

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

SUPERINTENDENT'S ADMINISTRATIVE
PROCEDURE

REGARDING:

**Instruction for English
Learners (ELs)**

Section: **Curriculum**

Effective Date: September 2005

Reissued: 11/07, 8/26/08,
3/21/12, 8/16/12,
8/15/13, 8/21/15,
2/28/17, 5/3/17, 8/17/17,
5/24/18, 10/25/19,
8/25/22, 8/22/23, 8/16/24

See Also: Related Board Policy;
22 Pa. Code: Section 4.26

Guidelines for the Identification and Instruction of English Learners (ELs):

Definition

The target population for the English Language Development (ELD) program is defined in terms of the competency of the student in English. A student (K-12) classified within any of the categories listed below should be provided ELD instruction.

Level A: The student demonstrates an English proficiency level in the range of Entering (Level 1) or Beginning (Level 2) according to the WIDA English Language Development Standards. A student at this level has limited ability in understanding and speaking English and has limited or no ability to read and/or write English on grade level.

Level B: The student demonstrates an English proficiency level in the range of Beginning (Level 2), Developing (Level 3) or Expanding (Level 4) according to the WIDA English Language Development Standards. A student at this level understands and speaks English on a limited basis and is unable or has limited ability to read and/or write English on grade level.

Level C: The student demonstrates an English proficiency level in the range of Expanding (Level 4) or Bridging (Level 5) according to the WIDA English Language Development Standards. A student at this level understands and speaks English but needs support in comprehending specialized content area language and concepts on grade level.

Identification Procedures

A Home Language Survey (HLS) (Attachment A) is completed by the parent/guardian when a student enrolls in Abington School District. The HLS is filed in the student's permanent file. When the new student's HLS indicates a language other than English is spoken by the student or used in the home, the online HLS form located on the Intranet is completed by the school's registration personnel. This student will be placed on the PHLOTE (Primary Home Language

Other Than English) list.

Two lists are maintained by the program supervisor and ELD staff:

- Enrollment list – students continuing ELD instruction from the previous year
- PHLOTE list – students new to the district who need to be evaluated for enrollment in ELD

A parent/guardian interview and review of academic records from previous schooling, if available, will inform whether a student on the PHLOTE list will be evaluated through the use of WIDA Screener 30 days of the start of the school year or within 14 days from enrollment to determine their need for ELD instruction.

ELD teachers are responsible for maintaining WIDA Screener scores on the PHLOTE list, identifying instructional levels, testing dates, and verifying enrollment lists. The ELD teachers shall apprise the principal and program supervisor of the student's need for ELD instruction and the appropriate level.

Placement

ELs shall be placed in a grade level that is appropriate according to educational experience and age. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language.

The principal shall notify the parent/guardian of the student's needs for the ELD program (see Attachment B1). Results of the WIDA Screener, which are aligned to the required State ELD assessment, WIDA ACCESS for ELLs 2.0, are used to determine a student's eligibility for the ELD program as well as placement in Level A, B, or C of the ELD program. Should the need arise for a change in a student's instructional level, notification and rationale will be communicated to the program supervisor as well as to the student's parent/guardian (Attachment C).

Schedules

Elementary students will be scheduled for the ELD program upon classification:

Level A	160 minutes weekly; usually 4 periods a week
Level B	120 minutes weekly; usually 3 periods a week
Level C	80 minutes weekly; usually 2 periods a week

At the secondary level, the principal or designee along with the ELD teacher shall develop the schedule. The middle school and senior high school students participate in classes on the following schedule:

Levels A at Abington Middle School – approximately 210 minutes
Level B and C at Abington Middle School – approximately 126 minutes

Level A at Abington Senior High School – approximately 415 minutes
Level B and C at Abington Senior High School – approximately 249 minutes

Classes for **elementary** students shall commence as close to the first Monday after the opening of school as possible. Classes for **secondary** students shall commence on their first day of school. Students' classroom teachers will be notified of students' placement levels and their assigned ELD teacher (Attachment D).

Assessment of Student Progress

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

Each marking period, the elementary ELD teachers report student progress to parents/guardians and classroom teachers. This report includes checklists reflecting the content covered with an overall evaluation based upon the WIDA Can-Do Indicators, along with written comments (Attachments E-G). The classroom teacher reports progress in the ELD program to the parents/guardians at the fall and spring conferences.

Standardized Testing

Students who are instructed at Levels A, B, and C in the ELD program participate in the District standardized testing (e.g., Cognitive Abilities Test) administration. The tests will be recorded appropriately so that they are not part of the classroom, building, or system results.

PSSA and Keystone Exam Administration

All students with limited English proficiency are to be included in the assessments according to PDE guidelines.

Interpreters

Interpretive services are provided on an as-needed basis for circumstances such as parent conferences. Requests for interpreters go through the principal or the Supervisor of World Language to the Student Services Department.

Translation

Translation services are provided on an as needed basis. Requests for translation are made through the Supervisor of World Language to the Department of Teaching and Learning.

Parent/Guardian Notifications

Parents/Guardians will be notified in writing of the student's initial enrollment in the ELD program along with their WIDA Kindergarten Screener or WIDA Screener scores (Attachment B1), of the student's continued enrollment in the program each September (Attachment B3), if there is a level change (Attachment C), of annual WIDA ACCESS for ELLs 2.0 assessment (Attachment H), and if the student is to be exited from the program (Attachment J).

Exiting the Program

District Procedures

Annually, all ELs participate in the WIDA ACCESS for ELLs 2.0 assessment. This assessment identifies English proficiency in reading, writing, speaking, and listening. To be exited from the ELD program, a student must demonstrate the ability to interact both academically and socially in an English language setting with other students and teachers. Evidence of this ability is demonstrated by the student through performance on the WIDA ACCESS for ELLs 2.0 assessment and gathered by teachers through the Pennsylvania Department of Education's language use inventories.

Directions for completion of the inventories will be sent to the appropriate school personnel by the ELD program supervisor. The assessment and language use inventories together produce a single score that, if it exceeds the state-defined threshold, allows the student to be reclassified as a Former EL (FEL). Scores from both the assessment and language use inventories for students under consideration for reclassification will be recorded on the Recommendation for Reclassification from Active EL to Monitor Status form (Attachment I). The program supervisor will communicate the exiting decision to parents/guardians in writing (Attachment J).

Parent/Guardian Right to Opt-Out

Although school districts must take affirmative steps to ensure that ELs can participate meaningfully and equally in educational programs and services, parents/guardians can opt to not have their children enrolled in a separate ELD program. When a parent/guardian declines such participation, the District will ensure that the student has an equal opportunity to have their English language and academic needs met in another way.

The decision of a parent/guardian to opt out of a program for ELs must be knowing and voluntary, and the District may not recommend that parents/guardians decline all or some services within a program for ELs for any reason. Parents/guardians will be informed of their Right to Opt-Out with the initial notification of their student's enrollment in the ELD program. Parents/guardians who indicate a desire to opt their student out will be provided a parental waiver form (Attachment B2) for this purpose.

Notwithstanding the opt out right detailed above or elsewhere, the District still must assess all ELs using the annual English language proficiency assessment, including those students whose parents/guardians have declined to enroll them in or opted out of an ELD program. Such students will continue to be identified as ELs and will participate in the WIDA ACCESS for ELLs 2.0 assessment until they meet the ELD program exit criteria.

Monitoring

Monitoring is required for four years after a student exits an ELD program, and appropriate records of student progress must be maintained. A monitoring form (Attachments K1 and K2) will be provided to each of the exited EL's teachers for their completion at the end of each marking period during the first two years of monitoring. Teachers will provide feedback regarding the exited ELs performance in the content area courses. ELD teachers will maintain the monitoring forms until the end of Monitoring Year 2, at which time the completed forms will be forwarded to the ELD program supervisor.

Instructional Program

The goals of the ELD instructional program are:

- To improve students' abilities to communicate in English for **Social and Instructional** purposes in reading, writing, speaking, and listening.
- To improve students' abilities to communicate information, ideas, and concepts necessary for academic success in the content areas of **Language Arts, Mathematics, Science and Social Studies**.

The instructional program focuses on the development of both content and language objectives.

The content objectives that are addressed through instruction in content area classrooms are aligned to the WIDA Standards. These objectives reflect conceptual development, are content-based, are incorporated into district academic curriculum, and are taught by content area teachers. The goal of instruction of the content objectives is on academic achievement.

The language objectives that are addressed through instruction in both content area and ELD classrooms are aligned to the WIDA Framework and PA English Language Development Standards. They reflect various stages of language proficiency, are language-based, are incorporated into district ELD curriculum, and are taught by both content area and ELD teachers. The focus of instruction of the language objectives is to acquire academic language.

The instructional strategies used to support ELs in both the content area and ELD classrooms are designed to build background knowledge, make the input comprehensible, encourage academic and social interaction with peers and classroom materials, and provide learning strategies for students. A wide variety of instructional techniques and materials is used along with clear assessment criteria and feedback.

Professional Development

The goals of the professional development program for district staff who interact with ELs are:

- To provide information about identification of and services for English Learners (ELs)
- To inform all teachers of the English Language Learner (ELL) overlay, the PA English Language Development Standards, and WIDA Can Do Descriptors
- To provide supports for content area classroom teachers in instruction and assessment of ELs
- To provide strategies for ELD teachers to incorporate various content areas into their instruction

Attachments

- A. Home Language Survey
- B1. Parent/Guardian Letter (Placement in ELD Program)
- B2. Parental Waiver Form
- B3. Parent/Guardian Letter (Enrollment in ELD Program)
- C. ELD Program Level Change Notice
- D. Teacher Letter for Student Placement
- E. Report of Pupil Progress- Level A
- F. Report of Pupil Progress- Level B
- G. Report of Pupil Progress- Level C
- H. WIDA ACCESS for ELLs 2.0 Assessment Notice
- I. ELD Program Exit Form
- J. Parent/Guardian Exit Letter
- K1. Monitoring Form (Elementary)
- K2. Monitoring Form (Secondary)



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

Notice to Registrar:

If response to questions #1 and #2 is No, and the response to question #3 is English, place this survey in the student's cumulative record folder.

If response to questions #1 and/or #2 is Yes, and/or the response to question #3 is not English, complete the online form on the Abington School District Intranet at:

http://www.abington.k12.pa.us/intranet/forms/language_survey

Date: _____

To the Parents/Guardians of _____:

This letter is to inform you that your student will be enrolled in the English Language Development (ELD) program at Abington School District this school year.

When your child was registered for school, a Home Language Survey (HLS) was completed and indicated that a language other than English was spoken by your child or in your home. Based upon that information, as well as your responses to a parent/guardian interview (administered based upon HLS responses), your child's English language abilities in speaking, reading, writing and listening were assessed to determine their eligibility for placement in an ELD program.

Your child's scores, identified below, indicate that they could benefit from ELD instruction. The ELD class will meet for _____ minutes _____ times a week at _____ School.

World-Class Instructional Design and Assessment

Speaking Listening Reading Writing Composite Proficiency Level

The ELD program, taught by certified ELD instructors, and supplemented through funding provided by Title III of the Every Student Succeeds Act, is designed as a developmental program in which children are provided with support as they acquire the social, instructional, and academic language needed for both school performance and everyday living.

In the spring, your child will participate in the annual WIDA ACCESS for ELLs 2.0 assessment which measures students' proficiency in the English language. Your child's performance on that assessment and their classroom performance will determine whether they will exit ELD instruction for the following school year.

You have the right to request that your child not participate in the ELD program. This request must be made in writing to your student's school principal. Your child will still be required to participate in the annual WIDA ACCESS for ELLs 2.0 assessment and will be considered an English Learner until they meet the exit criteria indicated above.

We look forward to working with you and your child. Please feel free to call if you have any questions.

Sincerely,

Principal

ELD Teacher

**ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental 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, ELD 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 ELLs 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 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: _____

Date: _____

To the Parents/Guardians of _____:

This letter is to inform you that your student is enrolled in the English Language Development (ELD) program at Abington School District this school year.

When your student was registered for school, a Home Language Survey was completed and indicated that a language other than English was spoken by your student or in your home. Based upon that information, your student's English language abilities in speaking, reading, writing and listening were assessed to determine their eligibility for placement in an ELD program.

The ELD program, taught by certified ELD instructors, and supplemented through funding provided by Title III of the Every Student Succeeds Act, is designed as a developmental program in which students are provided with support as they acquire the social, instructional, and academic language needed for both school performance and everyday living.

In the spring, your student will participate in the annual WIDA ACCESS for ELLs 2.0 assessment which measures students' proficiency in the English language. Your student's performance on that assessment and their classroom performance will determine whether they will exit ELD instruction for the following school year.

You have the right to request that your child not participate in the ELD program. This request must be made in writing to your student's school principal. Your child will still be required to participate in the annual WIDA ACCESS for ELLs 2.0 assessment and will be considered an English Learner until they meet the exit criteria indicated above.

We look forward to working with you and your student. Please feel free to call if you have any questions.

Sincerely,

Principal

ELD Teacher

ELD Program Level Change Notice

Student _____

Date _____

School _____

Grade _____

This student is being recommended for change in instructional level within the Abington School District's ELD Program.

Present ELD Program Level _____ Recommended ELD Program Level _____

The student's classroom teacher, building principal, and I, _____, the ELD teacher, have discussed the student's progress and we agree on the level. Parents/Guardians have been contacted and agree or disagree with the level change.
(circle one)

The recommendation for level change is based upon the following reasons/data:

ELD Teacher

Approval: ELD Program Supervisor

Date: _____

- ☐ Student Folder
- ☐ Building Office
- ☐ Curriculum Office
- ☐ ELD Teacher
- ☐ Parent/Guardian

Date_____

Dear Staff:

The following student has been identified as an English Learner:

_____.

This student has been placed in a Level_____class. This class will meet on
_____at_____.

Please refer to the ELD Teacher's Handbook and the Instruction for English Learners (ELs) SAP for additional information regarding instructional strategies and grading/assignment. Your student's ELD teacher will provide you with additional resources, including access to the English Language Development Standards (ELDS) and WIDA Can Do Descriptors.

If the ELD class interferes with the student's lunch or special area class, please consult with your building principal to reschedule the lunch or special area class for another time.

Classes will commence on_____. Please keep this notice in the student's file for future reference.

Thank you for your cooperation.

Sincerely,

Report of Student Progress in the English Language Development Program

Students who qualify for ELD instruction are assigned to one of the following levels according to their performance on English language proficiency assessments:

- Level A: The student demonstrates an English proficiency level in the range of Entering (Level 1) or Beginning (Level 2) according to the WIDA English Language Development Standards. A student at this level has limited ability in understanding and speaking English and has limited or no ability to read and/or write English on grade level.
- Level B: The student demonstrates an English proficiency level in the range of Beginning (Level 2), Developing (Level 3) or Expanding (Level 4) according to the WIDA English Language Development Standards. A student at this level understands and speaks English on a limited basis and is unable or has limited ability to read and/or write English on grade level.
- Level C: The student demonstrates an English proficiency level in the range of Expanding (Level 4) or Bridging (Level 5) according to the WIDA English Language Development Standards. A student at this level understands and speaks English but needs support in comprehending specialized content area language and concepts on grade level.

Instruction in the ELD class at each level focuses on the development of English language proficiency in reading, writing, speaking and listening in academic and social language.

The Report of Student Progress in the English Language Development Program is designed to inform parents/guardians of the progress their student is making in the ELD class. The descriptors in this report reflect the WIDA English Language Development Standards for the elementary level student at the student's level of proficiency. Please note: The levels of progress noted in this report relate only to the skills taught in the ELD class and not to the student's progress in content area instruction.

This report will be made available to parents/guardians during parent-teacher conferences in November and March and by mail at the end of the school year. Parents/guardians are urged to use the information in this report as a basis for formulating questions regarding their student's progress. If parents/guardians have any questions concerning the ELD program or their student's progress, they should contact the ELD teacher or the school principal.

Level A

STUDENT:
ELD TEACHER:

GRADE:

SCHOOL:
CLASSROOM TEACHER:

Academic and Behavioral Progress		Marking Period		
Excellent=E	Needs Improvement=NI	1	2	3
Satisfactory=S	Not Applicable= NA			
Reading				
Matches pictures to the printed word.				
Sorts and classifies items from a written text.				
Recognizes high-frequency words in a written text.				
Finds key vocabulary words in a written text.				
Follows the text when it is read aloud.				
Writing				
Labels pictures.				
Writes short sentences using a model.				
Writes numbers and names of shapes.				
Handwriting is legible.				
Speaking				
Asks who/ what/ when/ where/ how questions.				
Identifies items within specific categories.				
Pronounces words so that others can understand.				
Names familiar objects.				
Repeats teacher's production of numbers, sounds and words.				
Speaks with appropriate volume.				
Listening				
Follows one-step instructions.				
Matches pictures to oral descriptions.				
Understands the main idea of children's storybook, song, or text.				
Responds to simple requests or commands.				
Social and Instructional				
Locates school areas, personnel, activities and materials described orally.				
Follows the agenda and instructions for class work.				
States information about self (age, school, family, etc.)				
Understands and follows classroom procedures.				
Shares feelings and emotions, likes and dislikes.				
G greets and interacts orally with classmates and staff.				
Behavior in ELD Class				
Asks for help when needed and works independently.				
Stays on task.				
Shares and gets along with others.				
Pays attention when others speak.				
Respects and complies with rules of conduct as established by teacher and students.				

MARKING PERIOD 1 COMMENTS:

MARKING PERIOD 2 COMMENTS:

MARKING PERIOD 3 COMMENTS:

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- Level C: The student demonstrates an English proficiency level in the range of Expanding (Level 4) or Bridging (Level 5) according to the WIDA English Language Development Standards. A student at this level understands and speaks English but needs support in comprehending specialized content area language and concepts on grade level.

Instruction in the ELD class at each level focuses on the development of English language proficiency in reading, writing, speaking and listening in academic and social language.

The Report of Student Progress in the English Language Development Program is designed to inform parents/guardians of the progress their student is making in the ELD class. The descriptors in this report reflect the WIDA English Language Development Standards for the elementary level student at the student's level of proficiency. Please note: The levels of progress noted in this report relate only to the skills taught in the ELD class and not to the student's progress in content area instruction.

This report will be made available to parents/guardians during parent-teacher conferences in November and March and by mail at the end of the school year. Parents/guardians are urged to use the information in this report as a basis for formulating questions regarding their student's progress. If parents/guardians have any questions concerning the ELD program or their student's progress, they should contact the ELD teacher or the school principal.

LEVEL B

STUDENT:
ELD TEACHER:

GRADE:

SCHOOL:
CLASSROOM TEACHER:

Academic and Behavioral Progress Excellent=E Satisfactory=S Needs Improvement=NI Not Applicable= NA	Marking Period		
	1	2	3
<i>Reading</i>			
Interprets information or data from charts, graphs, organizers, etc.			
Identifies main ideas and some details.			
Sequences events in stories or content-based processes.			
Uses context clues and illustrations to determine meaning of words/ phrases.			
<i>Writing</i>			
Produces simple sentences that describe or tell information.			
Strings related sentences together within short paragraphs.			
Compares and contrasts content-based information.			
Describes events, people, processes and procedures.			
Begins to write more complex sentences.			
<i>Speaking</i>			
Presents general content-based information with support.			
Retells short stories or events.			
Answers simple content-based questions.			
Makes predictions.			
Expands ideas with details.			
<i>Listening</i>			
Follows multi-step oral directions.			
Identifies main idea from paragraph read aloud or spoken.			
Sequences pictures from oral stories, processes or procedures.			
Understands English when spoken at a normal rate of speed.			
<i>Social and Instructional</i>			
Discusses interests, opinions or preferences when working with a partner.			
Asks questions to seek information or for clarification.			
Uses appropriate materials and resources to complete the task.			
Works cooperatively with a partner or in a group.			
Communicates meaning.			
<i>Behavior in ELD Class</i>			
Asks for help when needed and works independently.			
Stays on task.			
Shows an interest in the lesson and is motivated to learn.			
Shares and gets along with others.			
Pays attention when others speak.			
Respects and complies with rules of conduct as established by teacher and students.			

MARKING PERIOD 1 COMMENTS:

MARKING PERIOD 2 COMMENTS:

MARKING PERIOD 3 COMMENTS:

Report of Student Progress in the English Language Development Program

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Instruction in the ELD class at each level focuses on the development of English language proficiency in reading, writing, speaking and listening in academic and social language.

The Report of Student Progress in the English Language Development Program is designed to inform parents/guardians of the progress their student is making in the ELD class. The descriptors in this report reflect the WIDA English Language Development Standards for the elementary level student at the student's level of proficiency. Please note: The levels of progress noted in this report relate only to the skills taught in the ELD class and not to the student's progress in content area instruction.

This report will be made available to parents/guardians during parent-teacher conferences in November and March and by mail at the end of the school year. Parents/guardians are urged to use the information in this report as a basis for formulating questions regarding their student's progress. If parents/guardians have any questions concerning the ELD program or their student's progress, they should contact the ELD teacher or the school principal.

LEVEL C

STUDENT:
ELD TEACHER:

GRADE:

SCHOOL:
CLASSROOM TEACHER:

Academic and Behavioral Progress Excellent=E Satisfactory=S Needs Improvement=NI Not Applicable= NA	Marking Period		
	1	2	3
<i>Reading</i>			
Summarizes information from text.	S		
Draws conclusions from explicit and implicit text			
Finds details that support the main ideas.			
Differentiates between fact and fiction in text.			
Understands words and expressions with multiple meanings.			
<i>Writing</i>			
Uses a variety of complex sentences.			
Writes with cohesive and organized, related ideas.			
Uses specific content language.			
Produces extended responses of original text approaching grade level.			
<i>Speaking</i>			
Justifies/defends opinions or explanations with evidence.			
Discusses stories, issues and concepts with details.			
Compares/contrasts information.			
Connects personal experiences with literature or content.			
<i>Listening</i>			
Draws conclusions from text read orally.			
Distinguishes between literal and figurative language.			
Interprets oral information and applies it to new situations.			
Uses context clues to gain meaning from grade-level text read orally.			
<i>Social and Instructional</i>			
Carries out oral instructions containing grade-level content-based language.			
Initiates conversation with peers and teachers.			
Participates in class discussions on familiar social and academic topics.			
Asks questions for social and academic purposes.			
<i>Behavior in ELD Class</i>			
Asks for help when needed and works independently.			
Stays on task.			
Shows an interest in the lesson and is motivated to learn.			
Shares and gets along with others.			
Pays attention when others speak.			
Respects and complies with rules of conduct as established by teacher and students.			

MARKING PERIOD 1 COMMENTS:

MARKING PERIOD 2 COMMENTS:

MARKING PERIOD 3 COMMENTS

Date_____

Dear Parent/Guardian of _____:

During the month of February, Pennsylvania's English Learners in kindergarten through twelfth grade will participate in the administration of the WIDA ACCESS for ELLs 2.0 English language proficiency test. This assessment provides a standardized measurement of academic and social language proficiency for the English Learner.

The reading, writing, speaking and listening portions of the assessment will be administered to your child in separate sessions on _____.

If you have any questions regarding this test, please contact your child's English Language Development (ELD) teacher, building principal, or me.

Sincerely,

ELD Program Supervisor
Abington School District

c: ELD Teacher
Principal

Recommendation for Reclassification from Active EL to Monitor Status

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level: 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

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by their teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

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

Notes:

ELD Teacher/Coordinator Signature:

ELD Teacher/Coordinator Printed Name:

Date: _____

To the Parents/Guardians of: _____:

Your child, _____, has been receiving English Language Development (ELD) instruction. Based on scores achieved on the WIDA (World-Class Instructional Design and Assessment) ACCESS for ELLs 2.0 assessment and classroom performance, it has been determined that _____ is no longer in need of ELD instruction.

Accordingly, your child will no longer be enrolled in ELD instruction. Your child will continue to be monitored by the ELD teachers for four years. During that time, the ELD teachers will consult with your child's classroom teachers and will be provided updates on their progress in order to monitor for continued success with English in classroom instruction.

Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Post-Exit English Learner (EL) Monitoring Form (Elementary)

Student Name		Monitoring Year (MARK): 1st year <input type="checkbox"/> 2nd year <input type="checkbox"/>
Grade		
Academic Year		
Name of Classroom teacher		The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ELD teacher for review.
Name of ELD teacher		The ELD teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.
ELD Program Supervisor		Responsible for ensuring that this form is completed each marking period and maintained in the student's academic record.

Exiting WIDA ACCESS for ELLs 2.0® Results							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below Basic, Basic, Proficient, Advanced)	
ELA	Mathematics

Is the student receiving any special services? (Any academic services/ programs in addition to the standard academic program?)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If so, describe the services:		

CLASSROOM TEACHER SECTION:

PART I: USING THE DROP DOWN MENUS IN THE 1ST, 2ND, AND 3RD MARKING PERIOD COLUMNS, PLEASE INDICATE WHETHER THE STUDENT HAS EARNED SCORES OR ADVANCED, PROFICIENT, BASIC, OR BELOW BASIC FOR EACH STANDARD AREA. INDICATE NA IF THE STANDARD WAS NOT ASSESSED DURING THE MARKING PERIOD. PLEASE NOTE IN THE COMMENTS COLUMN ANY COMMENTS THAT ARE PERTINENT TO THE STUDENT'S PROGRESS OR LACK OF PROGRESS IN THE STANDARD AREA.

REPORT CARD GRADES		1 st	Comments	2 nd	Comments	3 rd	Comments
Communication Arts	Learning to Read						
	Reading						
	Interpreting Literature						
	Writing						
	Speaking						
	Listening						
	Research						
Mathematics	Numbers and Computation						
	Geometry and Measurement						
	Reasoning and Problem-Solving						
	Probability and Statistics						
	Algebraic Concepts						
Science	Inquiry and Design						
	Biological Science						
	Physical Science						
	Earth Science						
	Technological Devices						

REPORT CARD GRADES		1 st	Comments	2 nd	Comments	3 rd	Comments
Social Studies	Career and Work						
	Civics and Government						
	Economics						
	Geography						
	History						

PART II:

- A.** TYPE IN YOUR INITIALS IN THE TOP BOX FOR EACH MARKING PERIOD THAT YOU COMPLETE THIS FORM.
- B.** USING THE DROP DOWN MENUS IN THE MARKING PERIOD COLUMNS, RATE THE STUDENT'S PERFORMANCE IN THE STATED AREAS USING THE INDICATORS/NUMBERS IN THE TABLE BELOW FOR EACH SUBJECT AREA.

Communication Arts	Teacher's Initials	1 st	2 nd	3 rd
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Rate the student's performance in each of the following areas:	MARKING PERIOD		
1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	1 st	2 nd	3 rd
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 their academic progress.			

Mathematics	Teacher's Initials	1 st	2 nd	3 rd
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Rate the student's performance in each of the following areas:	MARKING PERIOD		
1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	1 st	2 nd	3 rd
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 their academic progress.			

Science	Teacher's Initials	1 st	2 nd	3 rd
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	MARKING PERIOD		
	1st	2 nd	3 rd
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 their academic progress.			

Social Studies	Teacher's Initials	1 st	2 nd	3 rd
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	MARKING PERIOD		
	1st	2 nd	3 rd
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 their academic progress.			

PART III: USING THE YES/NO CHECK BOXES, ANSWER THE QUESTIONS IN THE TABLE BELOW REGARDING STRATEGIES AND RECLASSIFICATION EACH MARKING PERIOD.

	1st	2 nd	3 rd
Have ELD strategies been implemented to respond to the language needs of the former EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Do you recommend that this student be considered for reclassification as an EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Comments:			

To be completed by appropriate ELD staff

I have received and reviewed this completed form.	ELD Teacher's Initials	1 st	2 nd	3 rd
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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. <i>(if the answer is "Yes", describe the collaboration in the comments section)</i>		
1 st	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:
2 nd	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:
3 rd	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ELD and classroom teacher has not taken place.	1 st	2 nd	3 rd
I recommend that this student be reclassified as an EL.	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>

If a recommendation is made to reclassify, have the parents been notified?	Y <input type="checkbox"/> N <input type="checkbox"/>
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Post-Exit EL Monitoring Form (Secondary)

Student Name		Monitoring Year (MARK): 1st year <input type="checkbox"/> 2nd year <input type="checkbox"/>
Grade		
Academic Year		
Name of English teacher		The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ELD teacher for review.
Name of Mathematics teacher		
Name of Science teacher		
Name of Social Studies teacher		
Name of ELD teacher		The ELD teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.
ELD Program Supervisor		Responsible for ensuring that this form is completed each Marking Period and maintained in the student's academic record.

Exiting WIDA ACCESS for ELLs 2.0® Results							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below Basic, Basic, Proficient, Advanced)	
ELA	Mathematics

Keystone Results (Below Basic, Basic, Proficient, Advanced)	
Literature	Algebra I

Is the student receiving any special services? (Any academic services/ programs in addition to the standard academic program?)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If so, describe the services:		

CLASSROOM TEACHER SECTION:

PART I: FILL IN THE GRADE FOR EACH MARKING PERIOD. PLEASE NOTE IN THE COMMENTS COLUMN ANY COMMENTS THAT ARE PERTINENT TO THE STUDENT'S PROGRESS OR LACK OF PROGRESS IN THE STANDARD AREA.

Report Card Grades:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
English								
Mathematics								
Science								
Social Studies								

PART II:

- C.** TYPE IN YOUR INITIALS IN THE TOP BOX FOR EACH MARKING PERIOD THAT YOU COMPLETE THIS FORM.
- D.** USING THE DROP DOWN MENUS IN THE MARKING PERIOD COLUMNS, RATE THE STUDENT'S PERFORMANCE IN THE STATED AREAS USING THE INDICATORS/NUMBERS IN THE TABLE BELOW FOR YOUR SUBJECT AREA.
- E.** USING THE YES/NO CHECK BOXES IN THE SECOND TABLE, ANSWER THE QUESTIONS REGARDING STRATEGIES AND RECLASSIFICATION EACH MARKING PERIOD.

English	Teacher's Initials	1 st	2 nd	3 rd	4 th
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	Marking Period			
	1 st	2 nd	3 rd	4 th
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 their academic progress.				

	1 st	2 nd	3 rd	4 th
Have ELD strategies been implemented to respond to the language needs of the former EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Do you recommend that this student be considered for reclassification as an EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Comments:				

Mathematics	Teacher's Initials	1 st	2 nd	3 rd	4 th
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	Marking Period			
	1 st	2 nd	3 rd	4 th
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 their academic progress.				

	1st	2nd	3rd	4th
Have ELD strategies been implemented to respond to the language needs of the former EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Do you recommend that this student be considered for reclassification as an EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Comments:				

Science	Teacher's Initials	1st	2nd	3rd	4th
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	Marking Period			
	1st	2nd	3rd	4th
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with their academic progress.				

	1st	2nd	3rd	4th
Have ELD strategies been implemented to respond to the language needs of the former EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Do you recommend that this student be considered for reclassification as an EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Comments:				

Social Studies	Teacher's Initials	1st	2nd	3rd	4th
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Rate the student's performance in each of the following areas: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always	Marking Period			
	1st	2nd	3rd	4th
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with their academic progress.				

	1st	2nd	3rd	4th
Have ELD strategies been implemented to respond to the language needs of the former EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Do you recommend that this student be considered for reclassification as an EL?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Comments:				

To be completed by appropriate ELD staff

I have received and reviewed this completed form.	ELD Teacher's Initials	1st	2nd	3rd	4th
---	------------------------	-----	-----	-----	-----

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. <i>(if the answer is "Yes", describe the collaboration in the comments section)</i>		
1st	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:
2nd	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:
3rd	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:
4th	YES <input type="checkbox"/> NO <input type="checkbox"/>	Comments:

NOTE: <i>A student may not be recommended for reclassification if collaboration between the ELD and classroom teacher has not taken place.</i>	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Additional Recommendations:				

If a recommendation is made to reclassify, have the parents been notified?	Y <input type="checkbox"/> N <input type="checkbox"/>
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