

**PLAN FOR ALTERNATIVE PROGRAM OF  
SERVICES  
FOR LIMITED ENGLISH PROFICIENT (LEP)  
STUDENTS  
2019-2020 Revision**



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**Section One  
Educational Approach and Goals**

**Philosophy**

Limited English Proficient (LEP) students within the English as a Second Language (EL) population often have difficulty performing at grade level due to their limited knowledge of English as well as their unfamiliarity with the culture of U.S. schools (Appendix 1, *LEP Definition*). Pittsylvania County Schools is dedicated to providing each LEP student with equal opportunity to benefit from its educational programs. It is the goal of Pittsylvania County Schools to provide and promote meaningful, comprehensible instruction for all of its students so they can function on or near grade level in mainstream classes with increasing levels of English proficiency. In addition to direct instructional services to students, the district strives to engender in students and staff an appreciation for the enriching linguistic and cultural diversity of its student population.

**Goals**

The *Every Student Succeeds Act of 2015 (ESSA)* addresses English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs.

Pittsylvania County Schools' program goals and objectives are aligned with the *ESSA* legislation and the *World-Class Instructional Design and Assessment (WIDA)*, as adopted by the VDOE and *Teachers of English to Speakers of Other Languages (TESOL)*:

- To provide equal education opportunities to limited English proficient students
- To assist students to understand, speak, read and write English in order to attain full English proficiency, gaining one proficiency level each year as measured by ACCESS for ELLS.

## **Program Objectives**

- To assess potential LEP students
- To maintain English as a Second Language (EL) records
- To provide appropriate services to individual LEP students
- To monitor the performance of all identified students for a specified time
- To provide classroom teachers with appropriate materials and training
- To provide communication between the school and non-English speaking parents

## **Student Objectives**

- To use English to participate in social interactions
- To interact in, through and with spoken and written English for personal expression and enjoyment
- To use learning strategies to extend their communicative competence
- To use English to interact in the classroom
- To use English to obtain, process, construct, and provide subject matter information in spoken and written form
- To attain full English proficiency.
- To achieve grade level academic performance as measured by the Virginia Standards of Learning assessments.
- To meet the passing requirements in the mainstream classroom, be promoted to the next grade level, and to meet the requirements for graduation

## **Educational Theory**

EL instruction is intensive instruction in English designed specifically for LEP students for social and academic purposes. Little or no attempt is made to use their native languages in instruction. According to Stephen Krashen in *Principles and Practice in Second Language Acquisition*, comprehensible input must be provided in English in order for language learning to take place.

Some characteristics of appropriate EL instruction include:

- Appropriate placement (Appendix 3, *Recommendations for Placement*)
- Special sequenced curriculum built on existing knowledge and experience
- Diagnostic-prescriptive design
- Sheltered instruction in content classrooms
- Instruction and assessment of *WIDA Standards*, as adopted by the VDOE
- “EL/ESOL instruction is intensive instruction in English especially designed for LEP students.”\*

- “No attempt is made to use their native languages in instruction.”\*
- “In most divisions, EL is usually set up as a pull-out service.”\*
- “A collaborative approach between the EL and the classroom teacher can be one of the most effective ways of educating LEP students.”\*

\*EL: Handbook for Teachers and Administrators, VA Dept. of Ed.

Outlined below are five key elements of an effective language learning environment. Use of these strategies can assist all students in ACCESS 2.0®ing the content material (*English: Strategies for Teaching Limited English Proficient LEP Students, A Supplemental Resource Guide to the K-12 English Standards of Learning Enhanced Scope and Sequence, VDOE 2006*)

1) *Comprehensible input*—Teachers can make their language more comprehensible by modifying their speech by avoiding colloquialisms and speaking clearly, adjusting teaching materials, adding redundancy and context, and scaffolding information within lessons.

2) *Reduced anxiety level*—A student’s emotions play a pivotal role in assisting or interfering with learning a second language. Teachers can assist students by creating a comfortable environment that encourages participation and risk-taking without fear of feeling embarrassed or foolish (Collier, 1995; Krashen, 1981; Krashen & Terrell, 1983).

3) *Contextual clues*—Visual support makes language more comprehensible. For example, a grammar lesson using manipulatives may be more understandable than an explanation of the grammar rule. Even social language is more comprehensible when context is added. For example, understanding a face-to-face conversation in which facial expressions and gestures are used is easier than understanding a telephone conversation when context clues are nonexistent (Cummins, 1981).

4) *Verbal interaction*—Students need opportunities to work together to solve problems and use English for meaningful purposes. They need to give and receive information and complete authentic tasks.

5) *Active participation*—Lessons that encourage active involvement motivate LEP students, engage them in the learning process, and help them remember content more easily.

The Pittsylvania County EL Program applies this theory with a resource program for beginning through high intermediate level (WIDA “Entering” through “Bridging”) students. The current resource program offers individual and small group instruction in a timeframe conducive to grade and English proficiency levels. Increased emphasis will be placed on sheltered instruction in content areas in the regular classrooms.

## ***Every Student Succeeds Act of 2015 (ESSA)***

### **Purpose**

- To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind
- To ensure that LEP students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student achievement standards as all children

### **Assessment Requirements for LEP students**

- Entrance/placement test (K-MODEL or WIDA Screener)
- SOL assessments for appropriate grade levels and high school courses
- Annual assessment of English language proficiency for all LEP students (K-12) using a state approved English proficiency test
- Other assessments as required by the division

### **Participation of LEP Students in SOL Test**

All limited English proficient students will participate in the Virginia assessment program. LEP students in grades 3-8 will take the *Standards of Learning* assessments for English/reading and mathematics, science at 5<sup>th</sup> grade and 8<sup>th</sup> grade, Virginia Studies at 4<sup>th</sup> grade. Students in grades 3-8 may receive a one-time exemption in other subject areas (Virginia Studies/Civics and Writing), if the EL Committee feels it would be in the best interest of the individual student and in reading, if a student has been in the US for no more than one year. High school students will take appropriate End of Course Assessments. All LEP students are eligible for appropriate accommodations.

### **Reporting Requirements**

- Number and percentage of children attaining English proficiency and progress by the end of each school year as determined by a state-approved English language proficiency assessment.
- Description of the progress made by LEP students on the SOL assessments for each of the four years after they are no longer receiving services
- School, school division and state assessment results

A student is considered to be enrolled for a full academic year in a school, LEA, or the state if the student is in membership in the school, LEA, or the state by September 30 of the school year and continues in membership through test administration.

## **Title VI Compliance Requirements** *Office of Civil Rights*

- Identify national origin minority students using a home language registration form
- Assess language proficiency. Norm referenced instruments recommended
- Diagnose instructional needs
- Establish an alternative language program that meets the needs of LEP students for English language instruction
- Establish criteria for entry/exit into the language instruction program
- Provide understandable instruction in content areas using EL methodology or primary language instruction
- Provide opportunities to LEP students for the development of positive self-concept and identification with their cultural heritages
- Provide qualified teachers (or formal training to qualify teachers)
- Provide equal ACCESS 2.0® to all district programs and services
- Provide for parental involvement. Communicate with parents of LEP students in their language, whenever possible
- Monitor student progress at regular intervals (and after exiting students, provide support services as needed).

## **Section Two Identification of LEP Students**

**Process** (Appendix 4, *EL Flow Chart* and Appendix 5, *EL Timetable*)

All EL students are identified and assessed beginning with their registration by appropriate school personnel. Those who qualify for alternative services are placed and served appropriately. Effort is made to help students become acclimated to their new culture as quickly as possible; therefore, attention is given to social and cultural needs. Areas of instruction include listening, speaking, reading, writing, and study skills. The EL staff supports the curriculum and instruction of the regular classroom. Students who show proficiency in the English language and are exited are subsequently monitored for four years. Efforts are made to include the parents as much as possible and to provide training for staff who are directly involved with EL students and parents. This includes suggested strategies and resources. All staff involved in the services is a part of the yearly reevaluation and monitoring process.

### **Identification**

The identification process begins at registration. The *Home Language Registration Form* is given to all students at the time of registration. This form alerts EL staff to students with backgrounds in languages other than English that may need assessment.

At the time of registration, The *Home Language Registration Form* must be given to a parent by the school secretary, principal, or guidance counselor who has been properly trained in the process of administering the survey. The EL teacher reviews the *Home Language Registration Form* and may conduct a state-approved language proficiency test to determine the level of English proficiency. The EL teacher has 30 days after registration to conduct the test and send the results and program identified to the parents of the LEP student. If a student transfers into the division during the school year, completion of a home language form is required with an EL teacher reviewing the results and conducting a state-approved language proficiency test to determine the level of English proficiency.

\*EL forms are in a secure Google Classroom for use by appropriate personnel.

## **Section Three Assessment of LEP Status**

### **Initial assessment**

Initial assessment involves a combination of the following components:

#### Review of student records

EL/bilingual program information, grade placement and testing information from previous schools, when available, will help in the assessment and placement process.

#### Information provided by parents

Information about previous schooling, English proficiency, primary language spoken at home, potential difficulties in language development, and parental ability to assist students with homework will help provide proper placement.

#### State-approved English language proficiency placement test

The language proficiency placement test is administered and scored by the EL teachers. It tests for the English proficiency of students in grades K-12 in the areas of listening, speaking, reading and writing. Currently, first semester K students are not assessed for reading and writing skills.

### **Annual Assessment**

The English proficiency of all LEP students is assessed annually with a state approved assessment. The state of Virginia has adopted the WIDA (World-Class Instructional Design and Assessment) with its K-12 standards and its testing component, ACCESS 2.0®. The WIDA Standards are not grade-level specific (Appendix 2, *WIDA Information*). LEP students will proceed through these levels at their own pace, depending in part on their level of proficiency in their native language, the age at which they entered school in the United States, and their ability to learn another language.

### **Status Designation**

Students' status designation, or level, for each subsequent year is determined by the annual proficiency assessment.

## **Section Four Program of Services for LEP Students**

### **Grade placement**

Each student is placed at an age-appropriate grade level. Individual circumstances may justify alternate temporary placement. For example, a child may participate in reading/language arts instruction in a lower grade-level classroom.

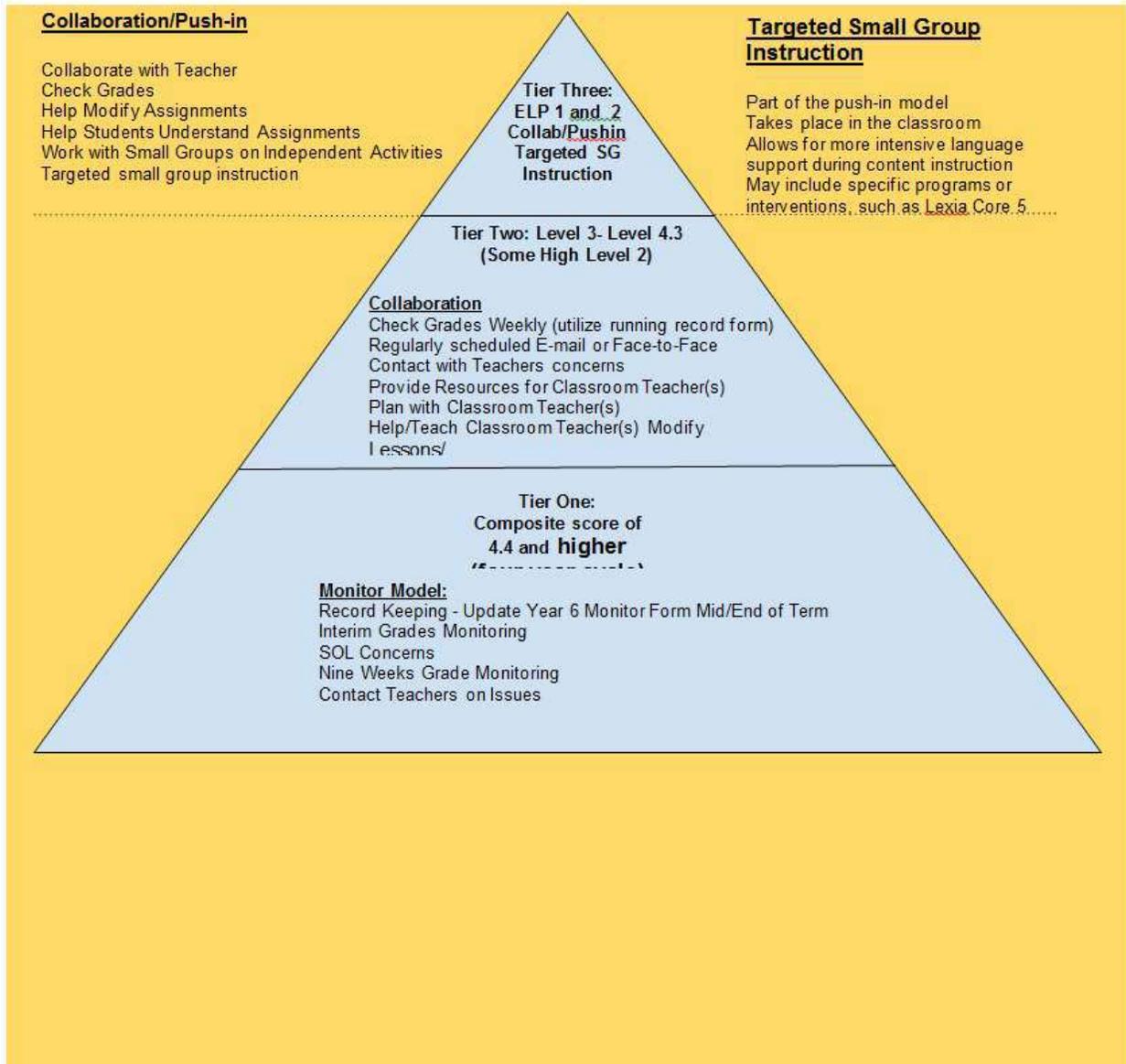
EL teachers offer practical support to classroom teachers of LEP students in the areas of parental contact, appropriate materials and strategies, and other pertinent information. EL teachers monitor classroom progress of LEP students in order to determine appropriate changes in instruction and scheduling.

### **EL Records**

EL teachers will place and maintain a clear green plastic folder with all appropriate EL forms and information in each EL student's permanent file. These cumulative student records are housed in individual schools. Green EL file folders with copies of appropriate forms and additional information are also maintained at each EL teacher's base school.

### **LEP Plan**

The LEP Committee forms a plan for each qualifying student. This plan states appropriate instructional accommodations and EL services. The LEP Plan should be kept in the student records. Teachers may request a copy of the plan.



## Definition of ELL Service Models

PCS uses a content-based ELL approach in the elementary, middle and high school with certain service delivery types. Content-based ELL is an approach to teaching ELL which makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive skills. English is used as the medium of instruction. PCS refers to this as content mainstreaming.

Citation: (Crandall, <http://www.cal.org/resources/digest/cranda01.html>)

## Tier 3 Service model for ELP level 1 and 2 students

**Collaboration Push-in Model:** The ELL teacher and/or tutor (working under the direction of the ELL teacher) pushes into grade level or core content classrooms to support content instruction. Support for academic content is taught within a language framework by reinforcing academic vocabulary and using strategies specific to ELL instruction. The ELL teacher will assist the classroom teacher in modifying and adapting materials, instruction, and curriculum based on individual student language needs according to the WIDA standards. It is a division level expectation that ELL teachers in a content mainstreaming situation assist in planning and modifying of instruction by collaborating with classroom/core area teachers.

**Targeted small group instruction ELL:** In the context of the push-in model, an ELL targeted small group model allows students to divide their time between ELL instruction and classroom/core instruction while remaining in the content classroom. Small group instruction will be determined by planning and collaboration with the classroom teacher. This could include web-based programs like Lexia Core 5.

**High School Model:** At the high school level tier three service will be a resource model utilizing student assignments to a block of instruction with the ELL teacher. During this time the ELL teacher will provide English language instruction utilizing the content based approach.

**Grade Monitoring:** The ELL teacher will check grades regularly in PowerSchool for Tier 3 students and complete a running record form for each student following report card schedule. The ELL teacher will communicate with the classroom teacher regarding grades and collaborate to improve student performance as needed.

### **Tier 2 Service model for ELP level 3 through 4.3 students**

**Collaboration:** In this model the ELL teacher works in close collaboration with classroom teacher(s) by providing resources, co-planning, assistance in modifying lessons and assessments.

**Grade Monitoring:** The ELL teacher will check grades in Power School for Tier 2 students and complete a running record form for each student according to the report card schedule. The teacher will communicate with the classroom teacher via E-mail or face-to-face contact regularly regarding grades and collaborate to improve student performance.

### **Tier 1 Service model for ELP levels 4.4 and up.**

#### **Exit Monitor Model:**

ELL teacher will monitor grades and SOL scores and is responsible for updating the year 6 monitor form according to the report card schedule. The ELL teacher will contact teachers regarding any issues and collaborate to improve student performance as well as document the contact in the monitor form.

## **Section Five**

### **Staffing, Resources and Parental Involvement**

#### **Staffing**

Pittsylvania County seeks to provide qualified staff to support the EL program. EL specialists provide in-service training and opportunities are given for staff to attend conferences and workshops in this field.

- The Director of Elementary Education/EL Coordinator has supervision of the EL Program.
- Four Certified Teachers (with EL endorsements) work under the direct supervision of the Director of Elementary Education/EL Coordinator.
- Tutor(s) is assigned to selected students for additional support.
- Classroom Teachers and Specialized Resource Teachers are provided with staff development in appropriate instructional strategies and an understanding of cultural diversity in order to meet the needs of EL students.
- Volunteer Assistants from the community and school with appropriate skills provide tutoring and translating.

#### **Resources**

Bilingual dictionaries, picture dictionaries, native language books, teaching aids, textbooks, workbooks, software, etc. are available to EL and classroom teachers. Additional materials are purchased as funds become available, with an emphasis on materials which support EL objectives and current research.

#### **Parental Involvement**

Parents are encouraged to participate as much as possible in the educational process and school activities.

- Parent Meetings are organized for the following purposes:
  - To allow EL parents to meet with each other
  - To share information from EL teachers and other appropriate individuals or groups
  - To provide workshops offering information on pertinent topics such as homework assistance and available community services
  - To train parents as school volunteers.
- School/Home Communication is provided in the home language, when possible.
- Adult EL Classes are offered through the Adult Education Program and local churches.

## **Section Six**

### **Exiting LEP Students and Monitoring Performance**

#### **Exiting the program**

Students whose overall ACCESS 2.0® scores are 4.4 or higher are exited from the program. Parents are notified by a letter from the school when a student has achieved exit status (*EL 11 Notification of Exit*).

#### **Monitor status (FLEP-Formerly LEP)**

FLEP students who have achieved Exit status are monitored by the EL teacher at least every six weeks, for a period of four years. These students should be able to participate effectively in the regular instructional program without special assistance or services. Students with grades of “C” or higher and passing scores on standardized tests are considered successful. Grades, teacher feedback/checklists, test scores, work samples, and other appropriate information are taken into consideration. If a student is not successful and it is suspected that a lack of success may be due to English deficiency, parents or teachers may make a formal request for reevaluation (*EL 8 Referral for EL Screening*) and the student will be reassessed for the EL program with the WIDA Online Screener or K MODEL.

## **Section Seven**

### **LEP Students and other District Programs**

#### **Special Education**

Students who have limited English Proficiency (LEP) may be eligible for special education services. In accordance with the IDEA and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, Pittsylvania County Schools assures that a free and appropriate public education is provided to all students eligible for special education and related services. If a child has limited English proficiency, procedures are in place to assure that the child is not identified with a disability if the limited English proficiency is the reason for making that identification.

#### **Pre-referral Procedures**

Referral of the student with the perceived problem by the classroom teacher or the parent is made to the Child Study Intervention Team, made up of the classroom teacher, EL teacher, guidance counselor, administrator, special education teacher, parent, Home School Coordinator and interpreter as needed.

The Child Study Intervention Team examines the concerns and seeks to offer possible solutions for classroom interventions through a plan of action, which is implemented for a designated period of time as recommended by the team. The EL teacher may be designated as the case manager for the plan and monitors the student progress made through the implementation. The Child Study Intervention Team reconvenes to examine the effectiveness of the interventions and, if deemed necessary, suggests subsequent actions including revisions, extension of the plan implementation time, or referral for special education evaluation.

#### **Special Education Referral**

The IEP Team convenes to examine the referral of the student from the Child Study Intervention Team. The IEP Team is composed of the classroom teacher, the EL teacher, parent, Home School Coordinator, special education teacher, school nurse, psychologist, administrator or designee and interpreter as needed. A determination of the assessments to be gathered or administered is made. *Parental Rights, Procedures and Safeguards* are provided in the native language to parents.

Both formal and informal assessments are used. A multiple battery of assessments including cognitive, achievement, visual, motor, psychological, memory, developmental is selected. The selection of the specific instruments is based on the age of the child and his/her strengths and weaknesses. To avoid racial or cultural bias, careful consideration is given in the selection of the assessment instruments. In so far as possible, a trained psychologist administers the assessments in the child's native language within 65 days. Informal assessments may include teacher

observations, parent questionnaire, informal assessments of speech and language by the speech therapist, etc.

### **Eligibility Determination**

The Eligibility Team composed of the specialists, classroom teacher, administrator, EL teacher, parent and interpreter, as needed, meets to examine the assessment data. Consideration is given to all the aspects of the student's achievement, ability, cultural influences, multiple setting comparisons, language proficiency, and other factors as deemed appropriate. The Eligibility Team may identify the student as eligible or ineligible for Special Education services as the assessment data indicates.

### **Development of an Individual Educational Plan**

If the student is determined eligible for services, the IEP Committee will meet to develop an IEP for the student. The services will be monitored and reviewed annually to determine continued needs.

## **Section Eight Program Evaluation, Review and Improvement**

The EL program is periodically evaluated through internal and external means.

### **Internal Evaluation**

Internal monitoring and evaluation will be accomplished annually through the following:

- Student progress as evidenced by: student grades, graduation rates, attendance, improved English language proficiency, achievement on state assessments and other appropriate indicators
- Number of classroom teachers who participate in in-service opportunities
- Implementation of classroom accommodations
- School Improvement Teams
- Parent/Student/Teacher Surveys

### **External Evaluation**

External evaluation will be scheduled at intervals.

- Specialists from other divisions or agencies
- Potential of Academic Review Teams

## **Appendices**

- 1.0 Definitions
- 2.0 WIDA Information
  - 2.1 English Language Development Standards
  - 2.2 English Language Proficiency Levels
  - 2.3 CAN DO Descriptors
- 3.0 Recommendations for Placement
- 4.0 Flow Chart
- 5.0 Time Table
- 6.0 Organization of EL Folders

## 1.0 Definitions

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition.

**An LEP student is classified as one:**

(A.) who is aged 3 through 21;

(B.) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C.) (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant

**OR**

(ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and

(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

**OR**

(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

**AND**

(D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

(i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or

(iii.) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

### **Further Clarification on High School Exchange Students**

For students on J-1 (Exchange Visitor) visas and F-1 (Exchange High School Student) visas, the standard identification, screening, and placement process must be followed as required by Title VI of the *Civil Rights Act of 1964* to determine if the student is LEP. If a school division has followed this process and determined that the exchange student is not LEP, this determination should be documented in the student's educational record.

**The following definitions were taken from the VDOE website:**

**Definition of Immigrant Student**

**Federal Definition of Immigrant Children and Youth (IY)**

An immigrant and youth (IY) student is classified according to the federal definition as described in the ESEA, Section 3301(6). IY students:

- are aged 3 through 21;
- were not born in any state; and
- have not been attending one or more schools in any one or more states for more than three full academic years\*.

\*The “**three full academic years**” requirement must be applied on a **cumulative** basis. It is also important to note that immigrant students may or may not be English language learners.

**Further Clarification on the Definition of Immigrant Children and Youth (IY)**

Under Section 3101(14) of the ESEA, the term “state” means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Therefore, students born in Puerto Rico are not considered immigrant. Students born in U.S. territories other than Puerto Rico, such as Guam, American Samoa, or the U.S. Virgin Islands, may be considered immigrant.

The following students may be considered as immigrant if they meet all of the criteria in the federal definition of immigrant children and youth:

- Children of U.S. military personnel;
  - Children of NATO families;
  - Children of visiting faculty;
  - Children who are temporarily residing in the U.S. because of parental employment;
- and
- Students on Exchange Visitor (J-1) visas or Exchange High School Student (F-1) visas.

**Definition of Refugee Students**

The refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group. This does not include persons displaced by natural disasters or persons who, although displaced, have not crossed an international border or persons commonly known as “economic migrants,” whose primary reason for flight has been a desire for personal betterment rather than persecution.

## Migratory Child

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) and §§ 200.81(e) and 200.103(a) of the regulations for Title I, Part C, Education of Migratory Children, under the Elementary and Secondary Education Act (ESEA). A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
5. With regard to the move identified in paragraph 4, above, the child:
  - a. Has moved from one school district to another; *or*
  - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
  - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

## 2.1 WIDA English Language Development Standards

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### The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

**Figure A: The English Language Development Standards**

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

## 2.2 WIDA English Proficiency Levels Brief Descriptions

### 1 - Entering:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

### 2 – Emerging:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

### 3 – Developing:

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

### 4 – Expanding: (4.4 Exit from the EL program)

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

### 5 – Bridging: ( Monitor for at least two years)

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers when presented with grade level material

### 6 – Reaching: (6-1, 6-2 is a two-year monitor period)

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers



## Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Match oral language to classroom and everyday objects</li> <li>Point to stated pictures in context</li> <li>Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures or objects according to oral instructions</li> <li>Match pictures, objects or movements to oral descriptions</li> <li>Follow one-step oral directions (e.g., “stand up”; “sit down”)</li> <li>Identify simple patterns described orally</li> <li>Respond with gestures to songs, chants, or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-step oral directions, one step at a time</li> <li>Draw pictures in response to oral instructions</li> <li>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Find pictures that match oral descriptions</li> <li>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</li> <li>Distinguish between what happens first and next in oral activities or readings</li> <li>Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., “Where is Sonia?”)</li> <li>Complete phrases in rhymes, songs, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g., “What will happen next?”)</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes, or preferences with reasons</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to corresponding pictures</li> <li>Identify name in print</li> <li>Find matching words or pictures</li> <li>Find labeled real-life classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Match examples of the same form of print</li> <li>Distinguish between same and different forms of print (e.g., single letters and symbols)</li> <li>Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</li> <li>Match labeled pictures to those in illustrated scenes</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to identify words</li> <li>Classify visuals according to labels or icons (e.g., animals v. plants)</li> <li>Demonstrate concepts of print (e.g., title, author, illustrator)</li> <li>Sort labeled pictures by attribute (e.g., number, initial sound)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some high-frequency words in context</li> <li>Order a series of labeled pictures described orally to tell stories</li> <li>Match pictures to phrases/short sentences</li> <li>Classify labeled pictures by two attributes (e.g., size and color)</li> </ul>	<ul style="list-style-type: none"> <li>Find school-related vocabulary items</li> <li>Differentiate between letters, words, and sentences</li> <li>String words together to make short sentences</li> <li>Indicate features of words, phrases, or sentences that are the same and different</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Draw pictures and scribble</li> <li>Circle or underline pictures, symbols, and numbers</li> <li>Trace figures and letters</li> <li>Make symbols, figures or letters from models and realia (e.g., straws, clay)</li> </ul>	<ul style="list-style-type: none"> <li>Connect oral language to print (e.g., language experience)</li> <li>Reproduce letters, symbols, and numbers from models in context</li> <li>Copy icons of familiar environmental print</li> <li>Draw objects from models and label with letters</li> </ul>	<ul style="list-style-type: none"> <li>Communicate using letters, symbols, and numbers in context</li> <li>Make illustrated "notes" and cards with distinct letter combinations</li> <li>Make connections between speech and writing</li> <li>Reproduce familiar words from labeled models or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Produce symbols and strings of letters associated with pictures</li> <li>Draw pictures and use words to tell a story</li> <li>Label familiar people and objects from models</li> <li>Produce familiar words/phrases from environmental print and illustrated text</li> </ul>	<ul style="list-style-type: none"> <li>Create content-based representations through pictures and words</li> <li>Make "story books" with drawings and words</li> <li>Produce words/phrases independently</li> <li>Relate everyday experiences using phrases/short sentences</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "biggest")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., “as big as a house”)</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., “I like ____.”)</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>Match instructional language with visual representation (e.g., "Use a sharpened pencil.")</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/sort content-related visuals per oral descriptions</li> <li>Sequence visuals per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visuals</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</li> <li>Use picture dictionaries/ illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/ phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., “dark as night”)</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/ phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>Complete pattern sentences</li> <li>Extend “sentence starters” with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/ forms with personal information</li> <li>Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>Create compound sentences (e.g., with conjunctions)</li> <li>Explain steps in problem-solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences, and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details/examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/ conclusion</li> <li>Paraphrase or summarize text</li> <li>Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/ citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	

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## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

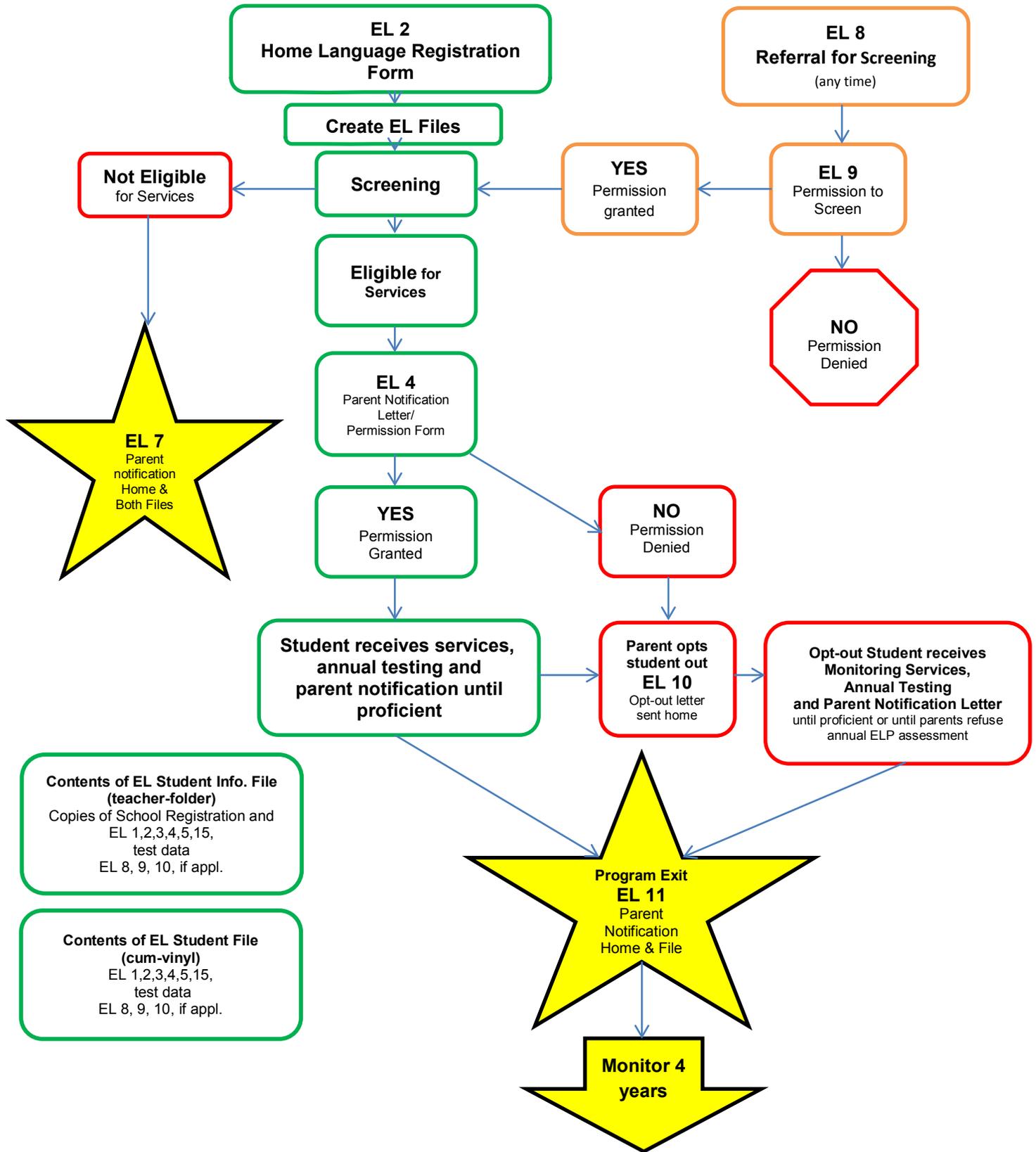
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

### 3.0 Recommendations for Placement of LEP Students

- The *Code of Virginia* and, in some cases, federal law mandates enrollment requirements for students in Virginia public schools.
- A **request** can be made for a birth certificate and a social security number at the time of registration, but they are **not required**. This is the result of the Supreme Court decision of *Plyler v Doe* in 1982 which says that to require these and withhold school violates the rights of the children to an education.
- School systems are **required** to serve children regardless of their legal status (*Plyler v Doe*). Schools should **avoid** making inquiries or requiring documentation of a student or parent that might expose undocumented immigration status.
- **At the elementary and middle school levels**, students must be assigned to age-appropriate classes, not on the basis of English proficiency. Students can take part in other age classes as needed, with the majority of their time being spent with age-appropriate peers. It is our goal to cluster students in order to give students peer support and maximize EL teacher/classroom teacher collaboration.
- **At the high school level**, it is advisable to hand-schedule students. EL teachers can assist in this process. The traditional sequence of courses may need to be adjusted to reflect language and academic proficiency, prior experience, etc.

# 4.0 EL Program Flowchart



### 5.0 EL Timetable Pittsylvania County

Activity	Person Responsible	Timetable	Completion
Home Language Registration (EL 2)	School designee	At time of enrollment	Registration completed/ signed by parent Distribution: Cum file EL folder
Initial Assessment : Background info Screener/ACCESS	EL and classroom teachers	Within 30 days of school opening or within 10 days of receipt of new students' records.	Distribution: EL cum file EL folder Assessment notebook
Permission Form (EL 4a) Title III Parent Letter(EL 4b)	EL teacher	Sent to all parents within 30 days of school opening or within 10 days of assessment of new students.	Letter in native language (when possible) sent to parents. Signed permission form returned Distribution: EL cum file EL folder
LEP Profile (EL 5a)	EL teacher	Profile completed upon completion of assessment and receipt of past information	Plan completed and signed by LEP Committee Distribution: EL cum file EL folder
LEP Meeting: SOL Accommodations (EL 3) Plan (EL 5b)	LEP Committee	Plan completed at time of LEP Committee Meeting Revised annually/as needed	Form completed and signed by LEP Committee Distribution: STC EL cum file EL folder Teacher
Exit Letter (EL 11)	EL teacher Principal or designee	EL teacher gives letter to principal for signature when student has met exit requirements	Distribution: Original to parents EL cum file EL file
Monitoring (Profile)	EL teacher School Counselor Classroom teacher	Minimum of mid-term and end of year	Distribution: EL cum file EL folder

