertise in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability. (Dear Colleague Letter, p.27)

In Pennsylvania, the ESL Program Specialist (PK-12) is the add-on certificate for teachers who provide English as a Second Language instruction. The ESL teacher has the training, expertise, and experience to:

- Analyze and interpret English language proficiency assessment results
 - Focusing on English language proficiency levels, and
 - Calculating language proficiency growth using the scaled scores;
- Identify the student's language strengths and needs;
- Provide essential guidance related to the process of second language acquisition, communication with families, cultural responsiveness, and reduction of language barriers;
- Provide information concerning the ecology of the student (e.g., first language literacy, cultural and educational background, length of time in the U.S., interrupted education, mobility, acculturation stages, socio-economic status).

State-mandated English Language Proficiency Placement Test: WIDA Screener or the WIDA ACCESS Placement Test (W-APT)

All ELs receiving ESL instruction are initially administered the WIDA Screener, WIDA MODEL, or the **W-APT**. Additional criteria for placement in the language instruction educational program (LIEP) include: educational and cultural backgrounds, interviews with families, and native language literacy.

State-mandated ACCESS 2.0 and Alternate ACCESS for ELLs

The ACCESS 2.0 language proficiency assessment is administered annually to demonstrate progress in the development of English language proficiency. The IEP team must complete Section IV of the IEP form (i.e., Participation in State and Local Assessments, page 9 of 17) by listing either the accommodations on the ACCESS for ELs 2.0 by domain, or explaining why the Alternate ACCESS will be administered in place of the ACCESS for ELs 2.0

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1-12, who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS 2.0 assessment.

Specific criteria for participation in the *Alternate ACCESS for ELLs* include:

- student participation in the Pennsylvania Alternate System of Assessment (PASA);
- students classified as ELs and identified with significant cognitive disabilities as documented in the student's IEP.

Data from these standardized assessments are used to inform instruction, support the development of the IEP, and inform the process of English language acquisition as developmentally appropriate.

Determination of Special Education Eligibility

The assessment data related to second language acquisition should be part of the special education Evaluation Report for determining eligibility for special education. Assessment data, such as the data from classroom observations, progress monitoring, and the results of formative and summative assessments, including data from the annual English language proficiency assessment ACCESS 2.0 and the State-mandated placement assessments WIDA Screener/W-APT should be discussed and be part of the evaluation.

Determining eligibility for special education for all students, including ELs, may not be based solely on one test, for example an IQ test. In the absence of standardized assessments that are culturally and linguistically appropriate for and normed on ELs, the Multidisciplinary Team must consider multiple data sources. Information to be reviewed by the Multidisciplinary Team may include: years in the US, years of instruction in English, years of instruction in native language, interrupted formal education, level of English language proficiency per WIDA Screener/W-APT/MODEL and ACCESS 2.0, attendance patterns, migration patterns, native language literacy, and how the EL compares with other ELs with similar profiles.

Data related to the second language acquisition process should be part of the present levels indicating how the student is performing in listening, speaking, reading, and writing skills, and how he/she compares to other ELs with similar profiles.

Realizing that no single test will accurately represent the abilities of the student, given the language and cultural barriers, the expertise of an ESL teacher will be necessary to determine valid recommendations regarding evaluation/placement and ongoing explicit and systematic ESL planned instruction.

Key Points to Be Considered in the Identification Process for English Learners

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with IEPs in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs.
- LEAs must not identify or determine that ELs are students with IEPs because of their limited English language proficiency.
- LEAs must provide ELs with IEPs with both the language assistance and disability-related services they are entitled to under federal law. (English Learner Tool Kit for States and LEAs, p.83)

Planning for Instruction

Prior to referral of an EL for an evaluation for special education services, the LEA must ensure that the LIEP is appropriate in terms of planned instruction for English language development (ELD) and content per 22 PA Code 4.26.

As used here, the term *LIEP* refers to:

- planned ELD instruction by a qualified ESL/Bilingual Education teacher;

- adaptations/modifications in the delivery of content instruction by all teachers, based on the student's English language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) for ELs, as well as the Pennsylvania Core Standards.

LEAs must ensure that their program is sufficient in quantity and quality before referring the student for an evaluation, demonstrating evidence that:

- ELD instruction is daily, rigorous, and research-based;
- the LIEP is aligned to the English language proficiency levels of the student, and incorporates the PA English Language Development Standards (ELDS);
- grade-level planned instruction in the content areas is delivered according to the English language proficiency levels of the student and the PA English ELDS, and appropriate adaptations/modifications are provided by content teachers to allow meaningful access to core curriculum;
- collaboration is ongoing between the ESL and content teachers;
- instruction and home-school communication are culturally and linguistically responsive.

ELs with IEPs may receive both ELD instruction and special education services simultaneously. The IEP must be developed by the IEP Team, which should include the ESL teacher.

The ACCESS 2.0 is administered to ELs annually, and provides information regarding the progress of language acquisition in the domains of listening, speaking, reading, and writing. Based on these data, the IEP Team determines how special education services can be coordinated and delivered with ESL instruction to meet the student's individual needs.

Based on these individual needs of the student, ELD instruction can range from full participation in separate ELD classes/courses to consultative support delivered by non-ESL-certified teachers who are working with ESL-certified teachers in non-ELD classrooms. Programs must collaborate to ensure that both the language needs and special education requirements are met. LEAs must also address how ELD instruction will be provided for ELs with IEPs in other locations, such as IU special education programs.

Reclassification from the ESL Program

PDE has developed specific reclassification criteria for all ELs, including ELs with IEPs, based on multiple measures. All ELs, including those with disabilities, must meet the state-required exit criteria in order to exit an ESL program. Please consult the PDE Basic Education Circular on the Education of English Learners for further information regarding language instruction educational program reclassification criteria for ELs.

English Learners with an Individualized Education Plan

When making recommendations regarding reclassification from the LIEP for ELs who meet the above criteria, the IEP team, including an ESL specialist, should review the following evidence:

- Historical formal and informal assessment data and direct teachers' (ESL and Special Education) input.

- Ongoing formative assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student.
- The input of a school psychologist or other school professionals may be requested, as necessary, to help determine whether the additional exit criteria are warranted.
- Direct teacher input should provide further insight into the student's classroom performance and needs, and should include, if applicable, documentation of interventions, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

Monitoring of ELs with IEPs after Language Instructional Program Exit

Monitoring of the academic progress of ELs who have been reclassified is required for four years after reclassification from the language instruction educational program and appropriate records of student progress must be maintained. ESSA Section 3121(a)(5)

Monitoring may include any or all of the following:

- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may implement appropriate interventions to assist students who are not meeting benchmarks in core content areas.
- Monitoring is not an extension of the language instruction educational program. Students who are monitored cannot be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.
- For accountability purposes, an LEA must report on the academic achievement of an EL for each year of the four years after such student has achieved English language proficiency and no longer receives ESL services. These data must include results on content assessments for reading/language arts, mathematics, and science.

Every Student Succeeds Act (ESSA) Data Requirements

Under ESSA Section 3121, an LEA must disaggregate by English learners with disabilities in reporting the number and percentage of ELs making progress toward English language proficiency, and in reporting the number and percentage of former ELs meeting State academic standards for each of the four years after they no longer receive Title III services. (Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), p. 37).

Resources

Council of Chief State School Officers ESSA Resource Page

http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html

FAQs - Instructional Guidelines for English Language Learners with IEPs

www.pattan.net.

U.S. Department of Education ESSA Website

<http://www.ed.gov/essa?src=rn>

U.S. Department of Education and Department of Justice Dear Colleague Letter on Obligations to English Learners

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

U.S. Department of Education English Learner Tool Kit for States and LEAs. The tool kit is designed to help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to ELs, including ELs with IEPs, and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

U.S. Department of Education Newcomer Toolkit

<http://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>

U.S. Department of Education Office of English Language Acquisition (OELA) website

<http://www2.ed.gov/about/offices/list/oela/index.html>

U.S. Department of Education Office of Special Education Programs website

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

U.S. Department of Education Resource Guide: Supporting Undocumented Youth

<http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>



DALLASTOWN AREA SCHOOL DISTRICT

Office of English Language Learners

700 New School Lane

Dallastown, PA 17313-9242

(717) 244-4021 Telephone

www.dallastown.net

Student Name: [Click here to enter student's first and last name.](#)

School: [Choose a building.](#)

Date: [Click here to enter a date.](#)

[Click here to enter student's first name.](#) is a special education student in our [Choose a building.](#) classroom. [Click here to enter student's first name.](#) enrolled in Dallastown Area School District on [Click here to enter enrollment date.](#) at which time the *Home Language Form* indicated that he/she speaks [Click here to enter a language.](#) (Choose from [Language Options](#)) in the home. [Click here to enter parent/guardian's first and last name.](#) was contacted on [Click here to enter a date.](#) to clarify the degree of [Click here to enter a language.](#) spoken within the home and explained as follows:

[Click here to enter explanation.](#)

It was determined that due to the nature of the student's disability and the absence of [Choose a language.](#) spoken in the home, that he/she will not be screened at this time. [Click here to enter student's first name.](#) can be screened for LIEP services and receive the prescribed supports in the future.

ESL teacher: [Choose ESL teacher's name.](#)

cc: Cumulative Folder
LIEP File